GLENDALE
COMMUNITY
COLLEGE

Institutional Effectiveness Report

DRAFT

2013 – 2014

September 1, 2014

Research & Planning
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Introduction

Summary of Report

This report is Glendale Community College's annual Institutional Effectiveness Report. Its purpose is to provide the college and the community with measures of effectiveness at the institutional level. Most of the measures reported here are also reported in other publications such as the Campus Profile, but this report represents a focused presentation of collegewide indicators.

The indicators in this report are in divided into four categories. Transfer and Awards indicators are measures that show the college's effectiveness at meeting its transfer, degree, and certificate missions. Student Progress indicators are measures that show student and course success rates. CTE indicators are measures that show success in career and technical education. Core Competencies are institutional student learning outcomes.

Report Components

The Institutional Effectiveness Report addresses three kinds of institutional performance indicators, several of which overlap.

Indicators of How Well the College Meets Its Mission. The college mission statement has several components. These indicators show how well the college is meeting each of the components of the mission. The shaded area below shows the college mission statement, with each component numbered.

1. Glendale Community College serves a diverse population of students
2. by providing the opportunities and support to achieve their educational and career goals.
3. We are committed to student learning and success
4. through transfer preparation,
5. certificates, associate degrees,
6. career development, technical training,
7. continuing education, and
8. basic skills instruction.
9. Dedicated to the importance of higher education in an evolving urban environment, faculty and staff engage students in rigorous and innovative learning experiences that
10. enhance and sustain the cultural, intellectual, and economic vitality of the community.

Indicators of How Well the College is Achieving Its Goals. Institutional goals are defined by GCC's master planning process. These indicators show the extent to which GCC is achieving its planning goals.

Institution-Set Standards. As required for accreditation, the college has set standards for institutional performance.

The report includes analysis sections for each indicator. Analyses include a definition of the indicator, a trends and analysis section discussing historical patterns and effects the trends might have on college outcomes, performance expectations for the indicator, a section on the indicator's alignment with the college mission, and a section on future planning. These analysis sections are based on the requirements for evidence defined in the Accrediting Commission for Community and Junior Colleges' *Manual for Institutional Self Evaluation* (pages 22 and 50 of the June 2013 edition).

The following table shows how the indicators in this report (each row of the table) match the college mission, college goals, and institution-set standards.
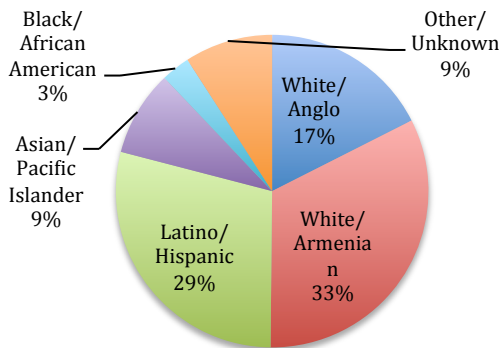
Indicator	★ College Mission	★ Institutional Planning Goals	★ Institution-Set Standards	Report Page
Diversity and Offerings Indicators				
1.1 Student Diversity	Component 1	EMP Goal 1		4-5
1.2. Program Offerings and Satisfaction	Component 2	EMP Goal 1		6-7
Student Progress Indicators				
2.1. Successful Course Completion Rate	Component 3	EMP Goal 3	Standard 1	10-11
2.2. Scorecard Persistence Rate	Component 3	EMP Goal 1		12-13
2.3. Student Retention Rate	Component 3	EMP Goal 1	Standard 2	14-15
2.4. Scorecard 30 Unit Rate	Component 3	EMP Goal 1		16-17
2.5. Scorecard Remedial Progress Rates	Component 8	EMP Goal 3		18-19
2.6. Scorecard CDCP Rate	Component 7	EMP Goal 3		20-21
Student Learning Indicators				
3.1. Institutional Learning Outcomes	Component 3	EMP Goal 3		24-26
3.2. Innovative Learning Experiences	Component 9	EMP Goal 3		27-28
Student Completion Indicators				
4.1. Scorecard Completion Rate		EMP Goal 3		30-31
4.2. Transfer Rate	Component 4	EMP Goal 3		32-33
4.3. Number of Transfers	Component 4	EMP Goal 3	Standard 4	34-35
4.4. Degree Completions	Component 5	EMP Goal 3	Standard 3	36-37
4.5. Certificate Completions	Component 5	EMP Goal 3	Standard 5	38-39
Career Technical Education Indicators				
5.1. Scorecard CTE Rate	Component 6	EMP Goal 2		42-43
5.2. CTE Technical Skill Attainment Rate	Component 6	EMP Goal 2		44-45
5.3. CTE Employment Rate	Component 6	EMP Goal 2		46-47
Fiscal Stability Indicators				
6.1. Funded FTES		EMP Goal 4		50-51
6.2. Reserve		EMP Goal 4		52-53
6.3. GASB Post-Employment Benefits Fund		EMP Goal 4		54-55
Community Indicators				
7.1. Cultural, Intellectual, and Economic Vitality	Component 10			58-59

Section 1.
Diversity and Offerings Indicators

Indicator 1.1. Student Diversity

Credit Students

Ethnicity:
- Other/Unknown 9%
- White/Anglo 17%
- White/Armenian 33%
- Latino/Hispanic 29%
- Asian/Pacific Islander 9%
- Black/African American 3%

Age:
- Over 50 6%
- 31 to 50 18%
- 26 to 30 10%
- 21 to 25 26%
- Under 21 40%

Language:
- Other First Language 56%
- English First Language 44%

Noncredit Students

Ethnicity:
- Other/Unknown 21%
- White/Anglo 16%
- White/Armenian 36%
- Latino/Hispanic 20%
- Asian/Pacific Islander 6%
- Black/African American 1%

Age:
- Under 21 11%
- 21 to 25 9%
- 26 to 30 10%
- 31 to 50 37%
- Over 50 33%

Language:
- English First Language 13%
- Other First Language 87%

Indicator 1.1. Student Diversity (continued)

Definition

The graphs show the percentages of GCC's credit and noncredit student populations by ethnicity, age group, and language status for Fall 2013.

Trends and Analysis

GCC's student populations are diverse, reflecting the diversity of the college's service area.

Performance Expectations

It is expected that GCC's population will continue to be diverse in ethnic background, socioeconomic status, preparation level, and educational needs. As an open-access institution, the college has not established specific goals for the diversity of the students it serves.

Alignment with Mission

Diversity reflects component 1 of GCC's mission statement. An important part of the college's mission is serving a diverse population of students. As the indicator shows, the college meets this component of the mission.

> ✶ **College Mission Component 1:** "Glendale Community College serves a diverse population of students…"

Future Planning

GCC is revising its Student Equity Plan for 2014-2015; diversity, access, and equity issues will be addressed directly in this plan.

Indicator 1.2. Program Offerings and Satisfaction

Glendale Community College offers the following number of degrees, credit certificates, and noncredit certificates, based on the 2013-2014 Catalog.

Number of associate in arts (AA) degrees offered in 2013-2014:   32

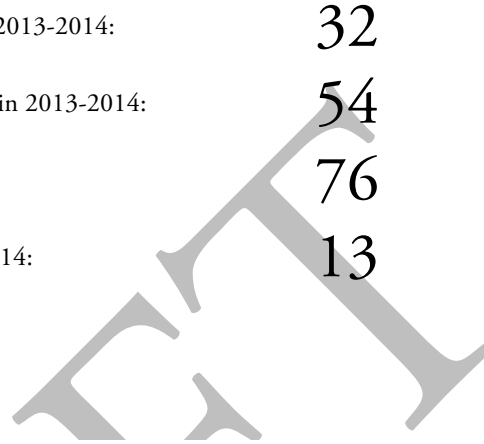Number of associate in science (AS) degrees offered in 2013-2014:   54
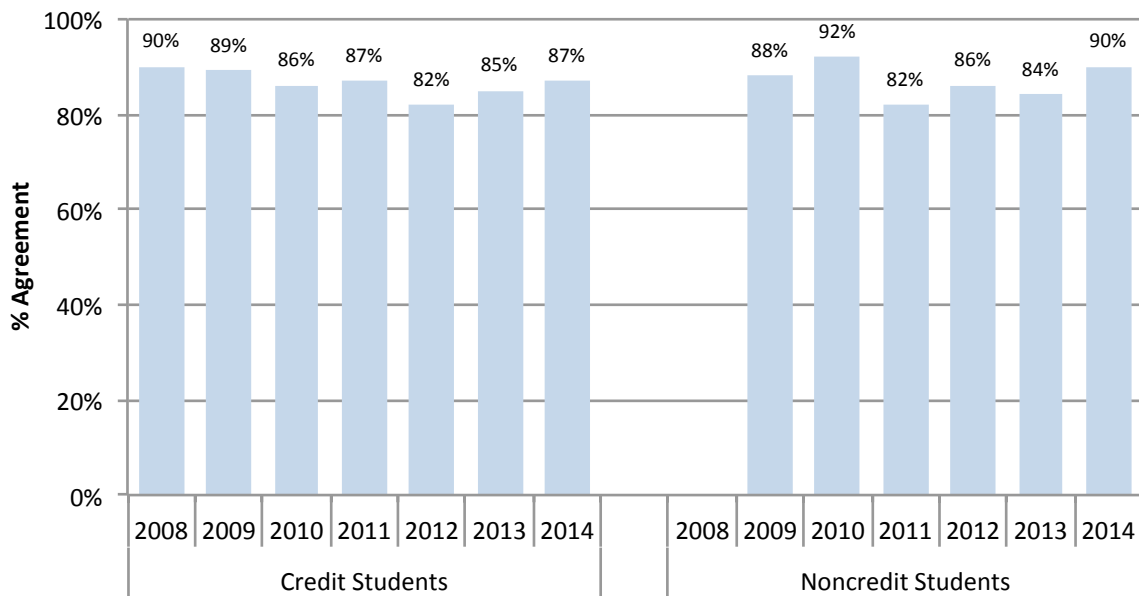
Number of credit certificates offered in 2013-2014:   76

Number of noncredit certificates offered in 2013-2014:   13

Percent of Students Agreeing That GCC Provides Enough Instructional Programs to Meet Their Needs

Indicator 1.2. Program Offerings (continued)

Definition

The table shows the number of degree and certificate programs offered by the college. In 2013-2014, GCC offers about 175 degree and certificate programs to help students meet their educational and career goals.

The graph shows survey results about satisfaction with GCC's instructional and student services programs. Data in the graph are from the college's 2014 spring student survey.

Trends and Analysis

GCC offers a wide variety of degree and certificate programs. The number of programs offered is increasing as more associate degrees for transfer (AA-T's and AS-T's) are approved.

A large majority of both credit and noncredit students agree that GCC provides sufficient instructional programs, degrees, and certificates to meet their educational needs. Historically, responses to these questions from both credit and noncredit students have been very positive, ranging from a low of 82% agreement in 2012 to highs of 90% agreement in 2008 and 2014.

Performance Expectations

The number of degree and certificate programs offered by the college is related to the number of degrees and certificates the college awards to students. Performance expectations for degree and certificate awards is defined by institution-set standards 3 and 5. See pages 38-41 of this report for more information on these standards.

The college has not set specific performance expectations for satisfaction with program offerings, but declines in satisfaction below 80% will be investigated and addressed.

Alignment with Mission

Program offerings reflect component 2 of GCC's mission statement.

> ✫ **College Mission Component 2:** "…by providing the opportunities and support to achieve their educational and career goals."

Future Planning

Program offerings reflect Goal 1 of the Educational Master Plan: Student Awareness, Access, Persistence, and Success.

> ✫ **EMP Goal 1:** Student Awareness, Access, Persistence, and Success
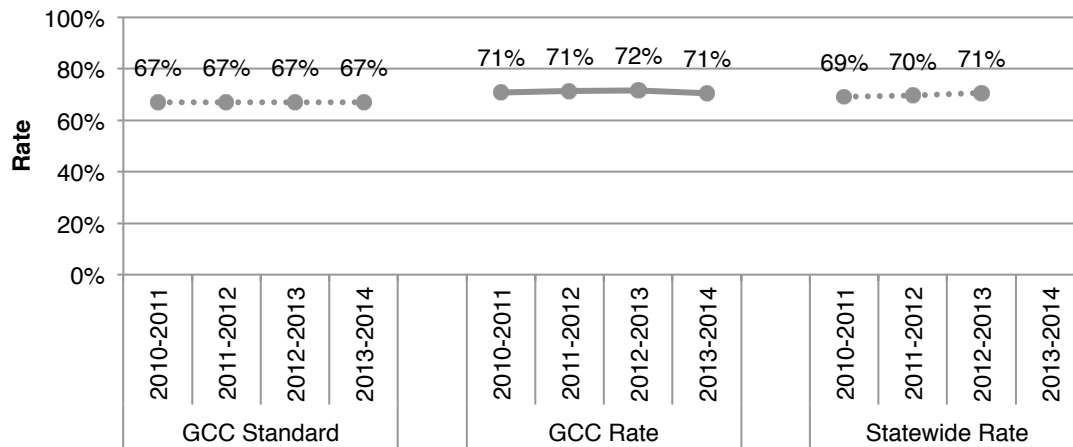
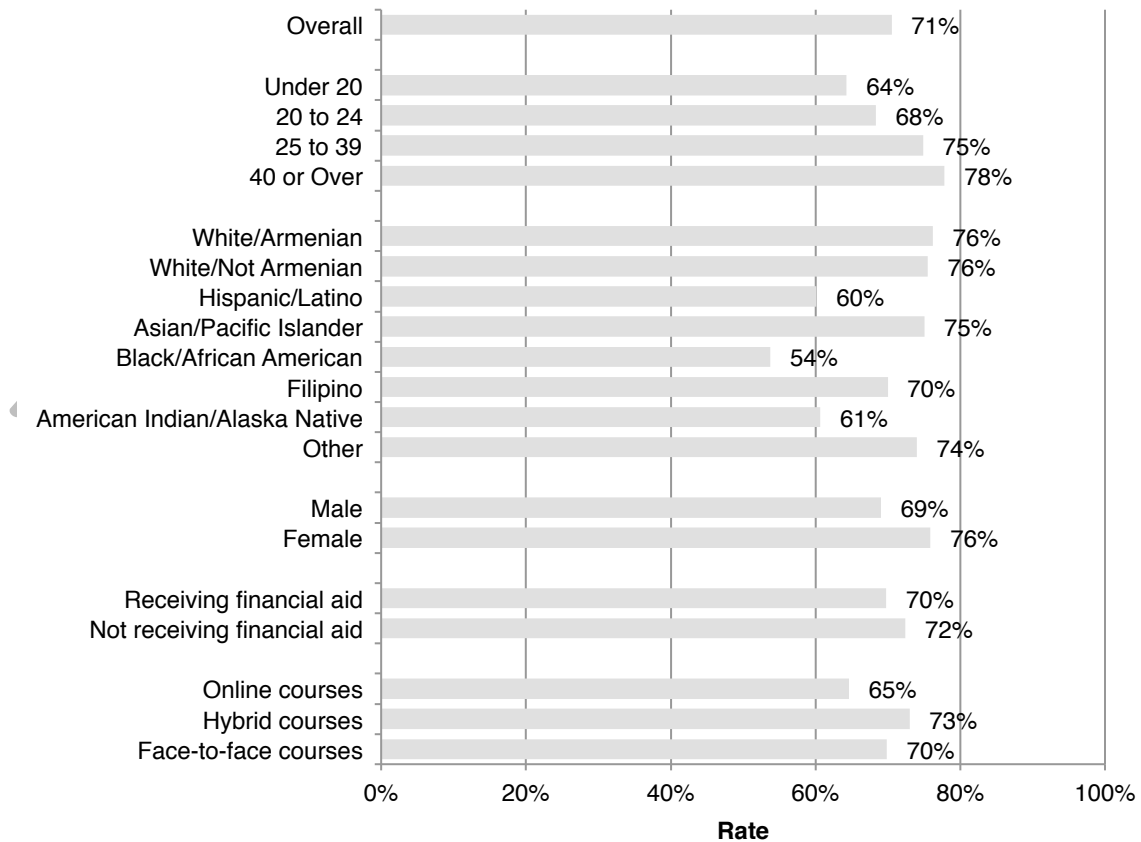# Section 2.
Student Progress Indicators

Indicator 2.1. Successful Course Completion Rate

Successful Course Completion Rate

Successful Course Completion Rate, 2013-2014

Indicator 2.1. Successful Course Completion Rate (continued)

Definition

Successful course completion rate is the percentage of credit enrollments resulting in a grade of A, B, C, or Pass.

Trends and Analysis

GCC's course success rate has been steady and consistently above the institution-set standard of 67%. Course success is lower for younger students than older students, and lower for Hispanic/Latino students, Black/African American students, and American Indian/Alaska Native students than for other student groups. Male students show a lower success rate than female students. Success rates in online sections are lower than success rates in hybrid and traditional face-to-face sections. The college is currently developing a Student Equity Plan to include activities intended to reduce the gaps in success rate.

Performance Expectations

Institution-set standard 1 is course completion rate. The college has set a standard of 67% and has historically exceeded that rate for overall successful completion rate.

> ✯ **Institution-Set Standard 1:** Course Completion Rate – Standard: 67%

Alignment with Mission

Successful course completion rate is related to component 3 of GCC's mission statement.

> ✯ **College Mission Component 3:** "We are committed to student learning and success…"
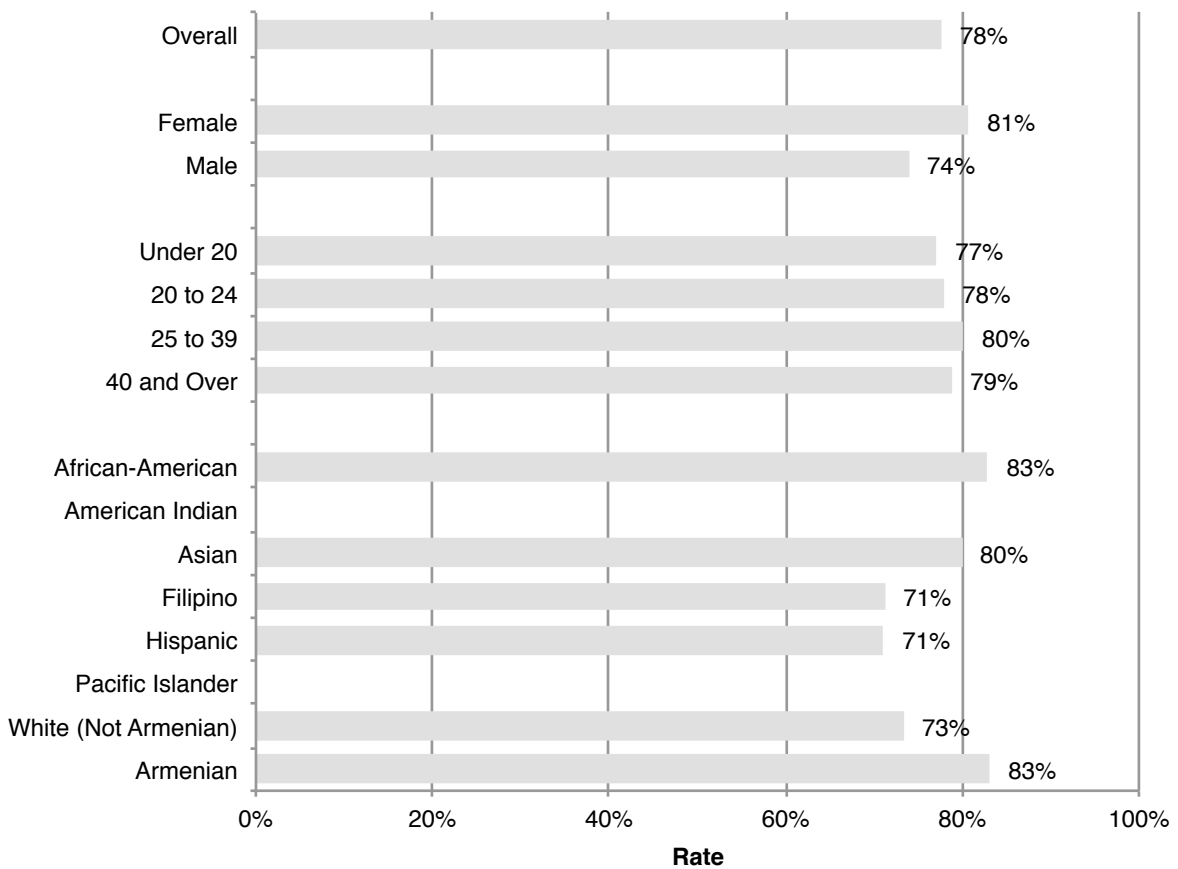
Future Planning

The college's Student Equity Plan is currently being developed. It addresses the gaps in successful course completion rates.

Indicator 2.2. Scorecard Persistence Rate

Scorecard Persistence Rate
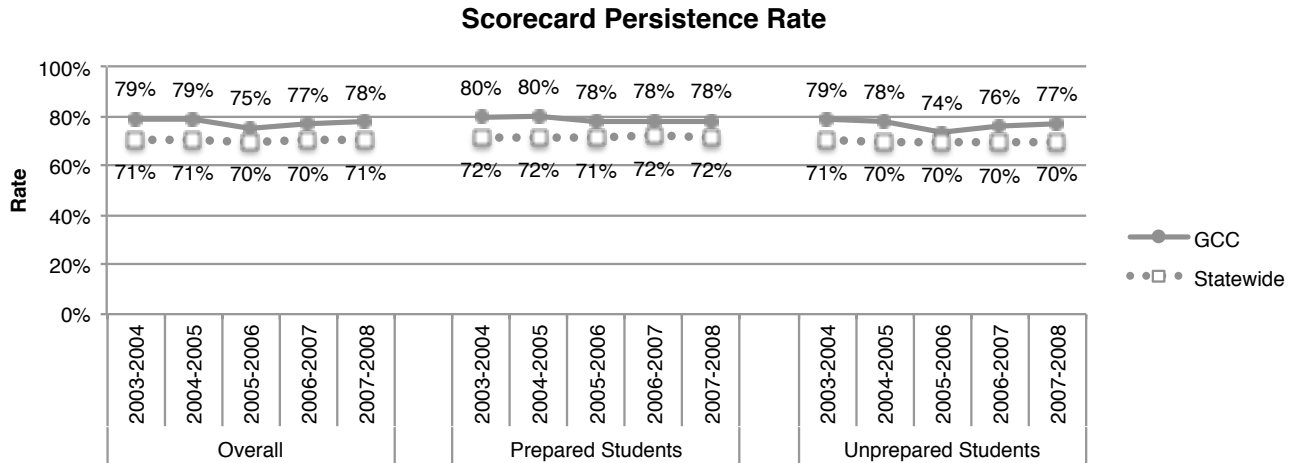
Scorecard Persistence Rate, Overall 2007-2008 Cohort

Indicator 2.2. Scorecard Persistence Rate (continued)

Definition

The scorecard persistence rate tracks entering students who, within three years of entry, completed at least six units and attempted Math or English. Persisters enrolled in the first three consecutive Fall and Spring semesters. Note that this definition is different from the previous Accountability Reporting for Community Colleges (ARCC) persistence measure, which only counted Fall-to-Fall persistence.

Trends and Analysis

GCC's persistence rate continues to be substantially higher than the statewide average. The difference is approximately 7 percentage points. GCC's persistence rate is also higher than its Scorecard peer group average of 63%. This measure indicates that one of GCC's strengths is student persistence.

The state Student Success Scorecard includes additional data for students counted as prepared for college and students counted as unprepared for college. GCC's persistence rate for unprepared students (2006-2007 entering cohort) was 74.7%, well above the state average of 67.3%. Similarly, GCC's persistence rate for prepared students was 70.7%, also well above the state average of 62.2%.

Performance Expectations

The college has not set a specific standard for the scorecard persistence rate. It is expected that the scorecard persistence rate will continue to be above the statewide average and the average for community colleges in GCC's geographic region. A standard has been set for the related measure of retention rate (see Indicator 2.3).

Alignment with Mission

While student persistence is not explicitly included in the college mission, persistence from semester to semester is necessary for a student to complete his or her goals. Persistence supports and is indirectly associated with component 3 of the mission statement.

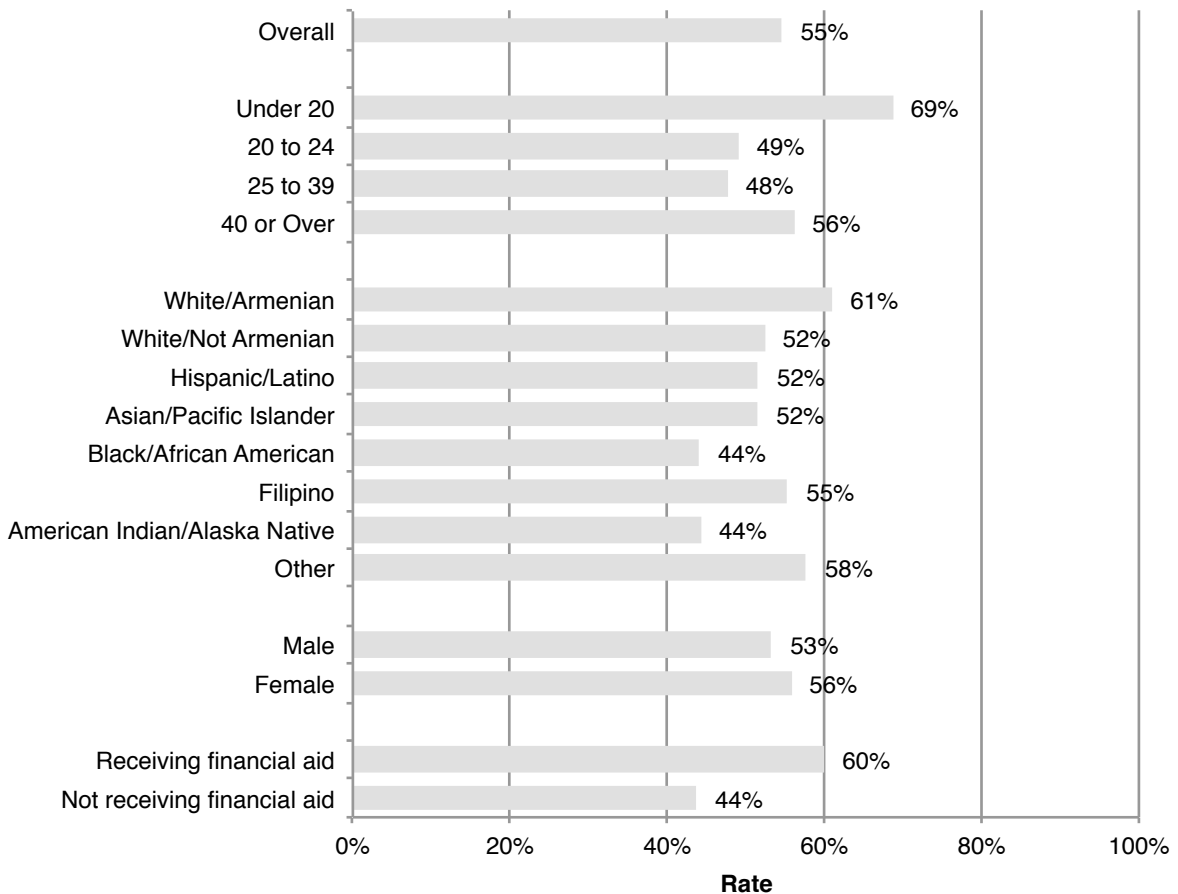> ✫ **College Mission Component 3:** "We are committed to student learning and success…"

Future Planning

> ✫ **EMP Goal 1:** Student Awareness, Access, Persistence, and Success

Indicator 2.3. Retention Rate
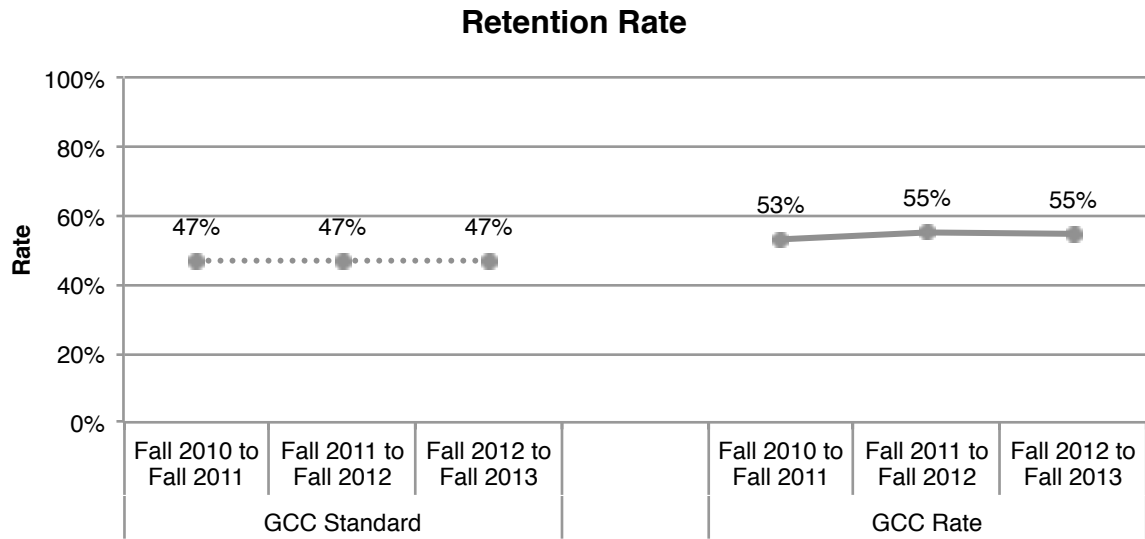
Retention Rate

Retention Rate, Fall 2012 to Fall 2013

Indicator 2.3. Retention Rate (continued)

Definition

Retention rate is the percent of credit students enrolled during one Fall semester who also enrolled in at least one credit course in the next Fall semester. Note that this indicator is similar to Indicator 2.2, Scorecard Persistence Rate, but retention rate includes all students and not just first-time, entering students. Additionally, retention rate is measured from Fall semester to Fall semester, while Indicator 2.2 tracks a subset of entering students for three primary semesters.

Trends and Analysis

GCC's Fall-to-Fall retention rate has been historically stable.

Performance Expectations

The college has set a standard of 47% for Fall-to-Fall retention rate.

> ✯ **Institution-Set Standard 2:** Retention Rate – Standard: 47%

Alignment with Mission

Like the Scorecard Persistence Rate, retention rate supports component 3 of the college mission because students who do not continue from semester to semester are unlikely to achieve their educational goals.

> ✯ **College Mission Component 3:** "We are committed to student learning and success…"

Future Planning

Retention is related to the persistence component of EMP Goal 1. One of the college's strategic goals is to increase student retention.

> ✯ **EMP Goal 1:** Student Awareness, Access, Persistence, and Success

Indicator 2.4. Scorecard 30 Unit Rate

Scorecard 30 Unit Rate
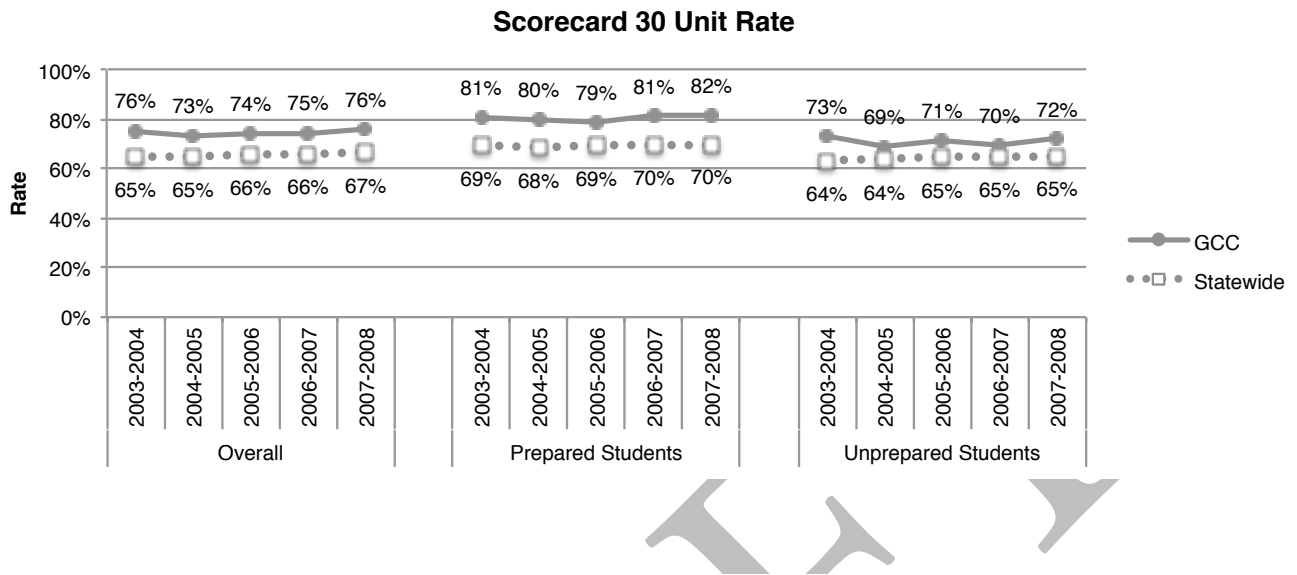
Scorecard 30 Unit Rate, Overall 2007-2008 Cohort
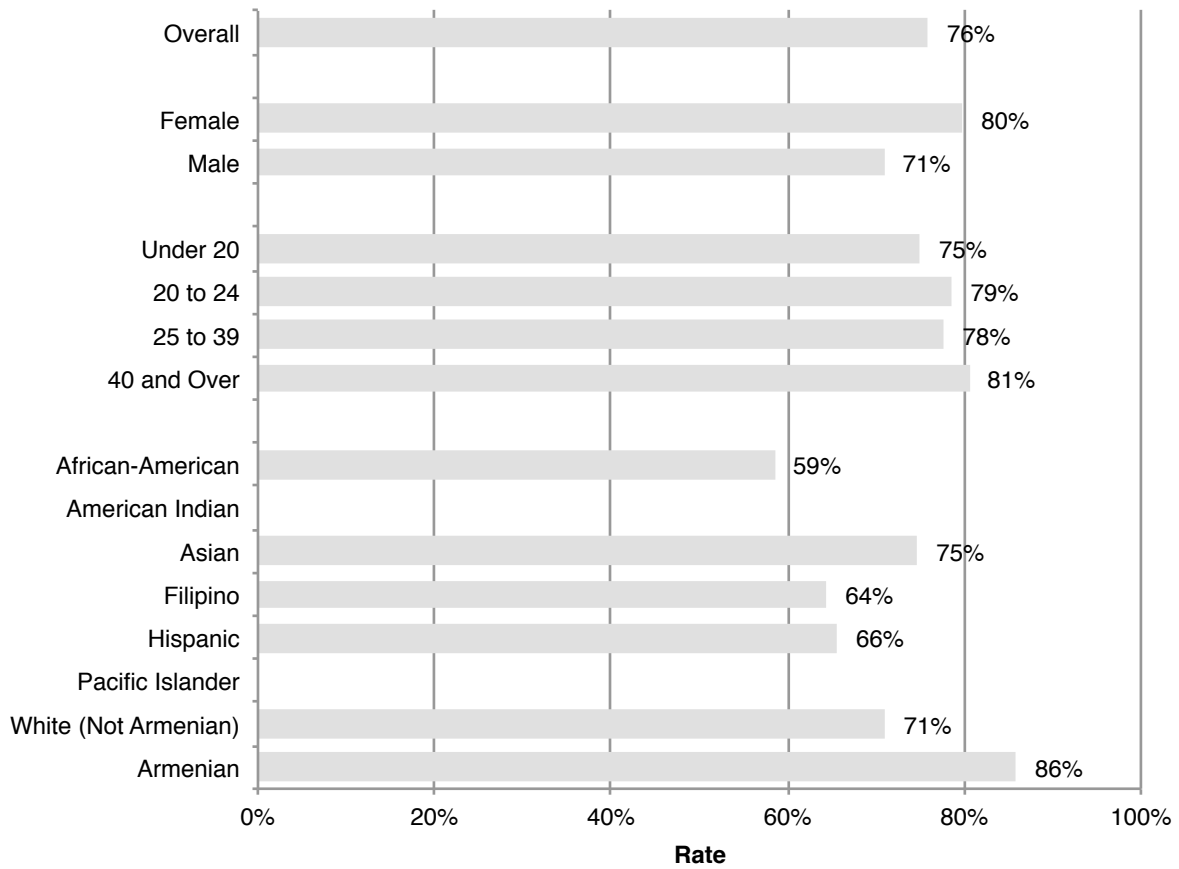
Indicator 2.4. Scorecard 30 Unit Rate (continued)

Definition

This indicator is a Scorecard indicator that measures the percentage of first-time students showing intent to complete who earned at least 30 units in the California Community College system within 6 years.

Trends and Analysis

GCC is consistently above the statewide average for this indicator. For the most recent Scorecard data reported in 2013, GCC ranked 4th out of 110 colleges providing data. For students entering college prepared to take college-level English and Math, GCC ranked first in the state. Taken with the persistence and completion Scorecard indicators, this indicator clearly shows that GCC does an excellent job supporting students so that they persist and achieve their educational goals.

Performance Expectations

The college has not established a specific standard for the 30 unit rate indicator.

Alignment with Mission

While completion of 30 or more units is not explicitly included in the college mission, completion of units is necessary for a student to complete his or her goals. Progress and persistence support and are associated with component 3 of the mission statement.
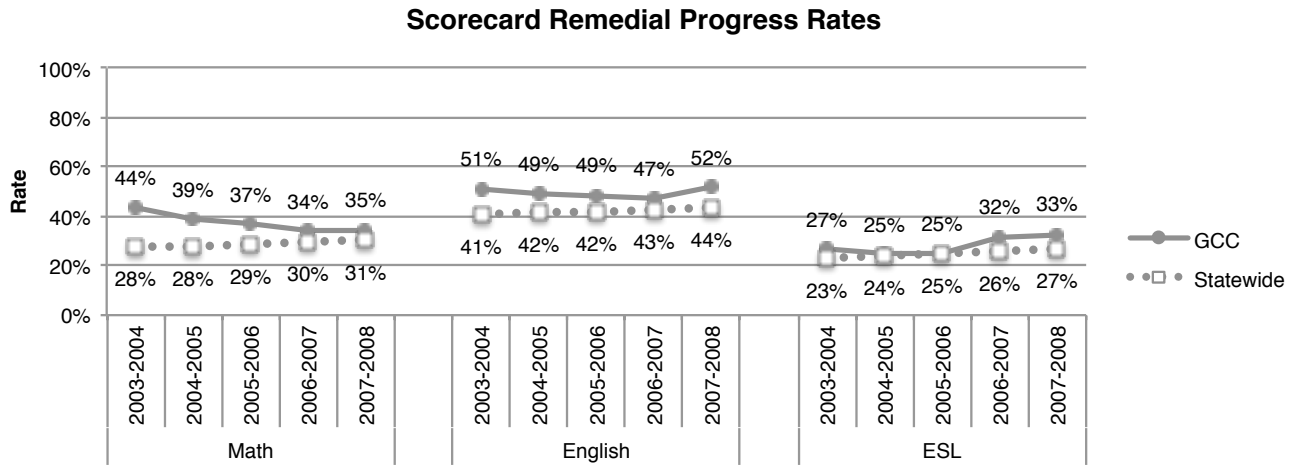
> ✶ **College Mission Component 3:** "We are committed to student learning and success…"

Future Planning

This indicator is related to Goal 1 of the EMP.

> ✶ **EMP Goal 1:** Student Awareness, Access, Persistence, and Success

Indicator 2.5. Scorecard Remedial Progress Rates

Scorecard Remedial Progress Rates

Scorecard Remedial Progress Rates, 2007-2008 Cohort

	Math	English	ESL
Overall	34.6%	51.8%	32.9%
Female	37.9%	55.3%	34.5%
Male	29.2%	48.5%	29.9%
Under 20	32.5%	57.1%	63.1%
20 to 24	29.4%	37.7%	55.6%
25 to 39	46.9%	42.7%	26.7%
40 and Over	31.8%	35.0%	9.0%
African-American	16.9%	23.1%	n/a
American Indian	n/a	n/a	n/a
Asian	49.2%	61.2%	27.4%
Filipino	38.1%	63.3%	41.7%
Hispanic	25.3%	41.9%	23.8%
Pacific Islander	n/a	n/a	n/a
White (Not Armenian)	36.9%	50.8%	32.9%
Armenian	44.5%	65.8%	34.4%

Indicator 2.5. Scorecard Remedial Progress Rates (continued)

Definition

Basic skills progress rates (also called remedial progress rates) are three Scorecard indicators that track students who attempted a course below transfer level in Math, English, or credit ESL. Students passing a college-level course in the same discipline within six years are counted as successes.

Trends and Analysis

GCC's progress rates are above the state averages for Math and English, but not for ESL. For the 2006-2007 entering cohort, the ESL progress rate is the only Scorecard indicator for which GCC's rate is below the state average. Part of the reason GCC's ESL progress rate is below the state average is that the cohort includes students whose first credit ESL course is ESL 111, the lowest level of the ESL grammar sequence. Students starting at ESL 111 have extremely low rates of progressing through the ESL sequence to college-level English.

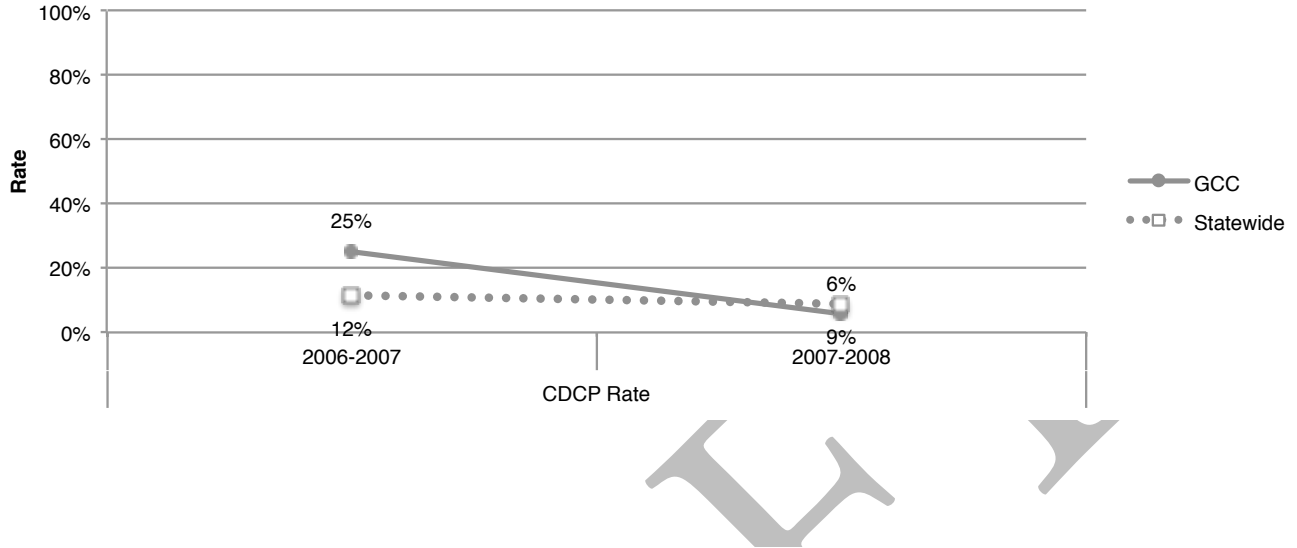### Performance Expectations

Alignment with Mission

> ✯ **College Mission Component 8:** "basic skills instruction"
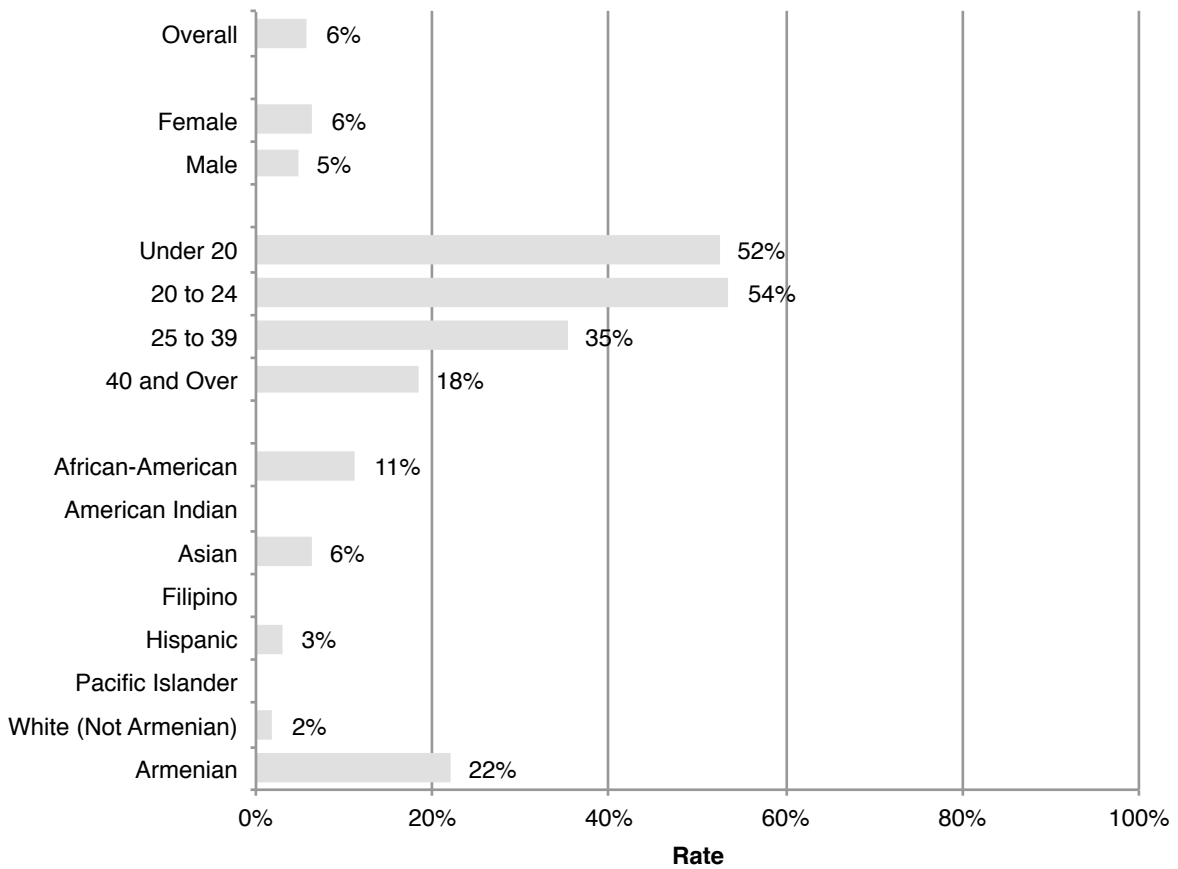
Future Planning

> ✯ **EMP Goal 3:** Instructional Programs and Student Services

Indicator 2.6. Scorecard Career Development and College Preparation Rate

Scorecard CDCP Rate

Scorecard CDCP Rate, Overall 2007-2008 Cohort

Indicator 2.6. Scorecard Career Development and College Preparation Rate (continued)

Definition

Career Development and College Preparation (CDCP) Rate is a Scorecard indicator that tracks students starting in noncredit courses. Students attempting two or more noncredit courses within three years of entry, and completing at least four hours in each course, are tracked to determine whether they complete a noncredit certificate, an AA degree, an AS degree, a credit certificate, transfer to a four-year institution, or become transfer prepared by completing at least 60 units with a GPA of 2.0 or higher within six years of entry. The Chancellor's Office reported CDCP rate for the 2006-2007 entering cohort only in 2013.

Trends and Analysis

Although the absolute value of CDCP rate is low compared to most outcome indicators, GCC's rate is high compared to other colleges. For the 2006-2007 cohort, GCC's rate was the third highest out of the 32 California colleges reporting data. GCC's rate was the second highest in its peer group of 48 colleges, and first among the seven colleges in Region 7. CDCP rate indicates that GCC has a strong noncredit program.

> ✴ **College Mission Component 7:** "continuing education"

Performance Expectations

Alignment with Mission

Future Planning

> ✴ **EMP Goal 3:** Instructional Programs and Student Services

Section 3.
Student Learning Indicators

Indicator 3.1. Institutional Learning Outcomes

GCC has defined seven Institutional Learning Outcomes (ILOs), also known as core competencies.

1) Communication: a) Reading, b) Writing, c) Listening, d) Speaking and/or Conversing and/or Debating, e) Interpersonal Interactions

Definition: Learners express themselves clearly and concisely to others in logical, well-organized papers and/or verbal presentations using documentation and quantitative tools when appropriate. Learners listen, understand, debate, and use information communicated by others.

2) Mathematical Competency/Quantitative Reasoning: a) Interpret and Construct Mathematical Models, b) Solve Problems Using Quantitative Models, c) Construct Arguments Using Numerical/Statistical Support

Definition: Learners understand, interpret, and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry and trigonometry; and present information and construct arguments with the use of numerical and/or statistical support.

3) Information Competency: a) Research Strategies, b) Information Location/Retrieval, c) Evaluation of Information, d) Ethical & Legal Use of Information

Definition: Learners recognize the need for information and define a research topic; select, access, and use appropriate sources to obtain relevant data; evaluate sources for reliability and accuracy; and use information in an ethical and legal manner.

4) Critical Thinking: a) Evaluation, b) Analysis and/or Synthesis, c) Interpretation and/or Inference, d) Problem Solving, e) Construct and/or Deconstruct Arguments

Definition: Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments.

5) Global Awareness and Appreciation: a) Scientific Complexities, b) Social and Cultural Diversity, c) Artistic Expression and Variety, d) Ethical Reasoning, e) Environmental Issues, f) Politics

Definition: Learners recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and humanity.

6) Personal Responsibility: a) Self Management, b) Self Awareness, c) Physical Wellness, d) Study Skills

Definition: Learners demonstrate an understanding of the consequences, both positive and negative, of their own actions; set personal, academic and career goals; and seek and utilize the appropriate resources to reach such goals.
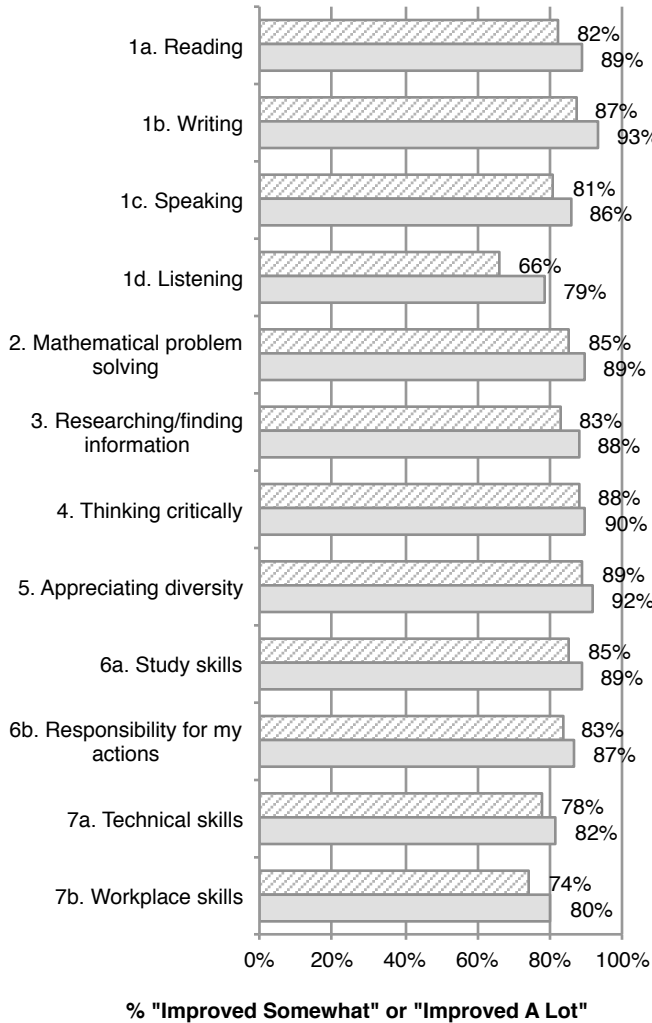
7) Application of Knowledge: a) Computer Skills, b) Technical Skills, c) Workplace Skills, d) Lifelong Learning

Definition: Learners maintain, improve and transfer academic and technical skills to the workplace; demonstrate life-long learning skills by having the ability to acquire and employ new knowledge; and set goals and devise strategies for personal and professional development.

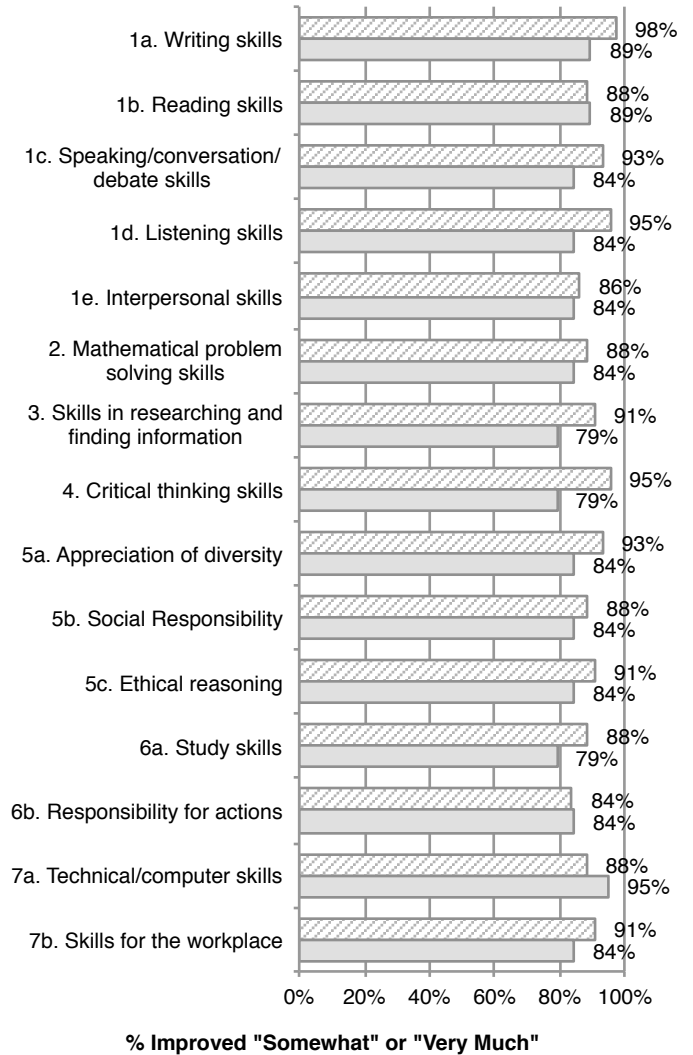# Indicator 3.1. Institutional Learning Outcomes (continued)

The graph below shows students' self-report about whether GCC has improved their skills in each of the ILO areas. This information is collected from the annual Spring student survey. The graph compares students who are completing their degree or transfer requirements with students who are not completing degree or transfer requirements. As the graph shows, students completing requirements are more likely to respond that GCC improved their skills in each area, as compared to students not completing requirements.

Survey of General Credit Population

ILO Area	Not Completing	Completing
1a. Reading	82%	89%
1b. Writing	87%	93%
1c. Speaking	81%	86%
1d. Listening	66%	79%
2. Mathematical problem solving	85%	89%
3. Researching/finding information	83%	88%
4. Thinking critically	88%	90%
5. Appreciating diversity	89%	92%
6a. Study skills	85%	89%
6b. Responsibility for my actions	83%	87%
7a. Technical skills	78%	82%
7b. Workplace skills	74%	80%

% "Improved Somewhat" or "Improved A Lot"

☐ Students Not Completing Degree or Transfer Requirements

☐ Students Completing Degree or Transfer Requirements

Survey of Degree/Certificate Completers

ILO Area	Associate Degree	Certificate
1a. Writing skills	98%	89%
1b. Reading skills	88%	89%
1c. Speaking/conversation/debate skills	93%	84%
1d. Listening skills	95%	84%
1e. Interpersonal skills	86%	84%
2. Mathematical problem solving skills	88%	84%
3. Skills in researching and finding information	91%	79%
4. Critical thinking skills	95%	79%
5a. Appreciation of diversity	93%	84%
5b. Social Responsibility	88%	84%
5c. Ethical reasoning	91%	84%
6a. Study skills	88%	79%
6b. Responsibility for actions	84%	84%
7a. Technical/computer skills	88%	95%
7b. Skills for the workplace	91%	84%

% Improved "Somewhat" or "Very Much"

☐ Associate Degree Completers   ☐ Certificate Completers

Indicator 3.1. Institutional Learning Outcomes (continued)

Definition

Trends and Analysis

Performance Expectations

Alignment with Mission

> ✩ **College Mission Component 3:** "We are committed to student learning and success"

Future Planning

Indicator 3.2. Innovative Learning Experiences

Indicator 3.2. Innovative Learning Experiences (continued)

Definition

Trends and Analysis

Performance Expectations

Alignment with Mission

> ✭ **College Mission Component 9:** "Dedicated to the importance of higher education in an evolving urban environment, faculty and staff engage students in rigorous and innovative learning experiences…"
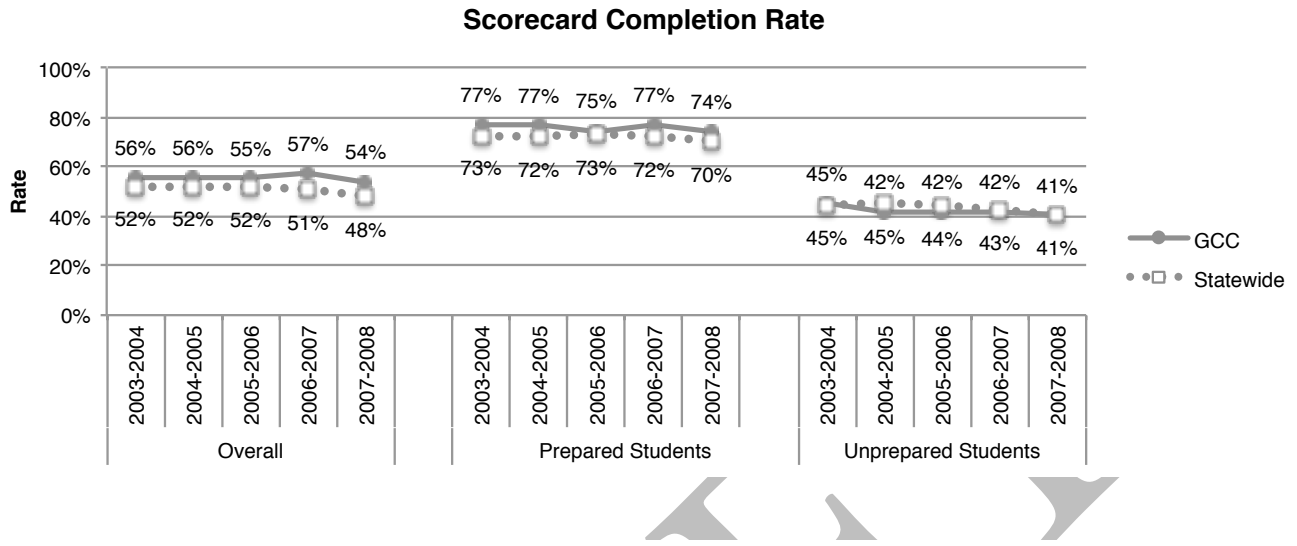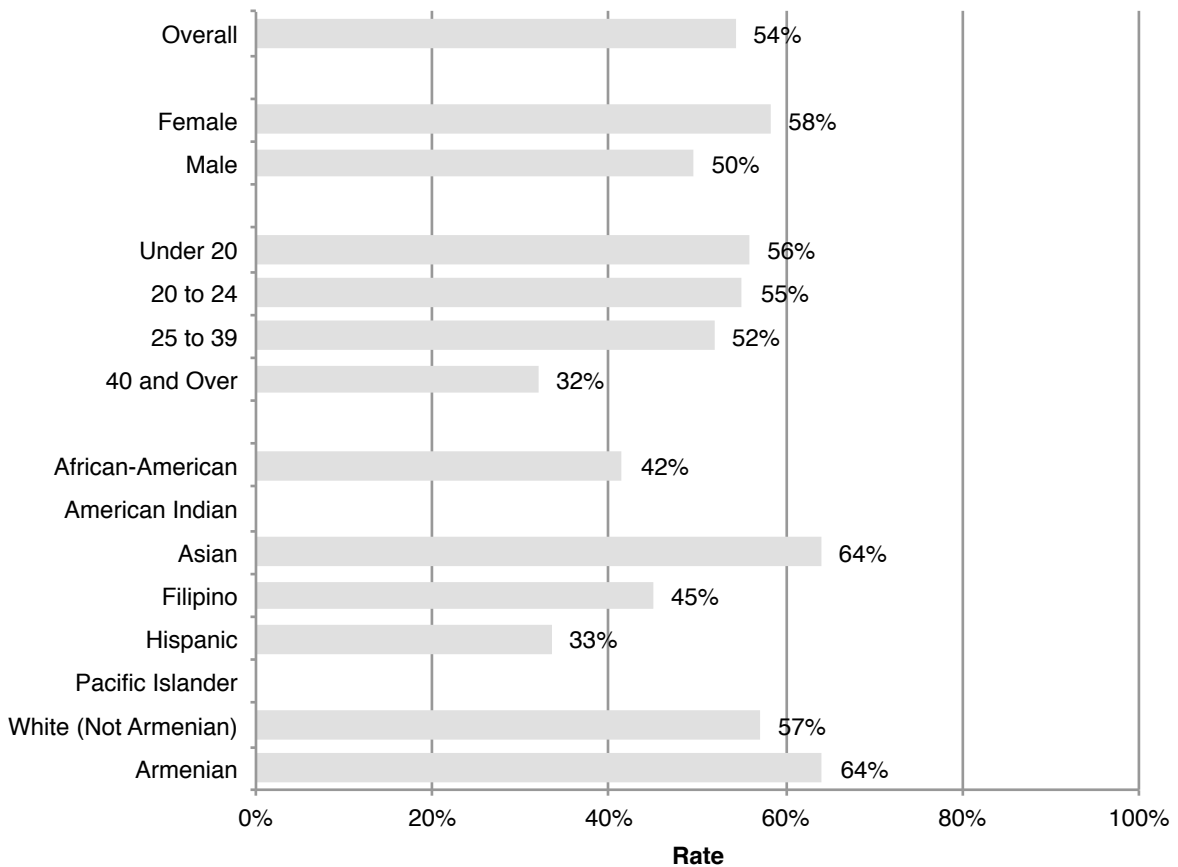
Future Planning

Section 4.
Student Completion Indicators

Indicator 4.1. Scorecard Completion Rate

Scorecard Completion Rate

Scorecard Completion Rate, Overall 2007-2008 Cohort

Indicator 4.1. Scorecard Completion Rate (continued)

Definition

Completion Rate, also known as Student Progress and Attainment Rate, is a Scorecard indicator that measures the percentage of first-time students showing intent to complete who transferred to a four-year institution, completed a degree or certificate, or became transfer prepared by completing 60 or more transferable units with a GPA of 2.0 or higher within six years.

Trends and Analysis

GCC's Student Progress and Achievement Rate is well above the statewide average for community colleges. The difference is approximately 8 percentage points. For the most recent Scorecard data available, GCC ranked 14th out of 110 community colleges reporting data on this measure. GCC's rate is also well above its Scorecard peer group average of 49%.

This measure is a general measure of student success because it includes multiple outcomes. GCC's high performance on this measure indicates that the college's student outcomes are excellent, well above the statewide average.

The state Student Success Scorecard includes additional data for students counted as prepared for college and students counted as unprepared for college. GCC's completion rate for unprepared students (2006-2007 entering cohort) was 42.1%, slightly above the state average of 41.1%. Similarly, GCC's completion rate for prepared students was 77.6%, well above the state average of 71.2%.
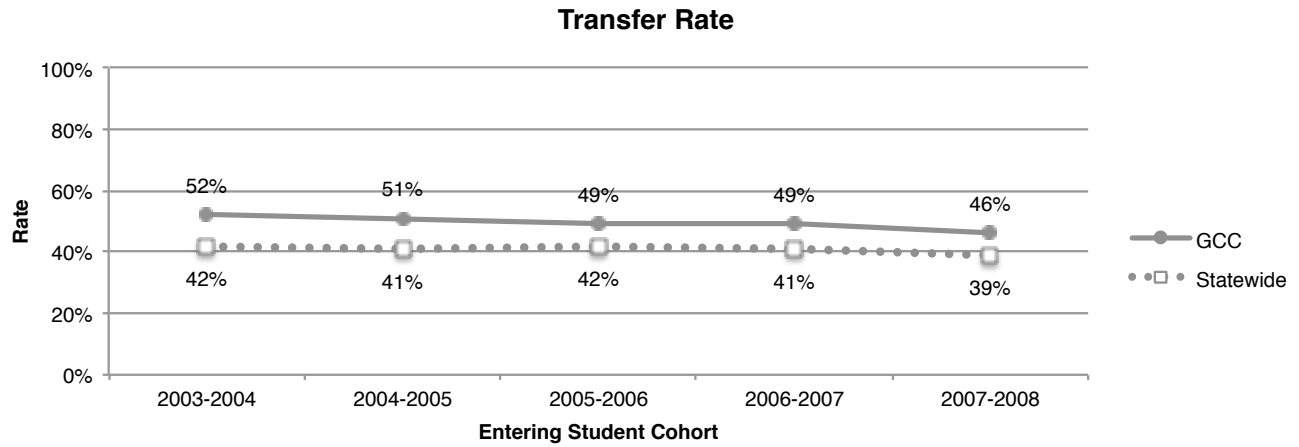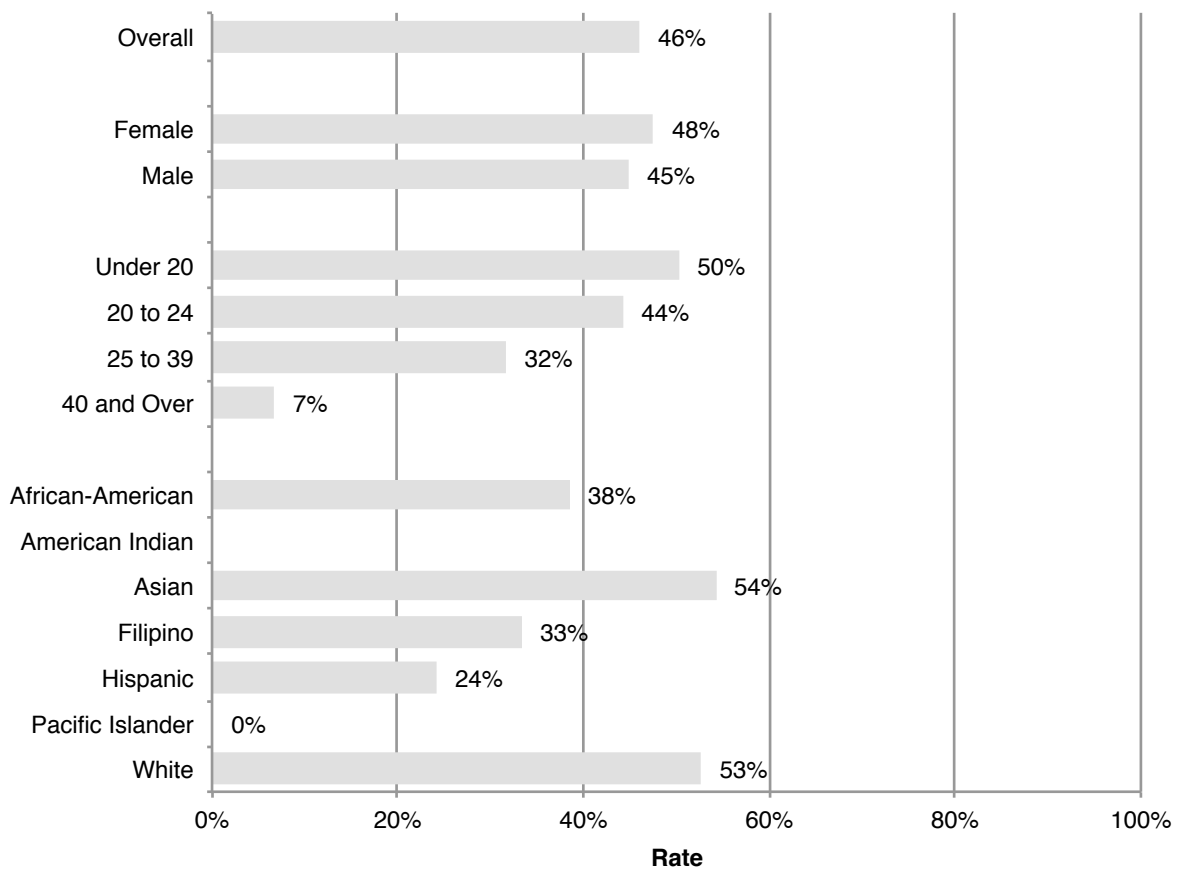
Performance Expectations

Alignment with Mission

Future Planning

> ✫ **EMP Goal 3:** Instructional Programs and Student Services

Indicator 4.2. Transfer Rate

Transfer Rate

Transfer Rate, 2007-2008 Entering Cohort

Indicator 4.2. Transfer Rate (continued)

Definition

Transfer rate is calculated by the California Community Colleges Chancellor's Office. Students are tracked from entry at a community college to determine whether they show a behavioral intent to transfer by completing 12 units and attempting transfer-level math or English within six years of entry. The transfer rate is the percentage of these students who actually transferred to a four-year institution within six years of entering a community college.

Trends and Analysis

Glendale Community College's transfer rate is historically at or near 50%, compared to a statewide average of about 40%. GCC's transfer rate is thus about 10 percentage points above the statewide average.

For the most recent data available, tracking the 2006-2007 entering cohort, GCC's transfer rate was among the highest in its geographical region of 14 colleges. GCC's rate of 49% was above that of Santa Monica College (47%), Pasadena City College (48%), and Pierce College (48%). GCC ranked tenth in California out of 111 colleges for which data were available.

By this direct measure of transfer rate, which focuses on students found to have a behavioral intent to transfer, Glendale Community College's performance is excellent.
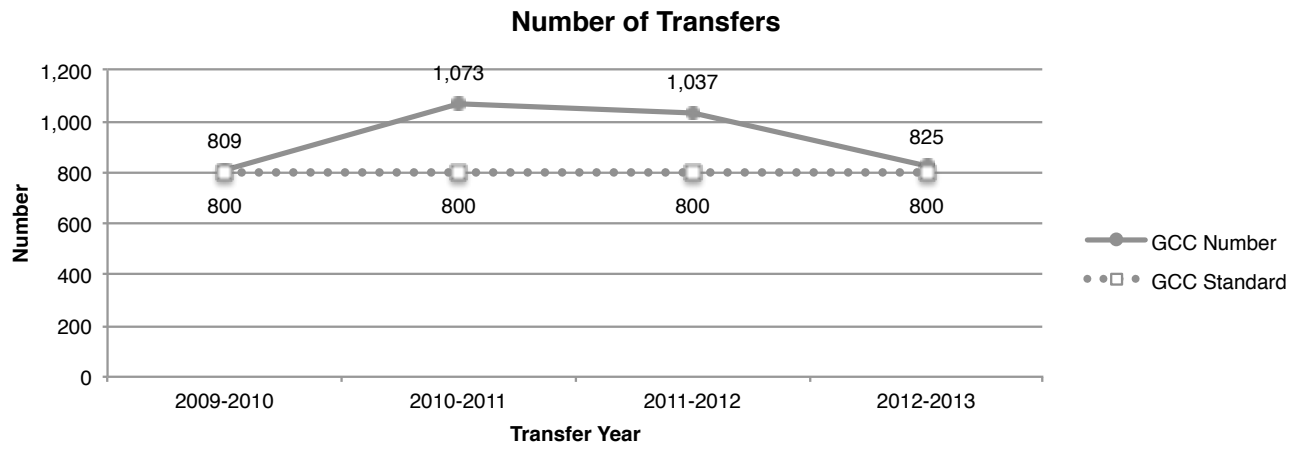
Performance Expectations

Alignment with Mission

> ✰ **College Mission Component 4:** "transfer preparedness"

Future Planning

> ✰ **EMP Goal 3:** Instructional Programs and Student Services

Indicator 4.3. Number of Transfers

Number of Transfers

Indicator 4.3. Number of Transfers (continued)

Definition

Trends and Analysis

Performance Expectations

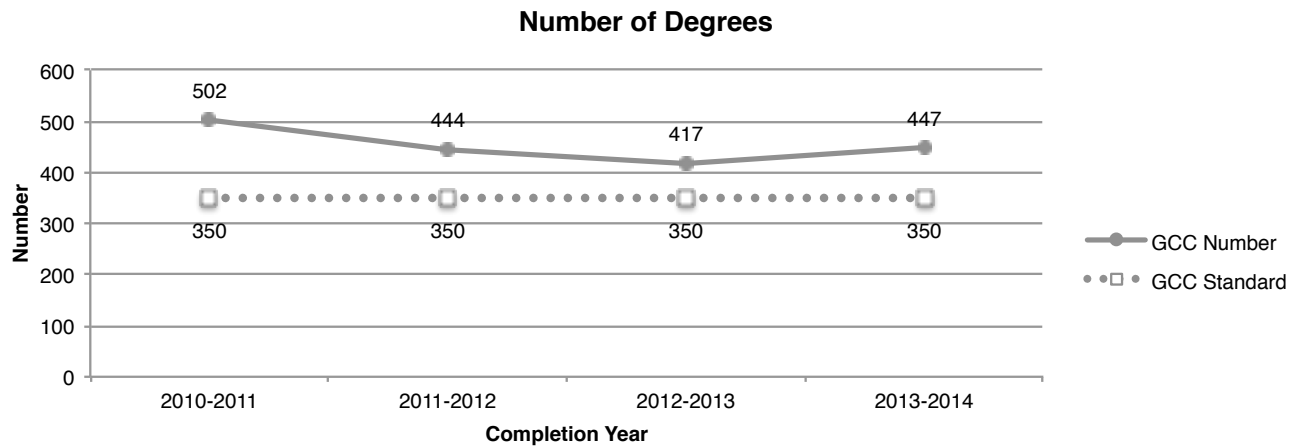> ✯ **Institution-Set Standard 4:** Number of transfers – standard: 800

Alignment with Mission

> ✯ **College Mission Component 4:** "transfer preparedness"
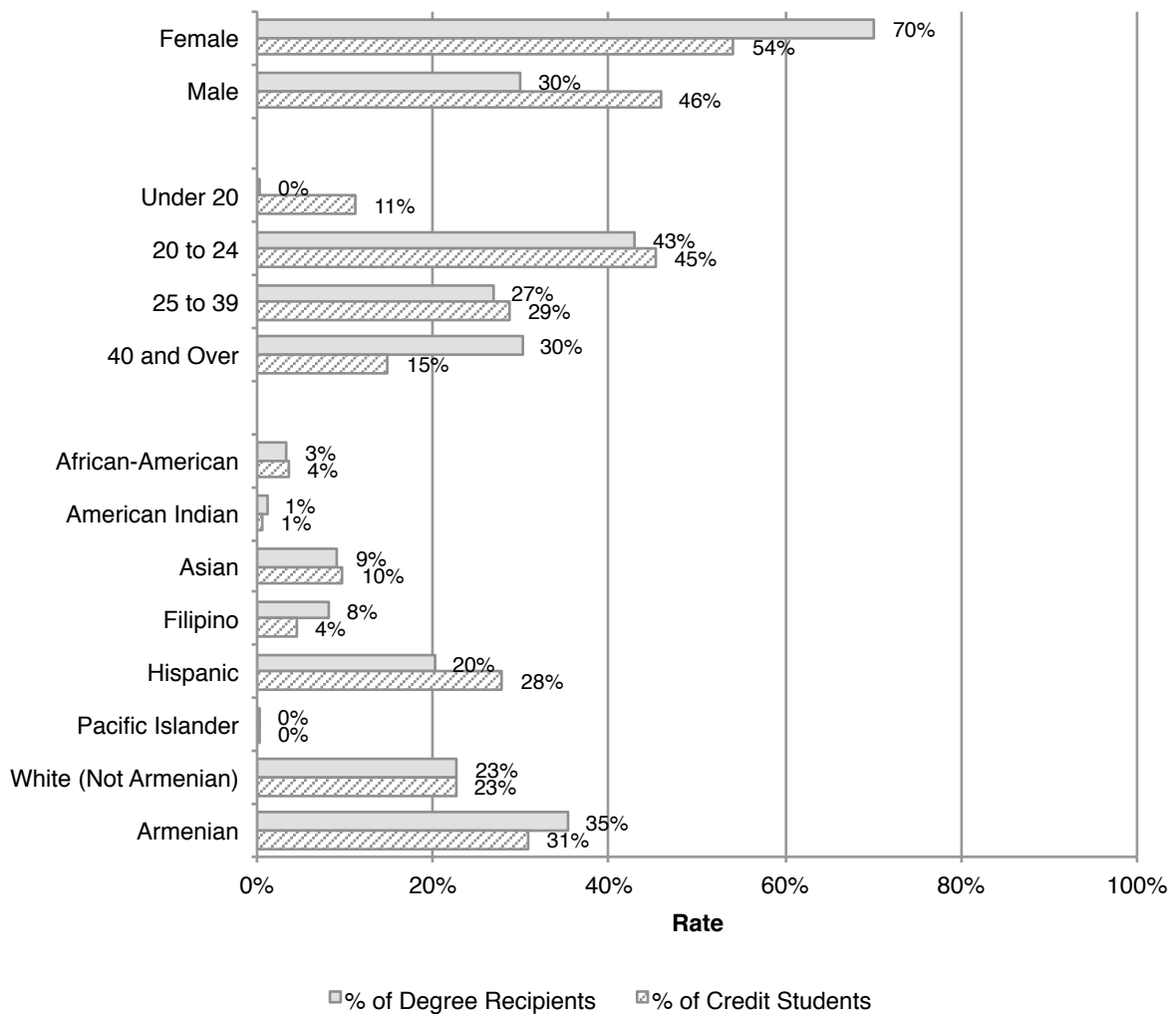
Future Planning

> ✯ **EMP Goal 3:** Instructional Programs and Student Services

Indicator 4.4. Degree Completions

Number of Degrees

Degrees Compared to Percent in Credit Student Population, 2013-2014

Indicator 4.4. Degree Completions (continued)

Definition

Trends and Analysis

AA degrees increased for several years to a high point in 2006-2007. The number of AA degrees awarded after that declined by about 40%. The decline coincided with the elimination of the General Education Transfer Studies AA degree, which was the most frequently awarded AA degree. The number of certificates declined from 2006-2007 to 2010-2011 but increased in 2011-2012. The number of AS degrees remained relatively steady.

The average number of AA degrees awarded by California community colleges is about 540, which is higher than the number awarded by GCC. The average number of AS degrees awarded per college statewide is 229, also higher than the number awarded by GCC. Similarly, the average number of credit certificates awarded statewide is about 447, higher than the number awarded by GCC. When awards are weighted by credit FTES, GCC awards fewer degrees and certificates per FTES than the statewide average. The statewide averages are about 0.06 AA degrees per credit FTES, 0.02 AS degrees per credit FTES, and 0.05 certificates per credit FTES. GCC's numbers are 0.02 AA degrees per credit FTES, 0.02 AS degrees per credit FTES, and 0.03 certificates per credit FTES.

The new transfer AA degrees required by Senate Bill 1440 will probably affect the number of AA degrees awarded in the future. These AA degrees have been approved for a small number of majors, but the number of available degrees will increase in the coming years.

Performance Expectations

Completion of degrees and certificates represent two of the institution-set standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC) beginning in 2013. Glendale Community College set its standard at 350 for annual degree completions and 200 for annual certificate completions. The 2011-2012 numbers were above these standards (544 degrees and 258 certificates). See page **Error! Bookmark not defined.** for a summary of institution-set standards.

> ✯ **Institution-Set Standard 3:** Number of degrees – standard: 350
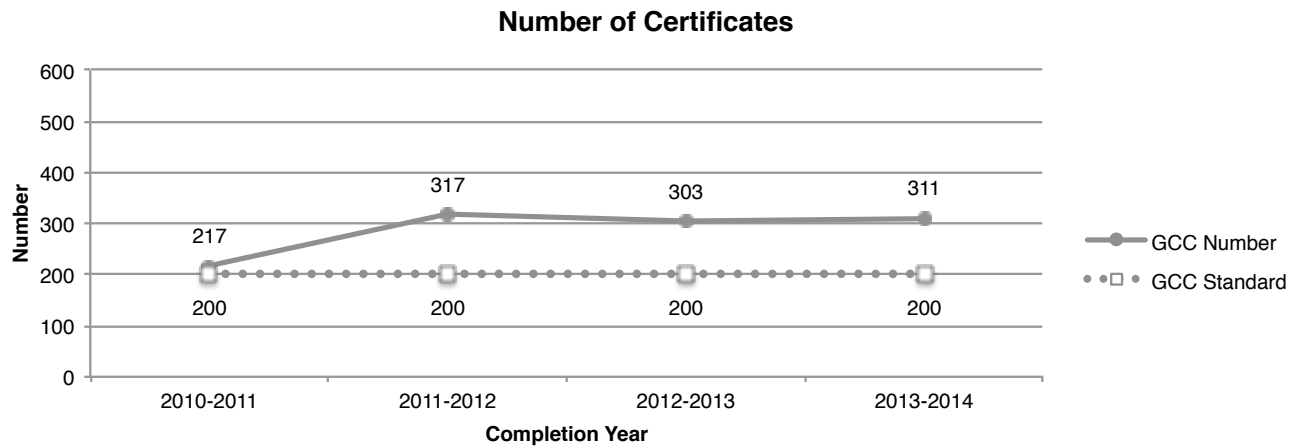
Alignment with Mission

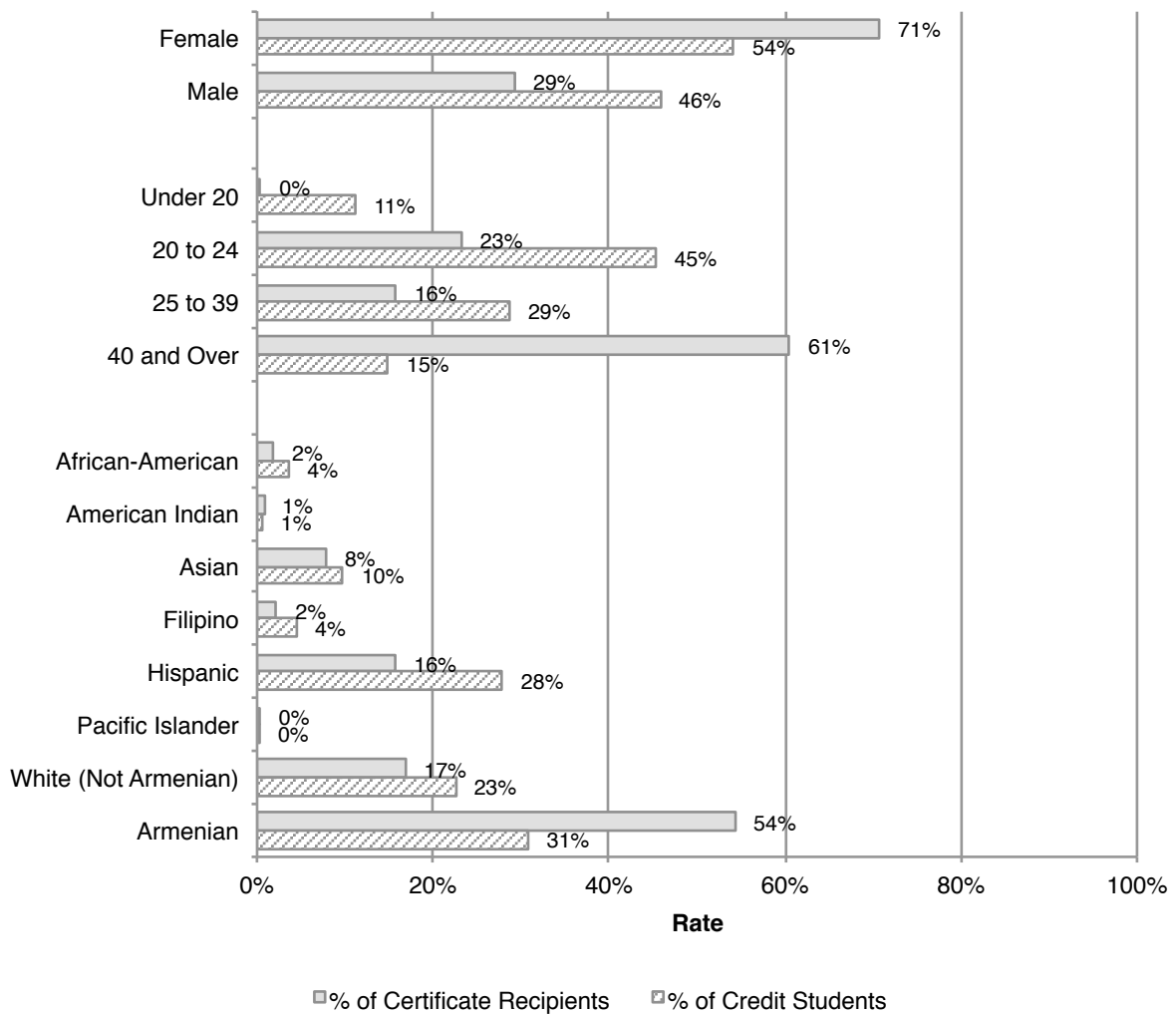> ✯ **College Mission Component 5:** "certificates, associate degrees"

Future Planning

> ✯ **EMP Goal 3:** Instructional Programs and Student Services

Indicator 4.5. Certificate Completion

Number of Certificates

Number (y-axis): 0, 100, 200, 300, 400, 500, 600

Completion Year (x-axis): 2010-2011, 2011-2012, 2012-2013, 2013-2014

GCC Number: 217, 317, 303, 311
GCC Standard: 200, 200, 200, 200

Legend:
— GCC Number
· ·□ · GCC Standard

Certificates Compared to Percent in Credit Student Population, 2013-2014

Category	% of Certificate Recipients	% of Credit Students
Female	71%	54%
Male	29%	46%
Under 20	0%	11%
20 to 24	23%	45%
25 to 39	16%	29%
40 and Over	61%	15%
African-American	2%	4%
American Indian	1%	1%
Asian	8%	10%
Filipino	2%	4%
Hispanic	16%	28%
Pacific Islander	0%	0%
White (Not Armenian)	17%	23%
Armenian	54%	31%

Rate (x-axis): 0%, 20%, 40%, 60%, 80%, 100%

Legend:
□ % of Certificate Recipients   □ % of Credit Students

Indicator 4.5. Certificate Completion (continued)

Definition

Trends and Analysis

AA degrees increased for several years to a high point in 2006-2007. The number of AA degrees awarded after that declined by about 40%. The decline coincided with the elimination of the General Education Transfer Studies AA degree, which was the most frequently awarded AA degree. The number of certificates declined from 2006-2007 to 2010-2011 but increased in 2011-2012. The number of AS degrees remained relatively steady.

The average number of AA degrees awarded by California community colleges is about 540, which is higher than the number awarded by GCC. The average number of AS degrees awarded per college statewide is 229, also higher than the number awarded by GCC. Similarly, the average number of credit certificates awarded statewide is about 447, higher than the number awarded by GCC. When awards are weighted by credit FTES, GCC awards fewer degrees and certificates per FTES than the statewide average. The statewide averages are about 0.06 AA degrees per credit FTES, 0.02 AS degrees per credit FTES, and 0.05 certificates per credit FTES. GCC's numbers are 0.02 AA degrees per credit FTES, 0.02 AS degrees per credit FTES, and 0.03 certificates per credit FTES.

The new transfer AA degrees required by Senate Bill 1440 will probably affect the number of AA degrees awarded in the future. These AA degrees have been approved for a small number of majors, but the number of available degrees will increase in the coming years.

Performance Expectations

Completion of degrees and certificates represent two of the institution-set standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC) beginning in 2013. Glendale Community College set its standard at 350 for annual degree completions and 200 for annual certificate completions. The 2011-2012 numbers were above these standards (544 degrees and 258 certificates). See page **Error! Bookmark not defined.** for a summary of institution-set standards.

✫ **Institution-Set Standard 5:** Number of certificates – standard: 200

Alignment with Mission

✫ **College Mission Component 5:** "certificates, associate degrees"
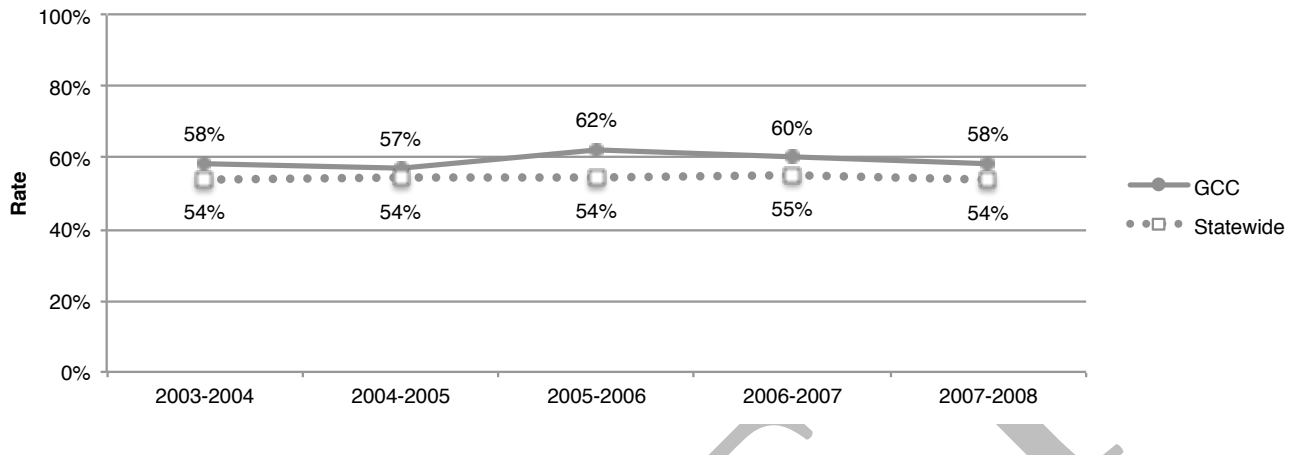
Future Planning

✫ **EMP Goal 3:** Instructional Programs and Student Services

Section 5.
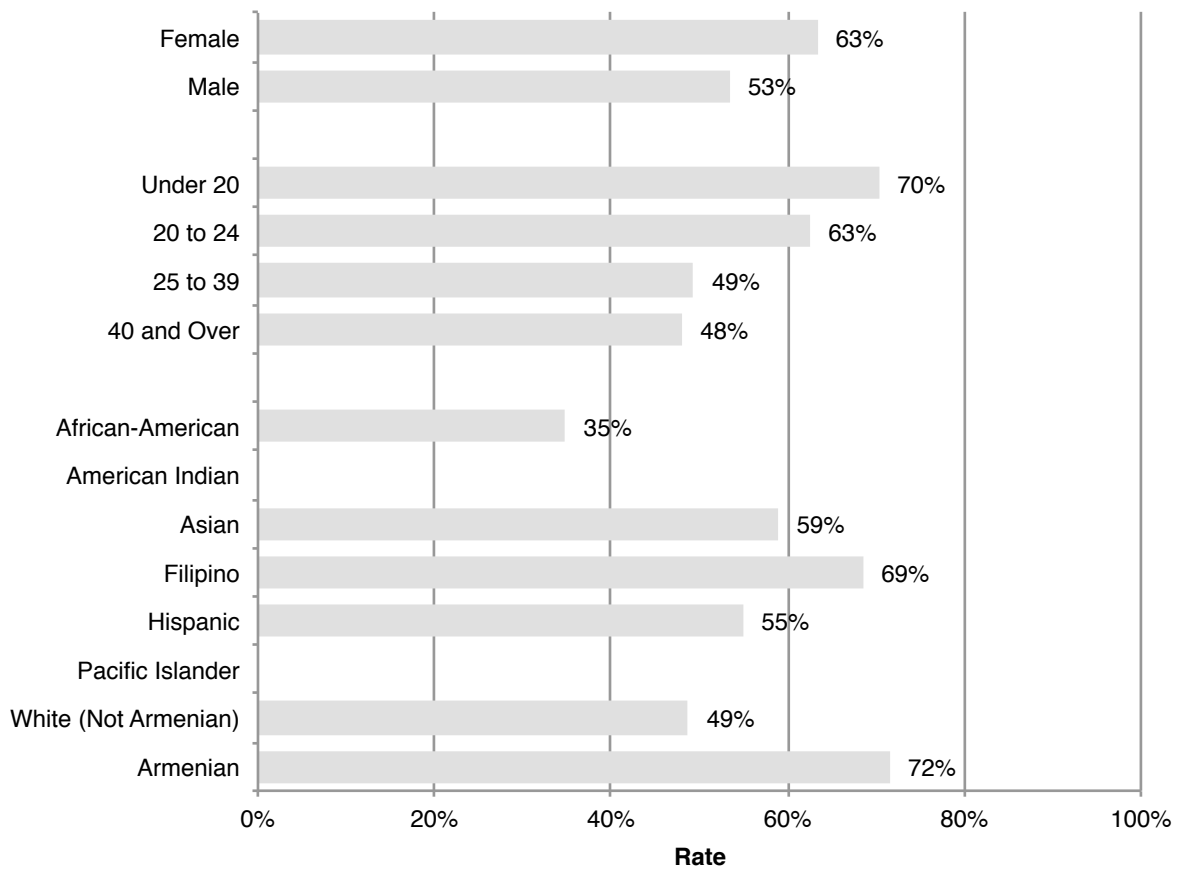# Career and Technical Education (CTE) Indicators

Indicator 5.1. Scorecard CTE Rate

Scorecard CTE Rate

Scorecard CTE Rate, Overall 2007-2008 Cohort

Indicator 5.1. Scorecard CTE Rate (continued)

Definition

CTE Rate is a Scorecard indicator tracking students attempting a CTE course and completing at least eight units in the same CTE discipline within three years. Cohort students who, within six years, earn an AA degree or AS degree or certificate, or transfer to a four-year institution, or become transfer prepared by completing at least 60 transferable units with a GPA of 2.0 or higher are counted as successes.

Trends and Analysis

GCC's CTE rate is consistently above the statewide average by about five percentage points. This indicates that GCC's CTE programs tend to have higher completion rates than the average CTE program at a California community college.
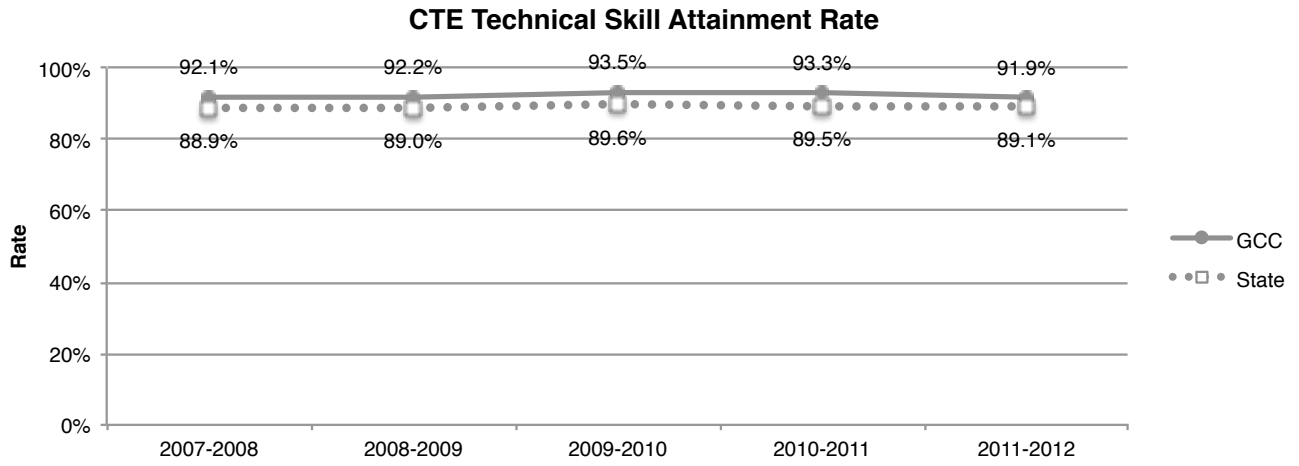
Performance Expectations

Alignment with Mission

> ✫ **College Mission Component 6:** "career development, technical training"

Future Planning

> ✫ **EMP Goal 2:** Economic and Workforce Development

Indicator 5.2. CTE Technical Skill Attainment Rate

CTE Technical Skill Attainment Rate

Chart showing CTE Technical Skill Attainment Rate with GCC and State data:

Year	GCC	State
2007-2008	92.1%	88.9%
2008-2009	92.2%	89.0%
2009-2010	93.5%	89.6%
2010-2011	93.3%	89.5%
2011-2012	91.9%	89.1%

Indicator 5.2. CTE Technical Skill Attainment Rate (continued)

Definition

Technical skill attainment rate is a Perkins core indicator that measures the percentage of CTE concentrators who have a GPA of 2.0 or higher in CTE courses above the introductory level. CTE concentrators are students completing at least 12 units in a TOP code area with at least one course having a SAM code of A, B, or C (indicating that the course is occupational) within three years, plus students earning a vocational degree or certificate in the TOP code area.

Trends and Analysis

GCC's technical skill attainment rate, as defined by the state, is consistently above the statewide average. This result shows that students tend to succeed in GCC's career and technical education course sequences, to an extent higher than the average at California community colleges.
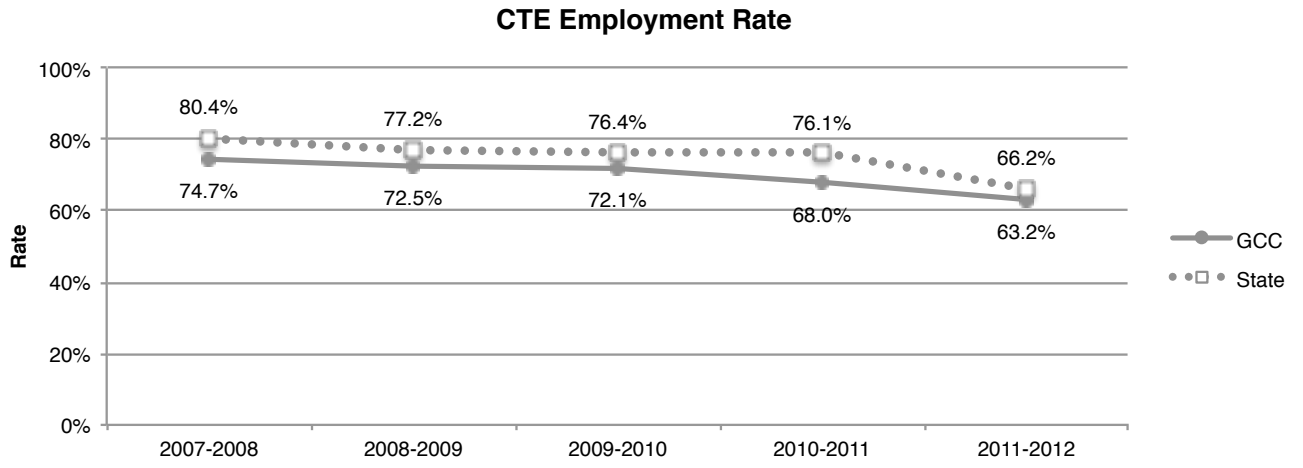
Performance Expectations

Alignment with Mission

✩ **College Mission Component 6:** "career development, technical training"

Future Planning

✩ **EMP Goal 2:** Economic and Workforce Development

Indicator 5.3. CTE Employment Rate

CTE Employment Rate

Indicator 5.3. CTE Employment Rate (continued)

Definition

Employment rate is the percentage of CTE leavers and completers not continuing at any institution who were employed during at least one of the four quarters following the cohort year. CTE leavers and completers are CTE concentrators who earned a degree or certificate or became transfer-prepared during the cohort year, plus students not enrolled anywhere in the California community college system after the cohort year (but who did not previously earn a degree or certificate). CTE concentrators are students completing at least 12 units in a TOP code area with at least one course having a SAM code of A, B, or C (indicating that the course is occupational) within three years, plus students earning a vocational degree or certificate in the TOP code area.

Trends and Analysis

GCC's employment rate is below the statewide average by three to four percentage points. This is the only CTE indicator for which GCC's rates have been consistently below the state average. Part of the reason for lower employment rates than the state average is probably geographic. Other Los Angeles-area community colleges show similar rates: the Los Angeles Community College District showed a 75.8% CTE employment rate for the 2010-2011 cohort, though Pasadena City College showed a rate of 79.0%, the same as the state average.

Performance Expectations

Alignment with Mission

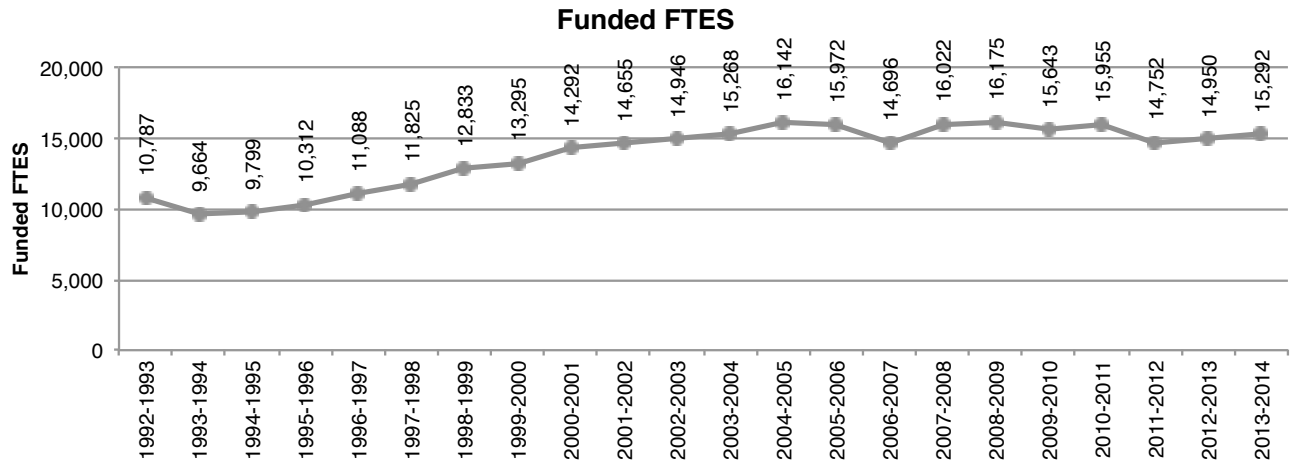✯ **College Mission Component 6:** "career development, technical training"

Future Planning

✯ **EMP Goal 2:** Economic and Workforce Development

Section 6.
Fiscal Stability Indicators

Indicator 6.1. Funded FTES

Funded FTES

Indicator 6.1. Funded FTES (continued)

Definition

Funded FTES is the total number of credit (residents only) and noncredit FTES which the college claims for apportionment funding from the state. Apportionment represents the largest part of GCC's revenues.
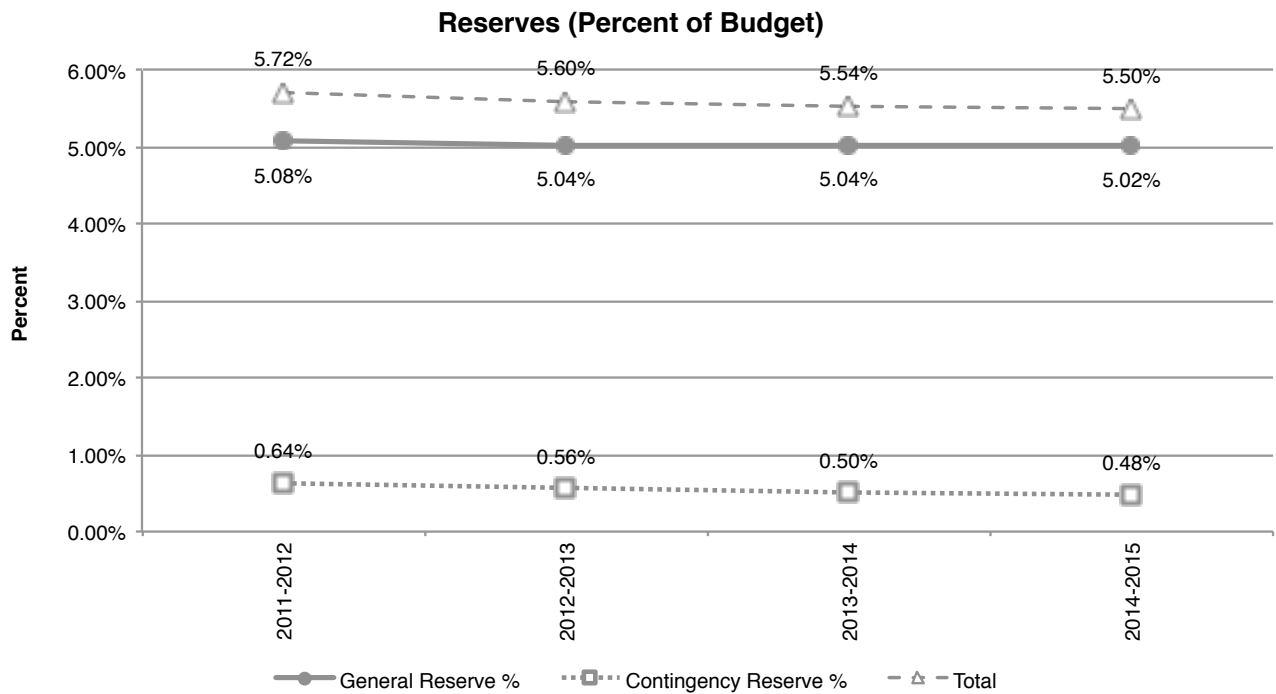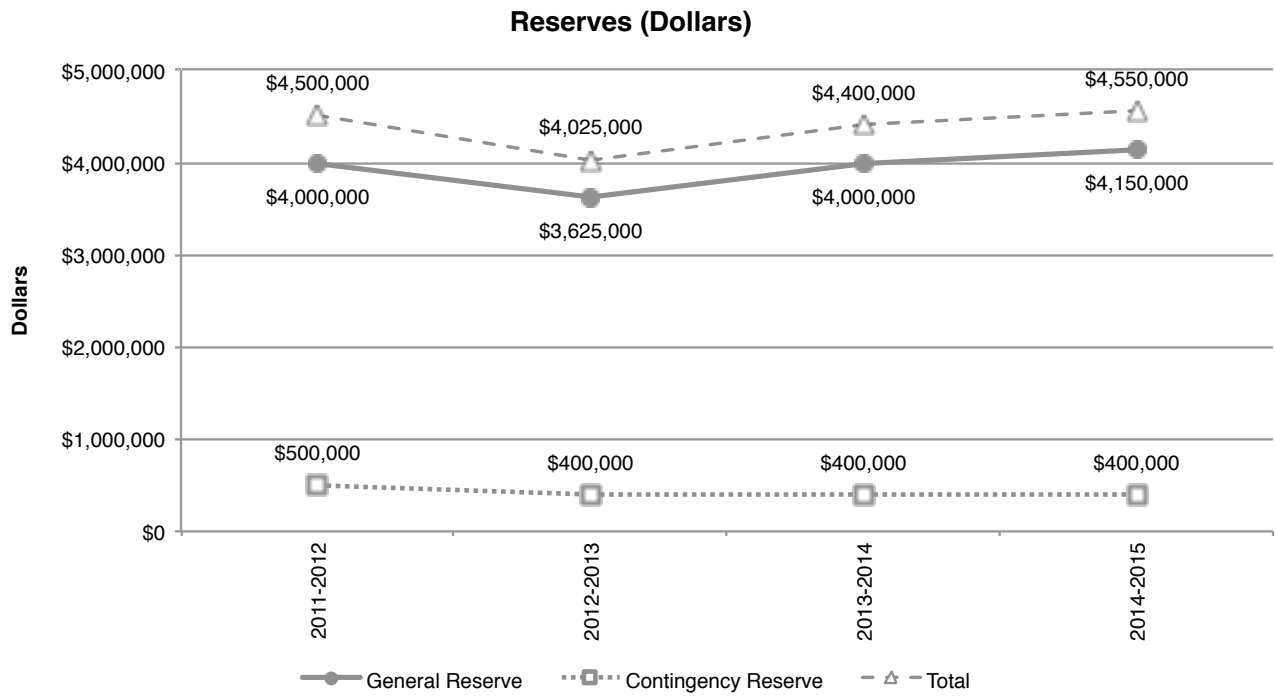
Trends and Analysis

Performance Expectations

Alignment with Mission

Future Planning

> ✰ **EMP Goal 4:** Fiscal Stability and Diversification (Enrollment Management)

Indicator 6.2. Reserve

Reserves (Dollars)

Reserves (Percent of Budget)

Indicator 6.2. Reserve (continued)

Definition

The general reserve and the contingency reserve are included in the college budget for emergencies.

Trends and Analysis

The college's total reserve continues to exceed 5%. The state of California has historically recommended that community college districts maintain a reserve of at least 5%. Additionally, the Accrediting Commission for Community and Junior Colleges uses the 5% reserve level to evaluate districts' fiscal condition. Glendale Community College District's Board Policy 6305 states that "The District shall begin a fiscal year with a minimum un-appropriated reserve (General Reserve) of 5% of the prior year's actual expenditures within the Unrestricted General Fund and shall strive to maintain this level throughout the year."

Performance Expectations

In compliance with state and regional guidelines and Board Policy, the college expects to maintain at least a 5% reserve every year.

Alignment with Mission

Future Planning

> ✰ **EMP Goal 4:** Fiscal Stability and Diversification (Enrollment Management)

Indicator 6.3. GASB Post-Employment Benefits Fund

Indicator 6.3. GASB Post-Employment Benefits Fund (continued)

Definition

Funded FTES is the total number of credit (residents only) and noncredit FTES which the college claims for apportionment funding from the state. Apportionment represents the largest part of GCC's revenues.

Trends and Analysis

Performance Expectations

Alignment with Mission

Future Planning

> ✯ **EMP Goal 4:** Fiscal Stability and Diversification (Enrollment Management)

Section 7.
Community Indicators

Indicator 7.1. Community Indicators

In 2013-2014, the college conducted the following events related to the cultural, intellectual, and economic vitality of the community.

- One Book, One Glendale
- LA Writers Reading Series
    - Craig Clevenger, October 24, 2013
    - Matias Viegener, March 13, 2014
- Entrepreneurship Lecture Series (2013-2014?)
- Science Lecture Series
- Humanities/Social Sciences Lecture Series
    - "This Time: Next Generation," Monica L. Turner, February 27, 2014
    - "The Challenges of Overcoming Today's Food Culture Environment: Your, My, and Our Crisis," Kohar Kesian, March 25, 2014
    - "Why Do We Have Labor Unions at Glendale Community College?", Gordon Alexandre, Steve Marsden, Steve White, March 27, 2014
    - Armenian Genocide Commemoration, Levon Marshlian, April 29, 2014
    - "Islamized Armenians: Gender and Survival Options During the Armenian Genocide," Doris Melkonian and Arda Melkonian, April 29, 2014
    - "The Current Status of Native Americans from the Position of Native Americans," Roger Bowerman, May 15, 2014
- Pottery Sale
- Swap Meet
- Dance Performances
- Theatre Arts Performances
- VWIB activities (?)
- Job Fairs
- Food Fairs
- CTE Advisory Committees
- Volunteer Income Tax Assistance Program

Indicator 7.1. Community Indicators (continued)

Definition

Trends and Analysis

Performance Expectations

Alignment with Mission

> ✯ **College Mission Component 10:** "…enhance and sustain the cultural, intellectual, and economic vitality of the community"

Future Planning