



# **Accountability Report 2012**

**Accountability Indicators for Glendale Community College from the  
Accountability Reporting for the Community Colleges (ARCC)  
Statewide Report**

**November 2012**

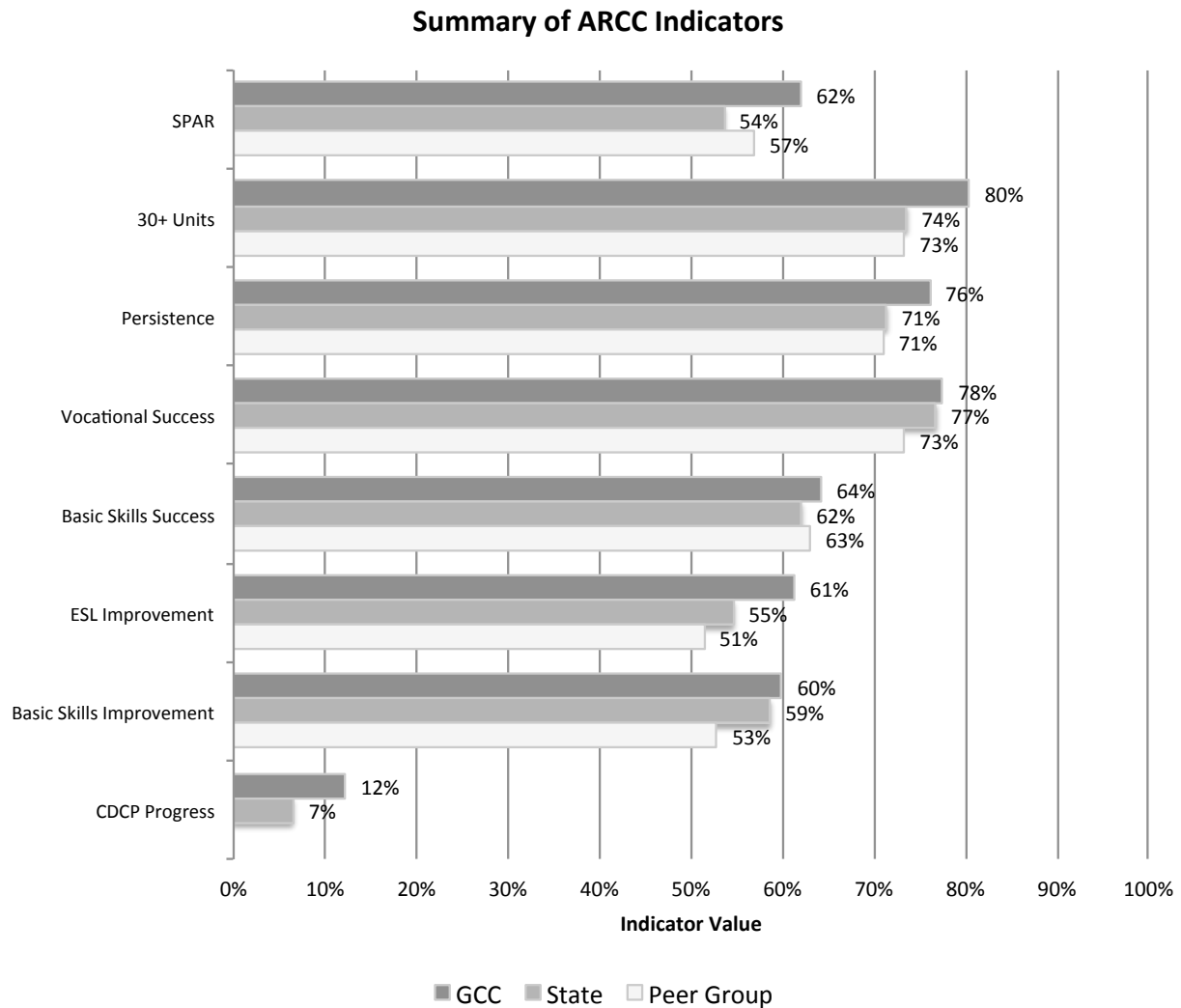


# Summary

The ARCC (Accountability Reporting for the Community Colleges) system annually reports eight accountability measures for each community college in California. This report summarizes data made available in 2012, focusing on a comparison between Glendale Community College and other community colleges in the state.

The graph below shows a summary of all eight ARCC indicators. For each indicator, GCC's most recent data are shown by the top (green) bar, the statewide averages for the most recent data are shown by the middle (blue) bar, and the averages for state-defined peer groups are shown by the bottom (orange) bar.

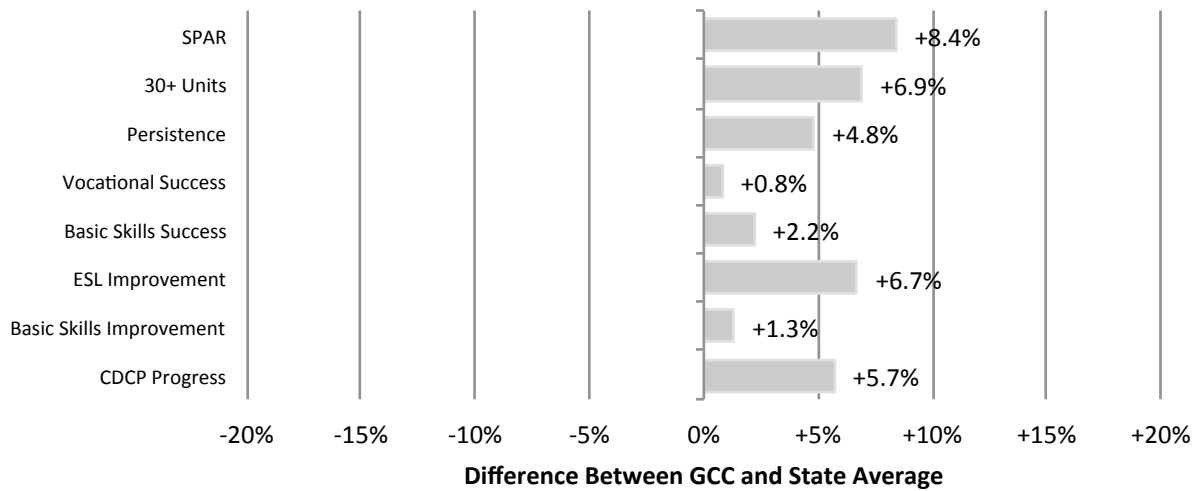
GCC's indicators are all above the state average and the peer group average.



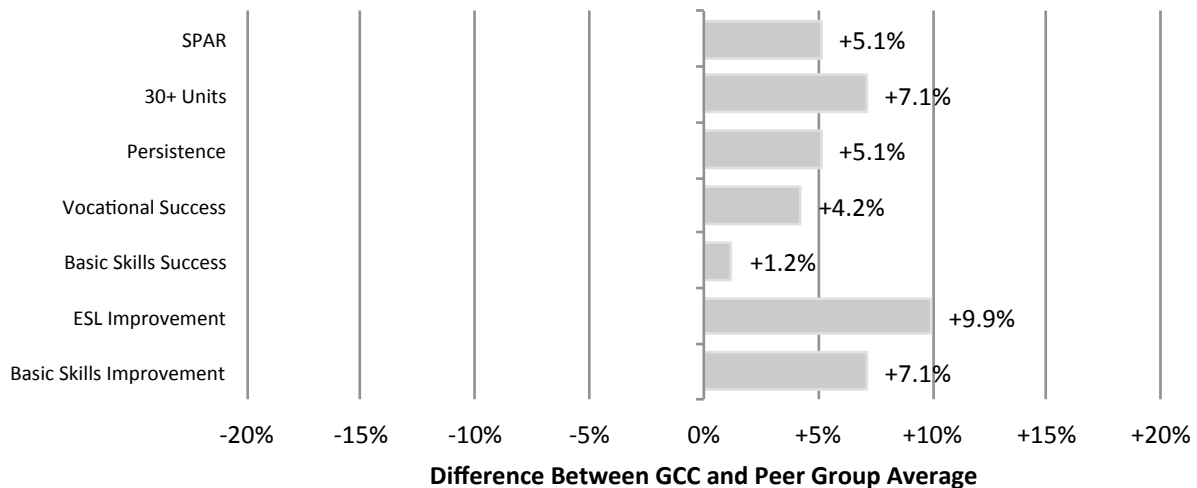
The graphs below show the differences between GCC and the state average (top graph) and between GCC and the peer group average (bottom graph). Positive values indicate that GCC's indicator is higher than the comparison group.

As the graphs show, GCC's average is above the state average by between 0.8 percentage points and 8.4 percentage points, depending on the indicator. GCC's average is above the peer group average by between 1.2 percentage points and 9.9 percentage points.

**Difference Between GCC and State Average**

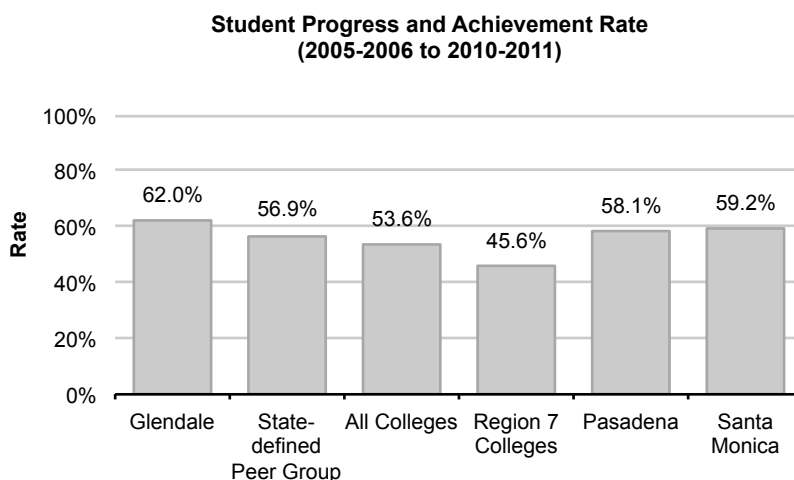


**Difference Between GCC and Peer Group Average**



# Indicator 1. Student Progress and Achievement Rate

“Student Progress and Achievement Rate” is the percentage of first-time students who showed intent to complete and achieved any of the following outcomes within six years: transferred to a four-year institution, earned an AA/AS or certificate of at least 18 units, achieved “transfer directed” status, or achieved “transfer prepared” status. Intent to complete means the student either attempted a degree-applicable English or mathematics course within six years of entry or attempted a credit CTE (career technical education) course designated as an advanced occupational or apprenticeship course within six years of entry.

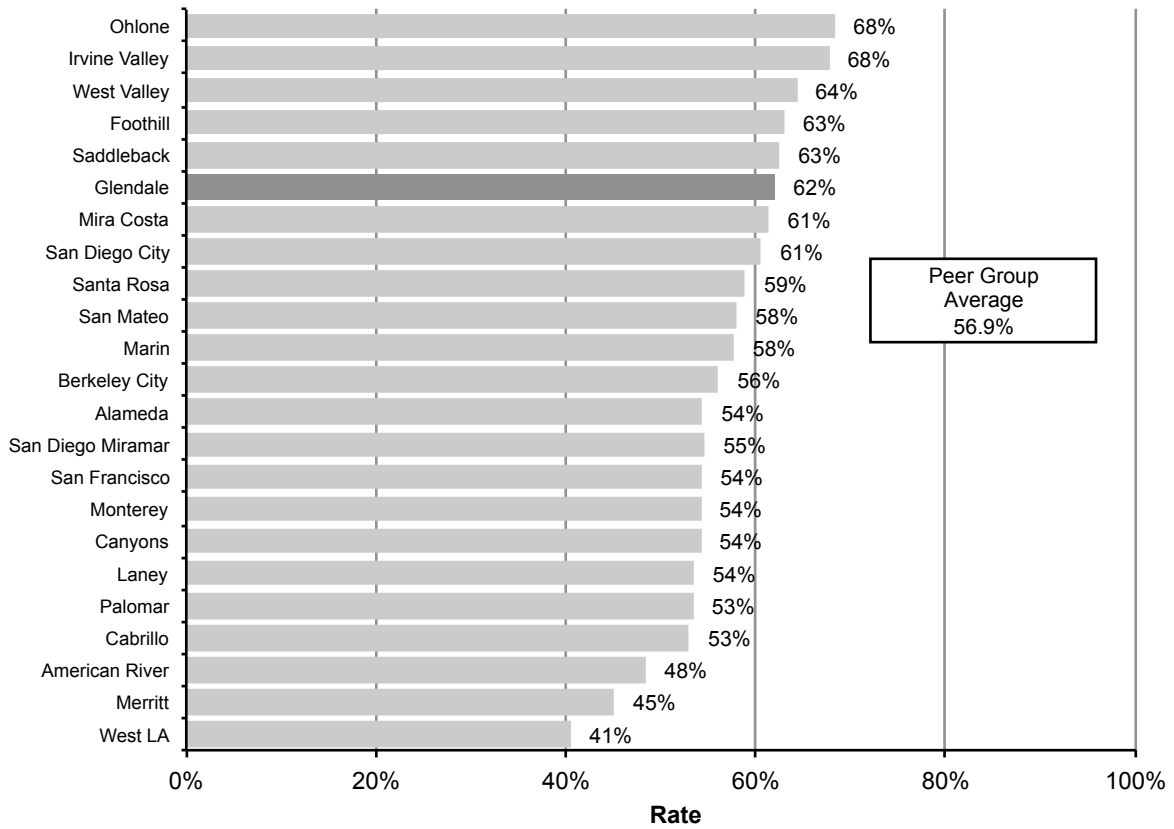


- GCC ranks 6<sup>th</sup> out of 23 colleges in the state-defined peer group on this indicator<sup>1</sup>
- GCC ranks 1<sup>st</sup> out of 14 colleges in Region 7 on this indicator<sup>2</sup>
- GCC ranks 15<sup>th</sup> out of the 109 colleges in the state for which data were available

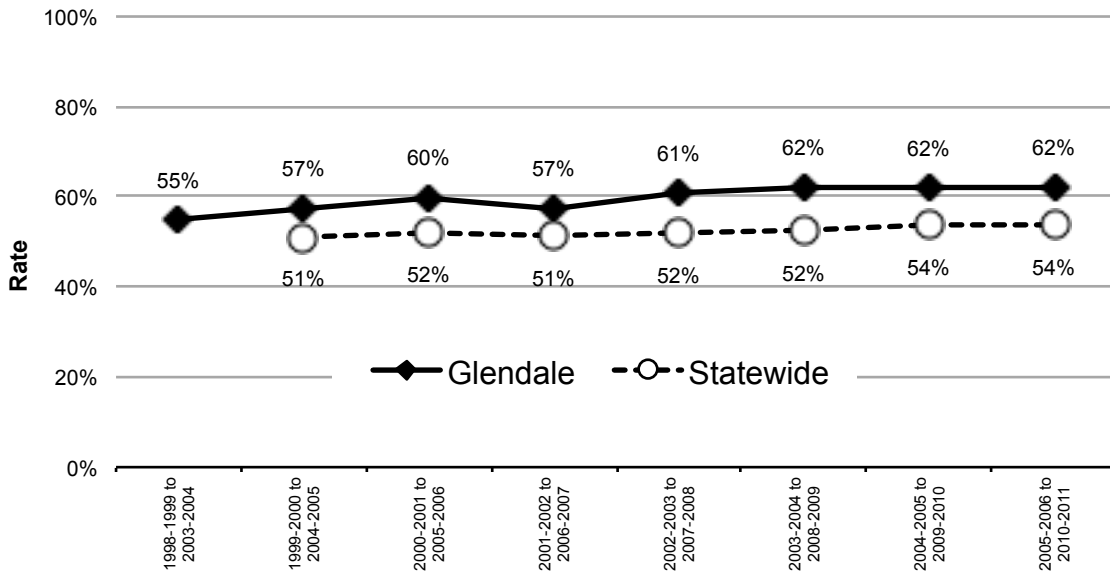
## Notes

1. Glendale is in state-defined peer group A4 in 2012, which includes Alameda, American River, Berkeley City, Cabrillo, College of the Canyons, Foothill, Glendale, Irvine Valley, Laney, Marin, Merritt, Mira Costa, Monterey, Ohlone, Palomar, Saddleback, San Diego City, San Diego Miramar, San Francisco, San Mateo, Santa Rosa, West LA, and West Valley (23 colleges). For student progress and achievement rate, the state-defined comparison group matched colleges on three variables: percent of students age 25 or over in Fall 2005, percentage of students taking credit basic skills courses in Fall 2005, and the percentage of people in the service area with bachelor’s degrees or higher in Fall 2000.
2. Region 7 includes the following colleges: Compton, East LA, El Camino, Glendale, LA City, LA Harbor, LA Mission, LA Pierce, LA Southwest, LA Trade-Tech, LA Valley, Pasadena, Santa Monica, and West LA (14 colleges)

### 1. Student Progress and Achievement Rate (2005-2006 to 2010-2011)

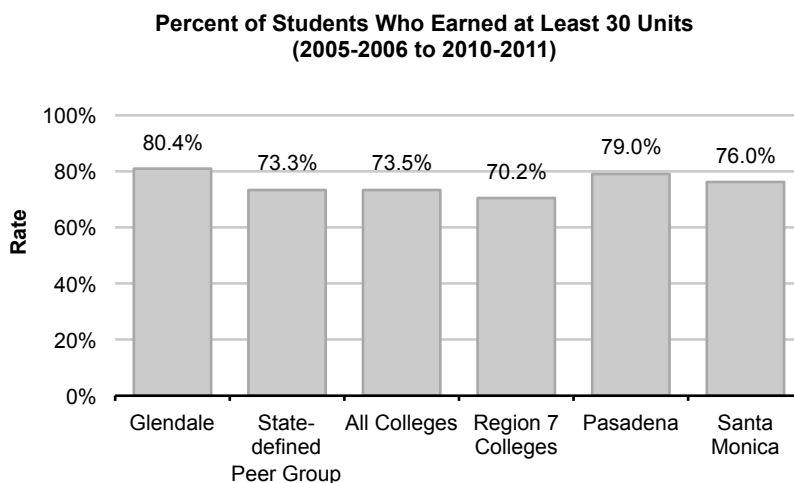


### 1. Student Progress and Achievement Rate Trend



## Indicator 2. Percent of Students Who Earned at Least 30 Units

“Percent of Students Who Earned at Least 30 Units” is the percentage of first-time students who showed intent to complete and earned at least 30 units in the California community college system. Intent to complete means the student either attempted a degree-applicable English or mathematics course within six years of entry or attempted a credit CTE (career technical education) course designated as an advanced occupational or apprenticeship course within six years of entry.

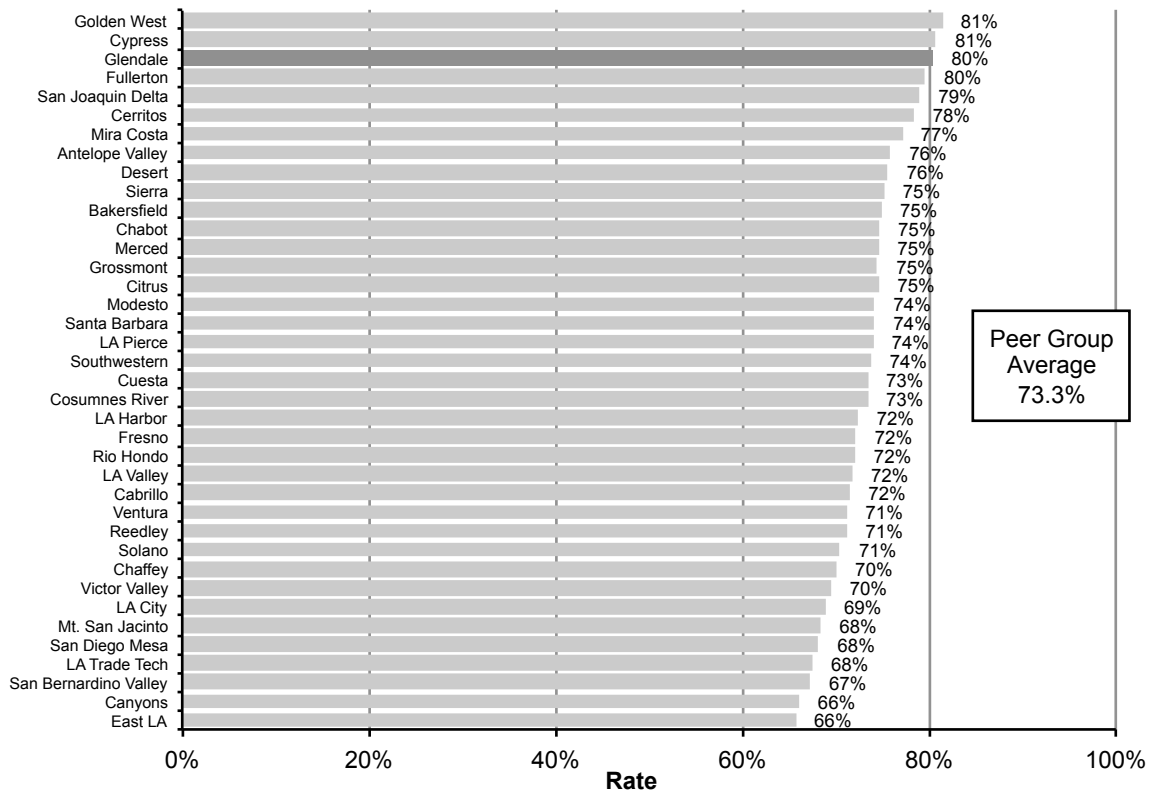


- GCC ranks 3<sup>rd</sup> out of 38 colleges in the state-defined peer group for this indicator<sup>1</sup>
- GCC ranks 1<sup>st</sup> out of 14 colleges in Region 7 on this indicator<sup>2</sup>
- GCC ranks 6<sup>th</sup> out of the 109 colleges in the state for which data were available

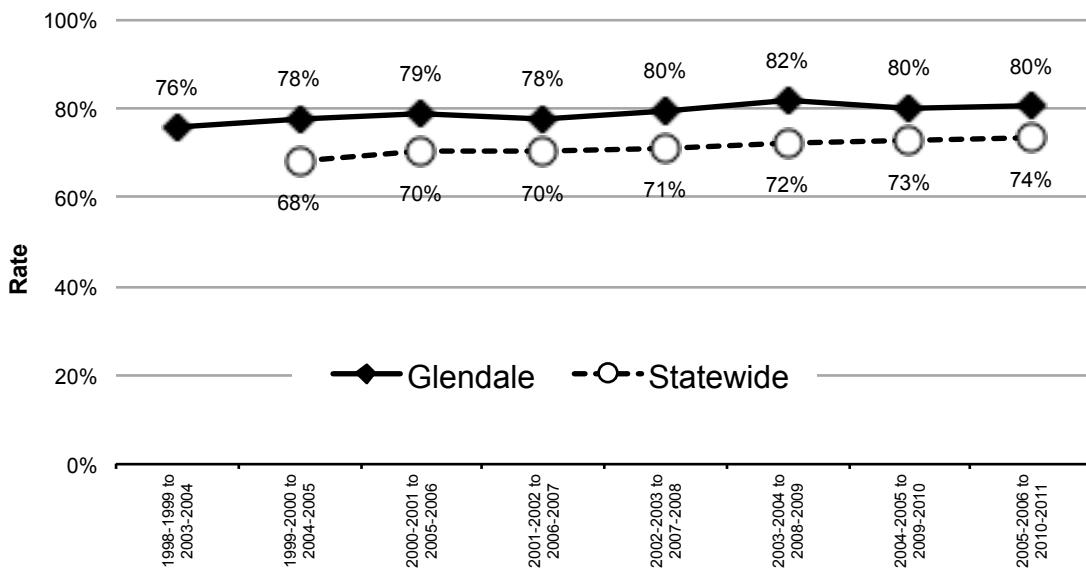
### Notes

1. Glendale is in state-defined peer group B2 which includes Antelope Valley, Bakersfield, Cabrillo, College of the Canyons, Cerritos, Chabot, Chaffey, Citrus, Cosumnes River, Cuesta, Cypress, Desert, East LA, Fresno, Fullerton, Glendale, Golden West, Grossmont, LA City, LA Harbor, LA Pierce, LA Trade Tech, LA Valley, Merced, Mira Costa, Modesto, Mt. San Jacinto, Reedley, Rio Hondo, San Bernardino, San Diego Mesa, San Joaquin Delta, Santa Barbara, Sierra, Solano, Southwestern, Ventura, and Victor Valley (38 colleges). For percent of students earning at least 30 units, the state-defined comparison group matched colleges on three variables: student count in Fall 2005 (a measure of college size), students' average unit load in Fall 2004, and service area per capita income.
2. Region 7 includes the following colleges: Compton, East LA, El Camino, Glendale, LA City, LA Harbor, LA Mission, LA Pierce, LA Southwest, LA Trade-Tech, LA Valley, Pasadena, Santa Monica, and West LA (14 colleges)

## 2. Percent of Students Who Earned at Least 30 Units (2005-2006 to 2010-2011)



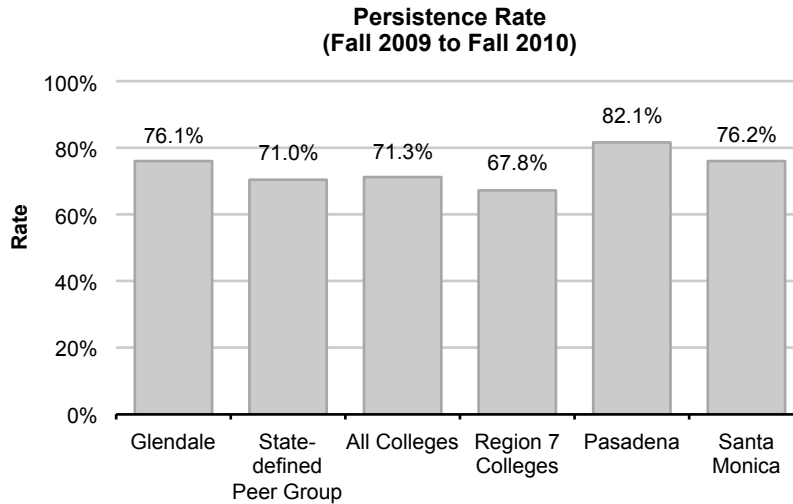
## 2. Percent of Students Who Earned at Least 30 Units Trend





## Indicator 3. Persistence Rate

“Persistence Rate” is the percentage of first-time students with a minimum of six units earned in a Fall term who enrolled in the subsequent Fall term anywhere in the California community college system.

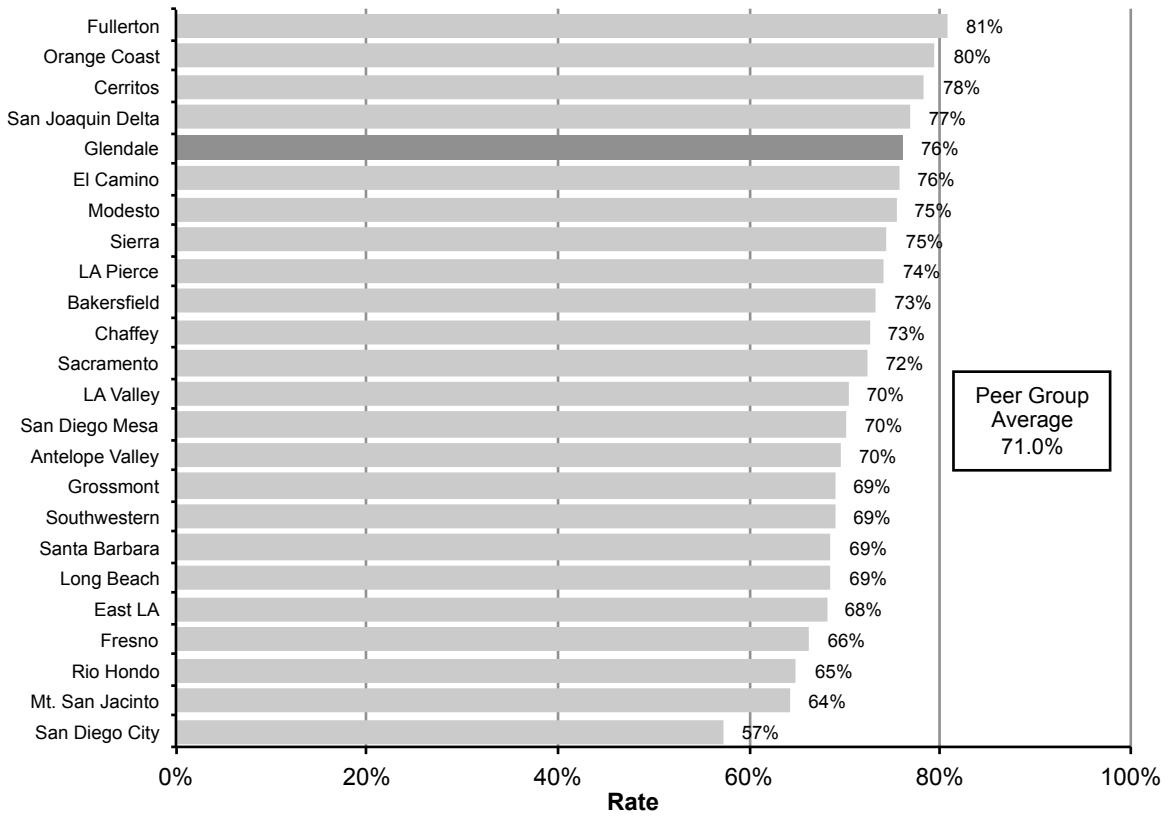


- GCC ranks 5<sup>th</sup> out of 24 colleges in the state-defined peer group for this indicator<sup>1</sup>
- GCC ranks 5<sup>th</sup> out of 14 colleges in Region 7 on this indicator<sup>2</sup> (after Pasadena, Santa Monica, El Camino, and Pierce)
- GCC ranks 29<sup>th</sup> out of the 111 colleges in the state for which data were available

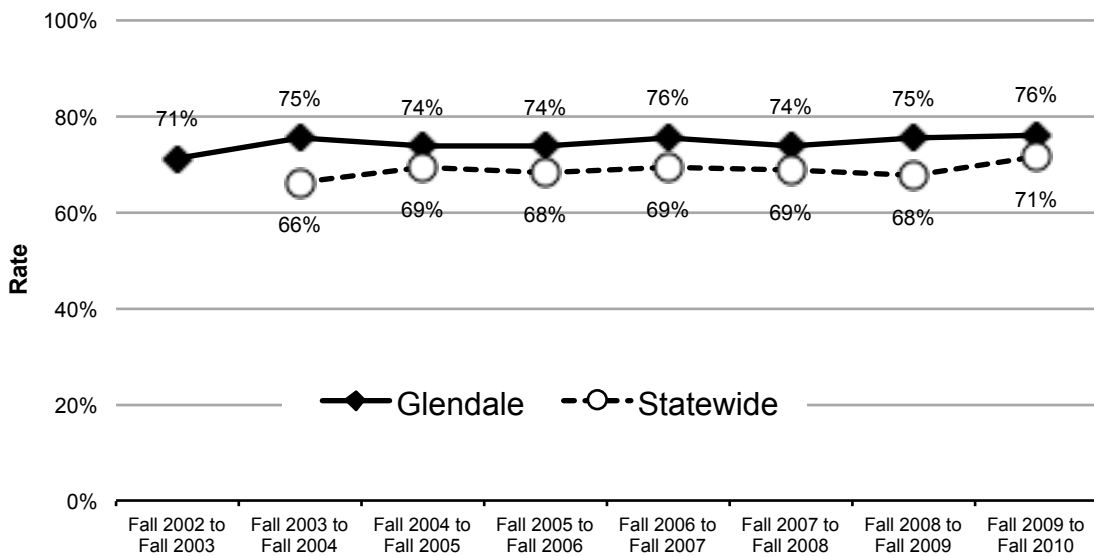
### Notes

1. Glendale is in state-defined peer group C3 which includes Antelope Valley, Bakersfield, Cerritos, Chaffey, East LA, El Camino, Fresno, Fullerton, Glendale, Grossmont, LA Pierce, LA Valley, Long Beach, Modesto, Mt. San Jacinto, Orange Coast, Rio Hondo, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara, Sierra, and Southwestern (24 colleges). For persistence, the state-defined comparison group matched colleges on three variables: percent of students age 25 and above in Fall 2006, student count in Fall 2006 (a measure of college size), and service area household income.
2. Region 7 includes the following colleges: Compton, East LA, El Camino, Glendale, LA City, LA Harbor, LA Mission, LA Pierce, LA Southwest, LA Trade-Tech, LA Valley, Pasadena, Santa Monica, and West LA (14 colleges)

### 3. Persistence Rate (Fall 2009 to Fall 2010)

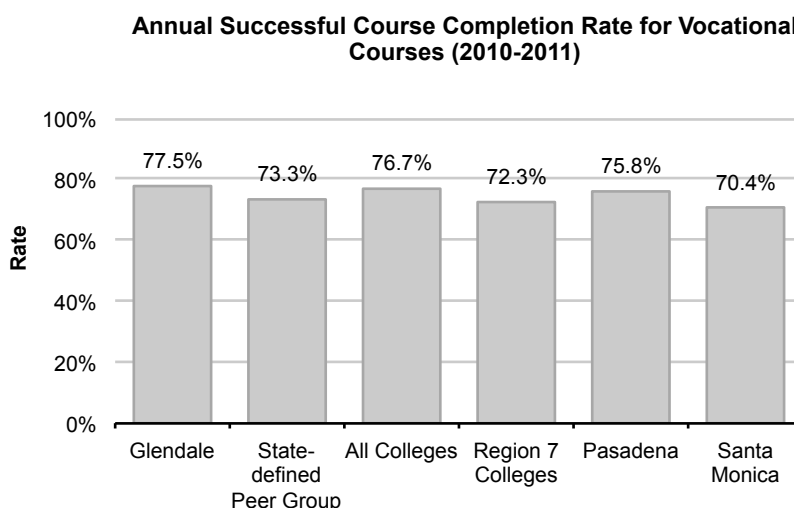


### 3. Persistence Rate Trend



# Indicator 4. Annual Successful Course Completion Rate for Vocational Courses

“Annual Successful Course Completion Rate for Vocational Courses” is the percentage of vocational course enrollments that were passed with a grade of A, B, C, or CR.

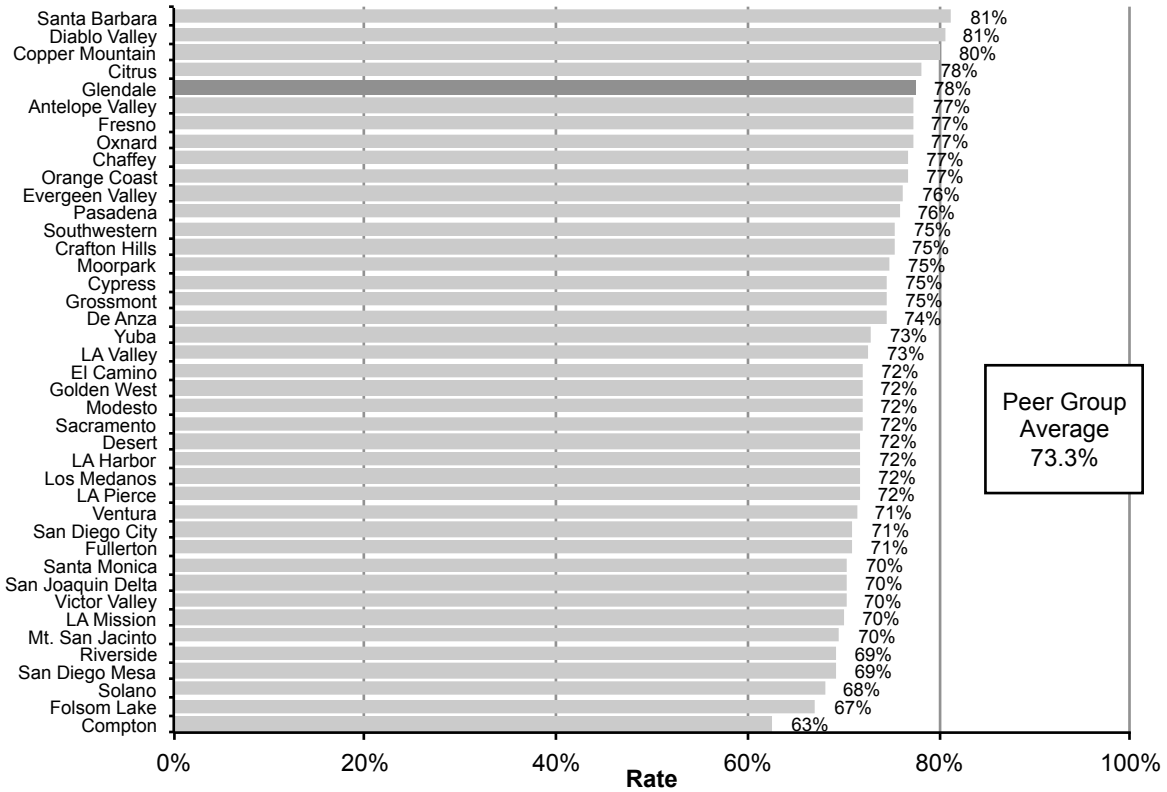


- GCC ranks 5<sup>th</sup> out of 41 colleges in the state-defined peer group for this indicator<sup>1</sup>
- GCC ranks 2<sup>nd</sup> out of 14 colleges in Region 7 on this indicator<sup>2</sup> (after East LA College)
- GCC ranks 27<sup>th</sup> out of the 113 colleges in the state for which data were available

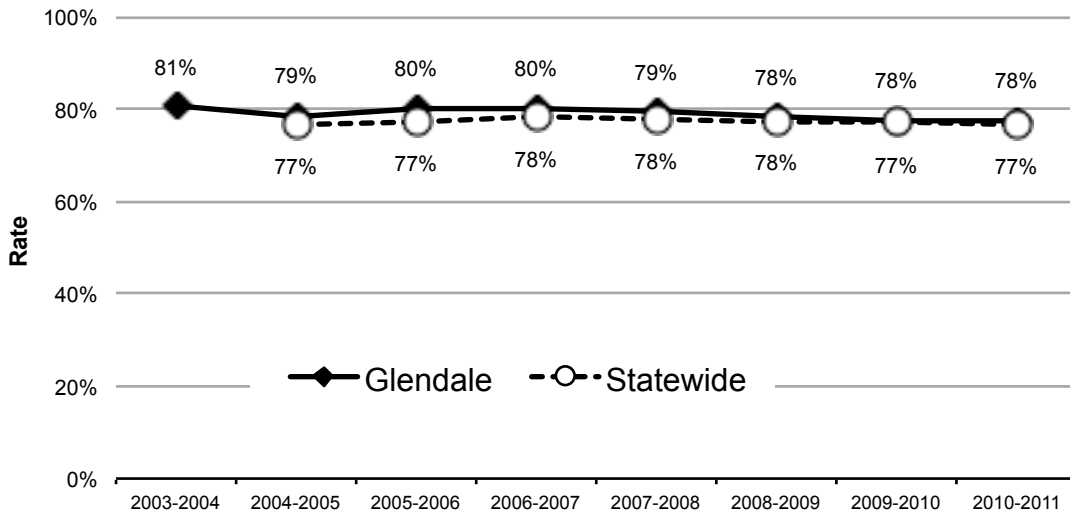
## Notes

1. Glendale is in state-defined peer group D2 which includes Antelope Valley, Chaffey, Citrus, Compton, Copper Mountain, Crafton Hills, Cypress, De Anza, College of the Desert, Diablo Valley, El Camino, Evergreen Valley, Folsom Lake, Fresno, Fullerton, Glendale, Golden West, Grossmont, LA Harbor, LA Mission, LA Pierce, LA Valley, Los Medanos, Modesto, Moorpark, Mt. San Jacinto, Orange Coast, Oxnard, Pasadena, Riverside, Sacramento City, San Diego City, San Diego Mesa, San Joaquin Delta, Santa Barbara, Santa Monica, Solano, Southwestern, Ventura, Victor Valley, and Yuba (41 colleges). For successful vocational course completion rate, the state-defined comparison group matched colleges on three variables: percent of students who were male in Fall 2007, percent of students age 30 and over in Fall 2007, and miles to nearest UC campus.
2. Region 7 includes the following colleges: Compton, East LA, El Camino, Glendale, LA City, LA Harbor, LA Mission, LA Pierce, LA Southwest, LA Trade-Tech, LA Valley, Pasadena, Santa Monica, and West LA (14 colleges)

#### 4. Annual Successful Course Completion Rate for Vocational Courses (2010-2011)

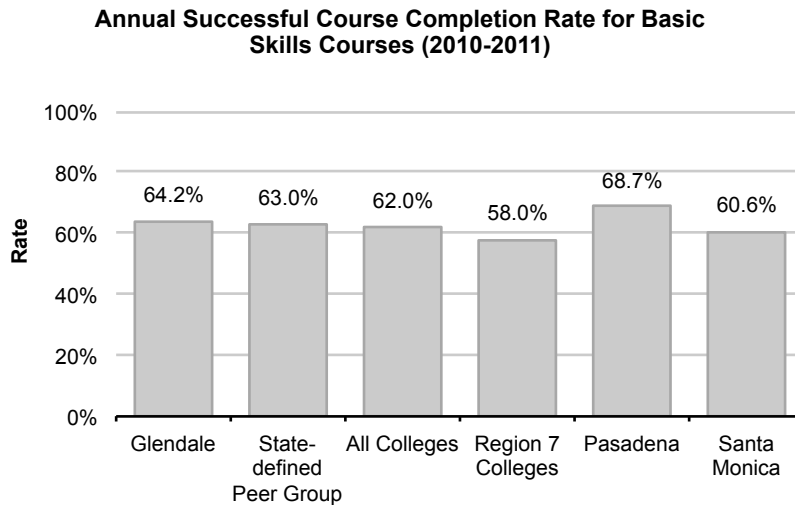


#### 4. Annual Successful Course Completion Rate for Vocational Courses Trend



# Indicator 5. Annual Successful Course Completion Rate for Basic Skills Courses

“Annual Successful Course Completion Rate for Basic Skills Courses” is the percentage of basic skills course enrollments that were passed with a grade of A, B, C, or CR.

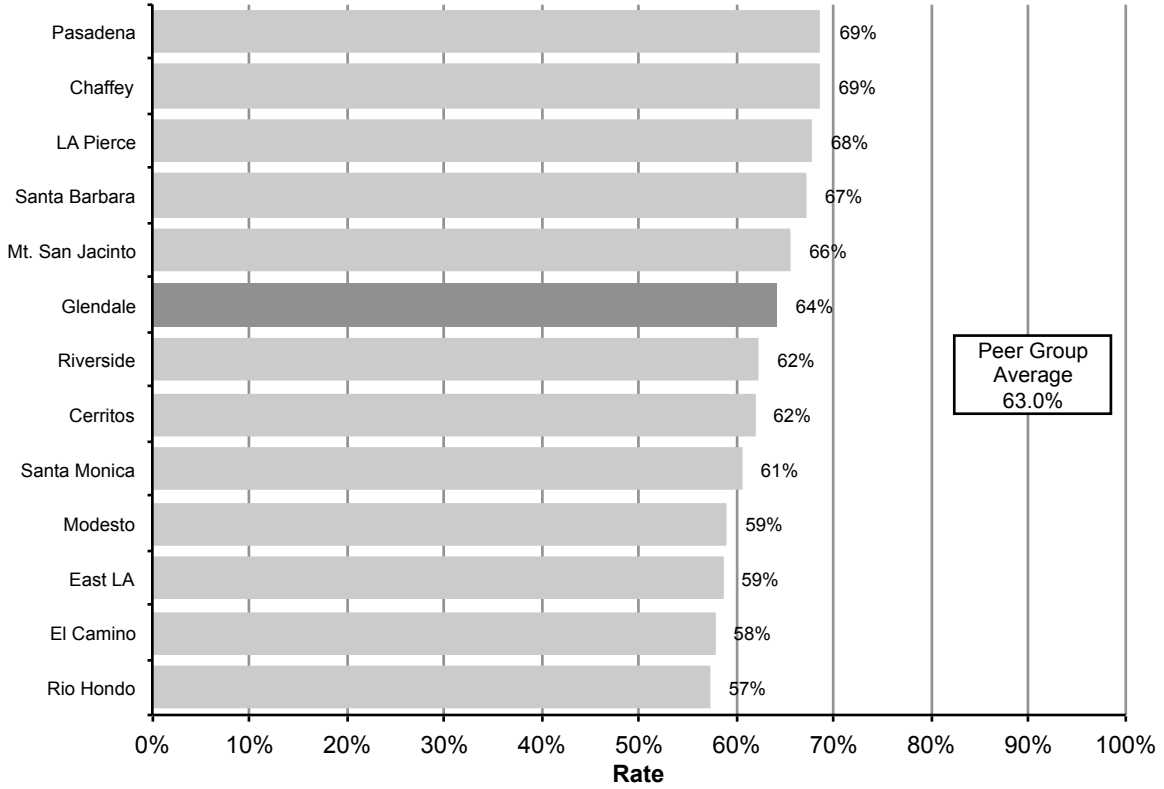


- GCC ranks 6<sup>th</sup> out of 13 colleges in the state-defined peer group for this indicator<sup>1</sup>
- GCC ranks 4<sup>th</sup> out of 14 colleges in Region 7 on this indicator (after LA Valley, Pasadena, and Pierce)<sup>2</sup>
- GCC ranks 41<sup>st</sup> out of the 113 colleges in the state for which data were available

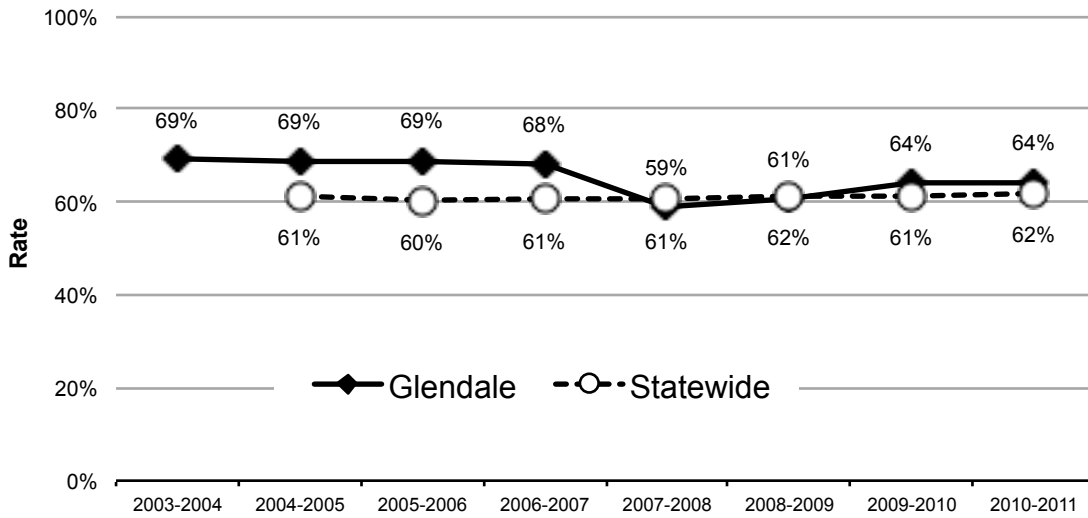
## Notes

1. Glendale is in state-defined peer group E5 which includes Cerritos, Chaffey, East LA, El Camino, Glendale, LA Pierce, Modesto, Mt. San Jacinto, Pasadena, Rio Hondo, Riverside, Santa Barbara, and Santa Monica (13 colleges). For successful basic skills course completion rate, the state-defined comparison group matched colleges on three variables: student count in Fall 2007 (a measure of college size), the 75<sup>th</sup> percentile on the mathematics SAT of students at the nearest CSU, and service area poverty index in 2000.
2. Region 7 includes the following colleges: Compton, East LA, El Camino, Glendale, LA City, LA Harbor, LA Mission, LA Pierce, LA Southwest, LA Trade-Tech, LA Valley, Pasadena, Santa Monica, and West LA (14 colleges)
3. For successful basic skills course completion rate, the state-defined comparison group matched colleges on three variables: student count in Fall 2007 (a measure of college size), the 75<sup>th</sup> percentile on the mathematics SAT of students at the nearest CSU, and service area poverty index in 2000. The graph below shows GCC’s ranking among peer group colleges. GCC ranks sixth in its peer group.

**5. Annual Successful Course Completion Rate for Basic Skills Courses  
(2010-2011)**



**5. Annual Successful Course Completion Rate for Basic Skills  
Courses Trend**



For the basic skills success indicator, GCC's rate was affected by changes in course coding in data submitted to the Chancellor's Office. Before 2008-2009, elementary algebra was not coded as a basic skills course because it was degree applicable. According to the state definition, basic skills courses must be non-degree applicable. Because elementary algebra and higher-level mathematics courses were not coded as basic skills courses, the only mathematics basic skills courses were pre-algebra courses (Math 155 and 255). Students beginning at this level have a low probability of progressing to higher-level mathematics courses, so the improvement rate has been low.

GCC changed the status of elementary algebra (Math 141, 145, 245, 146, and 246) in 2008-2009. These courses are now non-degree applicable and are coded as basic skills courses. This change in coding decreased the basic skills success rate, beginning in 2008-2009 because the success rate in elementary algebra courses is lower than the success rate in other basic skills courses.

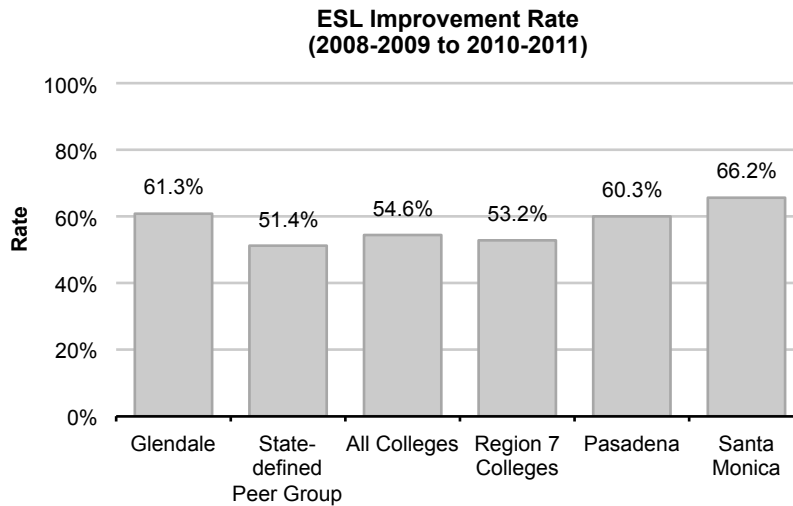
The same coding change that resulted in a decrease in success rate for basic skills courses also resulted in an increased basic skills improvement rate (see Indicator 7).





## Indicator 6. ESL Improvement Rate

“ESL Improvement Rate” is the percentage of students passing a credit ESL course designated as two or more levels below transfer level who passed a higher-level ESL or English course within three years.

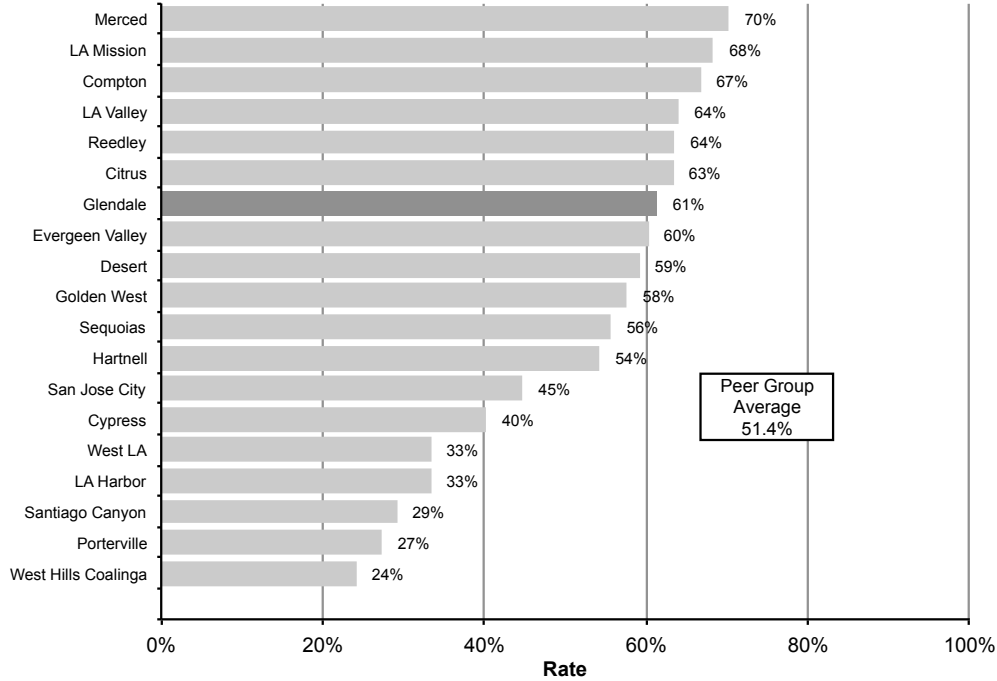


- GCC ranks 7<sup>th</sup> out of 19 colleges in the state-defined peer group for this indicator<sup>1</sup>
- GCC ranks 5<sup>th</sup> out of 14 colleges in Region 7 on this indicator<sup>2</sup>
- GCC ranks 23<sup>rd</sup> out of the 101 colleges in the state for which data were available

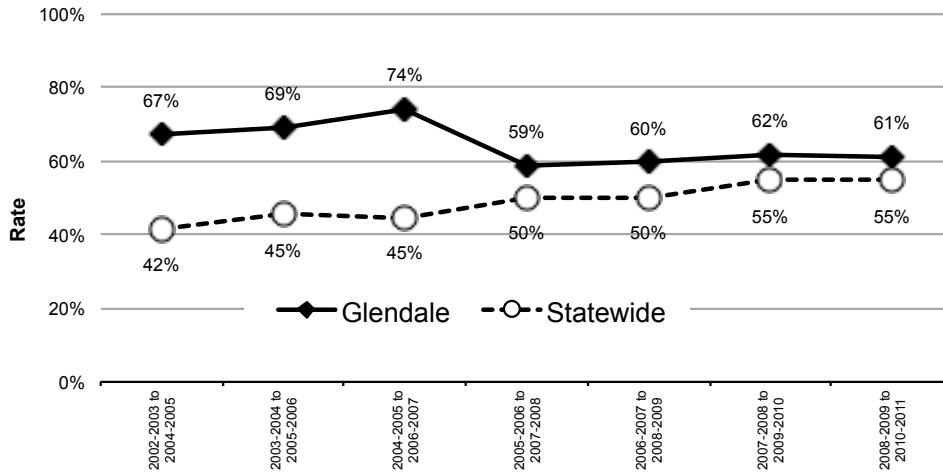
### Notes

1. Glendale is in state-defined peer group G3 which includes Citrus, Compton, Cypress, College of the Desert, Evergreen Valley, Glendale, Golden West, Hartnell, Imperial Valley, LA Harbor, LA Mission, LA Southwest, LA Valley, Merced, Porterville, Reedley, Rio Hondo, San Jose City, Santiago Canyon, College of the Sequoias, West Hills Coalinga, and West LA (22 colleges). For ESL improvement rate, the state-defined comparison group matched colleges on three variables: student count in Fall 2006 (a measure of college size), percentage of students who were age 30 and over in Fall 2006, and percentage of people in service area self-reporting they did not speak English well in the 2000 U.S. Census.
2. Region 7 includes the following colleges: Compton, East LA, El Camino, Glendale, LA City, LA Harbor, LA Mission, LA Pierce, LA Southwest, LA Trade-Tech, LA Valley, Pasadena, Santa Monica, and West LA (14 colleges)

### 6. ESL Improvement Rate (2008-2009 to 2010-2011)



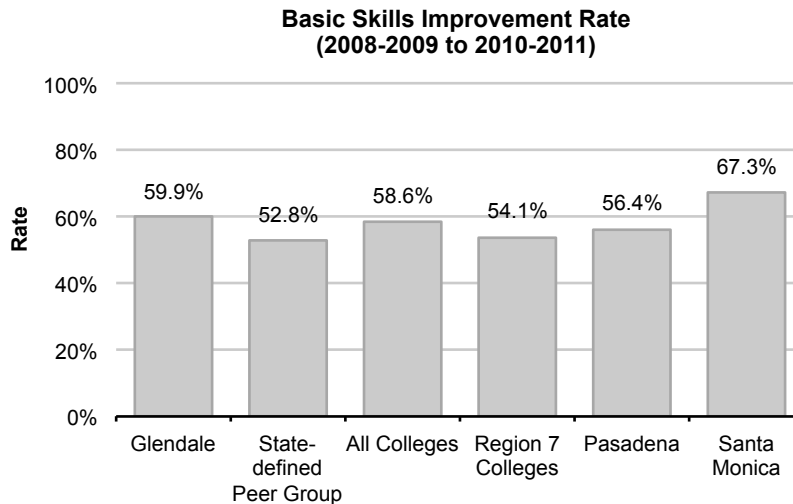
### 6. ESL Improvement Rate Trend



The decreased rate beginning in the data reported in 2009 is due primarily to a data coding change in the state Management Information System (MIS). The treatment of levels of ESL in the MIS database changed so that the number of levels below transfer-level English had a standard definition across the state. In previous years, transferable ESL courses (such as ESL 133 and 141 at GCC) were not counted in the ESL improvement rate calculation. Now these courses are counted as below transfer-level English (English 101). The new coding system is a more accurate look at movement through the ESL course sequence.

# Indicator 7. Basic Skills Improvement Rate

“Basic Skills Improvement Rate” is the percentage of students passing a credit basic skills English or mathematics course designated as two or more levels below transfer level who passed a higher-level course in the same discipline within three years.

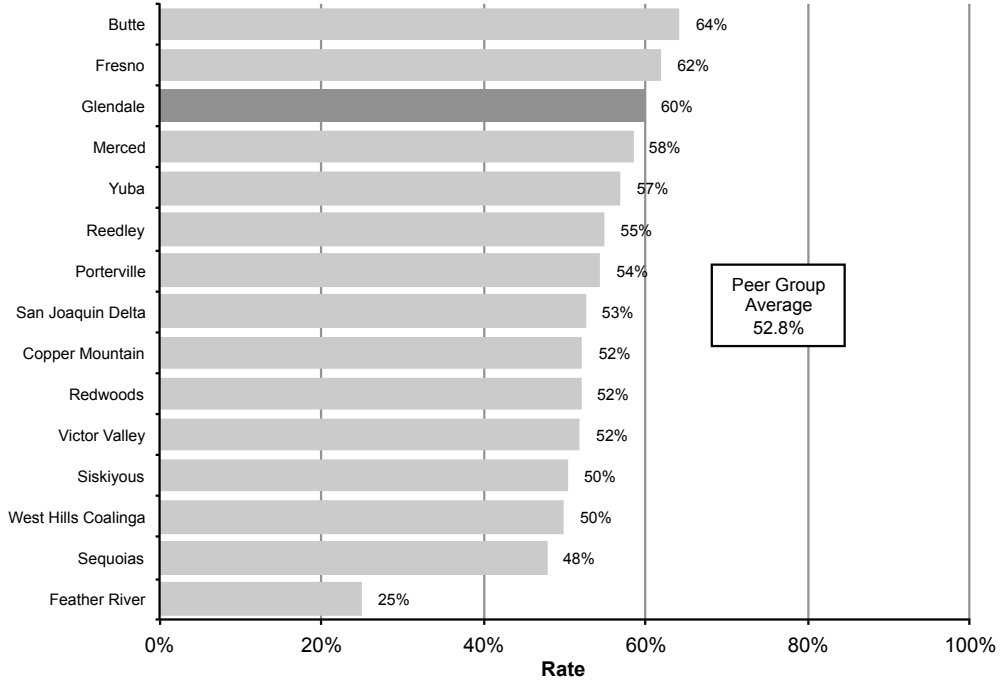


- GCC ranks 3<sup>rd</sup> out of 15 colleges in the state-defined peer group for this indicator<sup>1</sup>
- GCC ranks 4<sup>th</sup> out of 14 colleges in Region 7 on this indicator (after Santa Monica, LA Pierce, and El Camino)<sup>2</sup>
- GCC ranks 41<sup>st</sup> out of the 111 colleges in the state for which data were available

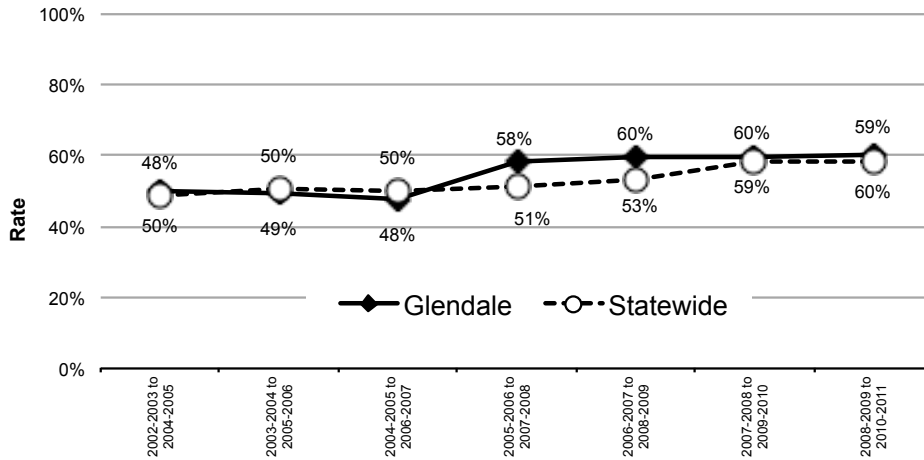
## Notes

1. Glendale is in state-defined peer group F4 which includes Butte, Copper Mountain, Feather River, Fresno, Glendale, Merced, Porterville, College of the Redwoods, Reedley, San Joaquin Delta, College of the Sequoias, College of the Siskiyous, Victory Valley, West Hills Coalinga, and Yuba (15 colleges). For basic skills improvement rate, the state-defined comparison group matched colleges on three variables: the percentage of students on need-based financial aid in Fall 2006, students’ average unit load in Fall 2006, and the selectivity of the nearest four-year institution in 2006 (measured as the percentage of applicants who were admitted).
2. Region 7 includes the following colleges: Compton, East LA, El Camino, Glendale, LA City, LA Harbor, LA Mission, LA Pierce, LA Southwest, LA Trade-Tech, LA Valley, Pasadena, Santa Monica, and West LA (14 colleges)

### 7. Basic Skills Improvement Rate (2008-2009 to 2010-2011)



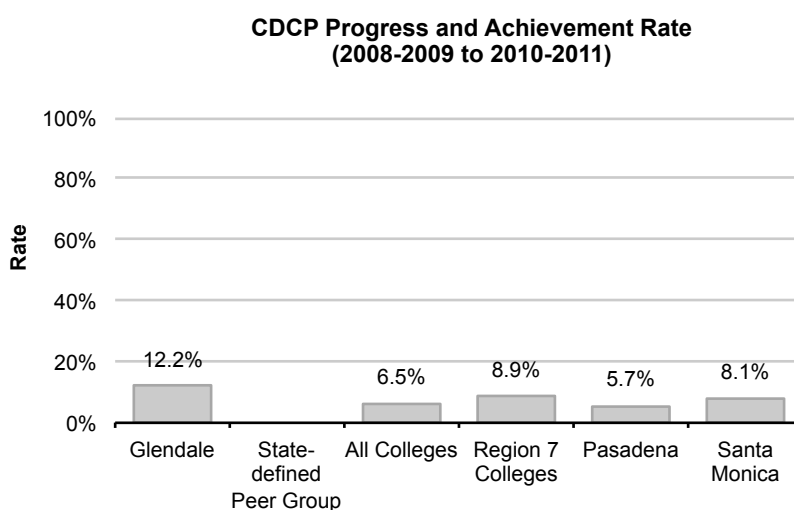
### 7. Basic Skills Improvement Rate Trend



The increase in basic skills improvement rate from below the statewide average to slightly above the statewide average is probably due primarily to a coding change in the courses GCC reports to the state Chancellor's Office. GCC changed the status of elementary algebra (Math 141, 145, 245, 146, and 246) in 2008-2009. These courses are now non-degree applicable and are coded as basic skills courses. This change resulted in greater improvement rates because students who begin in elementary algebra are more likely to move on to more advanced mathematics courses than students who begin at lower levels, who were the only students tracked when elementary algebra was not considered a basic skills course.

# Indicator 8. CDCP Progress and Achievement Rate

“CDCP Progress and Achievement Rate” reports on the progress of students enrolling in noncredit CDCP (Career Development and College Preparation) courses, also known as courses with enhanced noncredit funding, which was defined by SB 361 in 2006. The measure is the percentage of first-time students completing at least 8 hours of CDCP courses who, within three years of entry, passed one degree-applicable credit course (excluding PE), or earned a CDCP certificate, or achieved transfer directed status by passing both transfer-level English and mathematics courses, or achieved transfer prepared status by completing at least 60 transferable units with a GPA of 2.0 or higher, or earned an associate degree or credit certificate, or transferred to a four-year institution. No state-defined peer groups were created for this measure.

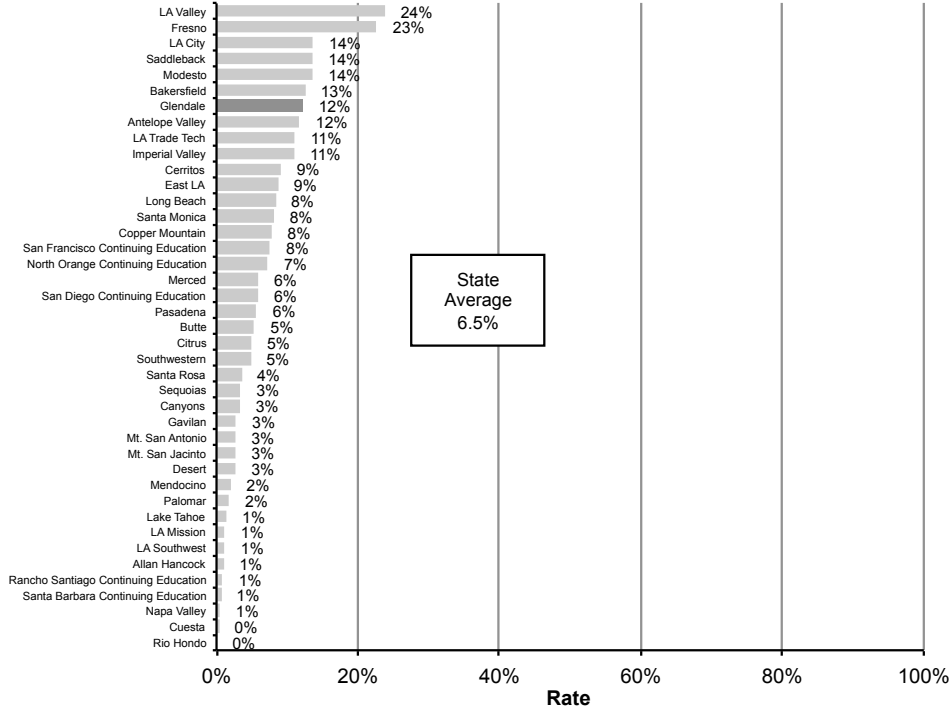


- GCC ranks 3<sup>rd</sup> out of 9 colleges in Region 7 which reported data for this indicator (after LA Valley and LA City)<sup>1</sup>
- GCC ranks 7<sup>th</sup> out of the 41 colleges in the state for which data were available<sup>2</sup>

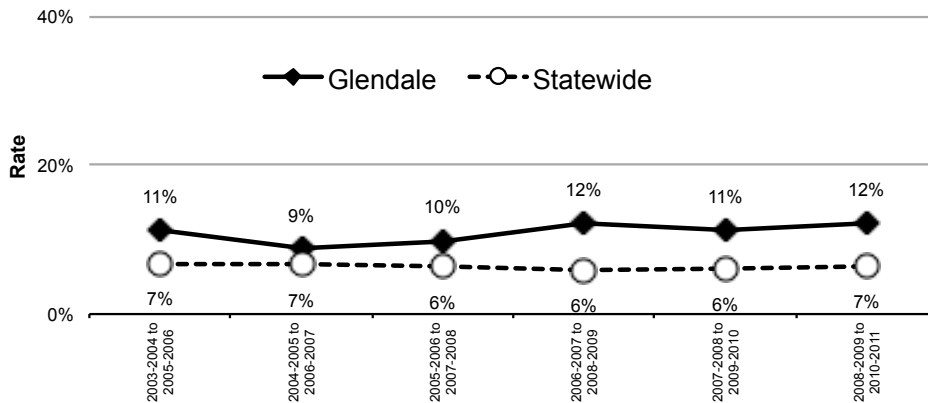
## Notes

1. The nine Region 7 colleges reporting CDCP data were East LA, Glendale, LA City, LA Mission, LA Southwest, LA Trade Tech, LA Valley, Pasadena, and Santa Monica.
2. The 41 colleges reporting CDCP data were Allan Hancock, Butte, Antelope Valley, Bakersfield, Butte, College of the Canyons, Cerritos, Citrus, Copper Mountain, Cuesta, College of the Desert, East LA, Fresno, Gavilan, Glendale, Imperial Valley, LA City, LA Mission, LA Southwest, LA Trade Tech, LA Valley, Lake Tahoe, Long Beach, Mendocino, Merced, Modesto, Mt. San Antonio, Mt. San Jacinto, Napa Valley, North Orange Continuing Education, Palomar, Pasadena, Rancho Santiago Continuing Education, Rio Hondo, Saddleback, San Diego Continuing Education, San Francisco Continuing Education, Santa Barbara Continuing Education, Santa Monica, Santa Rosa, College of the Sequoias, and Southwestern.

### 8. CDCP Progress and Achievement Rate (2008-2009 to 2010-2011)



### 8. CDCP Progress and Achievement Rate Trend



CDCP progress and achievement rate was added to the ARCC indicators due to the state legislature’s interest in measuring the effects of enhanced noncredit funding. This funding increased per FTES funding for noncredit college preparation and career development courses. CDCP progress and achievement rate data before 2006-2007 should be viewed as baseline data because enhanced noncredit funding was not provided. In the graph above, the most recent data are from students entering in 2008-2009, two years after enhanced funding began.

# ARCC Self-Assessment

*The following paragraphs are GCC's ARCC self-assessment for 2012. Each community college is required to respond annually to the indicator data. The 2011 self-assessment was approved by the Campus Executive Committee on February 21, 2012 and submitted to the Chancellor's Office after that meeting.*

Glendale Community College, located 11 miles north of downtown Los Angeles, has served students since 1927. It offers a comprehensive general education program, 112 certificate and degree programs, and a large noncredit program covering basic skills, high school completion, and occupational education. Additionally, it provides community services education and workforce training. The college serves over 30,000 students annually at its two facilities located in the city of Glendale.

Glendale serves an extremely diverse student population. Approximately 30% of its credit and noncredit students need extensive English as Second Language training. Approximately 32% of Glendale's students are of Armenian origin, 25% are Hispanic, and about 12% are Asian. Nearly 30% of credit students and 60% of noncredit students are over age 30. Approximately 80% of students entering the college directly from high school place below transfer level in English or mathematics.

Despite many challenges, Glendale Community College successfully prepares students for transfer and occupational success. Nearly 1,000 students transfer every year from Glendale Community College to the University of California and the California State University. The college awards approximately 1,000 degrees and certificates every year.

Glendale Community College ranks high among its peers on the ARCC indicators. According to the most recent data, Glendale's indicators are higher than its peer group averages for all the indicators, and higher than the state averages for all the indicators as well. Glendale ranks third in its peer group of 38 colleges, and sixth in the state, for the percent of students earning at least 30 units. For basic skills improvement, which has been one focus of the college's attention, Glendale ranks third out of 15 in its peer group. On the other indicators with peer groups (student progress and achievement, persistence, vocational success, basic skills success, and ESL improvement), Glendale Community College's indicators exceed the peer group averages by between one and nine percentage points. On career development and college preparation progress and achievement, Glendale ranks seventh out of 41 colleges reporting data.

The ARCC indicators show areas of potential improvement. Glendale's basic skills course success and basic skills improvement rates are only three to four percentage points above the statewide averages, indicating the need for the college to continue its work on basic skills through its Basic Skills Committee and its two Federal Title V grants for Hispanic Serving Institutions, both awarded in 2011. Vocational course success is approximately two percentage points above the statewide average and has been declining slightly for several years. The college is addressing career and technical education through several new programs and partnerships as well as through the goals of its Educational Master Plan.

The ARCC performance indicators demonstrate Glendale Community College's success at preparing students for transfer and occupational success. The college is also working to address areas where the ARCC measures indicate improvements are warranted.