



Institutional Effectiveness Report

2014 – 2015

November 1, 2015

Research & Planning
Glendale Community College
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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: how well the college is meeting its mission and vision, achieving its goals, and meeting its standards. 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 Institutional Effectiveness Report addresses how well the college is meeting its mission and vision, its goals, and its standards. Indicators are cross-listed according to the components of the mission, vision, goals, and standards they address.

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

- M1. Glendale Community College serves a diverse population of students
- M2. by providing the opportunities and support to achieve their educational and career goals.
- M3. We are committed to student learning and success
- M4. through transfer preparation,
- M5. certificates, associate degrees,
- M6. career development, technical training,
- M7. continuing education, and
- M8. basic skills instruction.
- M9. Dedicated to the importance of higher education in an evolving urban environment, faculty and staff engage students in rigorous and innovative learning experiences that
- M10. enhance and sustain the cultural, intellectual, and economic vitality of the community.

The shaded area below shows the college vision statement, with each component numbered.

- V1. Glendale Community College is the Greater Los Angeles Region's premier learning community
- V2. where all students achieve their informed educational goals
- V3. through outstanding instructional and student services,
- V4. a comprehensive community college curriculum,
- V5. and educational opportunities found in few community colleges.

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.

- G1. Improve student awareness, access, persistence, and success
- G2. Strengthen economic and workforce development
- G3. Support instructional programs and student services
- G4. Improve fiscal stability and diversification (enrollment management)

Institution-Set Standards. As required by the Accrediting Commission for Community and Junior Colleges (ACCJC), the college has set standards for institutional performance.

Institutional Effectiveness Indicators. As required by the Chancellor's Office for the California Community Colleges, the college has set performance goals for several of the indicators in this report.

Student Success Scorecard. The state of California's accountability measures are included in this report.

Glendale Community College Institutional Effectiveness Report 2014-2015

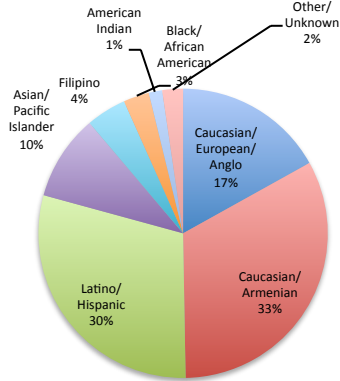
Indicator	Institution-Set Standard	Institutional Effectiveness Indicator	Student Success Scorecard	EMP Goal 1	EMP Goal 2	EMP Goal 3	EMP Goal 4	Vision	Minimum Standard	Current Value	Goal	Page
Diversity and Offerings												
1.1. Student Diversity				✓								6
1.2. Program Offerings and Satisfaction					✓	✓		✓				8
Student Progress Indicators												
2.1. Successful Course Completion Rate	✓					✓			67%	69%	67%	10
2.2. Scorecard Persistence Rate - Overall			✓	✓					47%	79%		11
2.2. Scorecard Persistence Rate - College Prepared			✓	✓						83%		
2.2. Scorecard Persistence Rate - Unprepared			✓	✓						76%		
2.3. Retention Rate (Fall to Fall)	✓			✓					47%	53%		12
2.4. Scorecard 30 Unit Rate - Overall			✓	✓						77%		13
2.4. Scorecard 30 Unit Rate - College Prepared			✓	✓						83%		13
2.4. Scorecard 30 Unit Rate - Unprepared			✓	✓						73%		13
2.5. Scorecard Remedial Progress Rate - Math		✓	✓	✓						34%		14
2.5. Scorecard Remedial Progress Rate - English		✓	✓	✓						50%		14
2.5. Scorecard Remedial Progress Rate - ESL		✓	✓	✓						35%		14
2.6. Scorecard CDCP Rate			✓	✓						7%		15
Student Learning Indicators												
3.1. Achievement of Institutional Learning Outcomes						✓		✓				18
3.2. Innovative Learning Experiences					✓	✓		✓				23
Student Completion Indicators												
4.1. Scorecard Completion Rate - Overall		✓	✓			✓		✓		56%		25
4.1. Scorecard Completion Rate - College Prepared		✓	✓			✓		✓		78%		25

Indicator	Institution-Set Standard	Institutional Effectiveness Indicator	Student Success Scorecard	EMP Goal 1	EMP Goal 2	EMP Goal 3	EMP Goal 4	Vision	Minimum Standard	Current Value	Goal	Page
4.4. Associate Degree Completions	✓	✓				✓		✓	350	640		28
4.5. Certificate Completion	✓	✓				✓		✓	200	297		29
Career and Technical Education (CTE) Indicators												
5.1. Scorecard CTE Rate		✓	✓		✓					55%		32
5.2. CTE Technical Skill Attainment Rate					✓					90%		33
5.3. CTE Employment Rate					✓					62%		34
Fiscal Stability Indicators												
6.1. Funded FTES							✓					36
6.2. Reserves							✓		5.0%	5.5%		37
6.3. Fund Balance		✓					✓			6.0%		38
6.3. Cash Balance		✓					✓			\$4,546,661		38
6.4. Annual Operating Excess/Deficiency		✓					✓			-\$121,572		39
6.5. GASB Post-Employment Benefits Fund							✓			\$1,398,310		41
6.6. Salary and Benefits		✓					✓			90%		42
6.7. Audit Findings		✓					✓		Unmodified	Unmodified	Unmodified	43
Community and External Indicators												
7.1. Community Indicators												45
7.2. Accreditation Status		✓							Fully Accredited	Fully Accredited	Fully Accredited	47

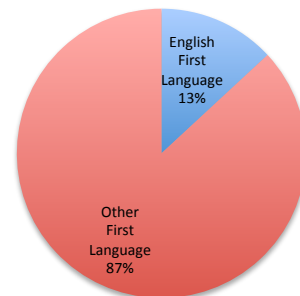
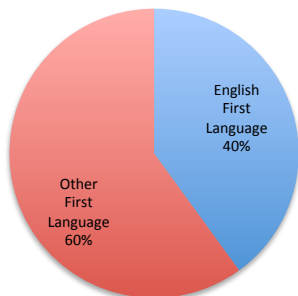
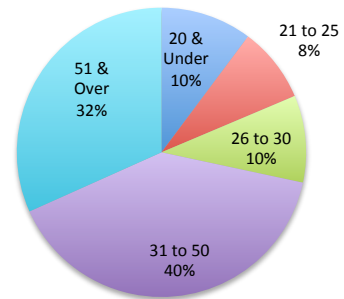
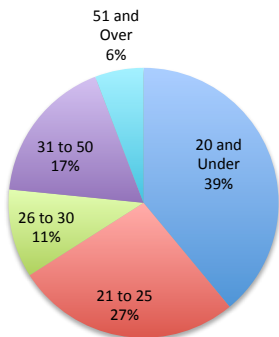
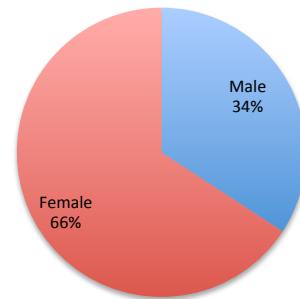
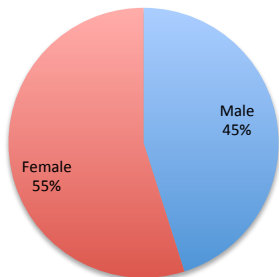
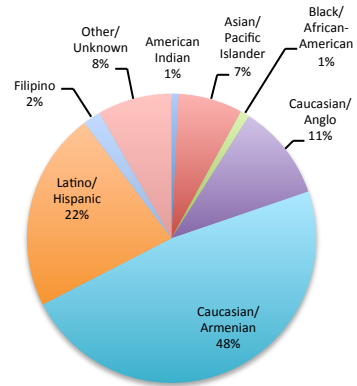
Section 1. Diversity and Offerings Indicators

Indicator 1.1. Student Diversity, Fall 2014

Credit Students



Noncredit Students



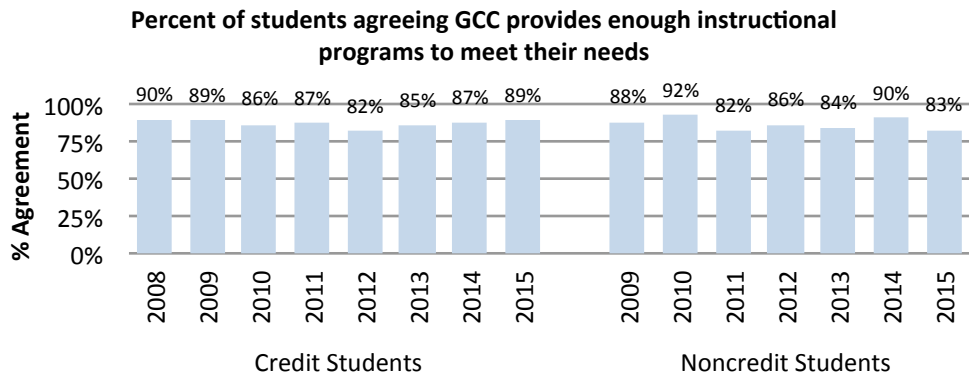
Indicator 1.1. Student Diversity (continued)

Definition	The graphs show the percentages of GCC's credit and noncredit student populations by ethnicity, age group, and language status for Fall 2013.
Minimum Standards and Goals	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.
Analysis	GCC's student populations are diverse, reflecting the diversity of the college's service area.
Alignment	<ul style="list-style-type: none">• College Mission Component 1: "Glendale Community College serves a diverse population of students..."

Indicator 1.2. Program Offerings and Satisfaction

Glendale Community College offers the following number of degrees, credit certificates, and noncredit certificates, based on the 2015-2016 Catalog.

Areas of Emphasis	3	Credit Certificates	74
Associate in Arts (AA) Degrees	25	Noncredit Certificates	13
Associate in Arts for Transfer (AA-T) Degrees	12		
Associate in Science (AS) Degrees	51		
Associate in Science for Transfer (AS-T) Degrees	5		



Definitions

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

Minimum Standards and Goals

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.

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.

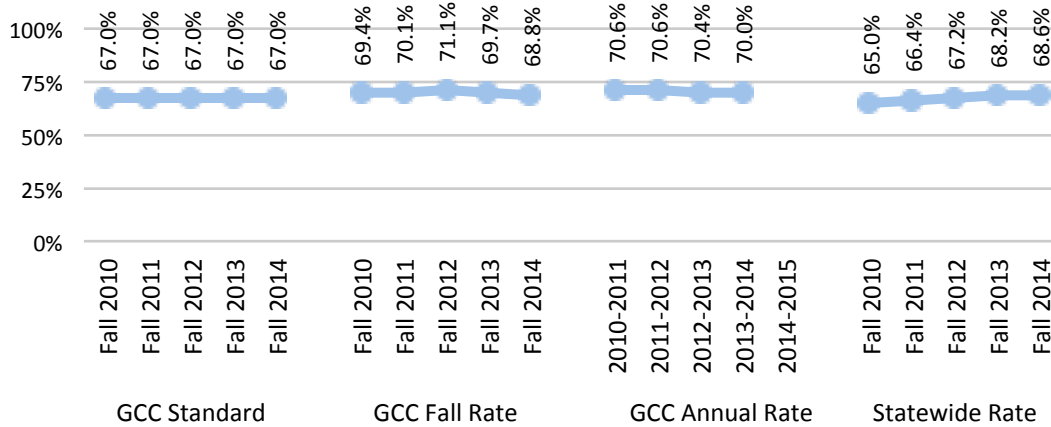
Alignment

- College Mission Component 2: “...by providing the opportunities and support to achieve their educational and career goals.”
- EMP Goal 1: Student Awareness, Access, Persistence, and Success

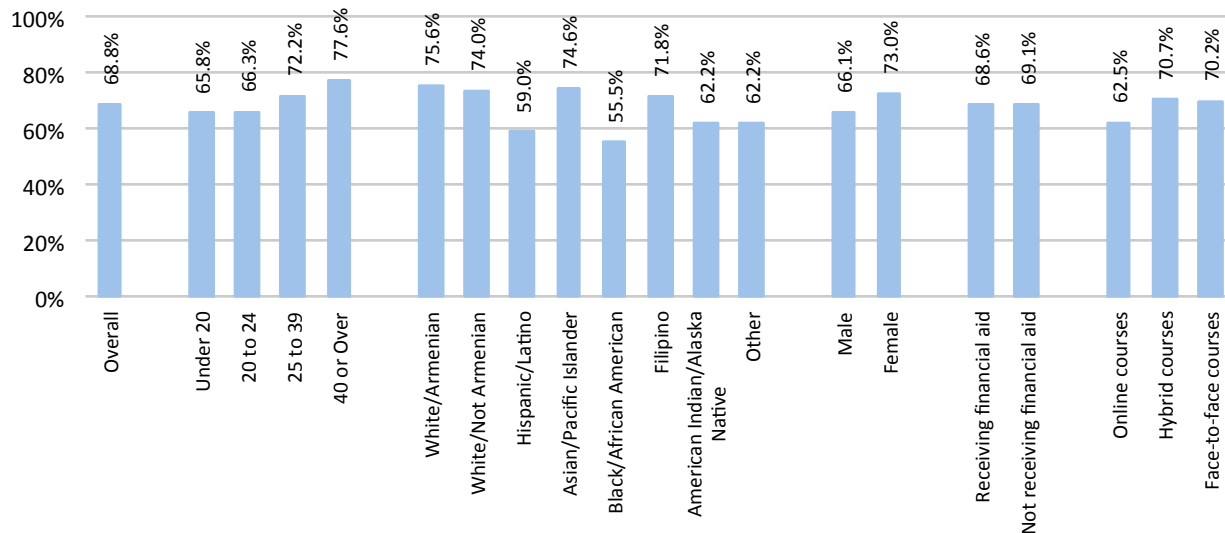
Section 2.

Student Progress Indicators

Indicator 2.1. Successful Course Completion Rate (Fall and Annual)



Successful Course Completion Rate, 2014-2015



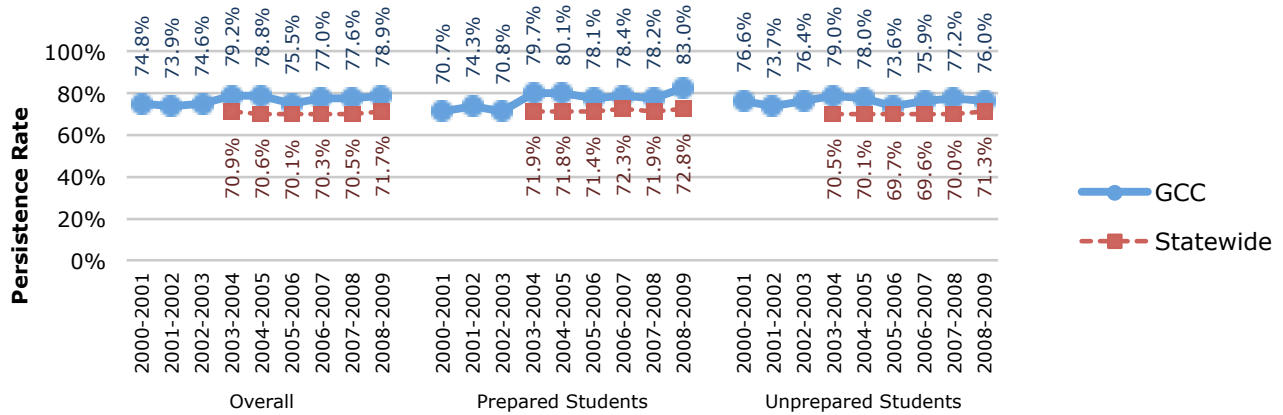
Definitions Successful course completion rate is the percentage of credit enrollments in Fall semesters resulting in a grade of A, B, C, or Pass.

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

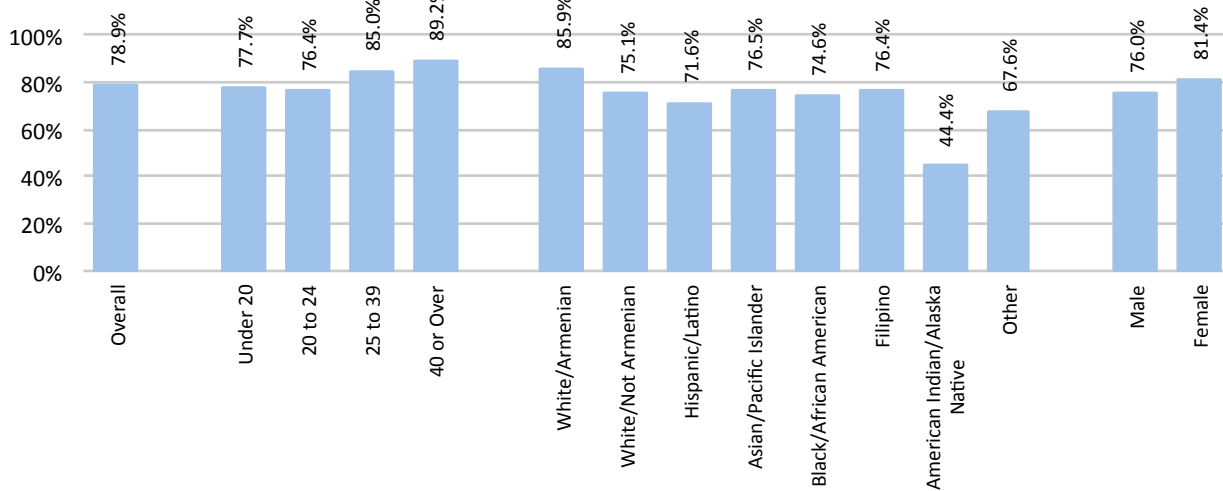
Analysis GCC’s course success rate has been steady and consistently above the institution-set standard of 67%. Course success is lower for younger students than older students, and lower for Hispanic/Latino students, Black/African American students, and American Indian/Alaska Native students than for 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.

- Alignment**
- College Mission Component 3: “We are committed to student learning and success...”
 - Institution-Set Standard 1: Course Completion Rate – Standard: 67%

Indicator 2.2. Scorecard Persistence Rate



Scorecard Persistence Rate, Overall 2008-2009 Cohort



Definitions

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.

Minimum Standards and Goals

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).

Analysis

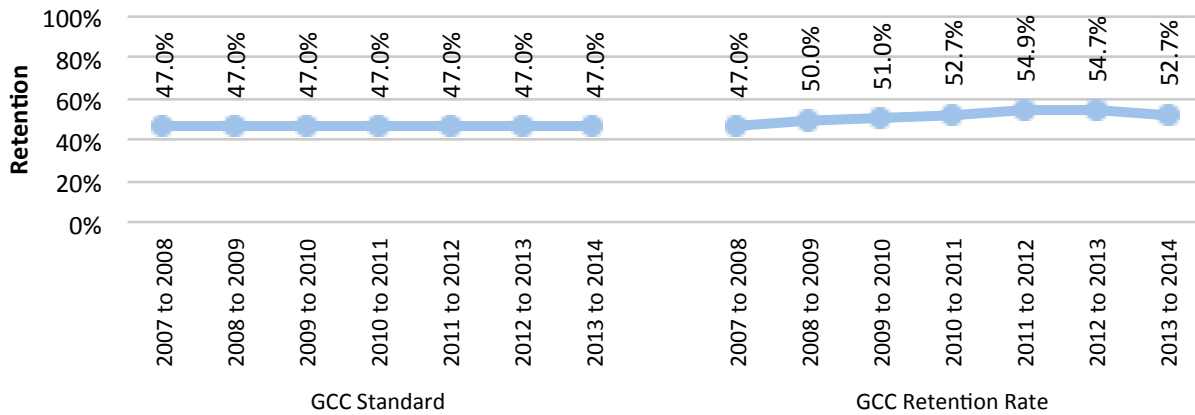
GCC’s persistence rate continues to be substantially higher than the statewide average. The difference is approximately 7 percentage points. GCC’s persistence rate is also higher than its Scorecard peer group average of 63%. This measure indicates that one of GCC’s strengths is student persistence.

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%.

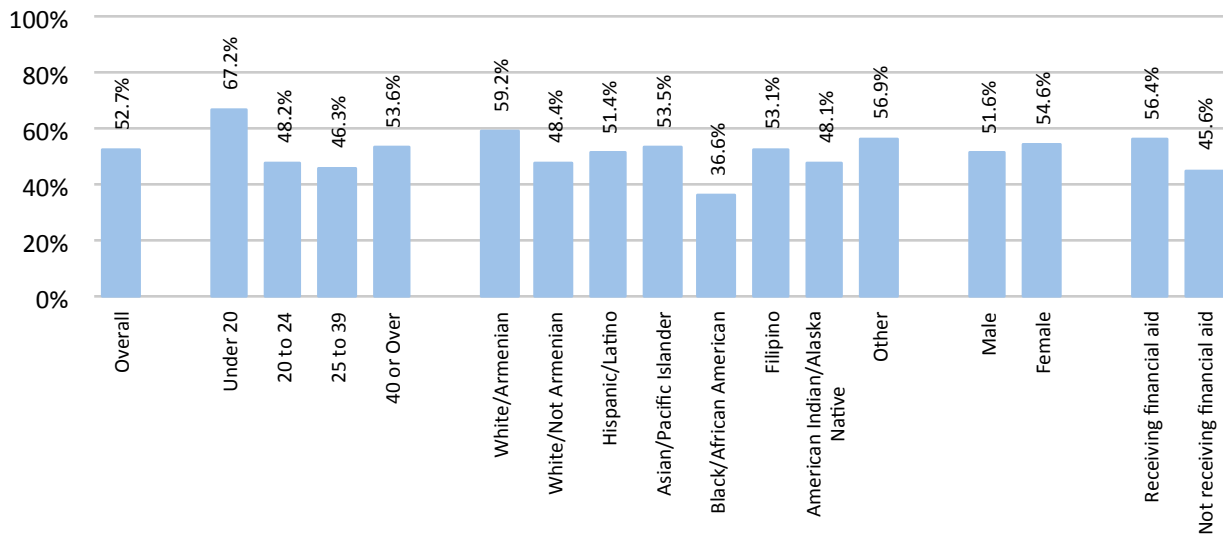
Alignment

- College Mission Component 3: “We are committed to student learning and success...”
- EMP Goal 1: Student Awareness, Access, Persistence, and Success

Indicator 2.3. Retention Rate (Fall to Fall)



Retention Rate, 2013 to 2014



Definitions

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.

Minimum Standards and Goals

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

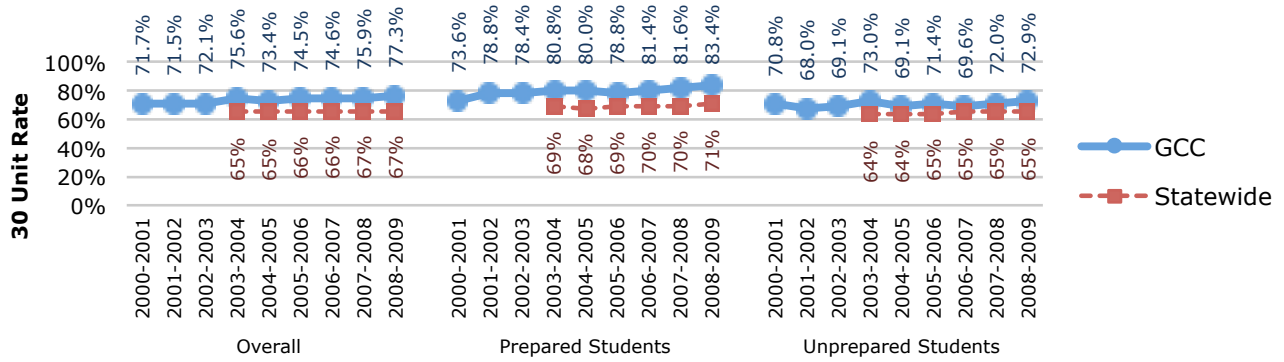
Analysis

GCC’s Fall-to-Fall retention rate has been historically stable. The rate is lowest for African American students and American Indian/Alaska Native students, as well as students not receiving financial aid.

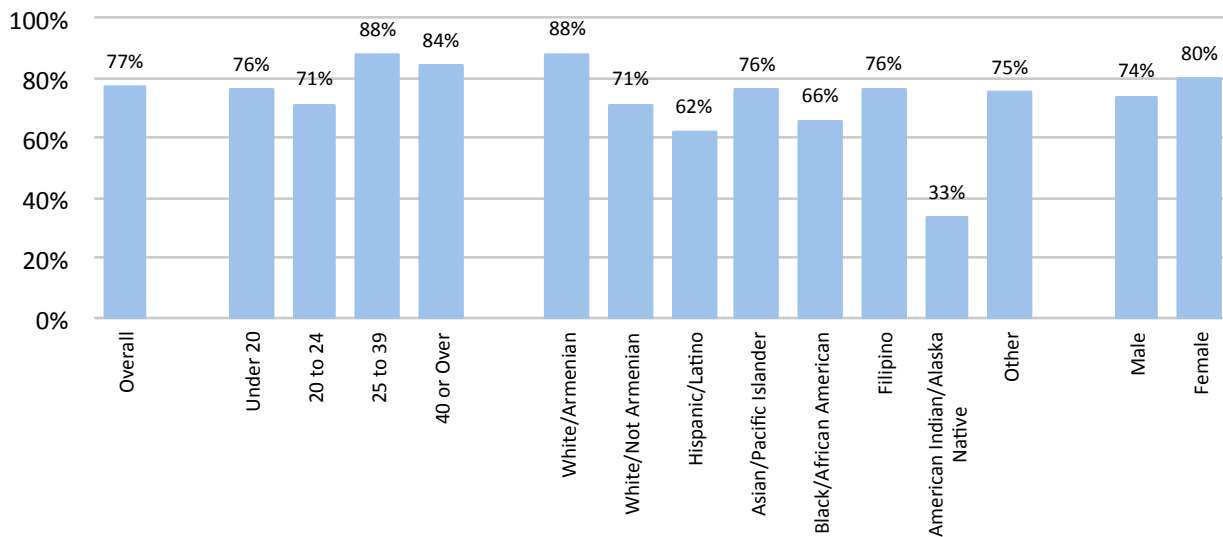
Alignment

- Institution-Set Standard 2: Retention Rate – Standard: 47%
- EMP Goal 1: Student Awareness, Access, Persistence, and Success
- College Mission Component 3: “We are committed to student learning and success...”

Indicator 2.4. Scorecard 30 Unit Rate



Scorecard 30 Unit Rate, Overall 2008-2009 Cohort



Definitions

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.

Minimum Standards and Goals

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

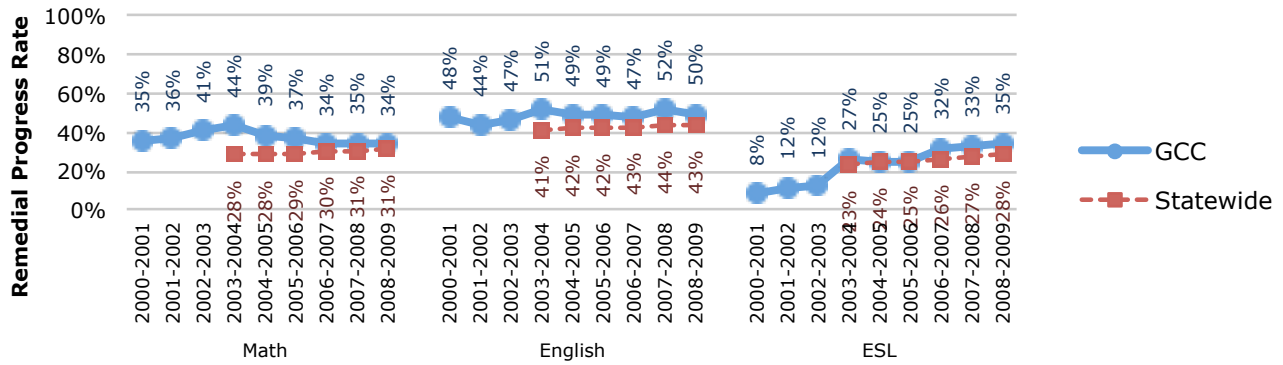
Analysis

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.

Alignment

- EMP Goal 1: Student Awareness, Access, Persistence, and Success
- College Mission Component 3: “We are committed to student learning and success...”

Indicator 2.5. Scorecard Remedial Progress Rates



Scorecard Remedial Progress Rates, 2008-2009 Cohort

	Math	English	ESL
Overall	33.7%	49.6%	34.5%
Female	39.8%	54.2%	36.9%
Male	25.2%	45.1%	30.4%
Under 20	28.0%	53.7%	65.5%
20 to 24	29.9%	38.8%	59.5%
25 to 39	47.2%	40.9%	28.4%
40 and Over	41.7%	29.2%	9.5%
African-American	20.3%	25.5%	*
American Indian	*	*	*
Asian/Pacific Islander	47.4%	55.6%	34.6%
Filipino	41.3%	57.4%	18.2%
Hispanic	21.8%	38.0%	22.2%
White (Not Armenian)	35.0%	53.2%	35.6%
Armenian	43.4%	65.6%	35.9%

*Percentages based on groups of 10 or smaller are not reported.

Definitions 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.

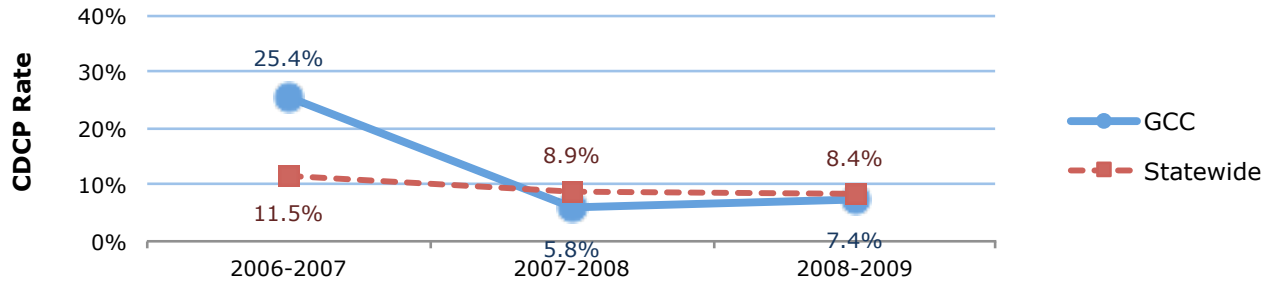
Minimum Standards and Goals The college has not established a specific standard for remedial progress rates but a general goal of improving all rates has been discussed.

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.

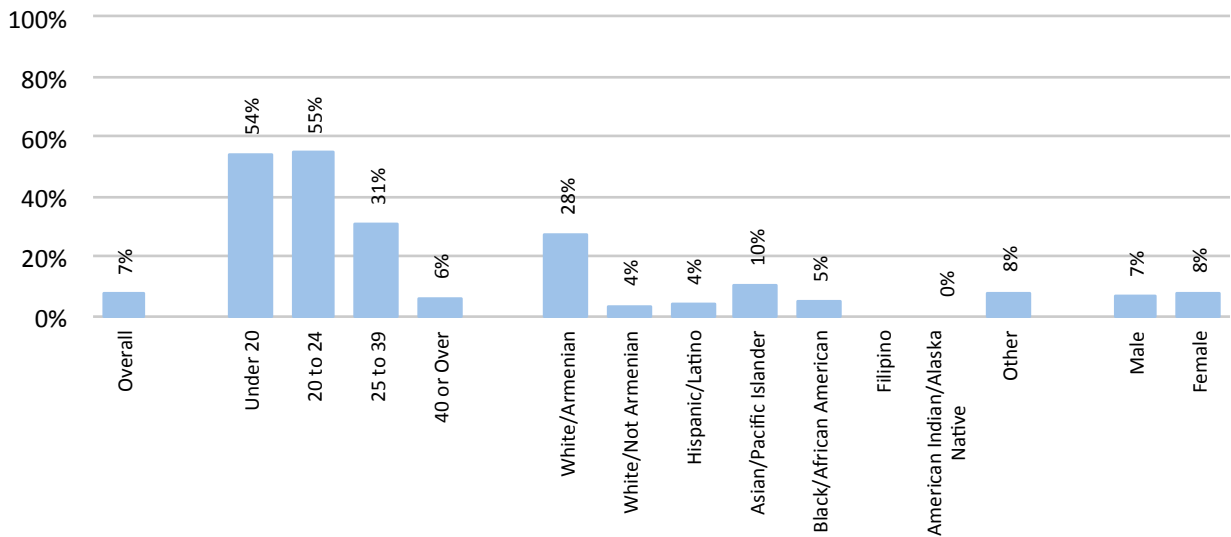
Alignment

- EMP Goal 3: Instructional Programs and Student Services
- College Mission Component 8: “basic skills instruction”

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



Scorecard CDCP Rate, Overall 2008-2009 Cohort



Definitions

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.

Minimum Standards and Goals

The college has not established a specific standard for CDCP rate.

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.

Alignment

- College Mission Component 7: “continuing education”
- College Mission Component 8: “basic skills instruction”
- EMP Goal 3: Instructional Programs and Student Services

Section 3. Student Learning Indicators

Indicator 3.1. Achievement of Institutional Learning Outcomes

Glendale Community College has established the following six Institutional Learning Outcomes (ILOs).

Upon successful completion at Glendale Community College, the student will be able to:

1) Communication

Communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting and other modes of communication.

2) Mathematical Competency/Quantitative Reasoning

apply, interpret, and understand mathematical and quantitative concepts.

3) Information Competency (literacy)

recognize an information need, or define a research topic using library and other resources to locate, evaluate, and use information or data in an ethical and legal manner.

4) Critical Thinking

analyze problems and apply knowledge; collect, synthesize, and evaluate ideas, information and data to develop arguments and derive conclusions.

5) Global Awareness and Appreciation

recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives, and to appreciate similarities and differences among cultures.

6) Personal Responsibility

demonstrate and apply decision making skills and develop the capacity for self- understanding and recognize lifestyles that promote physical and mental well-being.

Indicator 3.1. Institutional Learning Outcomes (continued)

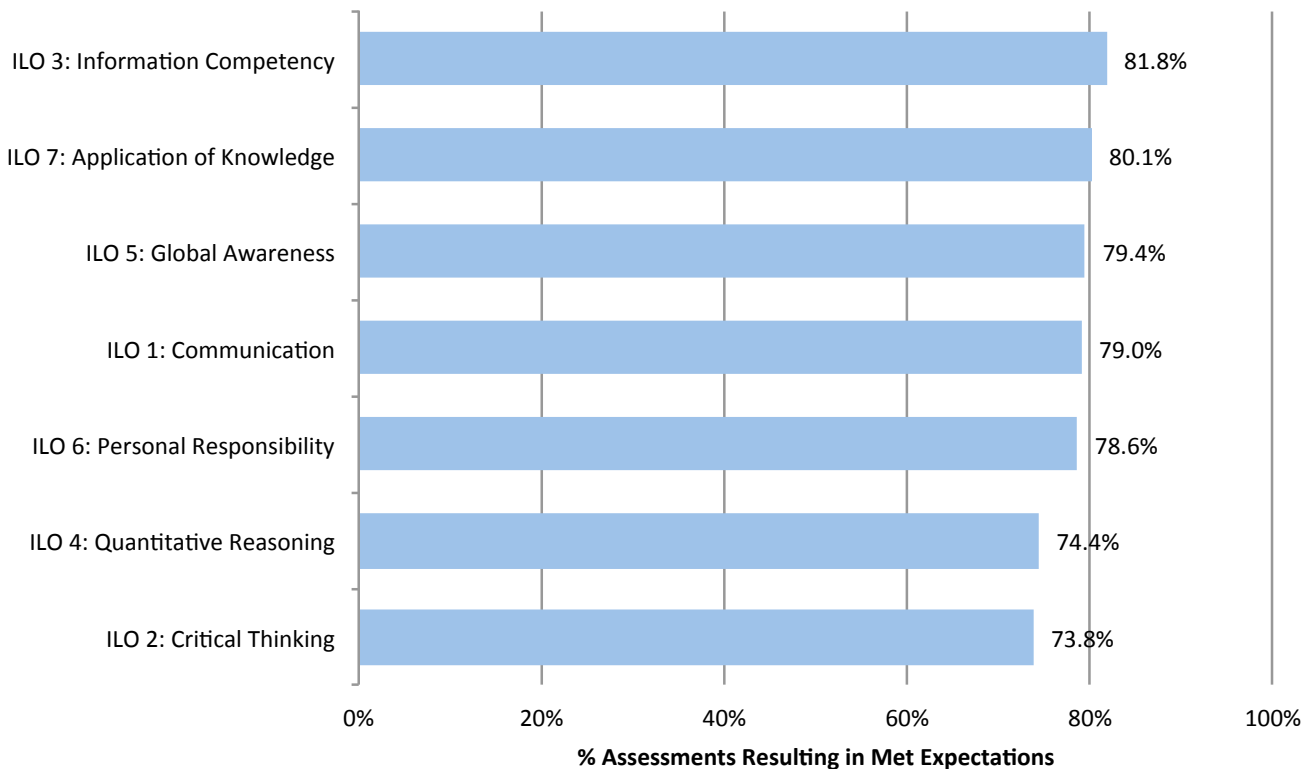
Quantitative Analysis of ILO Achievement

The graph below shows the results of a quantitative analysis of ILO achievement based on course-level assessments. Assessments are summarized according to a three-point scale (1 - Expectations Not Met; 2 - Developing; 3 - Met Expectations). Additionally, through program review, programs map each course with the college’s ILOs. The relationship between course and ILO is defined according to a different three-point scale (1 - Introductory; 2 - Developmental; 3 - Mastery).

Courses at the Mastery level for each ILO were included in the analysis summarized below. The graph shows the percentage of all assessments associated with these Mastery-level courses which resulted in an assessment of Met Expectations.

Note that this analysis is based on program review of 2014-2015, which included seven ILOs. In 2015, the ILOs were revised and ILO 7 (Application of Knowledge) was incorporated into the other ILO descriptions instead of being separated as a stand-alone ILO.

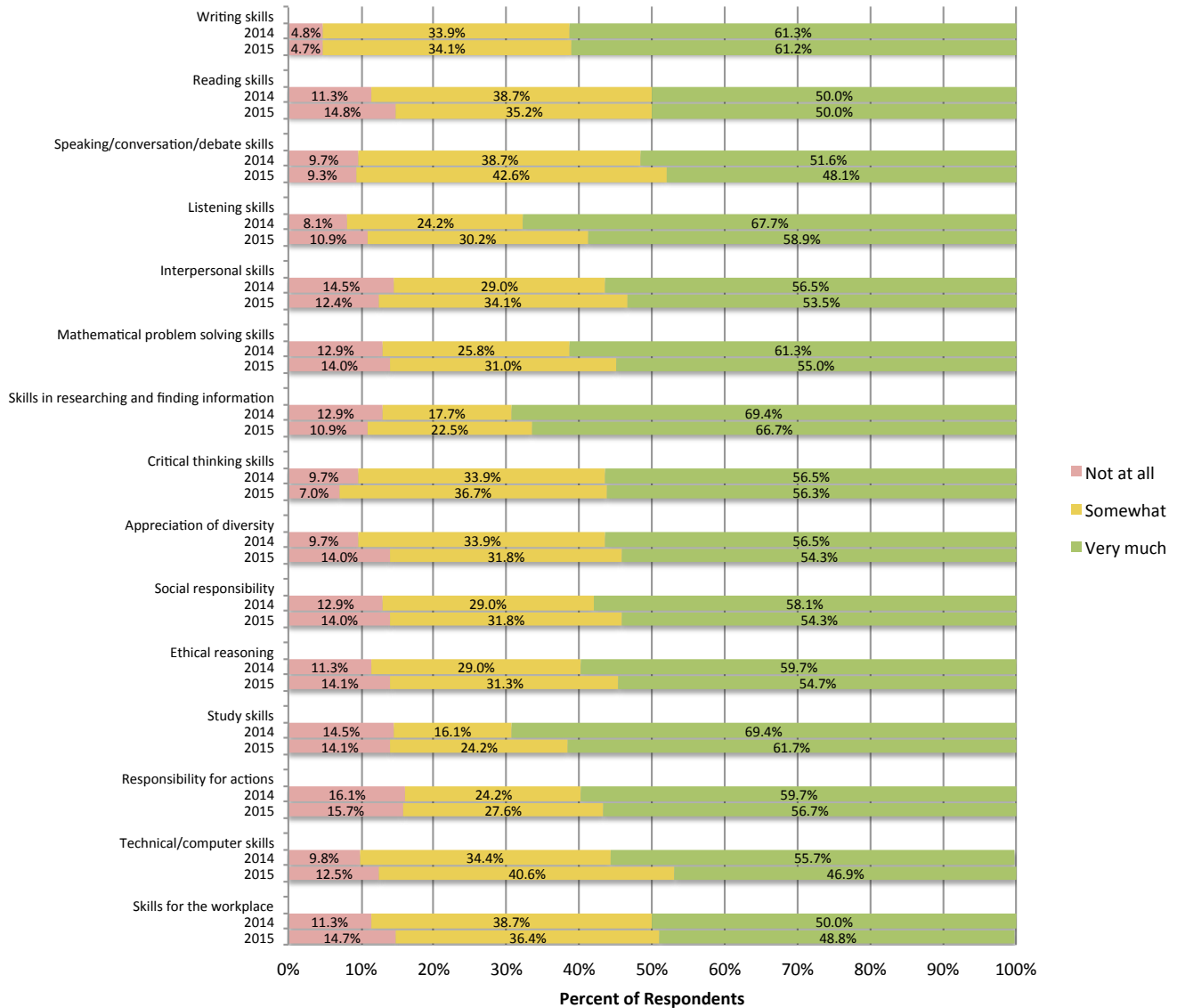
**Percent of Assessments Resulting in Met Expectations
(Mastery Courses Only)**



Results of Graduate Survey

At the end of the Spring semesters in 2014 and 2015, degree and certificate completers were surveyed to assess their perceptions of how well GCC improved their skills in several components of the college’s ILOs. The survey asked completers to “Please indicate how much GCC has improved your skills in each of the following areas.”

Degree and Certificate Completers



Results of Spring Student Survey

The graph below shows students' self-report about whether GCC has improved their skills in each of the ILO areas (the survey question asked "How much has GCC improved your skills in the following areas?"). This information is collected from the annual Spring student survey. The graph shows responses of students who indicate that they will complete their degree or transfer requirements in the current semester.



Definitions	The college's ILOs are shown on page 16 of this report.
Minimum Standards and Goals	As of 2013-2014, the college has not established specific expectations for student achievement of ILOs.
Analysis	According to the survey of student perceptions about ILO achievement, students believe that GCC has improved their skills in each of the ILO areas.
Alignment	<ul style="list-style-type: none">• College Mission Component 3: "We are committed to student learning and success"• EMP Goal 3: Instructional Programs and Student Services

Indicator 3.2. Innovative Learning Experiences

Note: from 2013-2014

- Contextualized English 120
- Fast-Track English
- Fast-Track ESL
- Student Research Experiences: Chemistry 298 course developed
- Student Research Experiences: Biology 298 course developed
- GAUSS-funded iPads in Chemistry
- GAUSS-funded digital microscope cameras in Biology
- Transfer Bridge with CSUN (Spring 2014 start)
- Student Video Project
- Undergraduate Research Engineering courses (ENGR 298 and 299) developed
- Development and offering of three new Robotics Academic courses (CS/IS 157, ENGR 130, and ENGR 131)
- Overhauling the Computer Science/Information Systems 101 curriculum and redesigning the SR 321 computer lab through the CS/IS Sandbox project
- Improvements to Faculty Innovation Center (SF 101 and SF 102)
- New BioPac equipment for Physiological Psychology (PSYCH 103 and PSYCH 203) courses

Definitions The college provides and tracks innovative activities in instruction and student services every year.

Minimum Standards and Goals The college has not established specific standards for the innovative learning experiences it offers.

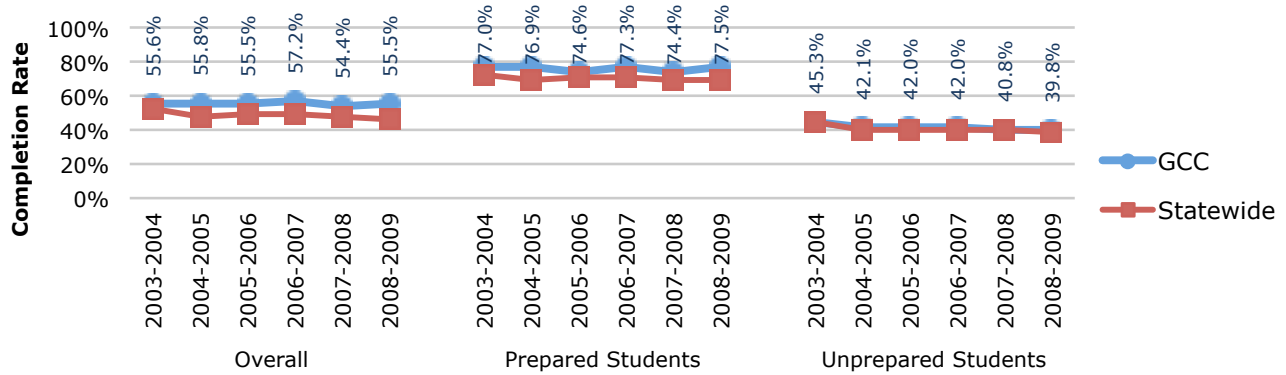
Analysis The college has a history of developing and providing innovative learning experiences, but has not explicitly tracked these activities.

Alignment

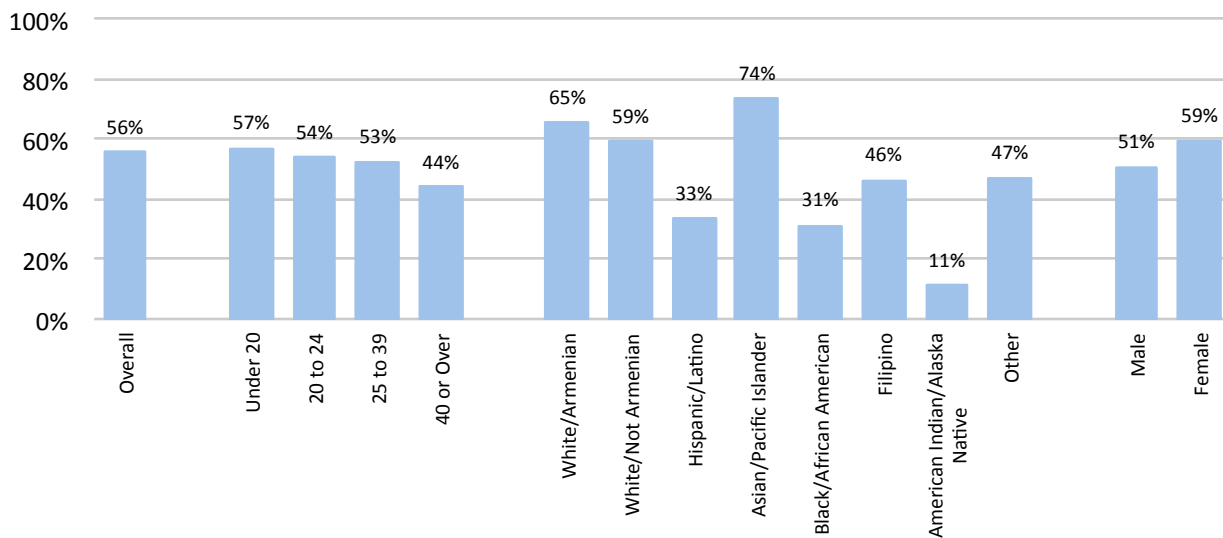
- College Mission Component 9: “Dedicated to the importance of higher education in an evolving urban environment, faculty and staff engage students in rigorous and innovative learning experiences...”
- EMP Goal 3: Instructional Programs and Student Services

Section 4. Student Completion Indicators

Indicator 4.1. Scorecard Completion Rate



Scorecard Completion Rate, Overall 2008-2009 Cohort



Definitions 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.

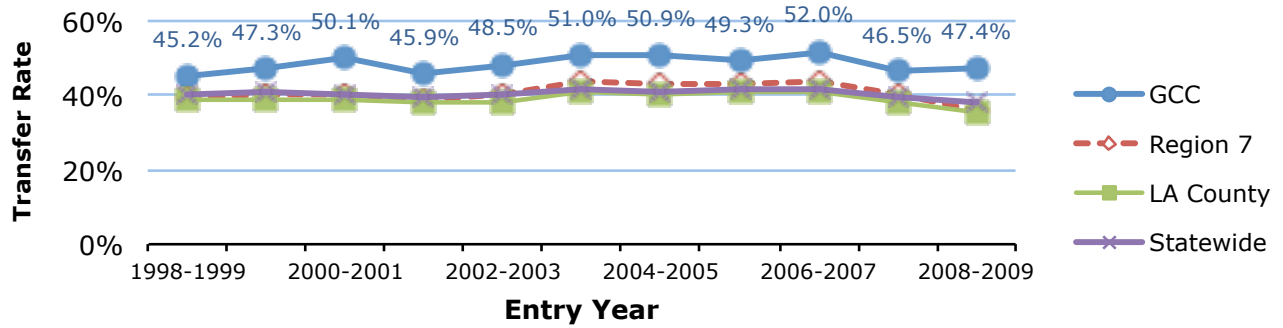
Minimum Standards and Goals The college has not established a specific standard for Completion Rate.

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%.

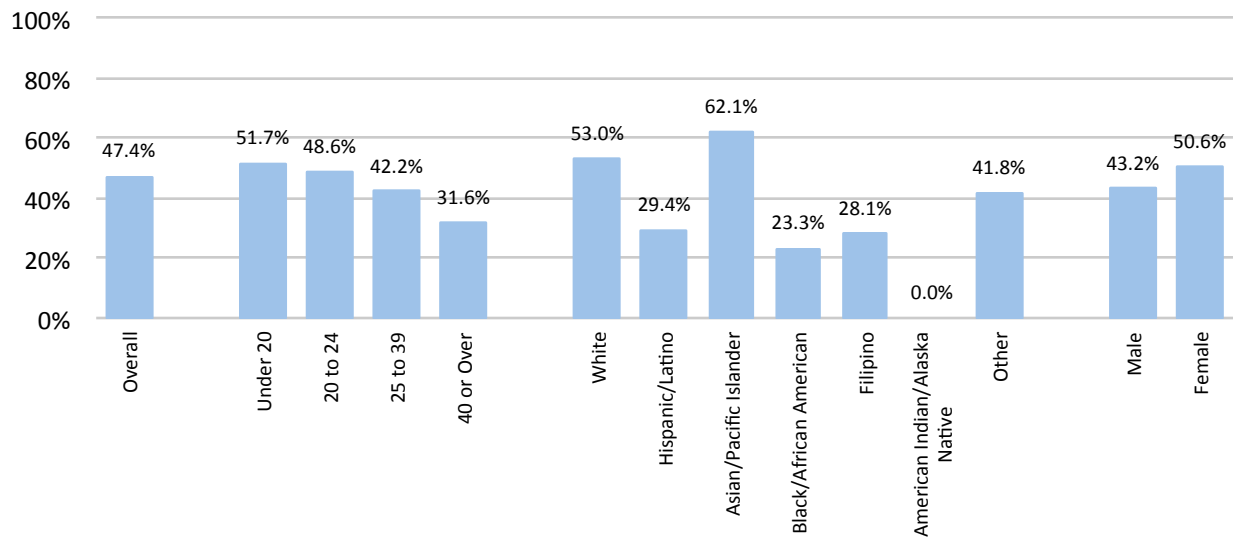
The state Student Success Scorecard includes additional data for students counted as prepared for college and students counted as unprepared for college. GCC’s completion rate for unprepared students (2006-2007 entering cohort) was 42.1%, slightly above the state average of 41.1%. Similarly, GCC’s completion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

- Alignment**
- College Mission Component 3: “We are committed to student learning and success...”
 - EMP Goal 3: Instructional Programs and Student Services

Indicator 4.2. Transfer Rate



Transfer Rate, 2008-2009 Entering Cohort



Definitions 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.

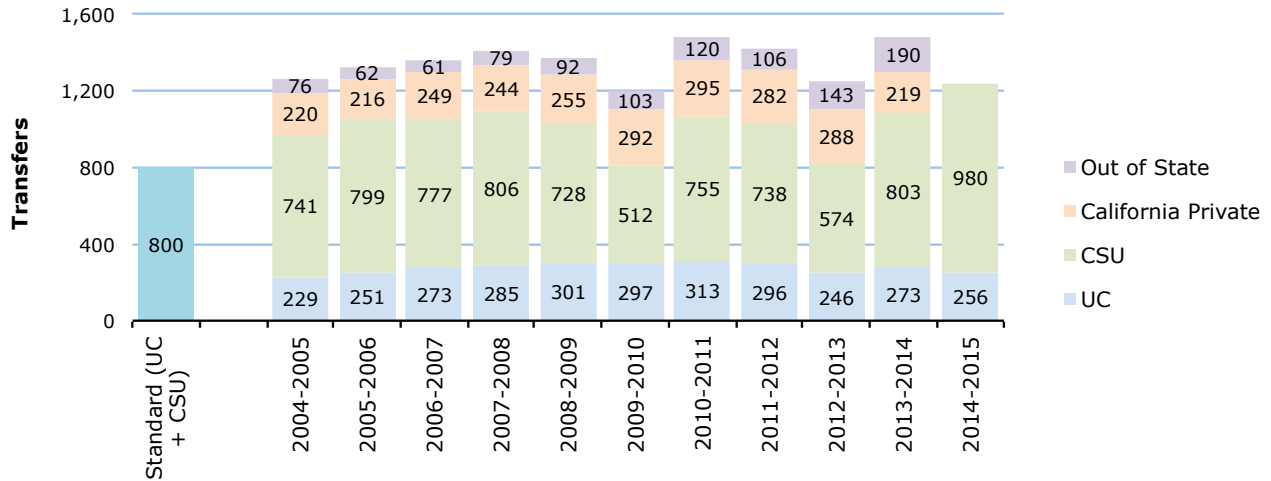
Minimum Standards and Goals The college has not established specific performance standards for transfer rate. It has established a standard for the number of students transferring to four-year institutions (see Indicator 4.3).

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.

- Alignment**
- College Mission Component 4: “transfer preparedness”
 - EMP Goal 3: Instructional Programs and Student Services

Indicator 4.3. Number of Transfers



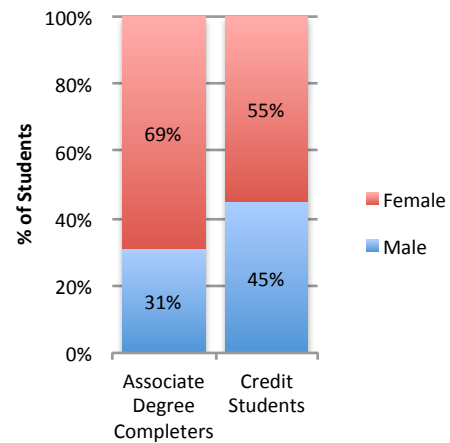
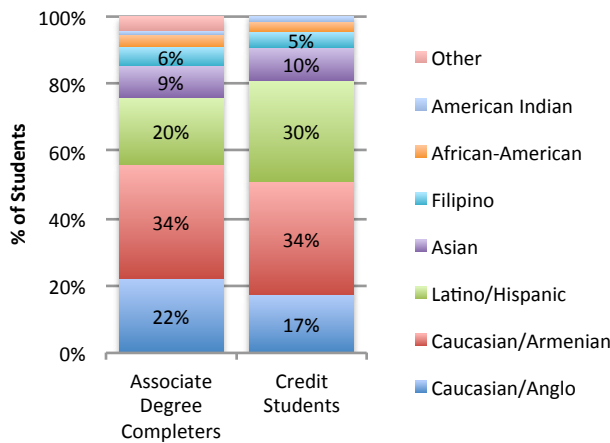
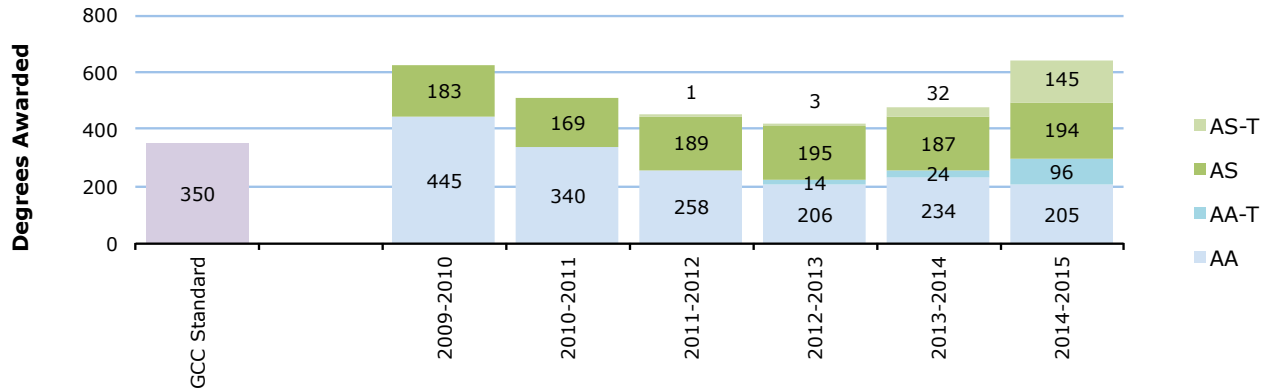
Definitions This indicator shows the number of students transferring from GCC to a four-year institution in each academic year. (Note that transfers to UC and CSU institutions are generally available earlier than transfers to out-of-state and California private institutions.)

Minimum Standards and Goals The college has set a standard for the number of transfers to UC and CSU institutions of 800 transfers.

Analysis The number of transfers is variable from year to year. Because the largest group of students transfers from GCC to the California State University, the number is highly dependent on CSU transfer policies. For example, in two recent years, the CSU did not accept Spring transfers from community colleges, directly resulting in large decreases in the numbers of students transferring from GCC to the CSU.

- Alignment**
- College Mission Component 4: “transfer preparedness”
 - EMP Goal 3: Instructional Programs and Student Services
 - Institution-Set Standard 4: Number of transfers – standard: 800

Indicator 4.4. Associate Degree Completions



Definitions This indicator shows the total number of associate degrees awarded during a specific academic year.

Minimum Standards and Goals Glendale Community College set its standard at 350 for annual degree completions.

Analysis 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 have increased the number of AA degrees awarded.

- Alignment**
- College Mission Component 5: “certificates, associate degrees”
 - EMP Goal 3: Instructional Programs and Student Services
 - Institution-Set Standard 3: Number of degrees – standard: 350

Indicator 4.5. Certificate Completion



Definitions This indicator shows the total number of certificates awarded during a specific academic year.

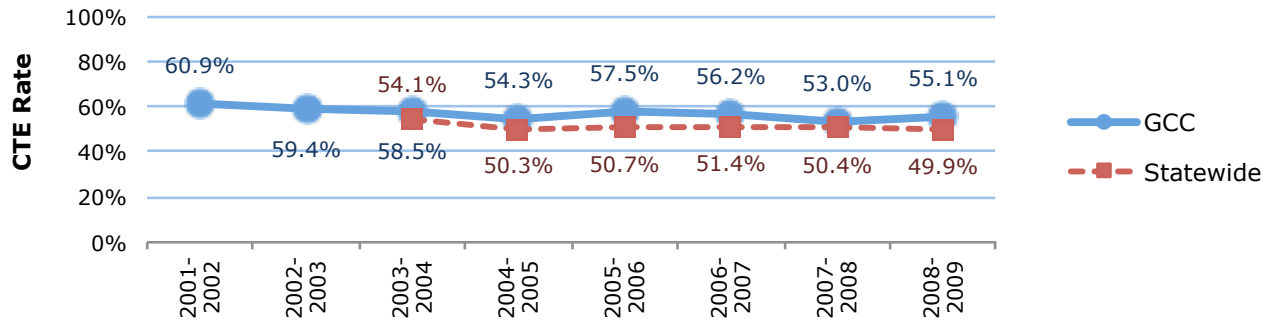
Minimum Standards and Goals Glendale Community College set its standard at 200 for annual certificate completions.

Analysis 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.

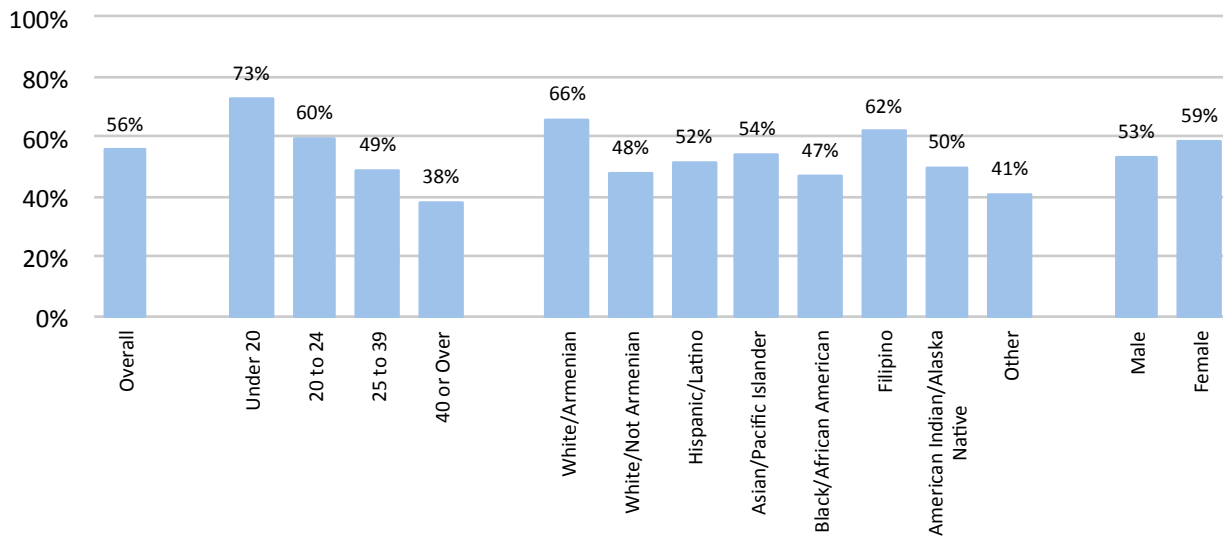
- Alignment**
- College Mission Component 5: “certificates, associate degrees”
 - EMP Goal 3: Instructional Programs and Student Services
 - Institution-Set Standard 5: Number of certificates – standard: 200

Section 5. Career and Technical Education (CTE) Indicators

Indicator 5.1. Scorecard CTE Rate



Scorecard CTE Rate, 2008-2009 Cohort



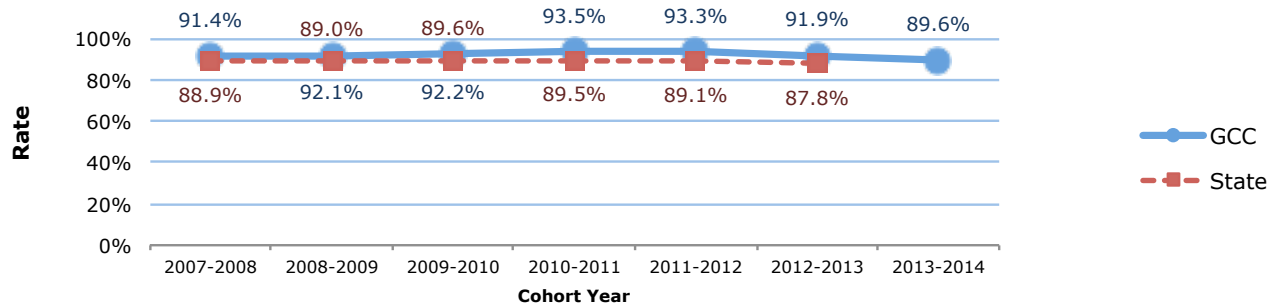
Definitions CTE Rate is a Scorecard indicator tracking students attempting a CTE course and completing at least eight units in the same CTE discipline within three years. Cohort students who, within six years, earn an AA degree or AS degree or certificate, or transfer to a four-year institution, or become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

Minimum Standards and Goals The college has not set a specific standard for the Scorecard CTE Rate.

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.

- Alignment**
- College Mission Component 6: “career development, technical training”
 - EMP Goal 2: Economic and Workforce Development

Indicator 5.2. CTE Technical Skill Attainment Rate



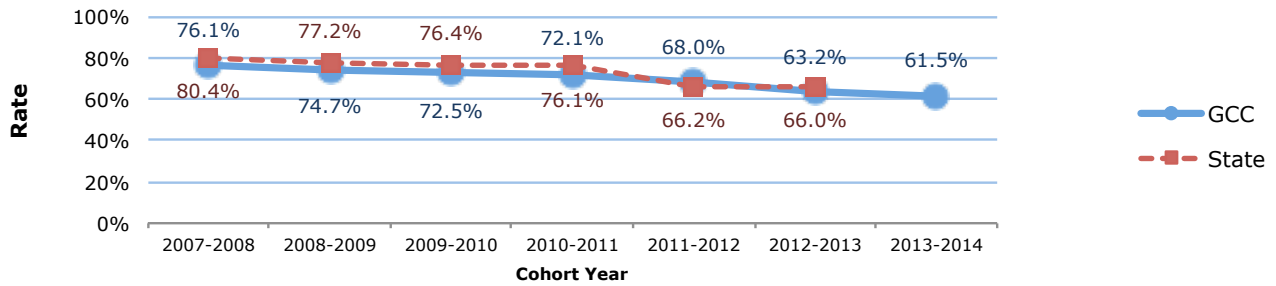
Definitions Technical skill attainment rate is a CTE (formerly Perkins) core indicator that measures the percentage of CTE concentrators who have a GPA of 2.0 or higher in CTE courses above the introductory level. CTE concentrators are students completing at least 12 units in a TOP code area with at 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.

Minimum Standards and Goals As a core indicator for CTE, technical skill attainment rate has a performance standard that GCC has negotiated with the state of California. For 2013-2014, the negotiated rate was xx.

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.

- Alignment**
- College Mission Component 6: “career development, technical training”
 - EMP Goal 2: Economic and Workforce Development

Indicator 5.3. CTE Employment Rate



Definitions 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.

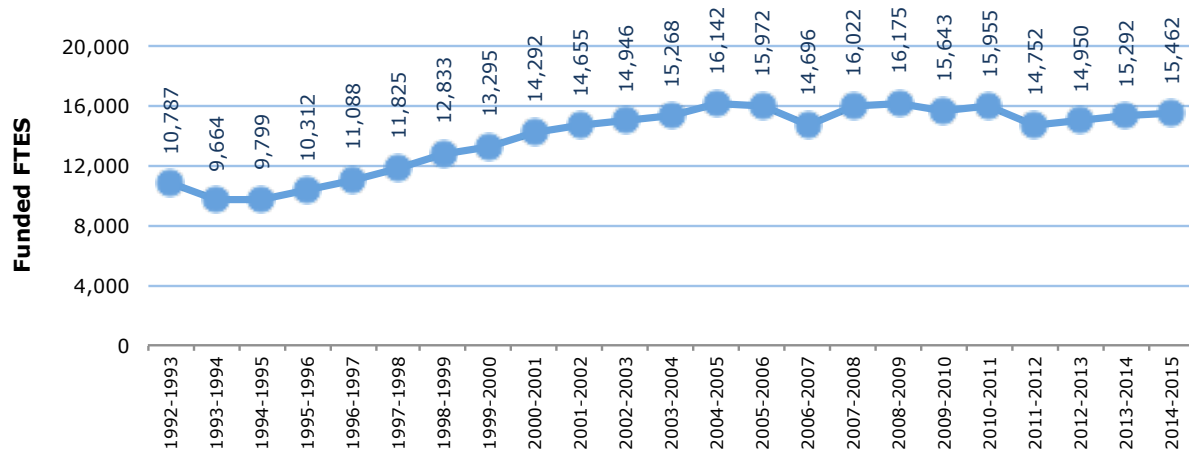
Minimum Standards and Goals As a core indicator for CTE, employment rate has a performance standard that GCC has negotiated with the state of California. For 2013-2014, the negotiated rate was xx.

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.

- Alignment**
- College Mission Component 6: “career development, technical training”
 - EMP Goal 2: Economic and Workforce Development

Section 6. Fiscal Stability Indicators

Indicator 6.1. Funded FTES



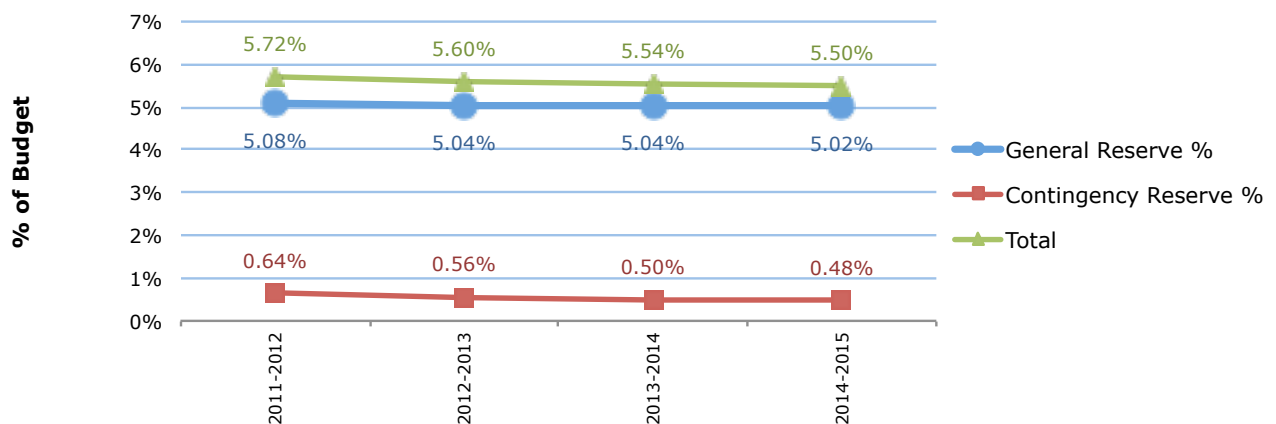
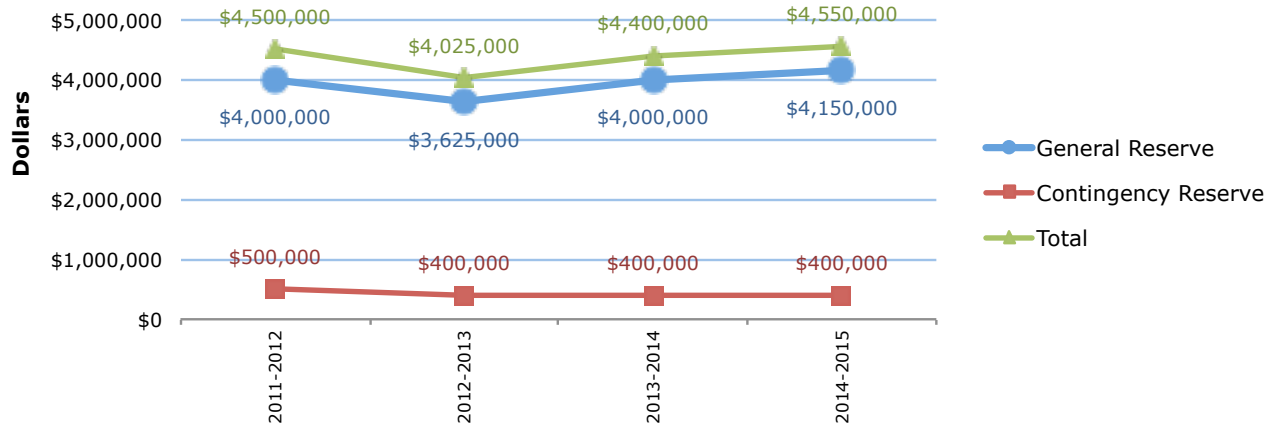
Definitions Funded FTES is the total number of credit (residents only) and noncredit FTES which the college claims for apportionment funding from the state. Apportionment represents the largest part of GCC’s revenues.

Minimum Standards and Goals While the college has not established specific standards for funded FTES, meeting state-established growth targets while minimizing unfunded FTES is a collegewide goal.

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.

Alignment • EMP Goal 4: Fiscal Stability and Diversification (Enrollment Management)

Indicator 6.2. Reserves



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

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

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.”

Alignment

- EMP Goal 4: Fiscal Stability and Diversification (Enrollment Management)

Indicator 6.3. Fund Balance and Cash Balance



Definitions Fund balance is the ending unrestricted general fund balance as a percentage of total expenditures. Cash balance is the unrestricted and restricted general fund cash balance, excluding investments.

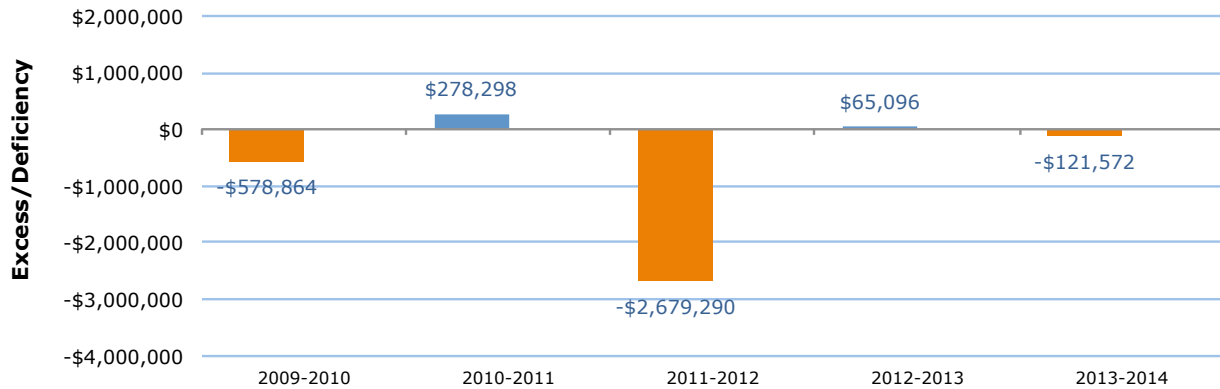
Minimum Standards and Goals The college has not yet set standards or goals for fund balance and cash balance.

Analysis

Alignment

- EMP Goal 4: Fiscal Stability and Diversification (Enrollment Management)
- California Community Colleges Chancellor’s Office Institutional Effectiveness Indicator: Fund Balance, Cash Balance

Indicator 6.4. Annual Operating Excess/Deficiency



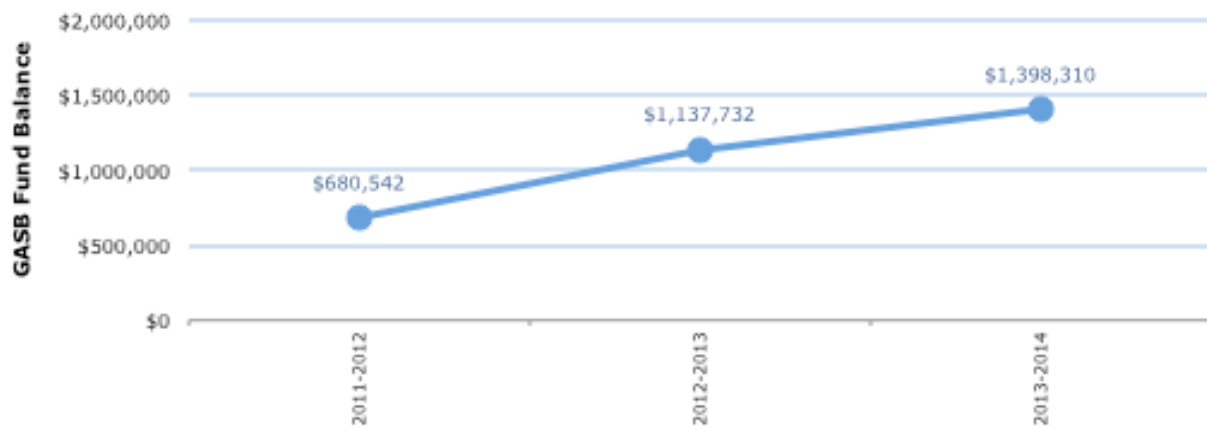
Definitions This institutional effectiveness indicator is the net increase in general fund balance from the previous year.

Minimum Standards and Goals The college has not yet set a standard or goals for annual operating excess/deficiency.

Analysis GCC's net change in general fund balance has varied from positive to negative over the past five years.

- Alignment**
- EMP Goal 4: Fiscal Stability and Diversification (Enrollment Management)
 - California Community Colleges Chancellor's Office Institutional Effectiveness Indicator: Annual Operating Excess/Deficiency

Indicator 6.5. GASB Post-Employment Benefits Fund



Definitions GASB Post-Employment Benefits Fund shows the total amount the college has set aside to fund future retirement benefits for its employees.

Minimum Standards and Goals The college expects to continue funding its retiree benefits obligation.

Analysis In 2010, the college identified a five-part plan to fund its long-term liability.

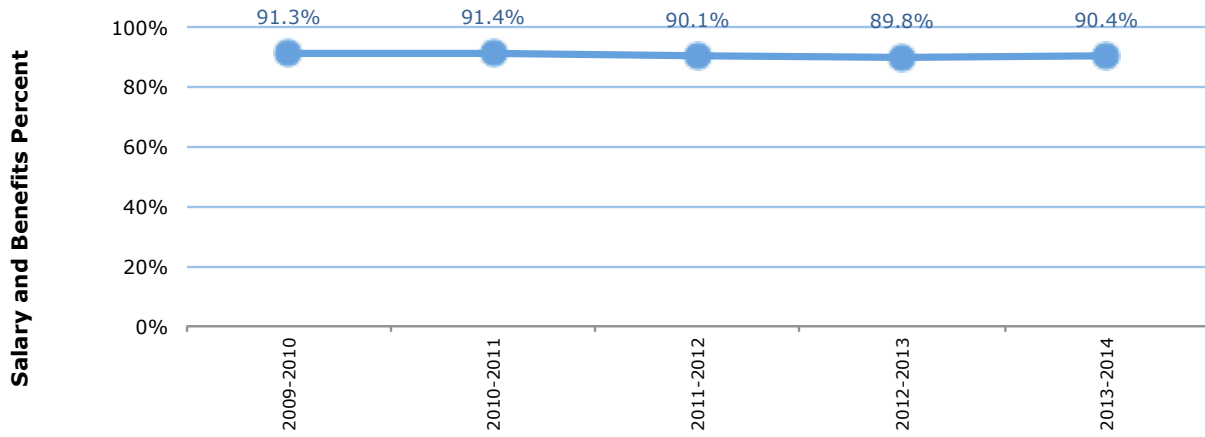
- Establishment of a retirement benefit account funded by 2% of annual salary for all new employees or \$50,000, whichever is greater
- Benefits included in all new categorical programs and grants calculated at 2% of annual salary
- 50% of mandated costs reimbursements excluding Health Center reimbursements set aside to fund existing liability
- Unrestricted ending balances of 6% but not more than \$200,000 set aside to fund existing liability
- Funds held by the District for five years at which time the decision to deposit the funds in an irrevocable trust will be revisited

As the college has set policies to fund this emergency benefits fund, the amount in the fund has steadily increased.

Alignment

- EMP Goal 4: Fiscal Stability and Diversification (Enrollment Management)

Indicator 6.6. Salary and Benefits



Definitions This institutional effectiveness indicator is the total of salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures.

Minimum Standards and Goals The college has not yet set a standard or goals for the salary and benefits percentage.

Analysis GCC's salary and benefits percentage has been consistently over 90%, which is considered high.

Alignment

- EMP Goal 4: Fiscal Stability and Diversification (Enrollment Management)
- California Community Colleges Chancellor's Office Institutional Effectiveness Indicator: Salary and Benefits

Indicator 6.7. Audit Findings

Year	Findings
2013-2014	Unmodified
2014-2015	

Definitions Audit findings summarize the results of the college's annual audit.

Minimum Standards and Goals The college has set a goal of an unmodified auditor's report without internal control issues.

Analysis GCC has consistently received an unmodified auditor's report as a result of its annual audit.

Alignment

- EMP Goal 4: Fiscal Stability and Diversification (Enrollment Management)
- California Community Colleges Chancellor's Office Institutional Effectiveness Indicator: Audit Findings

Section 7. Community and External 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.

- Architecture Gallery, February 2014
- Armenian Fairy Tales, December 2013
- Burbank School of Ballet, May-June 2014
- Child Development Early Childhood Education Conference, April 2014
- Cultural Diversity Lecture Series/Road to Social Change, September-November 2013
- Destination Science Camps, July 2013
- Femmes in STEM, March 19, 2013
- Financial Literacy Workshops, September-October 2013
- GCC Golden Cowboy Speech Tournament, February 2014
- Latinas in STEM Conference, May 3, 2014
- One Book, One Glendale
- LA Writers Reading Series
 - Craig Clevenger, October 24, 2013
 - Matias Viegner, March 13, 2014
- Science Lecture Series
 - "Discovering genes involved in the motility and attachment of Burkholderia unamae bacteria," Shelley Thai and Biology students, September 24, 2013
 - "Collective Action and Stationary Bandits," Mike Allen, October 22, 2013
 - "Observing Infrared Light from the Ground, Space, and in the Air," William B. Latter, November 26, 2013
 - "Synthesis of Gallic Acid Based Dendrimers: Selective Approach to Acylation of Amides," Asmik Oganesyan, February 25, 2014
 - "Between analysis and synthesis: SpectralGL, audio visualization, and the new paradigm for real-time interactive instrument," Jesse Gilbert, March 25, 2014
 - "Careers and Research in Aerospace and Mechanical Engineering," Ann Karagozian, April 29, 2014
 - "Beyond the Drawing Board: The Physical and Metaphysical Constructs of Memorialization," Catherine Menard, May 27, 2014
- 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 Business/Entrepreneurship Lecture Series
- "Starting Your Own Business – A Practical Guide: What it Takes to Make it Happen," Aidan Murrin, April 29, 2014
- Pottery Sale
- Robotics Competitions, January-February 2014
- Swap Meet
- Dance Performances
 - Dance Performances, May-June 2014
 - Dance Phanatiks, October 2013 and March-April 2014
 - Djanbazian Dance Company, January 2014
 - Erebouni Dance Studio, July 2013
 - Faculty/Alumni Dance Concert, December 2013
 - Media City Dance, June 2014
 - Pacific School of Dance, December 2013 and June 2014
 - Snow Queen, December 2013
- Theatre Arts Performances
 - "A Flea in Her Ear," September-November 2013
 - "Spelling Bee," March-April 2014
- Music Performances
 - Choral Concerts, December 2013 and May 2014
 - Music Faculty Recital, October 10, 2013
 - Music Teacher's Association of California Recitals, March-April 2014
 - Orchestra Concert, November 8, 2013
 - Big Bad Jazz Band, November 2013 and May-June 2014
 - Vocal Jazz and Jazz Guitar Ensemble, November 2013 and June 2014
 - Jazz Chamber Concert, November 2013 and June 2014
 - Applied Music Recitals, November 2013 and June 2014
- Job Fairs
- Food Fairs
- Volunteer Income Tax Assistance Program
- Youth Leadership Conference, January 2014

Definitions	This indicator is a list of college events that enhance the cultural, intellectual, and economic vitality of the college's service area.
Minimum Standards and Goals	The college has not set a specific standard for events enhancing the cultural, intellectual, and economic vitality of the community.
Analysis	The college has a history of contributing to the cultural, intellectual, and economic vitality of the service area, but has not tracked these activities consistently.
Alignment	<ul style="list-style-type: none">• College Mission Component 10: "...enhance and sustain the cultural, intellectual, and economic vitality of the community"

Indicator 7.2. Accreditation Status

Commission Meeting	Accreditation Status
June 2009	Accredited - No Action
January 2010	Accredited - No Action
June 2010	Accredited - On Warning
January 2011	Accredited - On Warning
June 2011	Accredited - Sanctions Removed
January 2012	Accredited - No Action
June 2012	Accredited - No Action
January 2013	Accredited - No Action
June 2013	Accredited - No Action
January 2014	Accredited - No Action
June 2014	Accredited - No Action
January 2015	Accredited - No Action
June 2015	Accredited - No Action

Definitions Accreditation status describes the college’s status with regard to the Accrediting Commission for Community and Junior Colleges (ACCJC).

Minimum Standards and Goals The college has set a goal of being accredited without sanctions.

Analysis GCC was placed on warning status in 2010. The sanction was removed in 2011.

Alignment

- California Community Colleges Chancellor’s Office Institutional Effectiveness Indicator: Accreditation Status