

# IS GCC MEETING ITS MISSION AND GOALS?

MASTER PLANNING COMMITTEE (TEAM A)

APRIL 29, 2016

## IS GCC MEETING ITS MISSION AND GOALS?

### **Accreditation Eligibility Requirement 19. Institutional Planning and Evaluation**

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. **The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.** (Standard I.B.9 and I.C.3)

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### **Accreditation Standard I.A.2:**

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

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### **Institutional Effectiveness Report 2014-2015**

<http://www.glendale.edu/researchplanning>

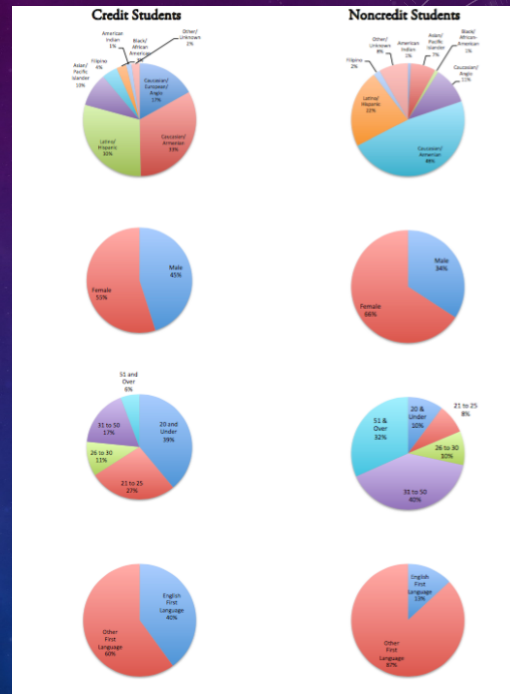
> Reports & Publications

## IS GCC MEETING ITS MISSION?

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. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that
10. enhance and sustain the cultural, intellectual, and economic vitality of the community.

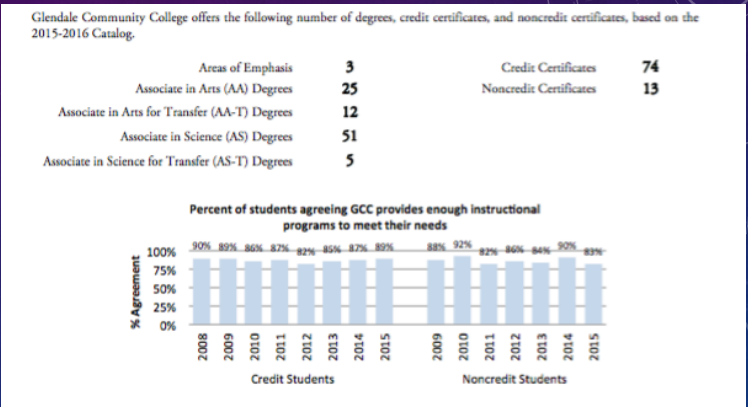
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1. Glendale Community College serves a diverse population of students



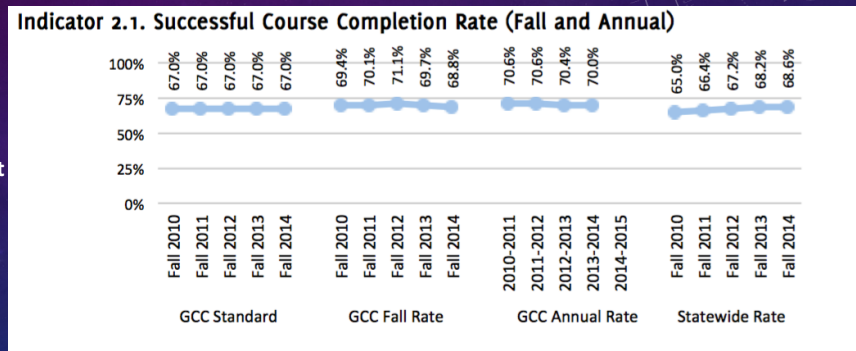
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- 2. by providing the opportunities and support to achieve their educational and career goals.



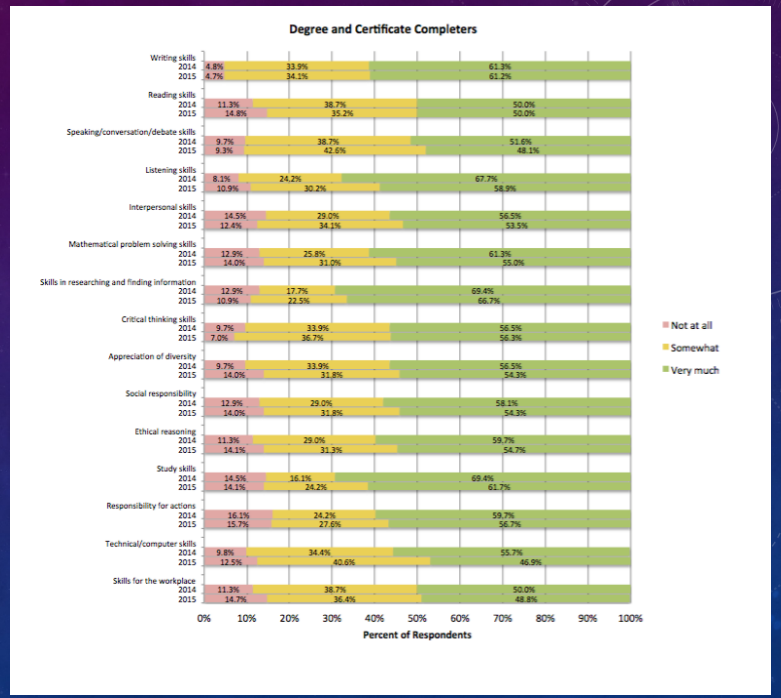
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- 3. We are committed to student learning and success



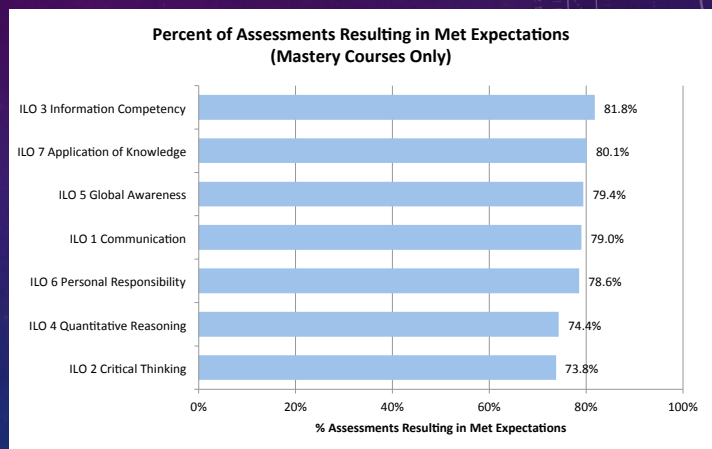
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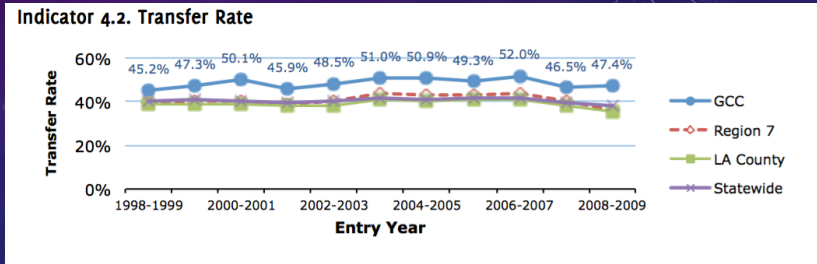
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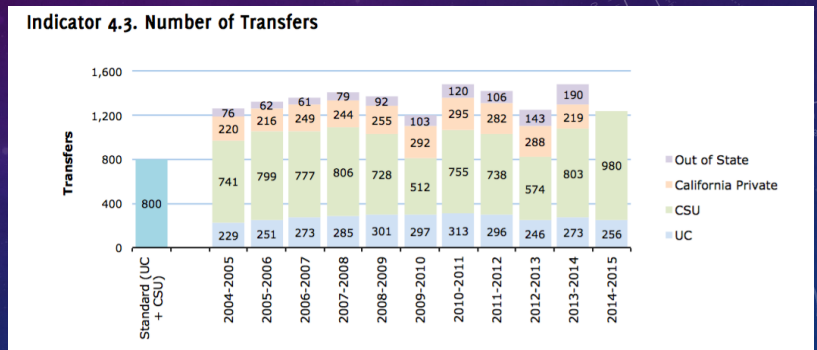
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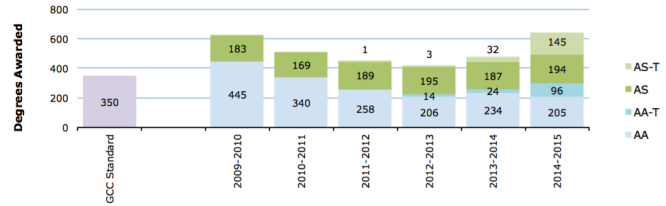
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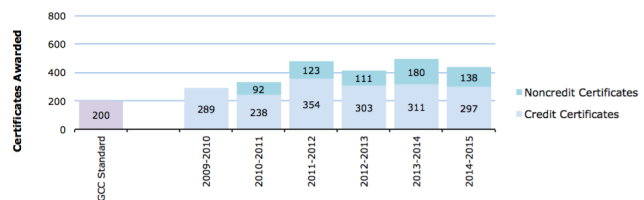
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5. certificates, associate degrees,

Indicator 4.4. Associate Degree Completions



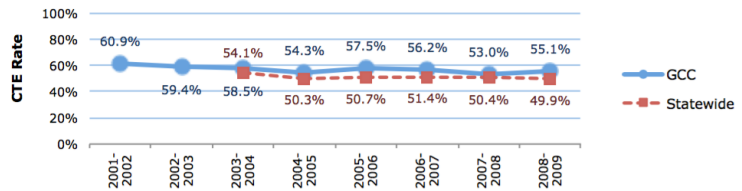
Indicator 4.5. Certificate Completion



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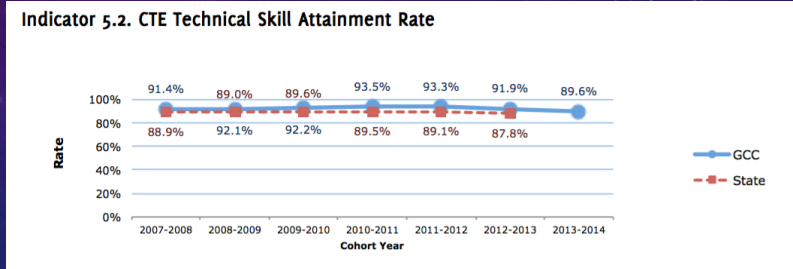
6. career development, technical training,

Indicator 5.1. Scorecard CTE Rate



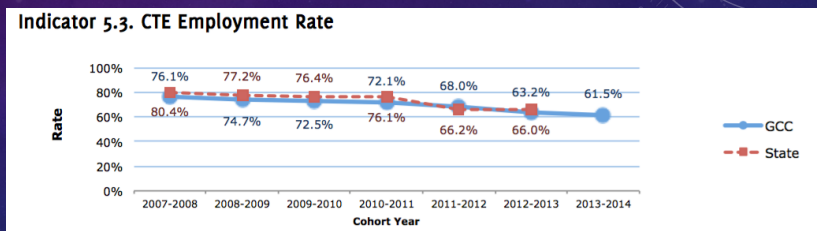
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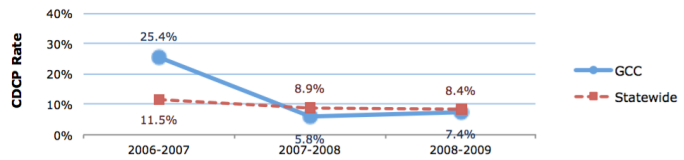




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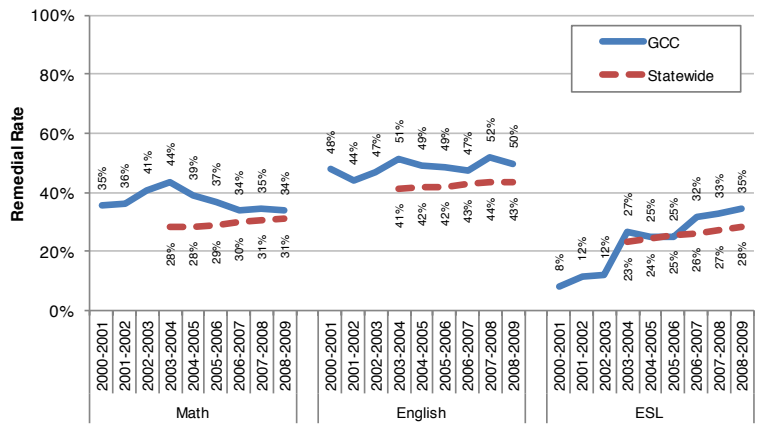
7. continuing education, and

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



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8. basic skills instruction.



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9. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that

### Indicator 3.2. Innovative Learning Experiences

- 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

## IS GCC MEETING ITS GOALS?

### EDUCATIONAL MASTER PLAN GOALS

Strategic Goal 1: Student Awareness, Success, Persistence, and Success

Strategic Goal 2: Economic and Workforce Development

Strategic Goal 3: Instructional Programs and Student Services

Strategic Goal 4: Fiscal Stability and Diversification (Enrollment Management)

## IS GCC MEETING ITS GOALS?

### 1. Student Awareness, Access, Persistence, and Success

- Student Diversity
- Program Offerings and Satisfaction
- Scorecard Persistence Rate
- Student Retention Rate
- Scorecard 30 Unit Rate

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### 2. Economic and Workforce Development

- Scorecard CTE Rate
- CTE Technical Skill and Attainment Rate (Core Indicator)
- CTE Employment Rate (Core Indicator)

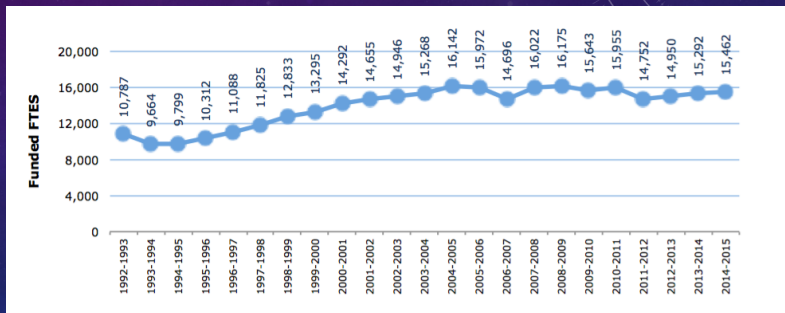
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## 3. Instructional Programs and Student Services

- Successful Course Completion Rate
- Scorecard Remedial Progress Rate
- Scorecard CDCP Rate
- Institutional Learning Outcomes
- Innovative Learning Experiences
- Scorecard Completion Rate
- Transfer Rate
- Number of Transfers
- Degree Completions
- Certificate Completions

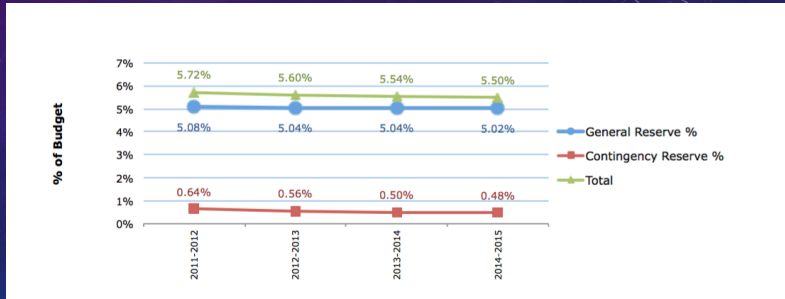
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## 4. Fiscal Stability and Diversification (Enrollment Management)



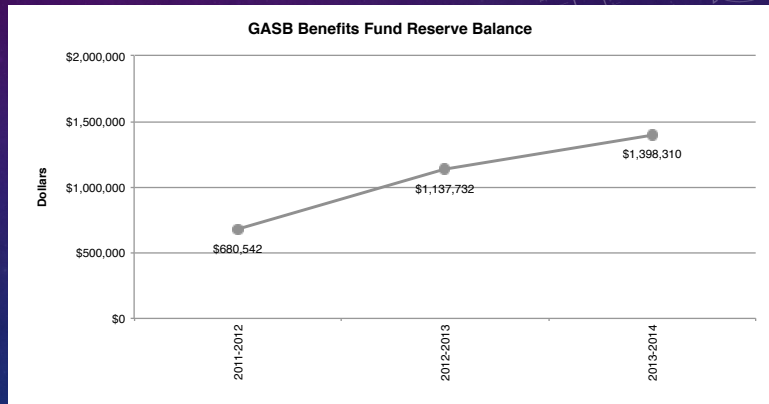
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### What implications do institutional effectiveness data have for

- Decision Making
- Directing Institutional Priorities Toward Meeting Educational Needs

### Potential Implications

- Need to look at assessments of ILOs to prioritize which outcomes to address for improvement
  - Identification of critical thinking as first priority
- Transfer rate is decreasing slightly, matching statewide trend
- Degrees and certificates awarded is lower than the statewide average
  - In 2013-2014, GCC awarded 3 Associate Degrees for Transfer per 1,000 credit FTES, compared to a statewide average of 10
  - In 2013-2014, GCC awarded 37 Associate Degrees per 1,000 credit FTES, compared to a statewide average of 82
  - In 2013-2014, GCC awarded 27 Credit Certificates per 1,000 credit FTES, compared to a statewide average of 58

## Potential Implications

- CTE Employment Rate is consistently below the statewide average
- Scorecard CDCP Rate is highly variable, but below the statewide average for the last two years
- Achievement gaps are consistent across many indicators, particularly comparing Latino students and African American students with the general student population