



# Institutional Effectiveness Report

# 2015 – 2016

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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: 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.

**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.

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
<b>Diversity and Offerings</b>												
1.1. Student Diversity				✓								6
1.2. Program Offerings and Satisfaction					✓	✓		✓				8
<b>Student Progress Indicators</b>												
2.1. Successful Course Completion Rate	✓					✓			67%	69%	71%	10
2.2. Scorecard Persistence Rate - Overall			✓	✓						80%		11
2.2. Scorecard Persistence Rate - College Prepared			✓	✓						83%		
2.2. Scorecard Persistence Rate - Unprepared			✓	✓						78%		
2.3. Retention Rate (Fall to Fall)	✓			✓					47%	52%		12
2.4. Scorecard 30 Unit Rate - Overall			✓	✓						76%		13
2.4. Scorecard 30 Unit Rate - College Prepared			✓	✓						83%		13
2.4. Scorecard 30 Unit Rate - Unprepared			✓	✓						72%		13
2.5. Scorecard Remedial Progress Rate - Math		✓	✓	✓						35%	37%	14
2.5. Scorecard Remedial Progress Rate - English		✓	✓	✓						53%		14
2.5. Scorecard Remedial Progress Rate - ESL		✓	✓	✓						35%		14
2.6. Scorecard CDCP Rate			✓	✓						9%		15
<b>Learning and Student Success</b>												
3.1. Achievement of Institutional Learning Outcomes						✓		✓				18
3.2. Innovative Learning Experiences					✓	✓		✓				23
<b>Transfer and Completion</b>												
4.1. Scorecard Completion Rate - Overall		✓	✓			✓		✓		54%		25
4.1. Scorecard Completion Rate - College Prepared		✓	✓			✓		✓		74%		25
4.1. Scorecard Completion Rate - Unprepared		✓	✓			✓		✓		42%		25
4.2. Transfer Rate						✓		✓		47%		26

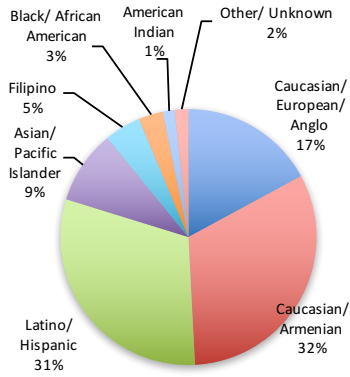
Indicator	Institution-Set Standard	Institutional Effectiveness Indicator	Student Success Scorecard	EMP Goal 1	EMP Goal 2	EMP Goal 3	EMP Goal 4	Vision	Minimum Standard	Current Value	Goal	Page
4.3. Number of Transfers	✓	✓				✓		✓	800	1,239 (UC/CSU); 1,664 (Total)		27
4.4. Associate Degree Completions	✓	✓				✓		✓	350	776		28
4.5. Certificate Completion	✓	✓				✓		✓	200	280 (Credit)		29
5.1. Scorecard CTE Rate		✓	✓		✓					53%		32
5.2. CTE Technical Skill Attainment Rate					✓					92%		33
5.3. CTE Employment Rate					✓					69%		34
6.1. Funded FTES							✓			15,000		36
6.2. Reserves							✓					37
6.3. Fund Balance		✓					✓		5.0%	5.6% (2014-2015)	5.0%	38
6.3. Cash Balance		✓					✓			\$10,396,507		38
6.4. Annual Operating Excess/Deficiency		✓					✓			-\$150,464	\$0	39
6.5. GASB Post-Employment Benefits Fund							✓			\$5,298,989		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	46



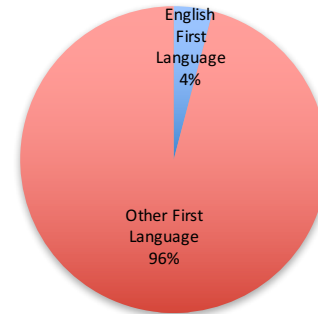
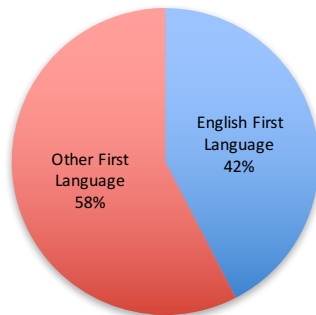
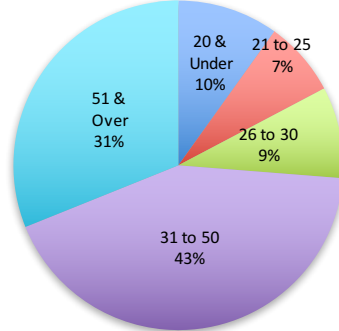
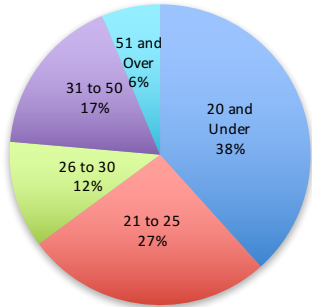
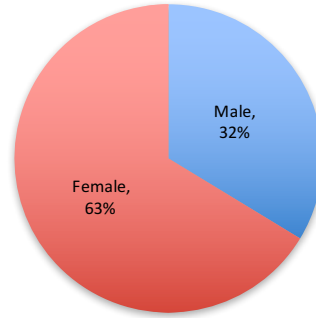
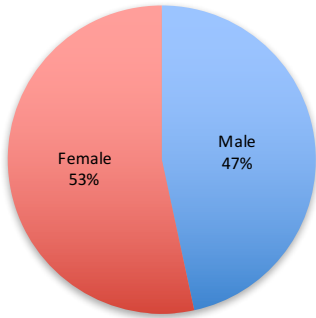
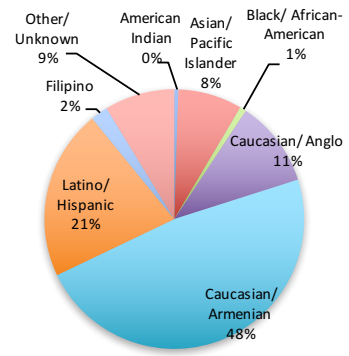
## **Section 1. Diversity and Offerings Indicators**

**Indicator 1.1. Student Diversity, Fall 2015**

**Credit Students**



**Noncredit Students**





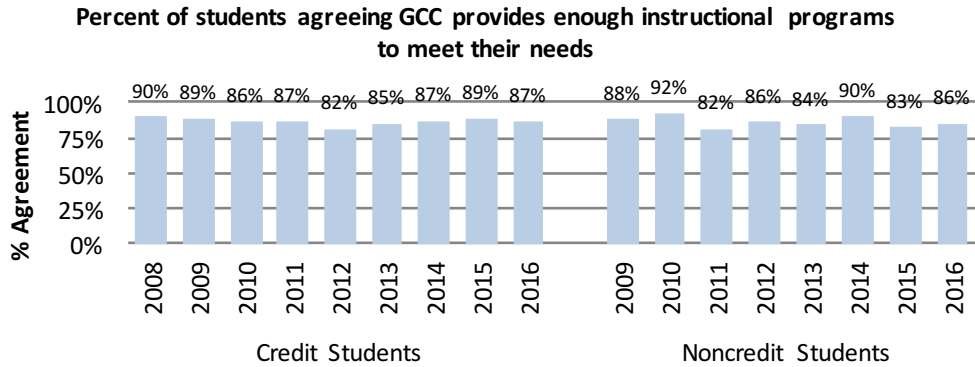
## Indicator 1.1. Student Diversity (continued)

<b>Definition</b>	The graphs show the percentages of GCC’s credit and noncredit student populations by ethnicity, age group, and language status for 2015-2016.
<b>Minimum Standards and Goals</b>	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.
<b>Analysis</b>	GCC’s student populations are diverse, reflecting the diversity of the college’s service area.
<b>Alignment</b>	<ul style="list-style-type: none"><li>• College Mission Component 1: “Glendale Community College serves a diverse population of students...”</li></ul>

## Indicator 1.2. Program Offerings and Satisfaction

Glendale Community College offers the following number of degrees, credit certificates, and noncredit certificates, based on the 2016-2017 Catalog.

Associate in Arts (AA) Degrees	<b>25</b>	Credit Certificates	<b>75</b>
Associate in Arts for Transfer (AA-T) Degrees	<b>16</b>	Noncredit Certificates	<b>13</b>
Associate in Science (AS) Degrees	<b>52</b>		
Associate in Science for Transfer (AS-T) Degrees	<b>6</b>		



**Definitions**

The table shows the number of degree and certificate programs offered by the college. In 2016-2017, GCC offers 187 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.

**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 28-29 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.

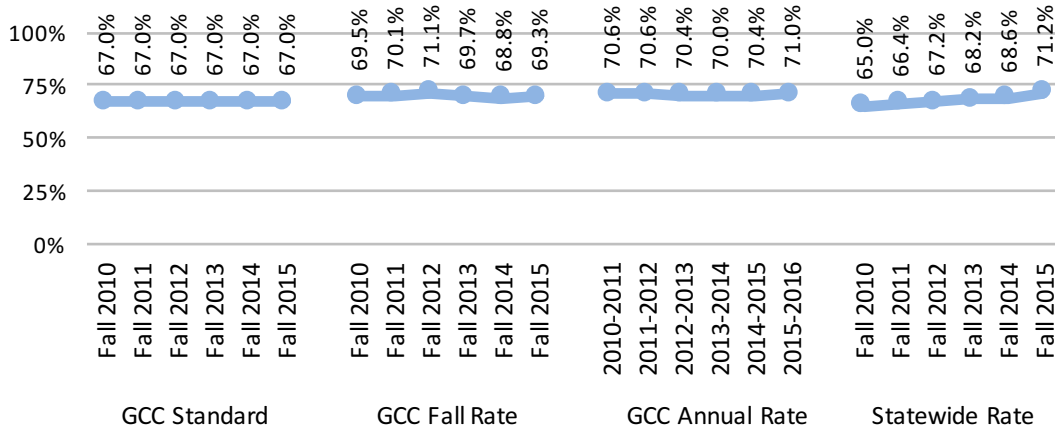
A large majority of both credit and noncredit students agree that GCC provides sufficient instructional programs, degrees, and certificates to meet their educational needs. Historically, responses to these questions from both credit and noncredit students have been very positive, ranging from a low of 82% agreement in 2012 to highs of 89% and 90% agreement.

**Alignment**

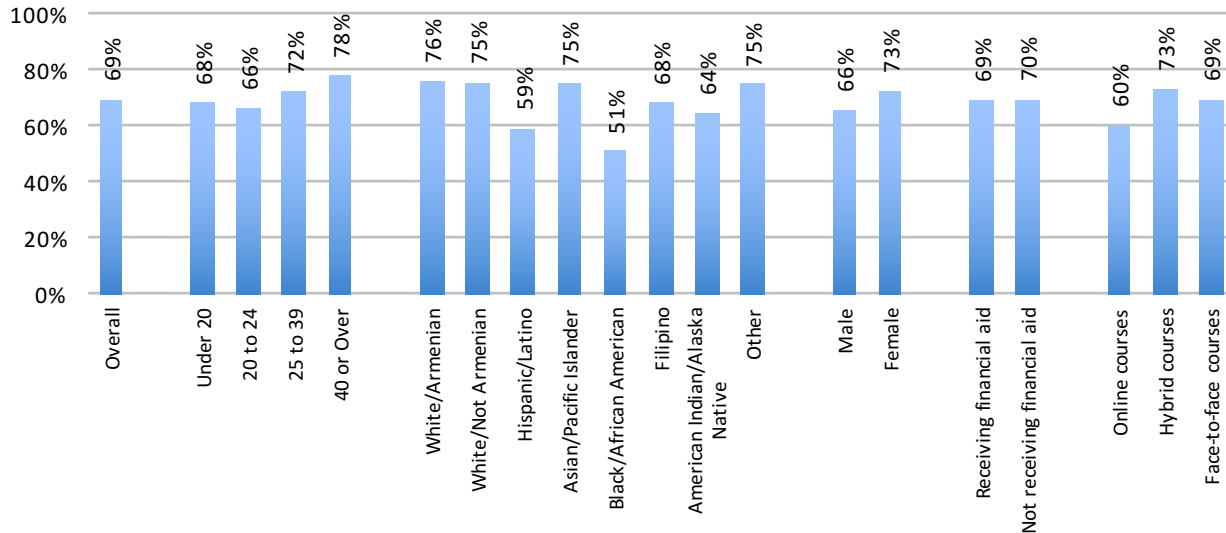
- College Mission Component 2: “...by providing the opportunities and support to achieve their educational and career goals.”
- EMP Goal 1: Student Awareness, Access, Persistence, and Success

## **Section 2. Student Progress Indicators**

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



### Successful Course Completion Rate, 2015-2016



#### 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. The college has set a short-term goal of 70.5% and a long-term (six-year) goal of 71%.

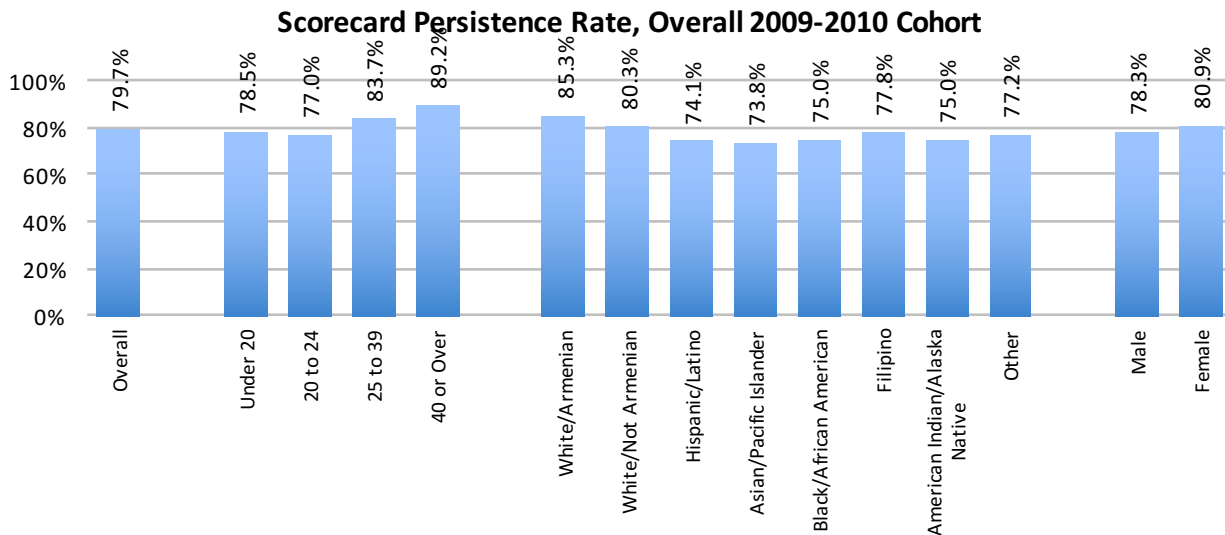
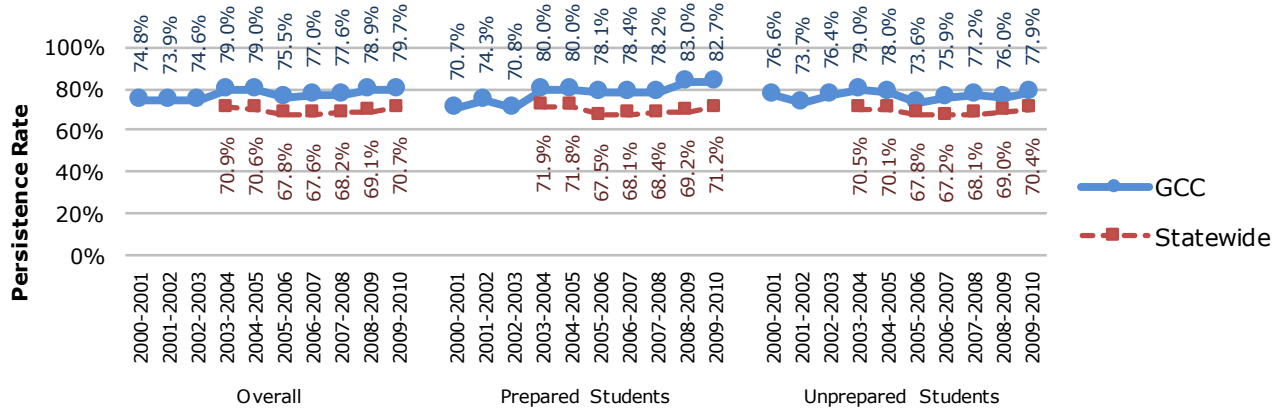
#### Analysis

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 implementing its 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



**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**

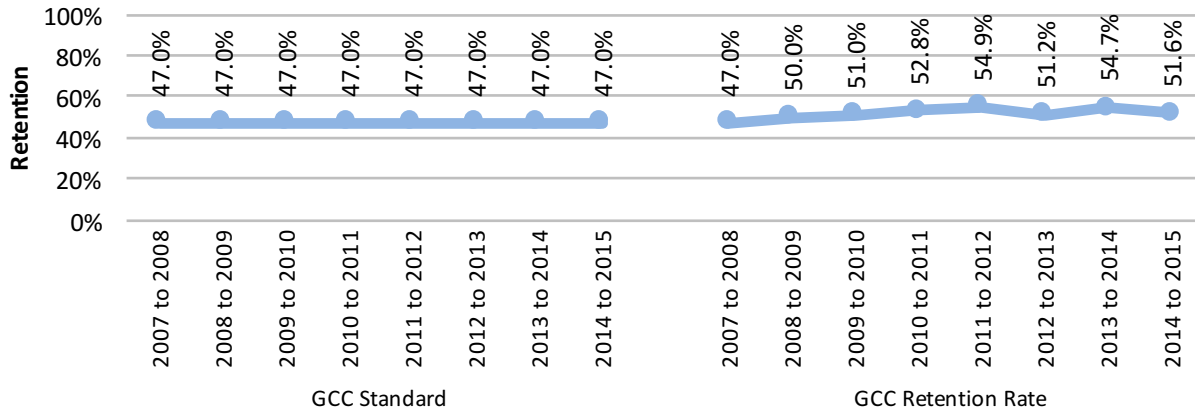
GCC’s persistence rate continues to be substantially higher than the statewide average. The difference is approximately 9 percentage points. GCC’s persistence rate is also higher than its Scorecard peer group average of 76.8%. This measure indicates that one of GCC’s strengths is student persistence.

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 (2009-2010 entering cohort) was 77.9%, well above the state average of 70.4%. Similarly, GCC’s persistence rate for prepared students was 82.7%, also well above the state average of 71.2%.

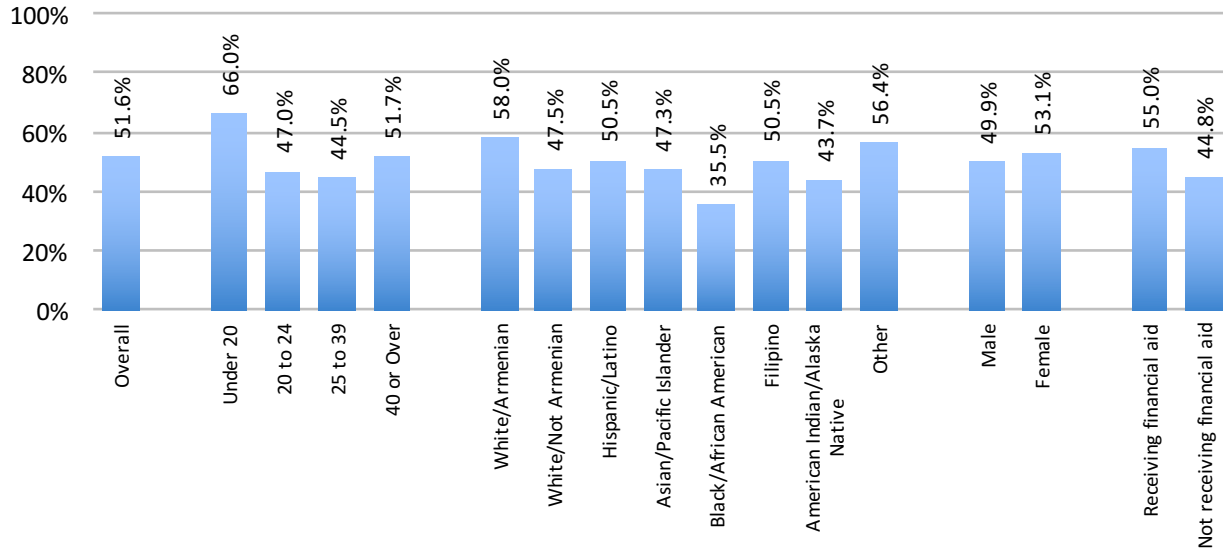
**Alignment**

- 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, 2014 to 2015



**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.

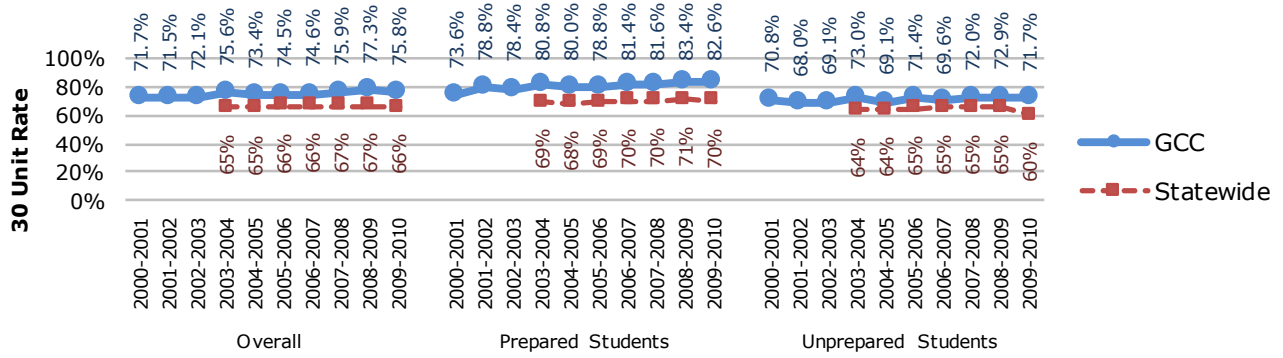
**Analysis**

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.

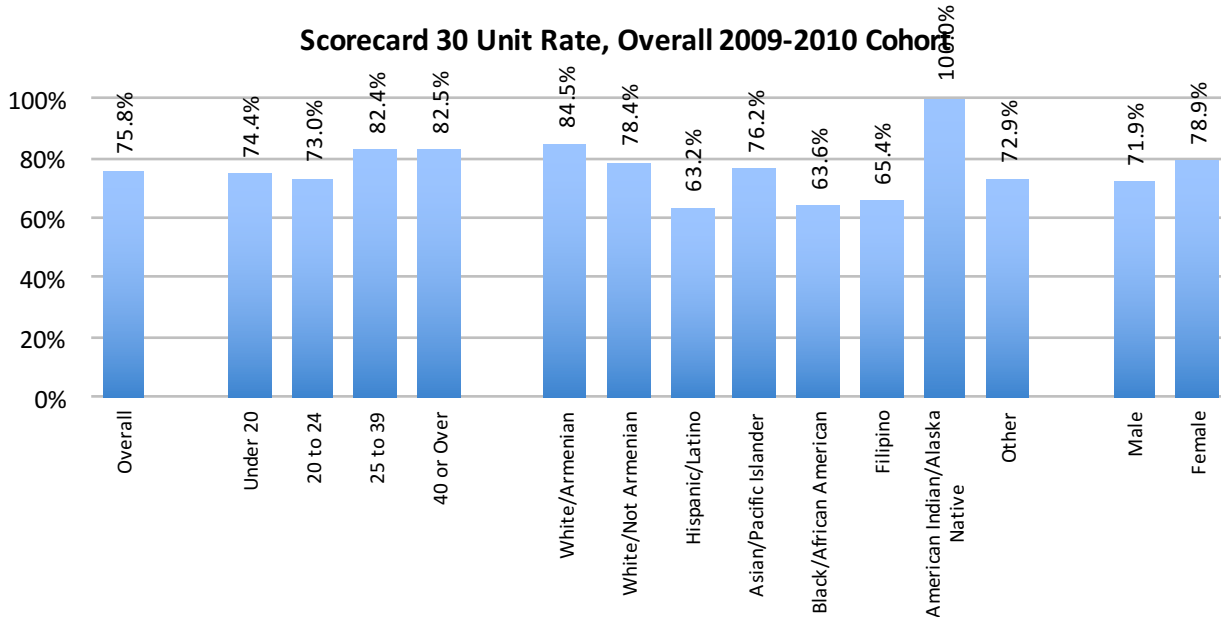
**Alignment**

- 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 2009-2010 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.

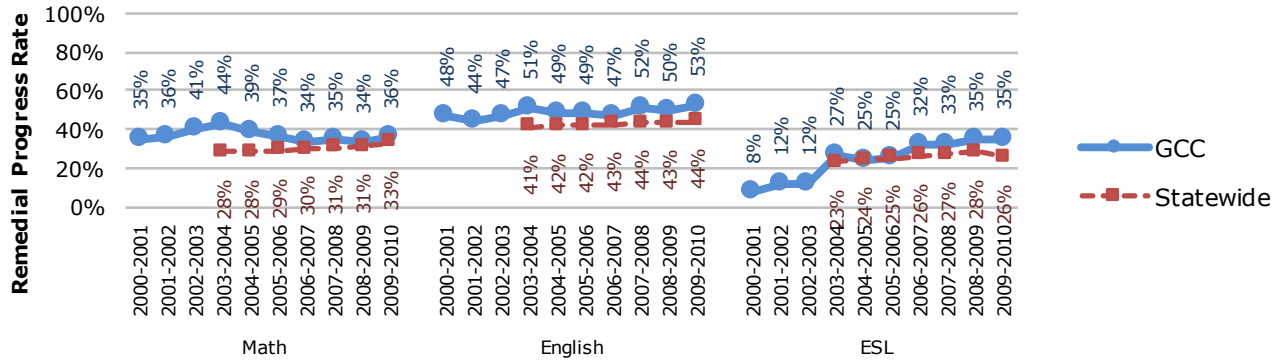
**Analysis**

GCC is consistently above the statewide average for this indicator. For the most recent Scorecard data reported in 2016, GCC ranked 5th out of 112 colleges providing data. For students entering college prepared to take college-level English and Math, GCC ranked third 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, 2009-2010 Cohort

	Math	English	ESL
Overall	34.7%	52.6%	35.4%
Female	40.5%	55.9%	40.5%
Male	30.0%	49.1%	25.9%
Under 20	34.7%	59.1%	54.9%
20 to 24	30.5%	37.9%	54.1%
25 to 39	42.2%	42.1%	33.4%
40 and Over	38.6%	37.7%	20.7%
African-American	22.7%	17.6%	*
American Indian	*	*	*
Asian/Pacific Islander	50.0%	75.0%	36.0%
Filipino	48.1%	65.1%	50.0%
Hispanic	25.9%	42.5%	17.4%
White (Not Armenian)	40.7%	58.0%	31.7%
Armenian	48.1%	70.4%	36.7%

\*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.

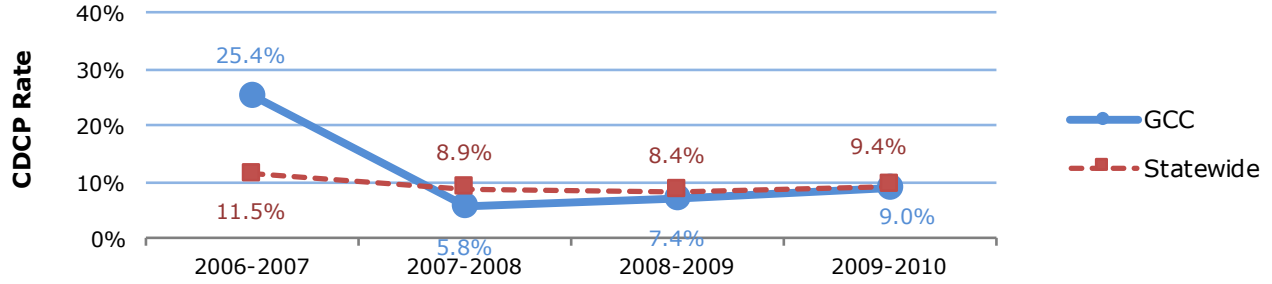
**Analysis** GCC’s rates are above the statewide averages for these indicators. The Math progress rate is the closest to the state average, and male students, African American students, and Hispanic students have relatively low progress rates. The English rate is approximately 9 percentage points above the state average; African American and Hispanic students also have a low English progress rate. The ESL progress rate is nine percentage points above the state average, and is lowest for male students, older students, and Hispanic students.

**Alignment**

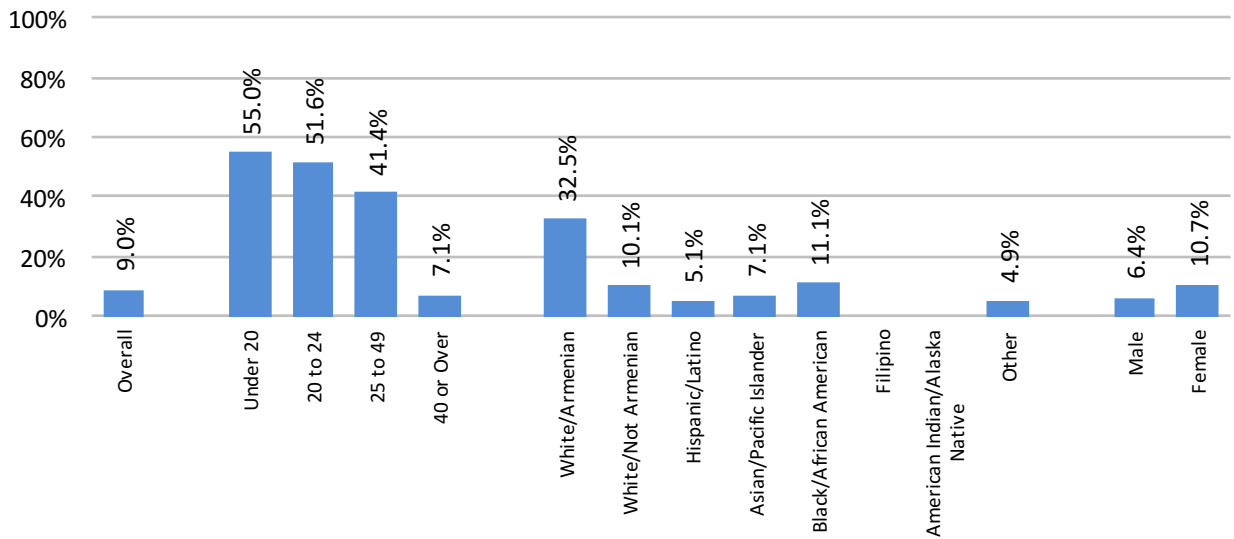
- EMP Goal 3: Instructional Programs and Student Services
- College Mission Component 8: “basic skills instruction”



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



Scorecard CDCP Rate, Overall 2009-2010 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.

### 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 relatively high compared to other colleges. For the 2009-2010 cohort, GCC's CDCP rate was the third highest in its Scorecard peer group (which had six colleges with a reported CDCP rate) and third highest in its geographic region (which had eight colleges with a reported CDCP rate).

### 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)

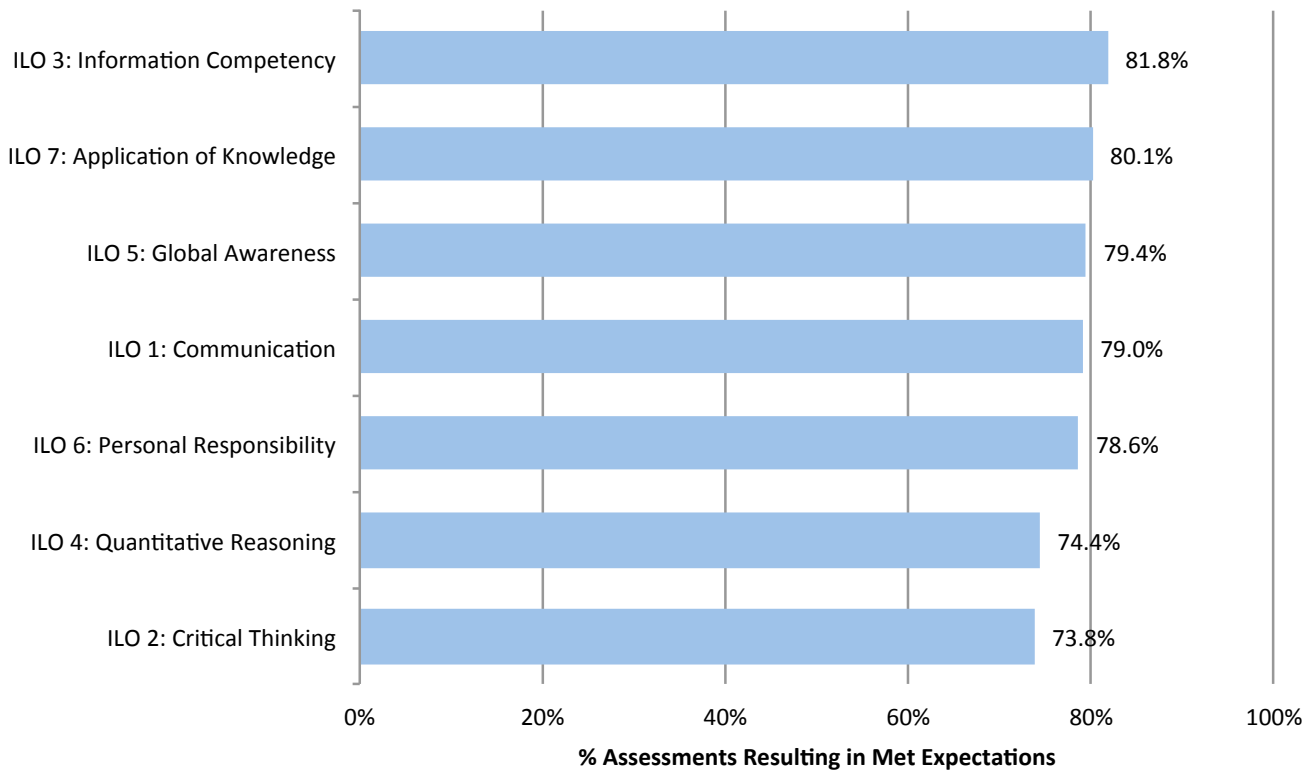
#### Quantitative Analysis of ILO Achievement

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.

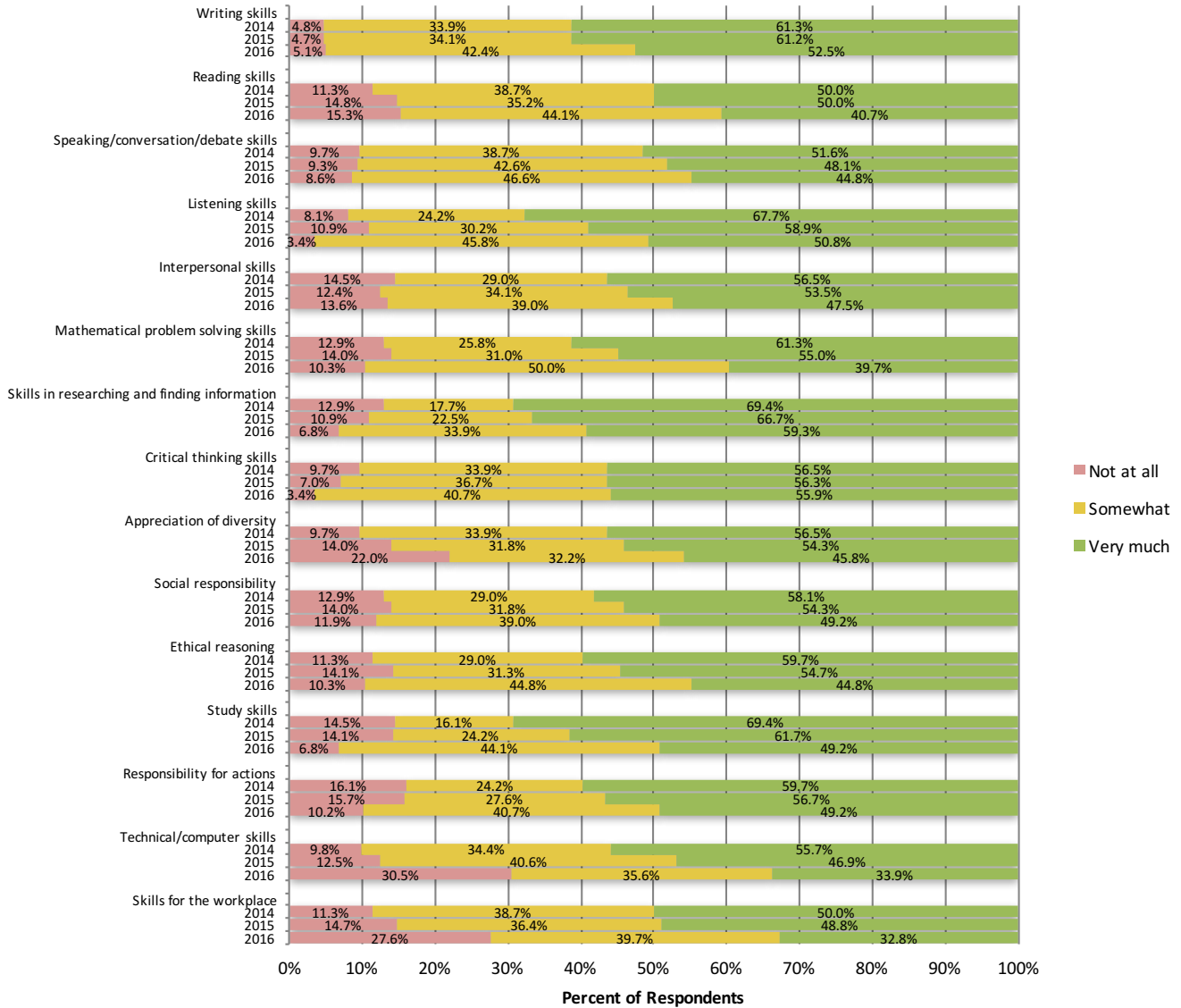
**Percent of Assessments Resulting in Met Expectations  
(Mastery Courses Only)**



## Results of Graduate Survey

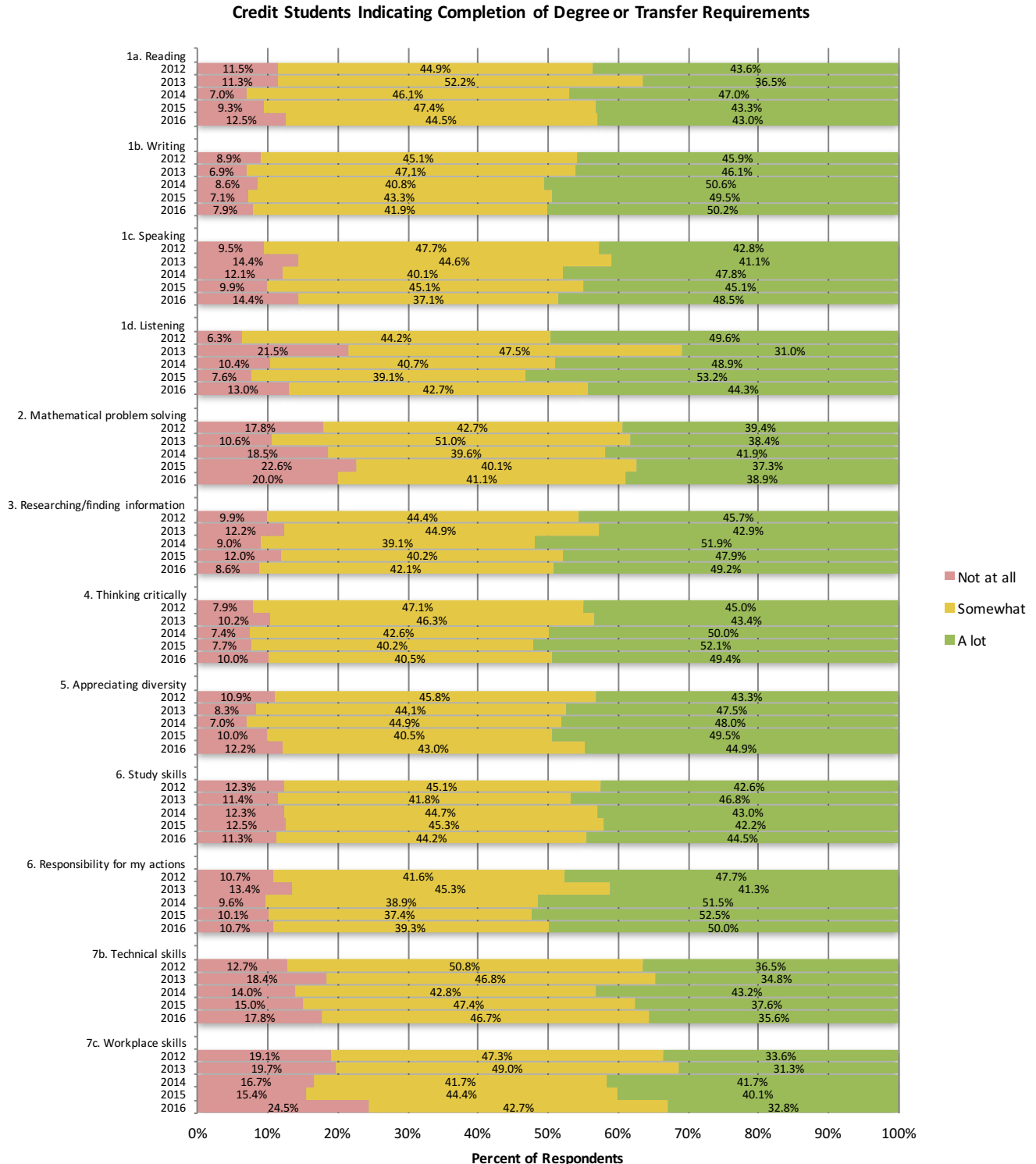
At the end of the Spring semesters in 2014, 2015, and 2016, degree and certificate completers were surveyed to assess their perceptions of how well GCC improved their skills in several components of the college’s ILOs. The survey asked completers to “Please indicate how much GCC has improved your skills 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.



<b>Definitions</b>	The college's ILOs are shown on page 18 of this report.
<b>Minimum Standards and Goals</b>	As of 2015-2016, the college has not established specific expectations for student achievement of ILOs.
<b>Analysis</b>	According to the survey of student perceptions about ILO achievement, students believe that GCC has improved their skills in each of the ILO areas.
<b>Alignment</b>	<ul style="list-style-type: none"><li>• College Mission Component 3: "We are committed to student learning and success"</li><li>• EMP Goal 3: Instructional Programs and Student Services</li></ul>



## Indicator 3.2. Innovative Learning Experiences

*Innovative Learning Experiences 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.

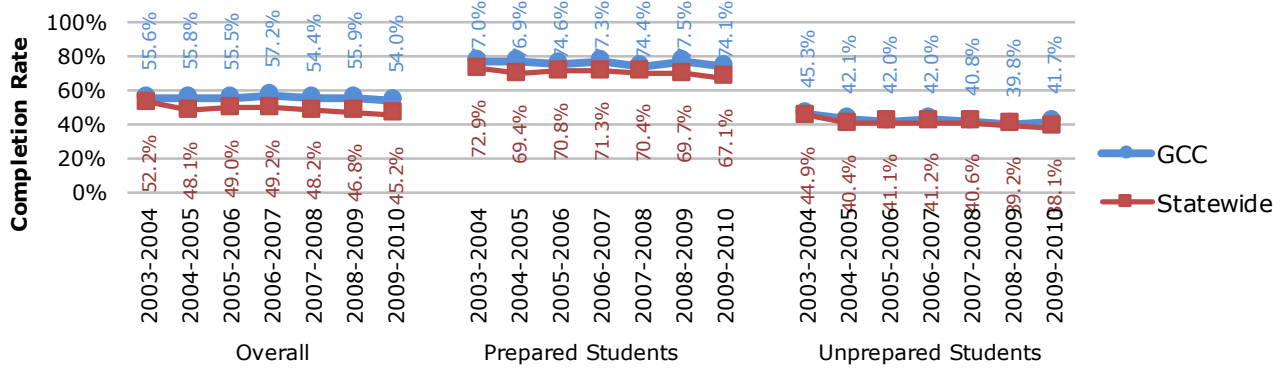
**Analysis**                              The college has a history of developing and providing innovative learning experiences, but has not explicitly tracked these activities.

**Alignment**

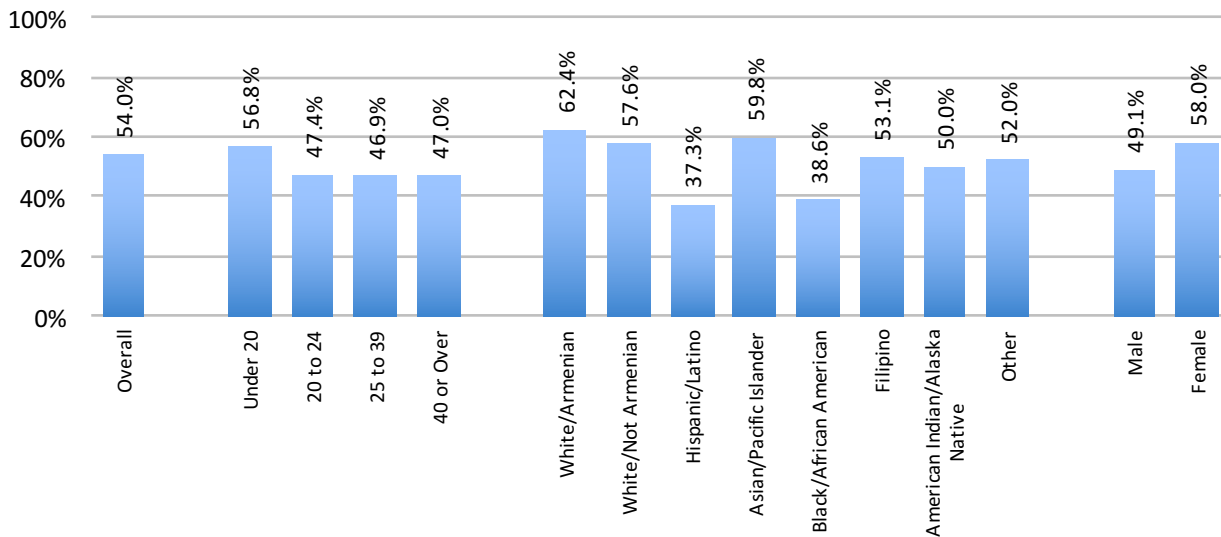
- College Mission Component 9: “Dedicated to the importance of higher education in an evolving urban environment, faculty and staff engage students in rigorous and innovative learning experiences...”
- EMP Goal 3: Instructional Programs and Student Services

## **Section 4. Student Completion Indicators**

### Indicator 4.1. Scorecard Completion Rate



#### Scorecard Completion Rate, Overall 2009-2010 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**

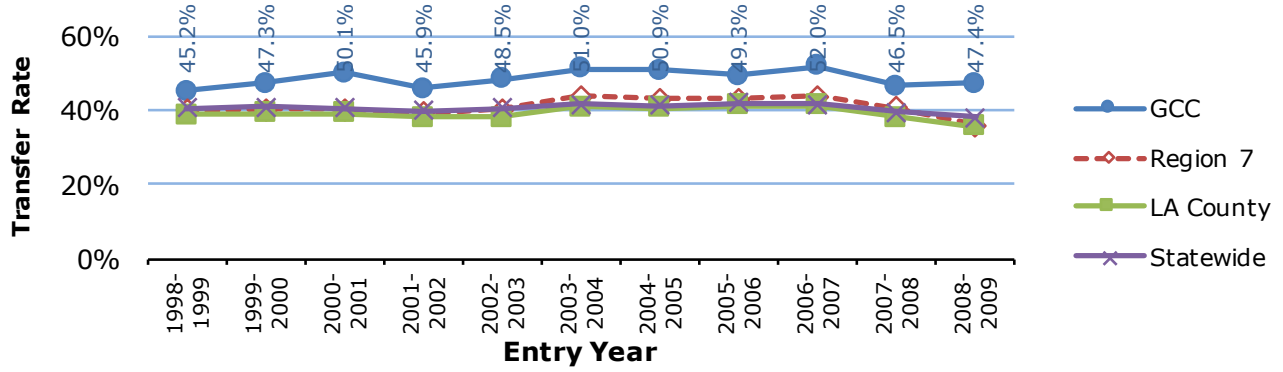
GCC’s Student Progress and Achievement Rate is well above the statewide average for community colleges. The difference is approximately 8 percentage points. For the most recent Scorecard data available, GCC ranked 17th out of 112 community colleges reporting data on this measure.

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 (2009-2010 entering cohort) was 41.7%, slightly above the state average of 38.1%. GCC’s completion rate for prepared students was 74.1%, well above the state average of 67.2%.

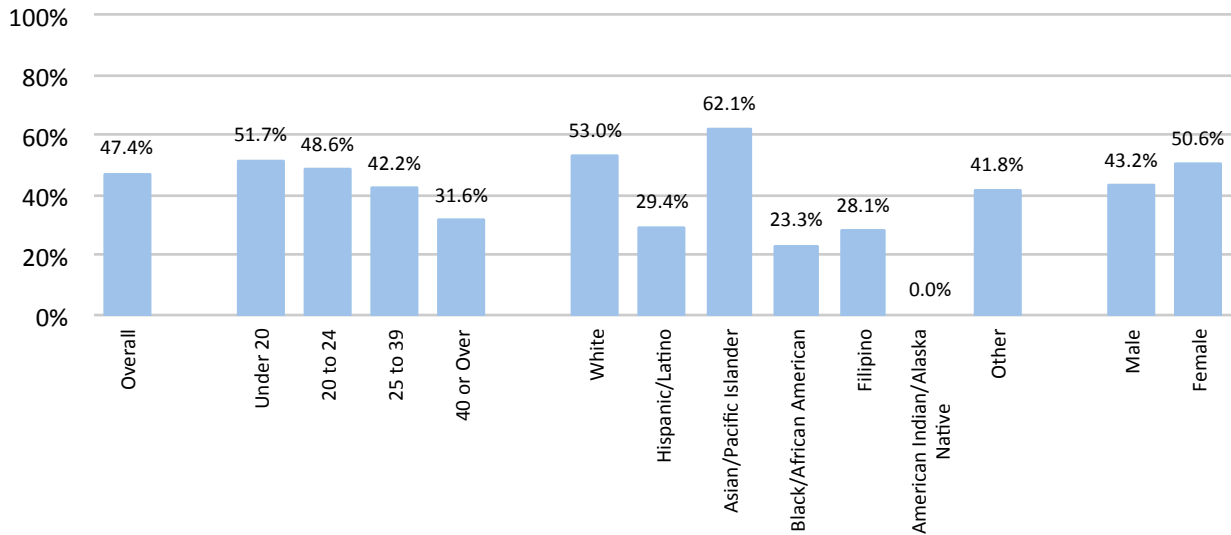
**Alignment**

- 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**

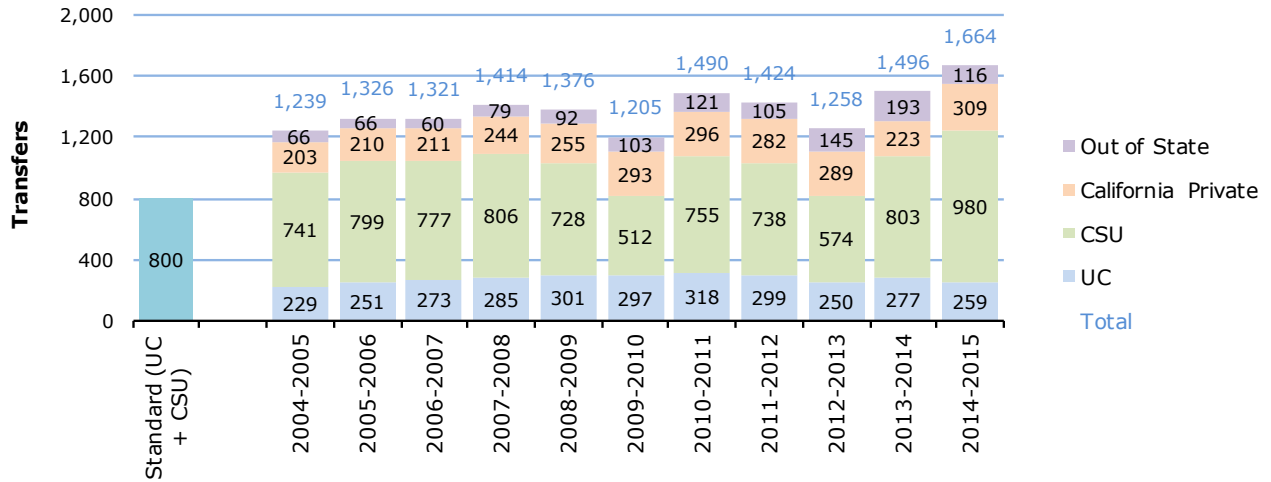
Glendale Community College’s transfer rate is historically at or near 50%, compared to a statewide average of about 40%. GCC’s transfer rate is thus about 10 percentage points above the statewide average. For the most recent data available, tracking the 2008-2009 entering cohort, GCC’s transfer rate was the highest in its geographical region of 14 colleges. GCC’s rate of 47.4% was above that of Santa Monica College (44.8%), Pasadena City College (46.5%), and Pierce College (34.1%). GCC ranked tenth in California out of 111 colleges for which data were available.

GCC’s transfer rate is lowest for older students, Hispanic students, African American students, Filipino students, and American Indian/Alaska Native students.

**Alignment**

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

### Indicator 4.3. Number of Transfers



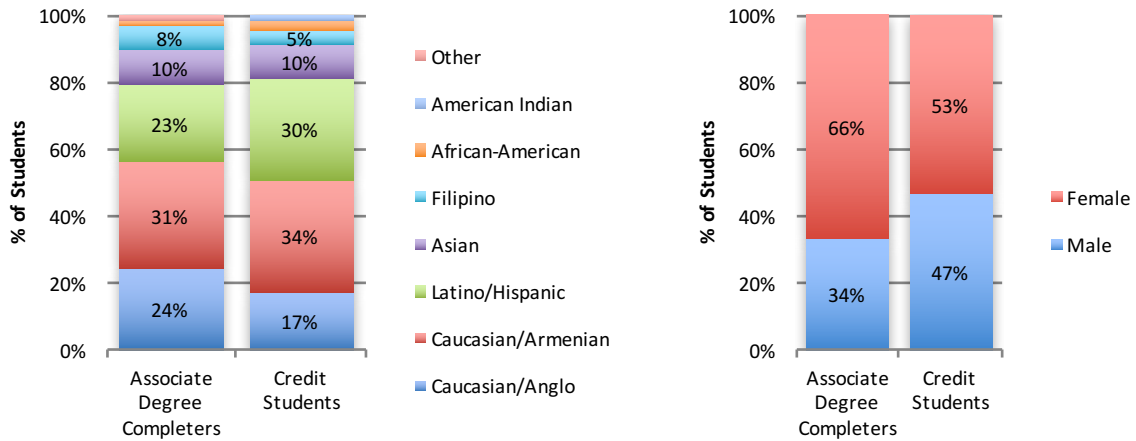
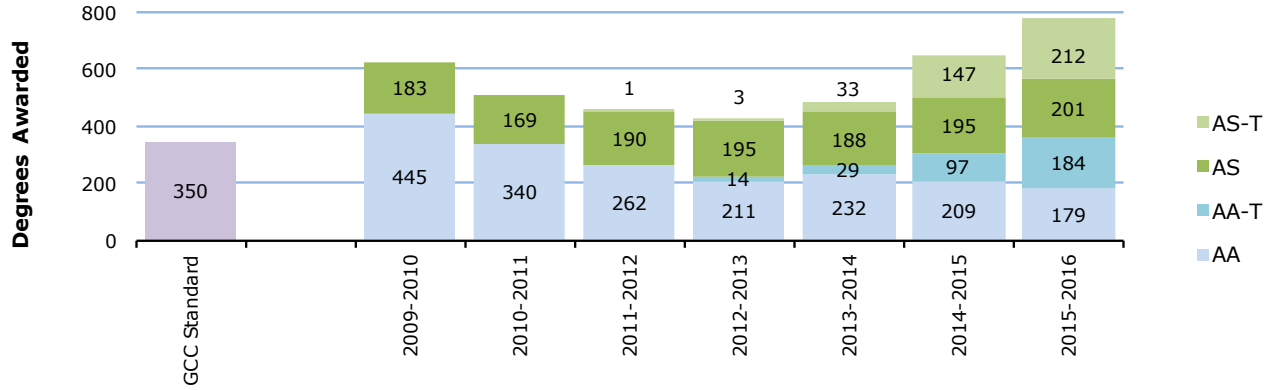
**Definitions** This indicator shows the number of students transferring from GCC to a four-year institution in each academic year. (Note that transfers to UC and CSU institutions are generally available earlier than transfers to out-of-state and California private institutions.)

**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 in those years.

- 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.

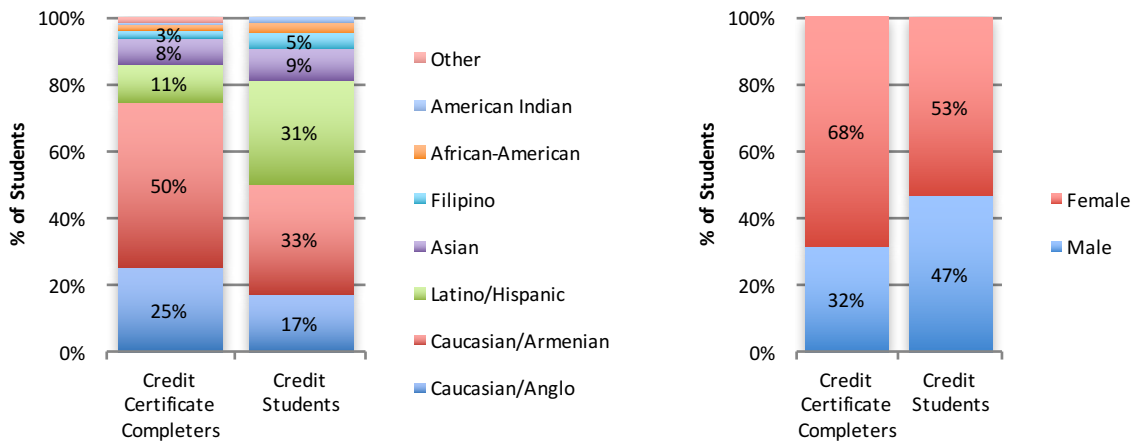
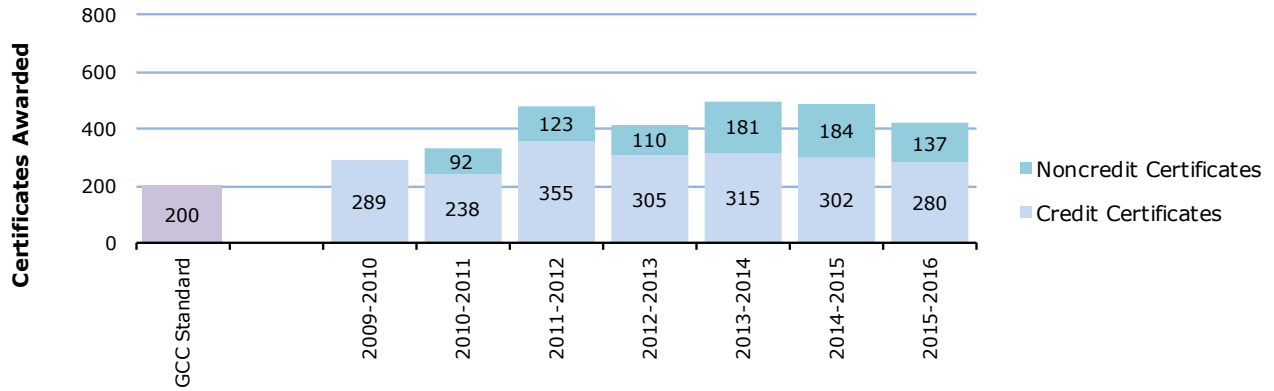
**Analysis** The average number of AA degrees awarded by California community colleges was 659 in 2014-2015, which is higher than the number awarded by GCC (363). The average number of AS degrees awarded per college statewide was 365, which is lower than the number awarded by GCC (413).

When awards are weighted by credit FTES, GCC awards fewer degrees per FTES than the statewide average. In 2014-2015, GCC awarded 0.05 associate degrees per credit FTES, compared to the statewide average of 0.10.

Transfer AA degrees required by Senate Bill 1440 have increased the number of AA and AS 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 credit certificates awarded by California community colleges was 625 in 2014-2015, which is higher than the number awarded by GCC (280).

When awards are weighted by credit FTES, GCC awards fewer credit certificates per FTES than the statewide average. In 2014-2015, GCC awarded 0.03 credit certificates per credit FTES, compared to the statewide average of 0.06.

### Alignment

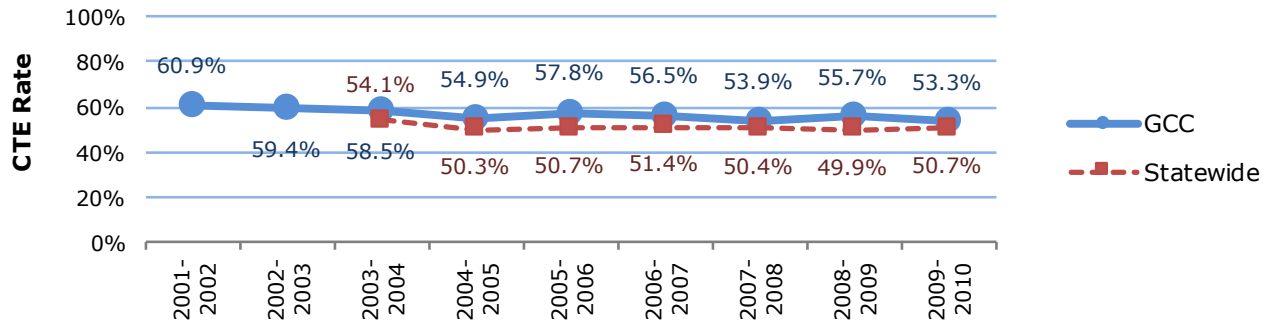
- College Mission Component 5: “certificates, associate degrees”
- EMP Goal 3: Instructional Programs and Student Services
- Institution-Set Standard 5: Number of certificates – standard: 200



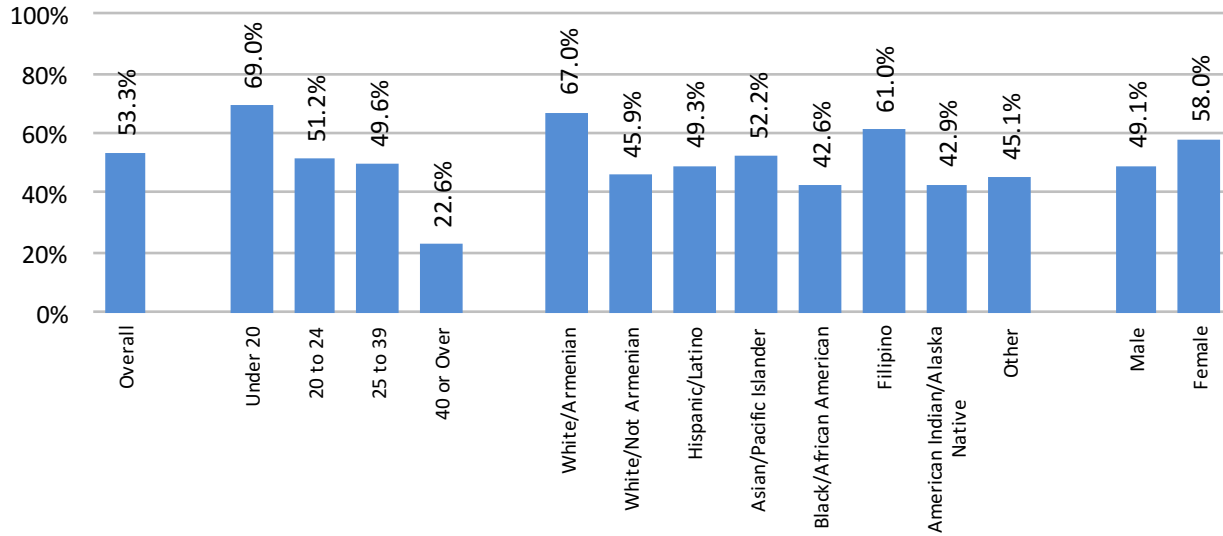


## **Section 5. Career and Technical Education (CTE) Indicators**

### Indicator 5.1. Scorecard CTE Rate



Scorecard CTE Rate, 2009-2010 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.

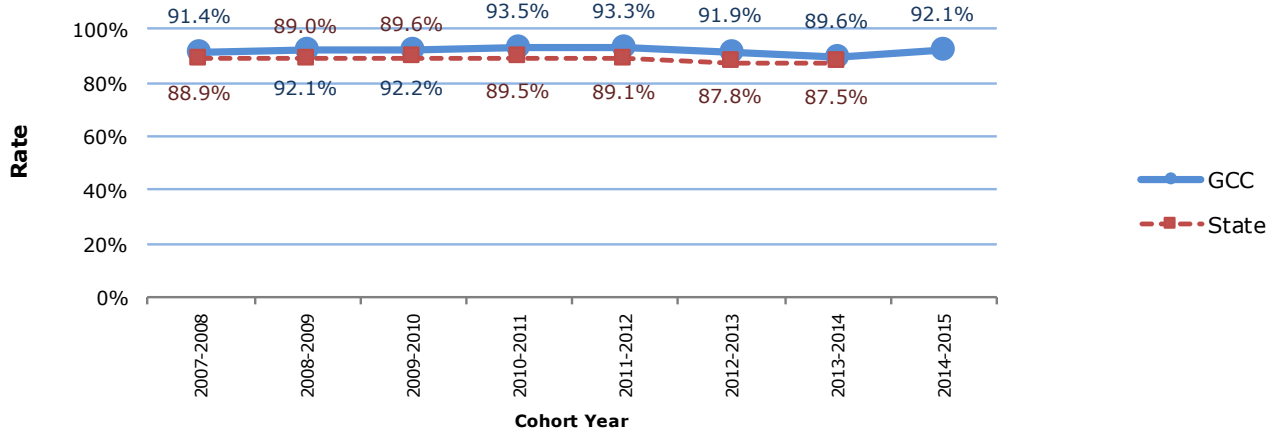
**Analysis**

GCC’s CTE rate is consistently above the statewide average by three to five percentage points. This indicates that GCC’s CTE programs tend to have somewhat 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 2016-2017, the negotiated rate was 89.64%.

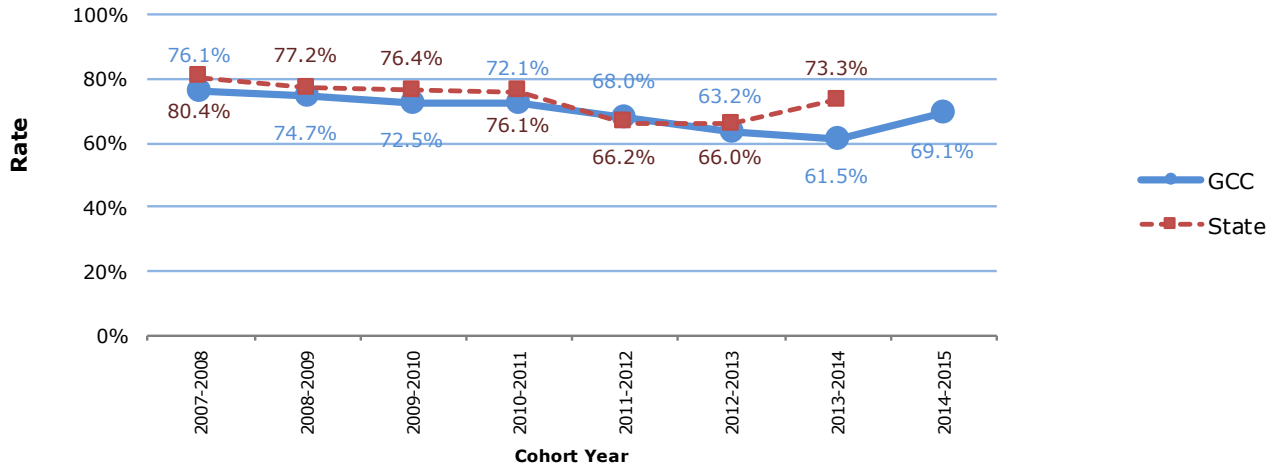
**Analysis**

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 2016-2017, the negotiated rate was 61.5%.

**Analysis**

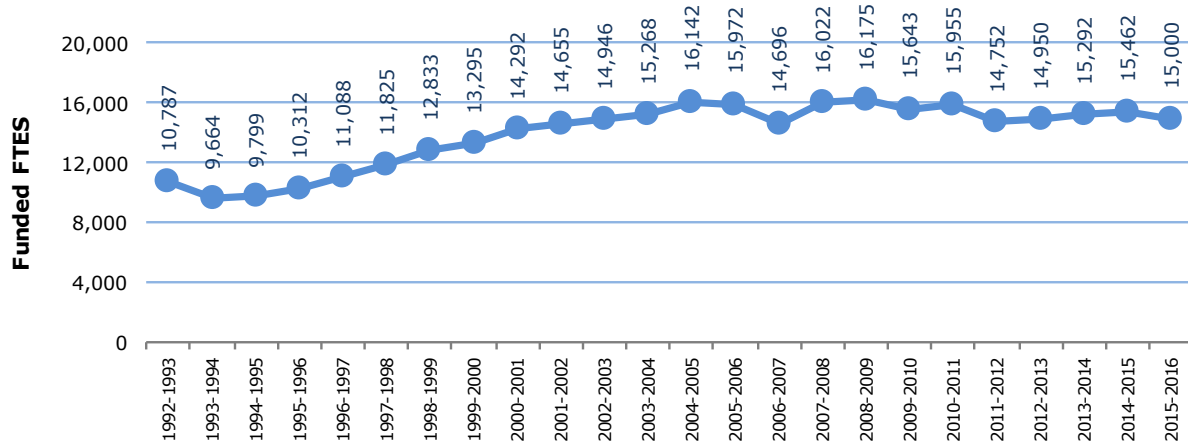
GCC’s employment rate has been below the statewide average by three to four percentage points. This is the only CTE indicator for which GCC’s rates have been consistently below the state average. Part of the reason for lower employment rates than the state average is probably geographic. Other Los Angeles-area community colleges show similar rates: the Los Angeles Community College District showed a 67.08% CTE employment rate for the 2016-2017 planning period, which is lower than GCC’s rate of 69.1%, though Pasadena City College showed a rate of 72.32%, somewhat higher than GCC’s.

**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.

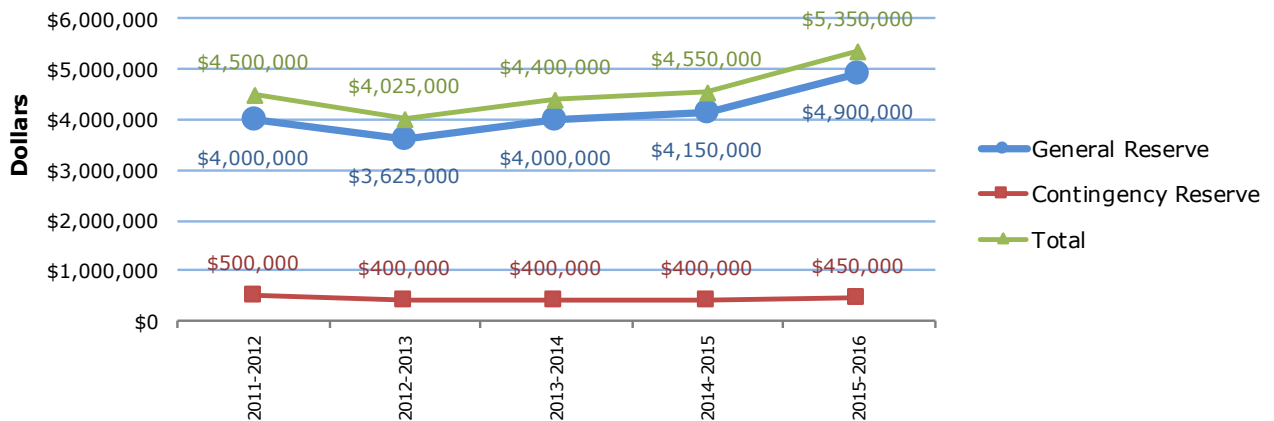
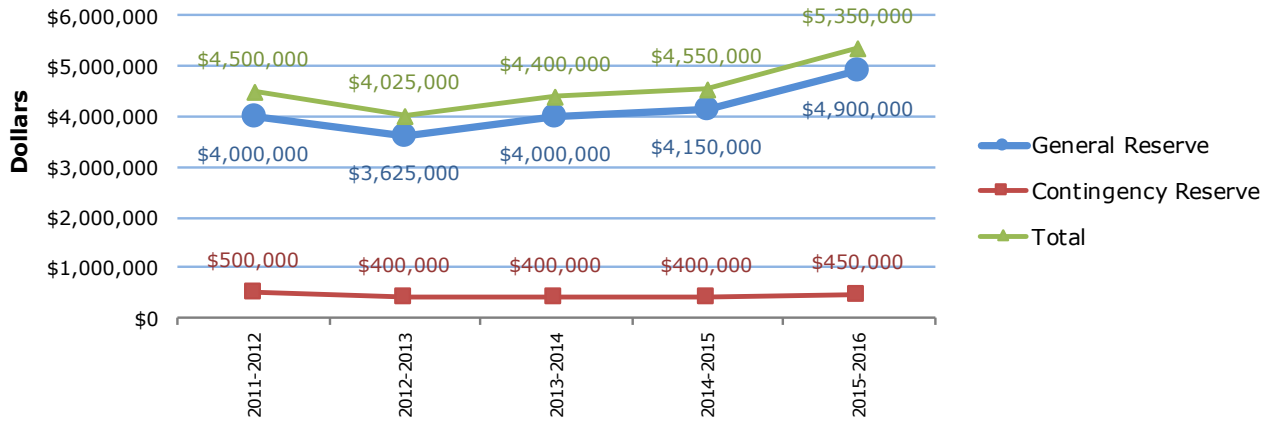
**Minimum Standards and Goals** While the college has not established specific standards for funded FTES, meeting state-established growth targets while minimizing unfunded FTES is a collegewide goal.

**Analysis** Funded FTES has remained relatively flat since 2007-2008. Beginning in 2007-2008, GCC generated unfunded FTES for several years in order to serve student needs during the economic downturn. The college has not generated any unfunded FTES since 2012-2013.

**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.

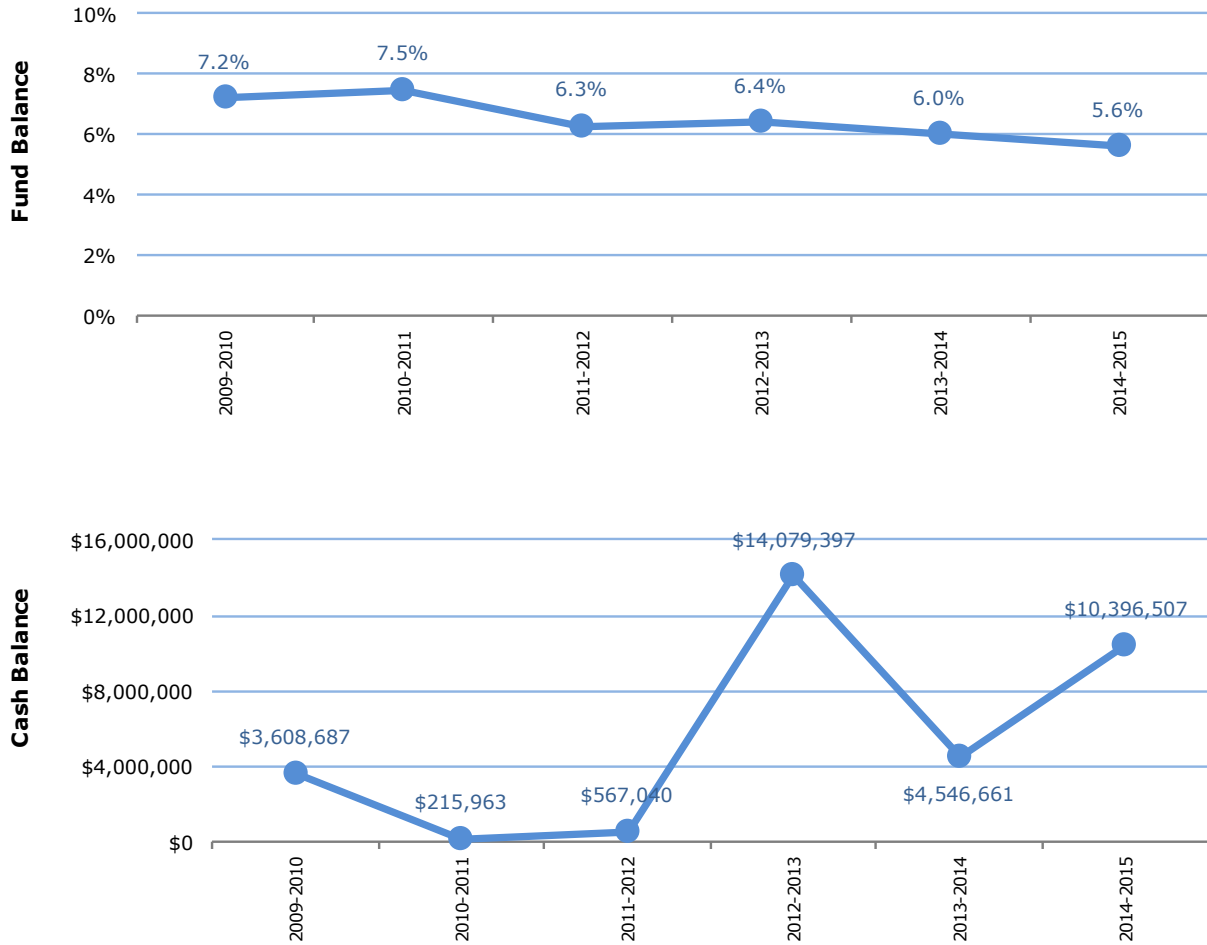
**Minimum Standards and Goals** In compliance with state and regional guidelines and Board Policy, the college expects to maintain at least a 5% reserve every year.

**Analysis** The college’s total reserve continues to exceed 5%. The state of California recommends 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.

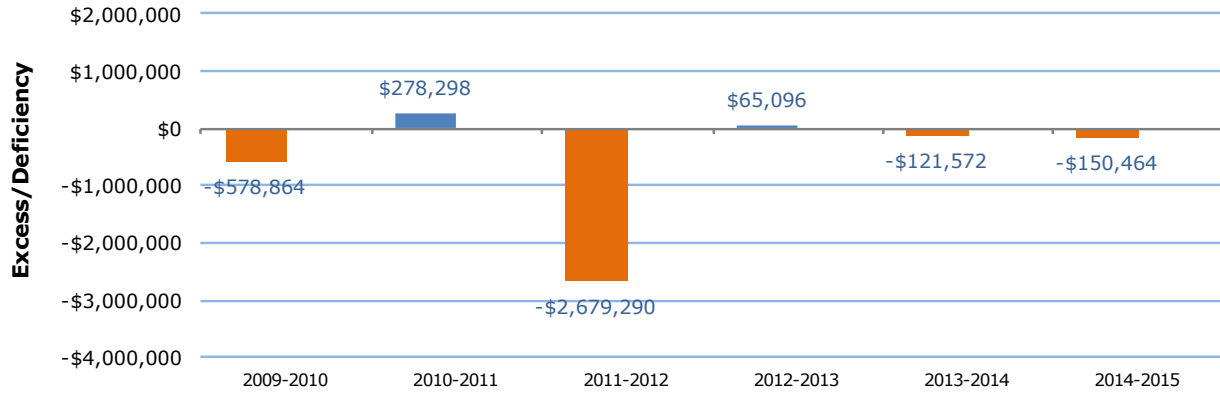
**Minimum Standards and Goals** The college has not yet set standards or goals for fund balance and cash balance.

**Analysis** Fund balance decreased as a percentage of budget somewhat between 2010-2011 and 2014-2015.

- 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.

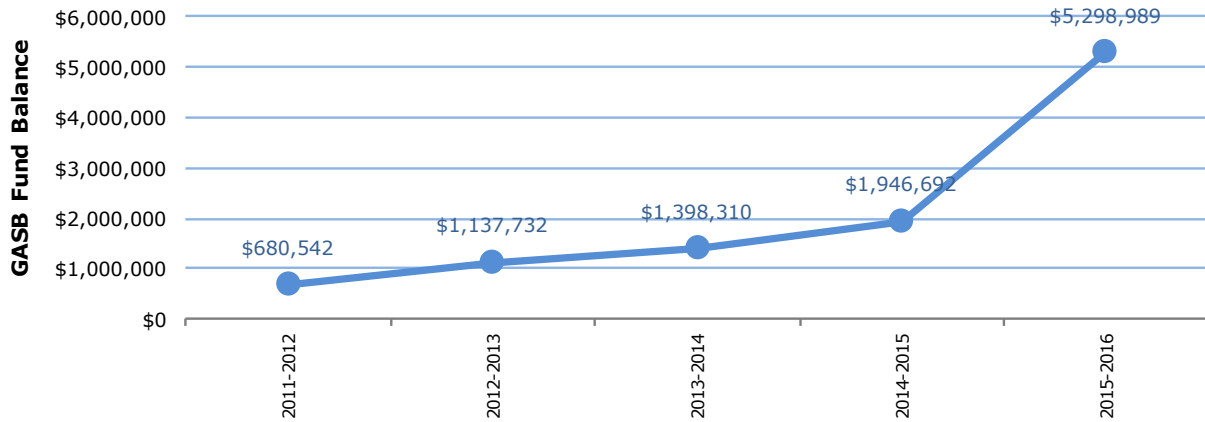
**Analysis** GCC’s net change in general fund balance has varied from positive to negative over the past five years.

**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.

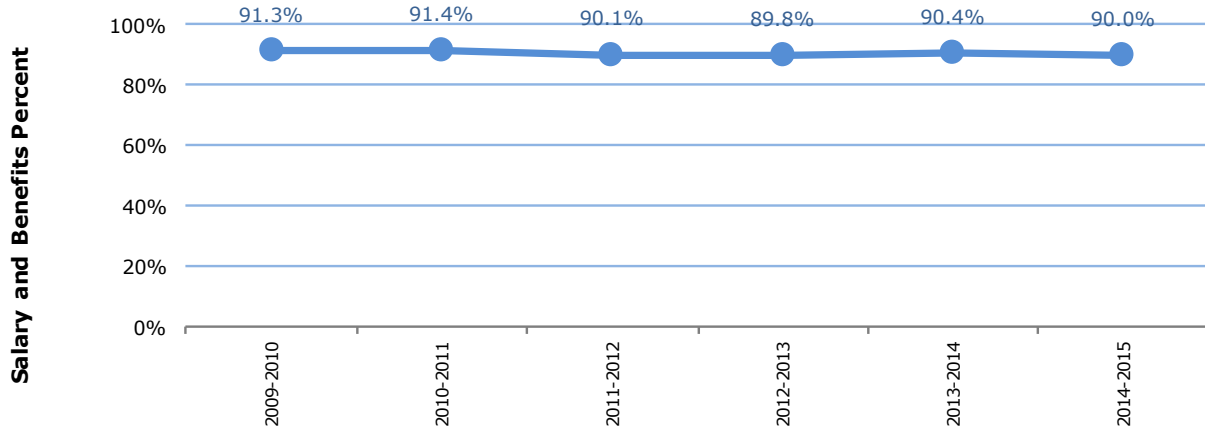
- Establishment of a retirement benefit account funded by 2% of annual salary for all new employees or \$50,000, whichever is greater
- Benefits included in all new categorical programs and grants calculated at 2% of annual salary
- 50% of mandated costs reimbursements excluding Health Center reimbursements 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 at or above 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	Unmodified

**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 2014-2015, the college conducted the following events related to the cultural, intellectual, and economic vitality of the community.

- Dance Phanatiks Performance – October 17, 2015
- The Government Inspector Play – October-November, 2015
- GCC Music Faculty Recital – November 5, 2015
- Chamber Jazz Orchestra – November 19, 2015
- Applied Music Concert – November 20, 2015
- Vocal Jazz Concert – November 21, 2015
- Jazz Band Concert – November 22, 2015
- Theatre Arts Student Showcase – December 1-3, 2015
- Choral Concert – December 5, 2015
- Orchestra Concert – December 6, 2015
- Fall Dance Performance - December 2015
- Concert Singers Performance – December 13, 2015
- Dance Phanatiks Performance – March 12, 2016
- Urinetown: The Musical Play – March – April, 2016
- LA Baroque Players – April 2, 2016
- GCC Music Faculty Recital – April 28, 2016
- We Are Stardust – April – May, 2016
- Choral Concerts – May 14, 2016
- Chamber Jazz Concert – May 19, 2016
- Applied Music Concert – May 20, 2016
- Vocal Jazz Concert – May 21, 2016
- Orchestra Performance – May 22, 2016
- Theatre Arts Student Showcase – May 24-26, 2016
- Dance Performance – May 24-29, 2016
- Jazz Band Concert – June 5, 2016
- Concert Singers Performance – June 5, 2016
- Science Lecture Series
  - An Introduction to Quantum Computation – September 22, 2015
  - Just Move It: How Exercise Can Change the Physiology and Fitness of Your Heart – October 27, 2015
  - Sharks and Whales in the Sea of Cortes: Biodiversity and Conservation – November 24, 2015
  - Interactive Digital Media Meets Technology and Science – February 23, 2016
  - Nutrition: Science or Fad? – March 22, 2016
- Gravitational Waves: A New Window into the Universe – April 26, 2016
- Help Rebuild Our Community and World: Careers in Engineering – May 24, 2016
- Humanities/Social Science Lecture Series
  - Screening of “Merchants of Doubt” – February 25, 2016
  - Rachel Carson and Her Sisters: Their Struggles to Protect the Earth and Us – March 24, 2016
  - The Plain Facts About Climate Change – April 28, 2016
- Business Lecture Series
  - Breaking Barriers, Leading Communities – May 19, 2016
- Cultural Diversity Lecture Series
  - Human Bottleneck: Perception of Race – September 24, 2015
  - The Differential Application of Justice and the Law Concerning African Americans and White – October 22, 2015
  - Black History Month: Lost MLK Speech – February 23, 2016
  - Black History Month: Malcolm X Speech – February 25, 2016
  - Issues on Racial Profiling and Criminal Profiling – March 3, 2016
  - Decline of Reading and Writing: What It Means for Our Culture – March 17, 2016
  - Armenian Genocide Commemoration Month – April 2016
  - Cultural Diversity: Historic Armenia After 100 Years – April 21, 2016
  - From Coping to Hoping – April 28, 2016
  - The Cultural Comparative Study of Armenians and Jews – May 19, 2016
- Financial Survival Week – April-May, 2016
- One Book/One GCC 2016: Merchants of Doubt – February-April, 2016

**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**

- College Mission Component 10: “...enhance and sustain the cultural, intellectual, and economic vitality of the community”

**Indicator 7.2. Accreditation Status**

<b>Commission Meeting</b>	<b>Accreditation Status</b>
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
January 2016	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. The next accreditation visit is in Fall 2016.

**Alignment**                • California Community Colleges Chancellor’s Office Institutional Effectiveness Indicator: Accreditation Status