



Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges

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2016 Annual Report REVIEW

Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Edward Karpp
3.	Phone number of person preparing report:	(818) 240-1000 ext. 5392
4.	E-mail of person preparing report:	ekarpp@glendale.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.glendale.edu/modules/showdocument.aspx?documentid=24613
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.glendale.edu/index.aspx?page=1721
6.	Total unduplicated headcount enrollment:	Fall 2015: 22,356 Fall 2014: 22,127 Fall 2013: 23,285
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	15,422
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	3,008
9.	Number of courses offered via distance education:	Fall 2015: 102 Fall 2014: 98 Fall 2013: 99
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,111 Fall 2014: 3,142

		Fall 2013: 3,300
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	67 %									
14b.	Successful student course completion rate for the fall 2015 semester:	69 %									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i></p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>550</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>350</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>200</td> </tr> </table>	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	550	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	350	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	200	
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	550									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	350									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	200									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	599									
16b.	Number of students who received a degree in the 2014-2015 academic year:	366									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	264									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	800									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,664									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	IGETC Certificate CSU General Education Certificate									

19a.	Number of career-technical education (CTE) certificates and degrees:	128
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	28
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	118

20. 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Nursing Certificate	51.3801	national	80 %	90 %
Nursing AS Degree	51.3801	national	80 %	90 %
Specialist in Alcohol/Drug Studies Certificate	51.1501	national	70 %	92 %
Specialist in Alcohol/Drug Studies AS Degree	51.1501	national	70 %	92 %

21. 2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting AS Degree	52.0301	55 %	56 %
Accounting Certificate	52.0301	55 %	56 %
Computer Applications and Business Office Technology: General Office AS Degree	52.0408	50 %	63 %
Computer Applications and Business Office Technology: General Office Certificate	52.0408	50 %	63 %
Child Development: Teacher AS Degree	19.0706	80 %	83 %
Child Development: Teacher Certificate	19.0706	80 %	83 %
Graphic Design Certificate	50.0409	60 %	33 %
Medical Office Administration: Medical Front Office AS Degree	51.0801	50 %	64 %
Receptionist/Office Clerk Certificate	52.0406	50 %	63 %
Registered Nursing AS Degree	51.3801	51 %	88 %
Specialist in Alcohol/rug Studies Certificate	51.1501	52 %	84 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard

23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).</p>
	<p>Our Academic Senate reviews institution-set standards annually, looking at trend data and current data. Our planning committees also review the data and the Academic Senate's recommendation about institution-set standards.</p>

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	929
	b.	Number of college courses with ongoing assessment of learning outcomes	861
		Auto-calculated field: percentage of total:	92.7
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	205
	b.	Number of college programs with ongoing assessment of learning outcomes	187
		Auto-calculated field: percentage of total:	91.2
26.	Student and Learning Support Activities		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	18
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	18
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://glendale.edu/index.aspx?page=3294	
28.	Number of courses identified as part of the general education (GE) program:	222	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	98 %	

30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	203
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	83 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Continuing efforts from previous years, Glendale Community College's Baja Field Studies program (with classes conducted in Baja California, Mexico) and its Study Abroad program assess GCC's ILOs with special focus on ILO #5, Global Awareness and Appreciation, and also ILO #6, Personal Responsibility. The assessments are used in program review, discussed by the program advisory committee, and presented to the Board of Trustees. Another ILO, Information Competency, is regularly assessed in Library courses and in Library courses paired with ESL courses. Glendale Community College has also measured ILOs indirectly through continuing student surveys, one sampling all students and one sampling graduating students.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The development and implementation of the Learning Outcome Database has strategically aligned SLOs, PLOs, and ILOs. This process has led to many discussions in relation to the aligned SLOs, PLOs, and ILOs. This process has led to many discussions in relation to the current ILOs. The ILOs have been revised and are in the process of approval. The changes were made to increase transparency for students, staff, and administrators. C&I is now reviewing all SLOs on course outlines and PLOs for new AA/AS-T degrees and certificates. This is aligning our best practices for developing SLOs and PLOs. The criteria used for review include; creating an overreaching outcome, knowledge and skills that students should achieve, the ability to use multiple assessments to ensure faculty individuality, and the use of proper action verbs. Through this process, the English division has changed how English Honor SLOs and general English SLOs are designated.</p> </div>	
	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).	

37.	<p>The college's strategies for sharing SLO assessment results internally focus on instructional division meetings, annual retreats, and program review. Not conducting assessments will impact resources and hiring decisions. The college's strategies for sharing assessment results externally focus on reporting to outside agencies. Most career technical education programs tie assessments to competencies required for employment and/or licensure, and assessments are used in planning and reporting for Perkins funding. All assessments are available for review via the college website as soon as the assessment is submitted. Most assessments are scored to indicate the success of the learning outcome, while indicating action plans going forward. The Kinesiology division developed safety and procedure SLOs and PLOS because of assessment results. The implementation of the learning outcomes has impacted the student's safety knowledge decreasing the number of injury reports.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <p>Program review supports and creates dialogue at both a departmental and institutional level. All areas on campus are responsible for submitting proper documentation supporting the completion of assessments, cycles, and changes made in their area due to continued assessments. The integration of learning outcomes assessments in program review allows the institution to have another tracking mechanism. This information is used to allocate funds based on resource and hiring requests. The review process of SLOs through C&I has enhanced institutional effectiveness by creating dialogue between Division Chairs, coordinators, and staff. This impacts our ability to conduct accurate and meaningful assessments through the consistent formula of writing SLOs.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <p>The Speech Forensic department has won multiple awards over the last few years. The bases for their accomplishments started with the development, implementation, and consistent assessing of their SLOs. The SLOs were revised in 2013 to identify the applications needed to be successful in state competitions. These changes have increased student participation and community awareness. Recently, students in our Chemistry department scored high marks on a national chemistry test. The Chemistry department assessed only at the course level and originally did not create PLOs for the progression of courses. After the success of the students, collaborative efforts have been made to create levels of PLOs for Nursing, general completion of chemistry, and advanced levels of completion. This will allow the department to properly track student achievement in all three areas.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 1 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Location and/or Geographic Area Served Courses and/or Programs (additions and deletions)

41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	A substantive change proposal is planned for a new program providing training for the Institute of Heating and Air Conditioning Industries (IHACI) at multiple locations.
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Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	Baja California Field Station, Mexico

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. David Viar). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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