2015 Annual Report
Final Submission
03/30/2015

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 2014: 22,127 Fall 2013: 23,285 Fall 2012: 23,245
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	14,878
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	3,183
9.	Number of courses offered via distance education:	Fall 2014: 98 Fall 2013: 99 Fall 2012: 81
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,142 Fall 2013: 3,300

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	Education:			Fall 2012: 3,213	
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:			Fall 2014: 0 Fall 2013: 0 Fall 2012: 0	
13.	Were all correspondence courses for which students enrolled in fall 2014 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 2014 semester:	68%
15.	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. 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.	

15.	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

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	639
16b.	Number of students who received a degree in the 2013-2014 academic year:	407
16c.	Number of students who received a certificate in the 2013-2014 academic year:	266
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 2013-2014:	1,489
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	n/a
19a.	Number of career-technical education (CTE) certificates and degrees:	126
	Number of CTE certificates and degrees which have	

19b.	identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	4
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:	28

20.	2011-2012 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 %	78 %
Specialist in Alcohol/Drug Studies AS Degree	51.1501	national	70 %	78 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting Certificate	52.0301	55 %	56 %
Accounting AS Degree	52.0301	55 %	56 %
Bookkeeping Certificate	52.0301	55 %	56 %
Bookkeeping AS Degree	52.0301	55 %	56 %
Business Administration: General Business Certificate	52.0101	55 %	67 %
Business Administration: General Business AS Degree	52.0101	55 %	67 %
Computer Applications and Business Office Technology: Administrative Assistant Certificate	52.0401	35 %	43 %
Computer Applications and Business Office Technology: Administrative Assistant AS Degree	52.0401	35 %	43 %
Computer Applications and Business Office Technology: General Office Certificate	52.0401	35 %	43 %
Computer Applications and Business Office Technology: General Office AS Degree	52.0401	35 %	43 %
Computer Applications Specialist Certificate	52.0401	35 %	43 %
Computer Applications Technician Certificate	52.0401	35 %	43 %
Computer Programmer Certificate	11.0201	30 %	54 %
Real Estate Broker Certificate	52.1501	35 %	53 %
Real Estate Broker AS Degree	52.1501	35 %	53 %
Real Estate Appraisal Certificate	52.1501	35 %	53 %
Real Estate Appraisal AS Degree	52.1501	35 %	53 %
Receptionist/Office Clerk Certificate	52.0401	35 %	43 %
Registered Nursing Certificate	51.1601	51 %	79 %

Registered Nursing AS Degree	51.1601	51 %	79 %
Specialist in Alcohol/Drug Studies Certificate	51.1501	52 %	55 %
Specialist in Alcohol/Drug Studies AS Degrees	51.1501	52 %	55 %
Child Development: Master Teacher Certificate	19.0706	80 %	69 %
Child Development: Master Teacher AS Degree	19.0706	80 %	69 %
Child Development: Teacher Certificate	19.0706	80 %	69 %
Child Development: Teacher AS Degree	19.0706	80 %	69 %
Administration of Justice Certificate	43.0107	0 %	69 %
Administration of Justice AS Degree	43.0107	0 %	69 %
Fire Technology Certificate	43.0203	0 %	82 %
Fire Technology AS Degree	43.0203	0 %	82 %
Verdugo Fire Academy Certificate	43.0203	0 %	40 %
Verdugo Recruit Academy Certificate	43.0203	0 %	40 %
Animation Certificate	10.0304	30 %	38 %
Animation AS Degree	10.0304	30 %	38 %

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

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

23. 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 (1,250 character limit, approximately 250 words).

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.

Student Learning Outcomes and Assessment

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	888
	b.	Number of college courses with ongoing assessment of learning outcomes	833
		Auto-calculated field: percentage of total:	93.8
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	211
	b.	Number of college programs with ongoing assessment of learning outcomes	184
		Auto-calculated field: percentage of total:	87.2
	Courses		
		Total number of student and learning support activities (as college has	

26.	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://www.glendale.edu/index.aspx?page=5139
28.	Number of courses identified as part of the general education (GE) program:	220
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	97%
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 *program Student Learning Outcomes*:	200
32.	Number of Institutional Student Learning Outcomes defined:	7
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).	76%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	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 (1,250 character limit, approximately 250 words). 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.	

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.

36	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 (1,250 character limit, approximately 250 words). The development and implementation of the Leaning Outcome Database has strategically aligned SLOs, PLOs, and ILOs. This process has led to many discussions in relation to the

36.	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.
37.	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 (1,250 character limit, approximately 250 words). 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.
38.	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 (1,250 character limit, approximately 250 words). 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 effectives 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.
39.	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 (1,250 character limit, approximately 250 words). 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.

Substantive Change Items

#	Question	Answer

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 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

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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