



**2014 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=18677
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 2013: 23,285 Fall 2012: 23,245 Fall 2011: 24,401
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	15,519
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	3,317
9.	Number of courses offered via distance education:	Fall 2013: 99 Fall 2012: 81 Fall 2011: 83
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,300 Fall 2012: 3,213

	Education:	Fall 2011: 3,315
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

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 2013 semester:	68 %									
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. 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.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, 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, 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, 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 2012-2013 academic year:	636									
16b.	Number of students who received a degree in the 2012-2013 academic year:	385									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	268									
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 2012-2013:	1,244									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Intersegmental General Education Transfer Curriculum (IGETC) Certificate California State University General Education Certificate									

19a.	Number of career-technical education (CTE) certificates and degrees:	130
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:	22
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 %	94 %
	Nursing AS Degree	51.3801	national	80 %	94 %
	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-technical education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
	Accounting Certificate	52.0301	55 %	76.53 %
	Accounting AS Degree	52.0301	55 %	76.53 %
	Bookkeeping Certificate	52.0301	55 %	76.53 %
	Bookkeeping AS Degree	52.0301	55 %	76.53 %
	Business Administration: General Business Certificate	52.0101	55 %	74.65 %
	Business Administration: General Business AS Degree	52.0101	55 %	74.65 %
	Administrative Assistant Certificate	52.0401	35 %	60.98 %
	Administrative Assistant AS Degree	52.0401	35 %	60.98 %
	General Office Certificate	52.0401	35 %	60.98 %
	General Office AS Degree	52.0401	35 %	60.98 %
	Computer Applications Specialist Certificate	52.0401	35 %	60.98 %
	Computer Applications Technician Certificate	52.0401	35 %	60.98 %
	Computer Programmer Certificate	11.0201	30 %	57.14 %
	Real Estate Certificate	52.1501	35 %	52.78 %
	Real Estate AS Degree	52.1501	35 %	52.78 %
	Real Estate Appraisal Certificate	52.1501	35 %	52.78 %
	Real Estate Appraisal AS Degree	52.1501	35 %	52.78 %
	Receptionist/Office Clerk Certificate	52.0401	35 %	60.98 %
	Registered Nursing Certificate	51.1601	51 %	95.56 %

	Registered Nursing Certificate	51.1601	51 %	95.56 %
	Registered Nursing AS Degree	51.1601	51 %	95.56 %
	Specialist in Alcohol/Drug Studies Certificate	51.1501	52 %	61.29 %
	Specialist in Alcohol/Drug Studies AS Degree	51.1501	52 %	61.29 %
	Child Development: Master Teacher Certificate	19.0706	80 %	92.59 %
	Child Development: Master Teacher AS Degree	19.0706	80 %	92.59 %
	Child Development: Teacher Certificate	19.0706	80 %	92.59 %
	Child Development: Teacher AS Degree	19.0706	80 %	92.59 %
	Administration of Justice Certificate	43.0107	0 %	84.62 %
	Administration of Justice AS Degree	43.0107	0 %	84.62 %
	Fire Technology Certificate	43.0203	0 %	87.5 %
	Verdugo Fire Academy Certificate	43.0203	0 %	75 %
	Animation Certificate	10.0304	30 %	81.82 %
	Animation AS Degree	10.0304	30 %	81.82 %
22.	Please list any other institution 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).			
	We referred the setting of institutional standards to our Academic Senate, which recommended standards that were approved by our Master Planning Committee.			

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). 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.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	905
	b.	Number of college courses with ongoing assessment of learning outcomes	854
		Auto-calculated field: percentage of total:	94.4
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	190
	b.	Number of college programs with ongoing assessment of learning	179

	outcomes	
	Auto-calculated field: percentage of total:	94.2
Student and Learning Support Activities		
26.	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	24
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	23
	Auto-calculated field: percentage of total:	95.8
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	http://www.glendale.edu/index.aspx?page=5139
28.	Number of courses identified as part of the GE program:	225
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:	165
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).	73 %
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 (1,250 character limit, approximately 250 words).</p> <p>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.</p>	
<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>		
	<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 (1,250 character limit, approximately 250 words).</p>	

36.	<p>One example of how the analysis of course SLOs and program PLOs has affected curriculum planning is in Mathematics. The Mathematics division has defined PLOs as learning outcomes expected for completion of a Mathematics associate degree, and used assessment of these outcomes to make changes in the curriculum to help students learn the necessary concepts and skills to reach the degree. Precalculus and College Algebra courses have been modified to better prepare students to reach the associate degree goal. The practices described above are common to many departments but are not universal to all college programs. Through broad discussions and implementation of learning outcomes generally, most PLOs have designated SLOs that specifically contribute. As a result SLO assessments contribute to PLO assessments, linking course level outcomes to program level outcomes.</p>
37.	<p>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).</p> <p>The college's strategies for sharing SLO assessment results internally focus on instructional division meetings and annual retreats. 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.</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 (1,250 character limit, approximately 250 words).</p> <p>Examples of dialog and reporting at the department level include the Mathematics division, which discusses assessment results at division meetings, curriculum group meetings, annual retreats, and holds special workshops with adjunct instructors to discuss assessments; the Music department, which meets every Thursday to discuss learning assessments and whose program assessments in its Applied Music course are conducted by all full-time Music faculty assessing student performances; and the Social Sciences division, which conducted two retreats in 2013-2014 to revise and update SLO and PLO definitions and refine assessment methods. The practices described above are common to many departments but are not universal to all college programs. Assessments are submitted electronically directly into a database that tracks assessments. Reports are available via the college website.</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 (1,250 character limit, approximately 250 words).</p> <p>In the Music department, SLO assessment in a beginning level, multi-section music course revealed one instructor's lack of success in a particular area. This particular weakness in this instructor's teaching method would not have been discovered by simply looking at final grades or other semester length measurements. We can now address this area with this otherwise successful instructor, and work to make all of the sections of this course of equal quality for the students.</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
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#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Glendale Community College submitted a substantive change proposal in March requesting approval of degree and certificate programs that may be completed at least 50% online. The college does not have immediate plans to submit additional substantive change proposals.

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:	Los Angeles County Assessor's Office
43.	List all of the institution's 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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