



# Institutional Effectiveness Report

# 2018 – 2019

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 is a public community college granting certificates and associate degrees.
- M2. The college serves people from a variety of geographical areas
- M3. but primarily serves a diverse population of the Greater Los Angeles region that is capable of benefitting from instruction in credit, noncredit, and community education programs.
- M4. Glendale Community College exists to ensure students identify their educational goals and needs
- M5. and successfully accomplish student learning in the following broad educational areas:
- M6. Basic skills education to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.
- M7. Lower division post-secondary education to achieve transfer to and success in obtaining a degree at a college or university.
- M8. Career and technical education to achieve employment or enhanced career skills for job advancement.
- M9. General education to achieve knowledge, skills and attitudes for postsecondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global 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.

**Institutional Master Plan (IMP) 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. Clarify student pathways
- G2. Facilitate student entry into pathways
- G3. Help students stay on the pathway
- G4. Ensure student learning
- G5. Improve institutional effectiveness

**Institution-Set Standards.** As required by the Accrediting Commission for Community and Junior Colleges (ACCJC), the college has set standards for institutional performance.

**Vision for Success.** As required by the Chancellor's Office for the California Community Colleges, the college has set performance goals for indicators related to the state Vision for Success.

Glendale Community College Institutional Effectiveness Report 2018-2019

Indicator	Mission / Vision	Institution-Set Standards	Vision Goals	IMP Goal 1	IMP Goal 2	IMP Goal 3	IMP Goal 4	IMP Goal 5		Minimum Standard	Current Value	Stretch Goal	Page
1.1. Program Offerings and Satisfaction	V			✓	✓								4
2.1. Successful Course Completion Rate	V	✓				✓				67%	73%	75%	6
2.2. Scorecard Persistence Rate - Overall				✓							85%		7
2.2. Scorecard Persistence Rate - College Prepared				✓							87%		
2.2. Scorecard Persistence Rate - Unprepared				✓							84%		
2.3. Retention Rate (Fall to Fall)		✓		✓						47%	51%	50%	8
2.4. Scorecard 30 Unit Rate - Overall				✓							76%		9
2.4. Scorecard 30 Unit Rate - College Prepared				✓							85%		9
2.4. Scorecard 30 Unit Rate - Unprepared				✓							71%		9
2.5. Scorecard Remedial Progress Rate - Math	M		✓	✓							39%		10
2.5. Scorecard Remedial Progress Rate - English	M		✓	✓							53%		10
2.5. Scorecard Remedial Progress Rate - ESL	M		✓	✓							31%		10
2.6. Scorecard CDCP Rate	M			✓							10%		11
3.1. Achievement of Institutional Learning Outcomes	V					✓							14
4.1. Scorecard Completion Rate - Overall	V		✓			✓					51%		20
4.1. Scorecard Completion Rate - College Prepared	V		✓			✓					72%		20
4.1. Scorecard Completion Rate - Unprepared	V		✓			✓					39%		20
4.2. Transfer Rate	V					✓					44%		21
4.3. Number of Transfers (UC and CSU)	V	✓	✓			✓				800	1,200	950	22
4.4. Associate Degree Completions	V	✓	✓			✓				550	1,060	900	23
4.5. Certificate Completion (Credit)	V	✓	✓			✓				200	317	225	24
5.1. Scorecard CTE Rate	M		✓		✓						54%		26
5.2. CTE Technical Skill Attainment Rate	M				✓						92%		27
5.3. CTE Employment Rate	M				✓						72%		28
6.1. Funded FTES							✓				13,453		30
6.2. Reserves							✓				\$		31
6.3. GASB Post-Employment Benefits Fund							✓				\$8,659,027		33
7.1. Accreditation Status			✓							Fully Accredited	Fully Accredited	Fully Accredited	35

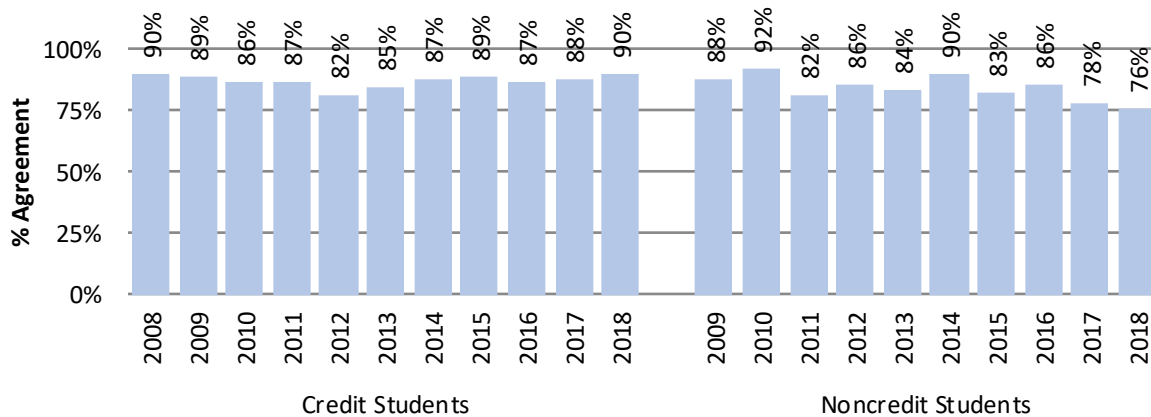
# Section 1. Program Offerings

## Indicator 1.1. Program Offerings and Satisfaction

Glendale Community College offers the following number of degrees, credit certificates, and noncredit certificates.

	2015-2016 Catalog	2016-2017 Catalog	2017-2018 Catalog	2018-2019 Catalog
Associate in Arts (AA) Degrees	25	25	24	18
Associate in Arts for Transfer (AA-T) Degrees	12	16	16	16
Associate in Science (AS) Degrees	51	52	47	60
Associate in Science for Transfer (AS-T) Degrees	5	6	6	7
Credit Certificates	74	75	67	80
Noncredit Certificates	13	13	13	13

**Percent of students agreeing GCC provides enough instructional programs to meet their needs**



**Definitions**

- The table shows the number of degree and certificate programs offered by the college.
- The graph shows survey results about satisfaction with GCC’s instructional and student services programs.

**Minimum Standards and Goals Analysis**

No standards or goals have been set for these measures.

GCC offers a wide variety of degree and certificate programs. The number of programs offered has increasing as more associate degrees for transfer (AA-T’s and AS-T’s) have been approved.

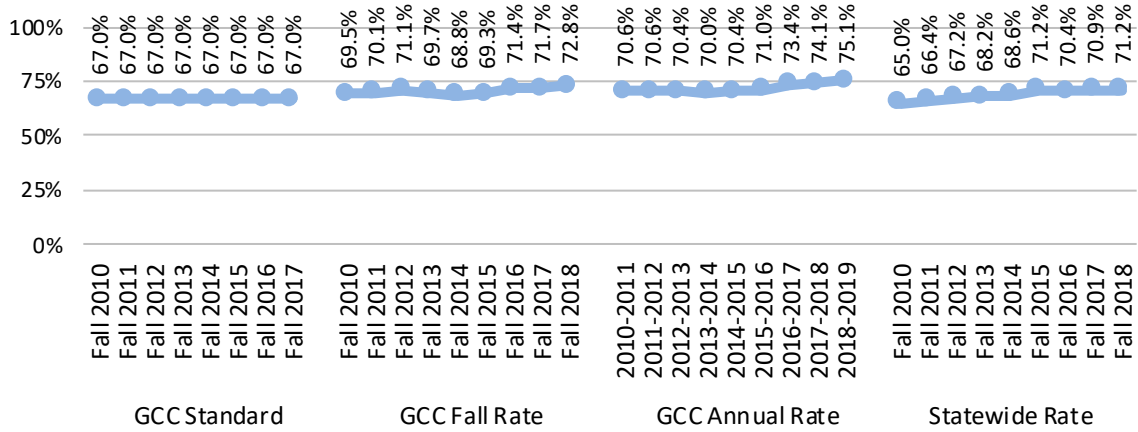
A large majority of both credit and noncredit students agree that GCC provides sufficient instructional programs, degrees, and certificates to meet their educational needs. Historically, responses to these questions from both credit and noncredit students have been very positive, with a large majority of students agreeing that GCC provides enough instructional programs.

**Alignment**

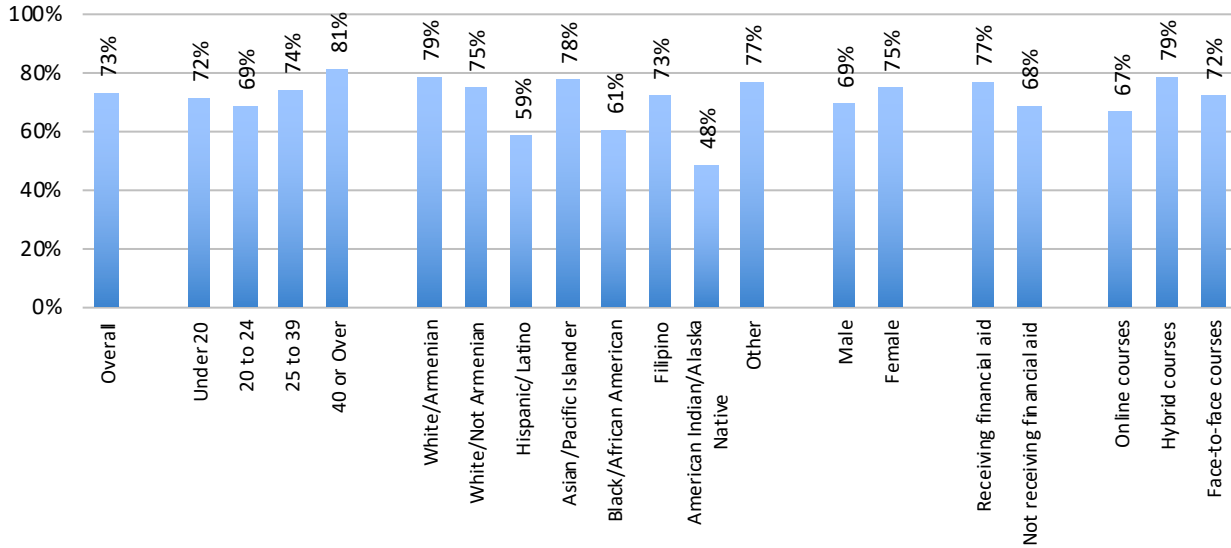
- College Mission Component M1: “Glendale Community College is a public community college granting certificates and associate degrees.”
- IMP Goal 1: Clarify student pathways
- IMP Goal 2: Facilitate student entry into pathways

## Section 2. Student Progress Indicators

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



Successful Course Completion Rate, Fall 2018



**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 set a short-term goal of 70.5% and a long-term (six-year) goal of 71%, and more recently has set a stretch goal of 75%.

**Analysis**

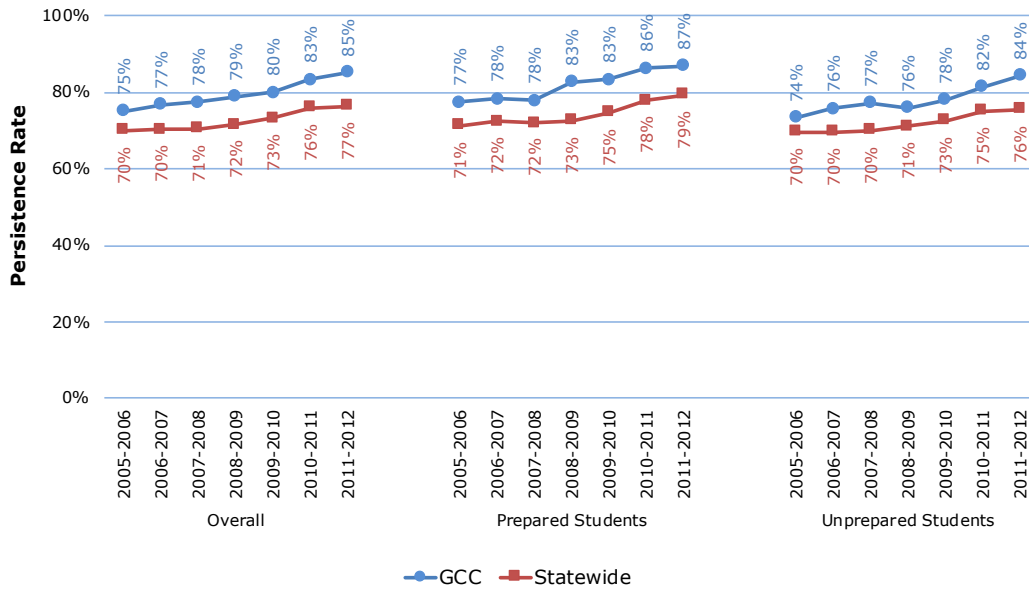
GCC’s course success rate has been steady and consistently above the institution-set standard of 67%. Course success is lower for younger students than older students, and lower for Hispanic/Latino students, Black/African American students, and American Indian/Alaska Native students than for other student 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**

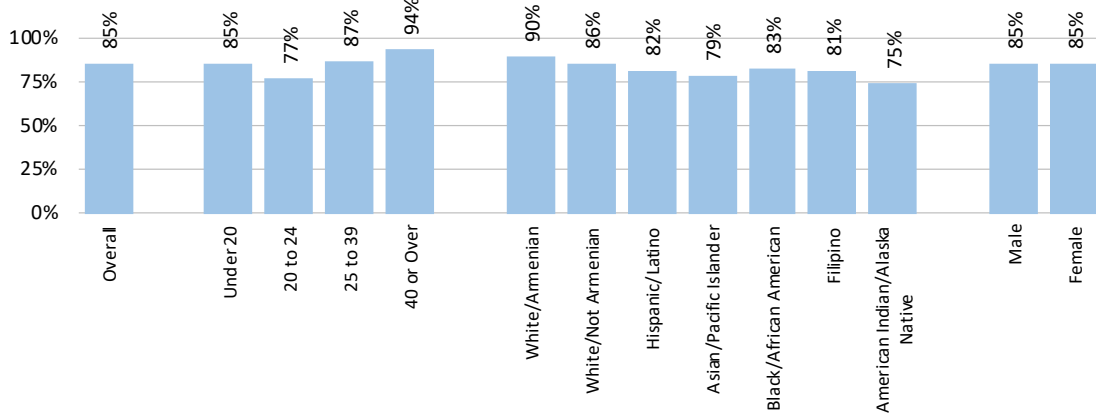
- College Mission Component 3: “We are committed to student learning and success...”
- Institution-Set Standard 1: Course Completion Rate – Standard: 67%



## Indicator 2.2. Scorecard Persistence Rate



Scorecard Persistence Rate, Overall 2011-2012 Cohort



### 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).

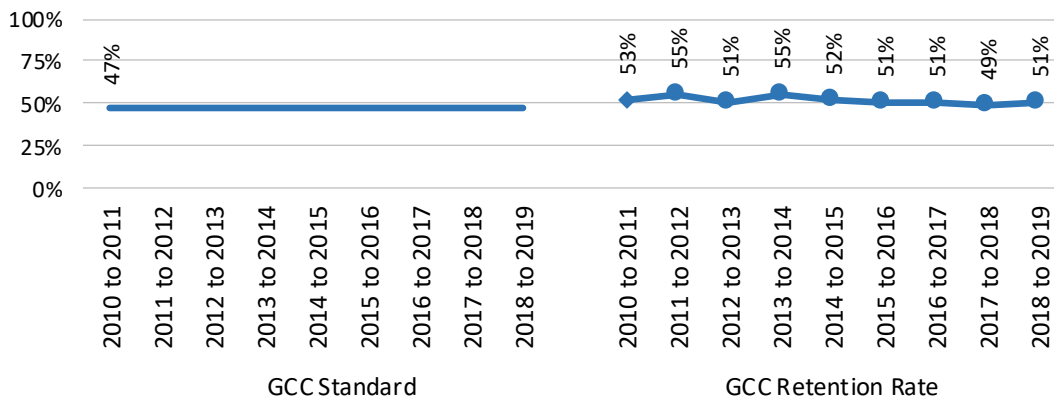
### Analysis

GCC’s persistence rate continues to be substantially higher than the statewide average. The difference is approximately 8 percentage points. 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 (2011-2012 entering cohort) was 84%, well above the state average of 76%. Similarly, GCC’s persistence rate for prepared students was 87%, also well above the state average of 79%.

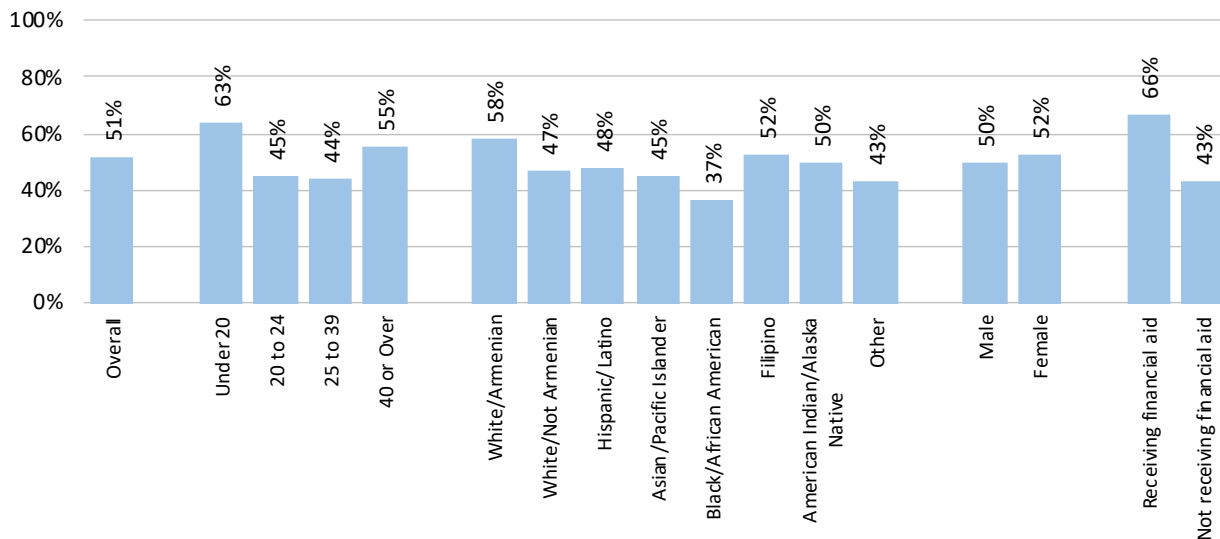
### Alignment

- 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, Fall 2018 to Fall 2019



**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% and a stretch goal of 50% for Fall-to-Fall retention rate.

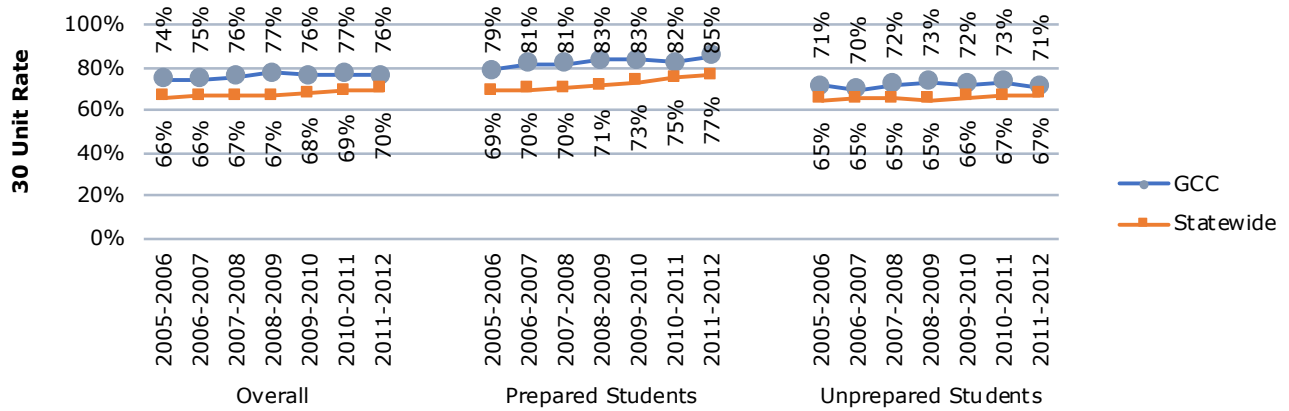
**Analysis**

GCC’s Fall-to-Fall retention rate has been historically stable. The rate is lowest for African American students, as well as students not receiving financial aid.

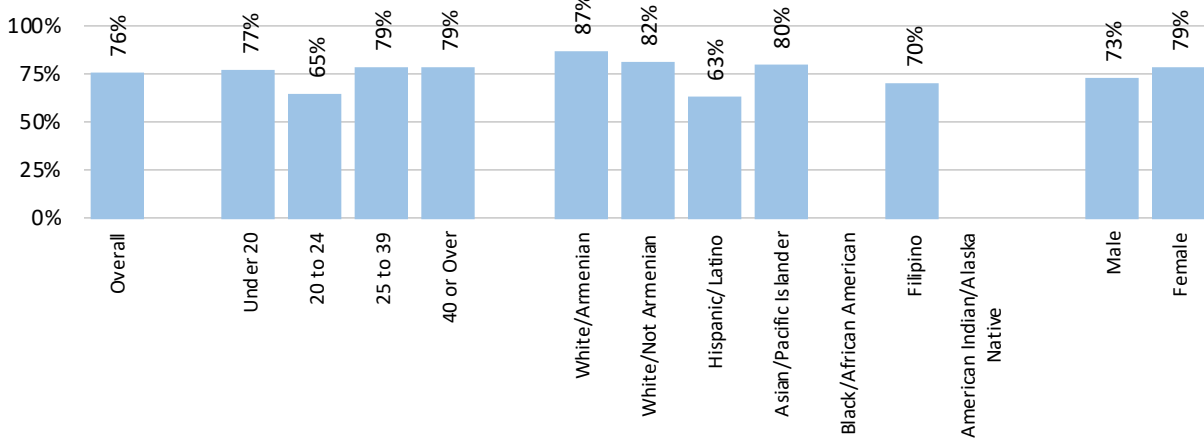
**Alignment**

- 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 2011-2012 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 or goal for the 30 unit rate indicator.

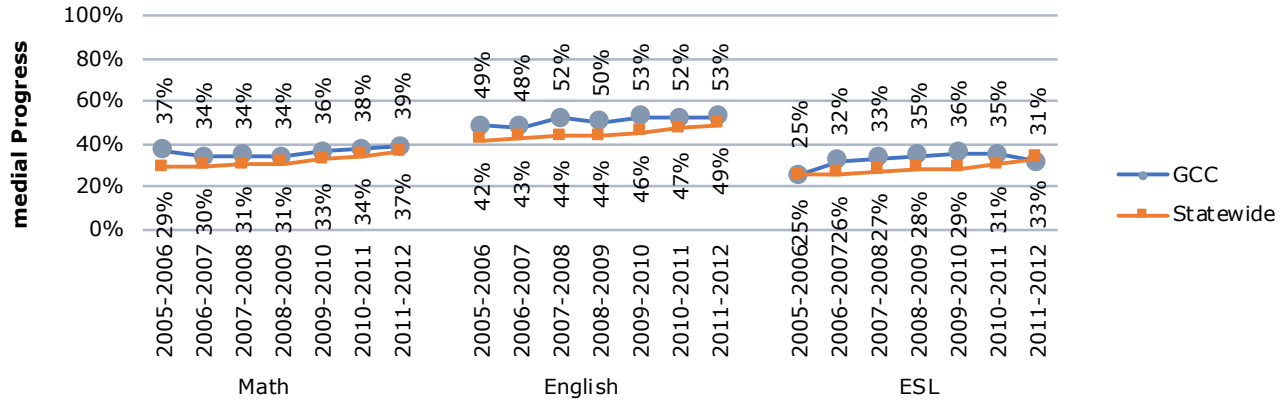
**Analysis**

GCC is consistently above the statewide average for this indicator. For the most recent Scorecard data reported in 2018, GCC ranked 8th out of 114 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 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, 2011-2012 Cohort

	Math	English	ESL
Overall	38.8%	52.9%	31.4%
Female	44.4%	55.5%	34.7%
Male	30.8%	51.0%	25.4%
Under 20	37.1%	56.8%	66.2%
20 to 24	39.0%	43.9%	53.1%
25 to 39	44.3%	42.0%	26.8%
40 and Over	36.0%	40.7%	12.8%
African-American	*	*	*
American Indian	*	*	*
Asian/Pacific Islander	*	*	*
Filipino	*	*	*
Hispanic	34.3%	46.4%	*
White (Not Armenian)	38.1%	61.5%	*
Armenian	48.5%	54.1%	*

\*Percentages based on groups of 10 or smaller are not reported.

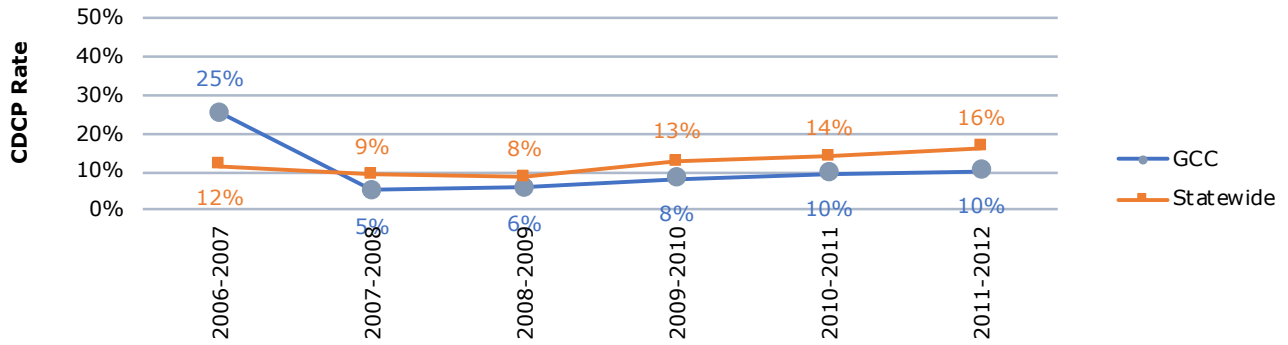
**Definitions** Basic skills progress rates (also called remedial progress rates) are three Scorecard indicators that track students who attempted a course below transfer level in Math, English, or credit ESL. Students passing a college-level course in the same discipline within six years are counted 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.

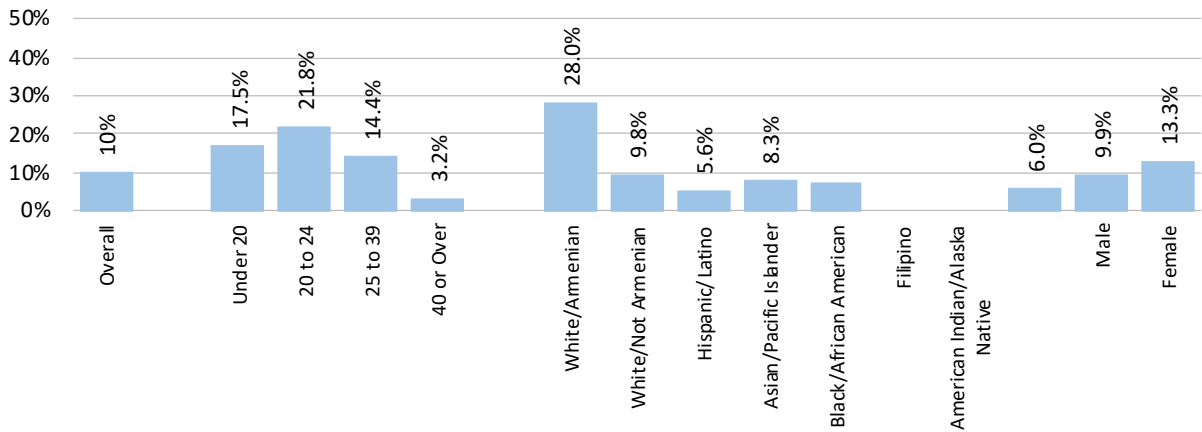
**Analysis** GCC's rates are historically above the statewide averages for these indicators. The Math progress rate is the closest to the state average, and male students, African American students, and Hispanic students have relatively low progress rates. The English rate is approximately 4 percentage points above the state average; African American and Hispanic students also have a low English progress rate. The ESL progress rate was below the state average for the 2011-2012 entering cohort.

- 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 2011-2012 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 or goal for CDCP rate.

**Analysis**

Although the absolute value of CDCP rate is low compared to most outcome indicators, GCC’s rate has been 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)**

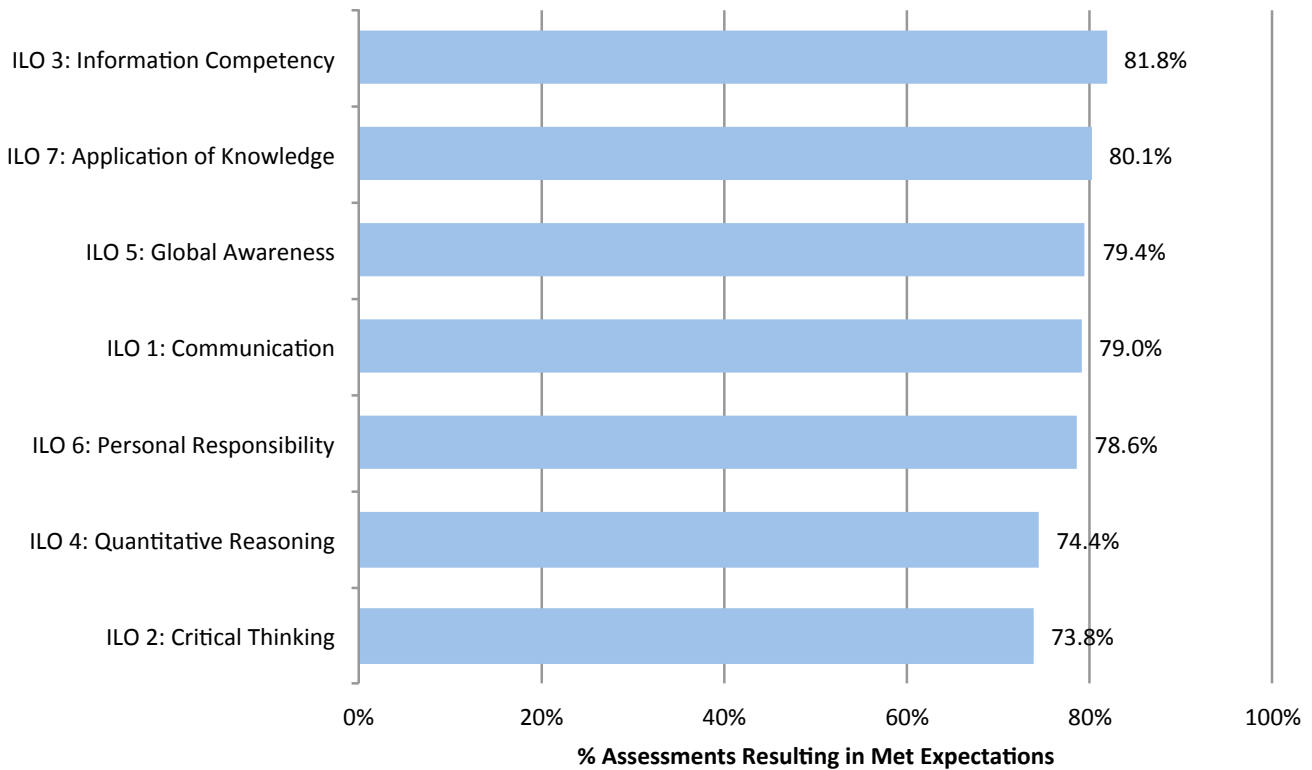
**Quantitative Analysis of ILO Achievement**

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.

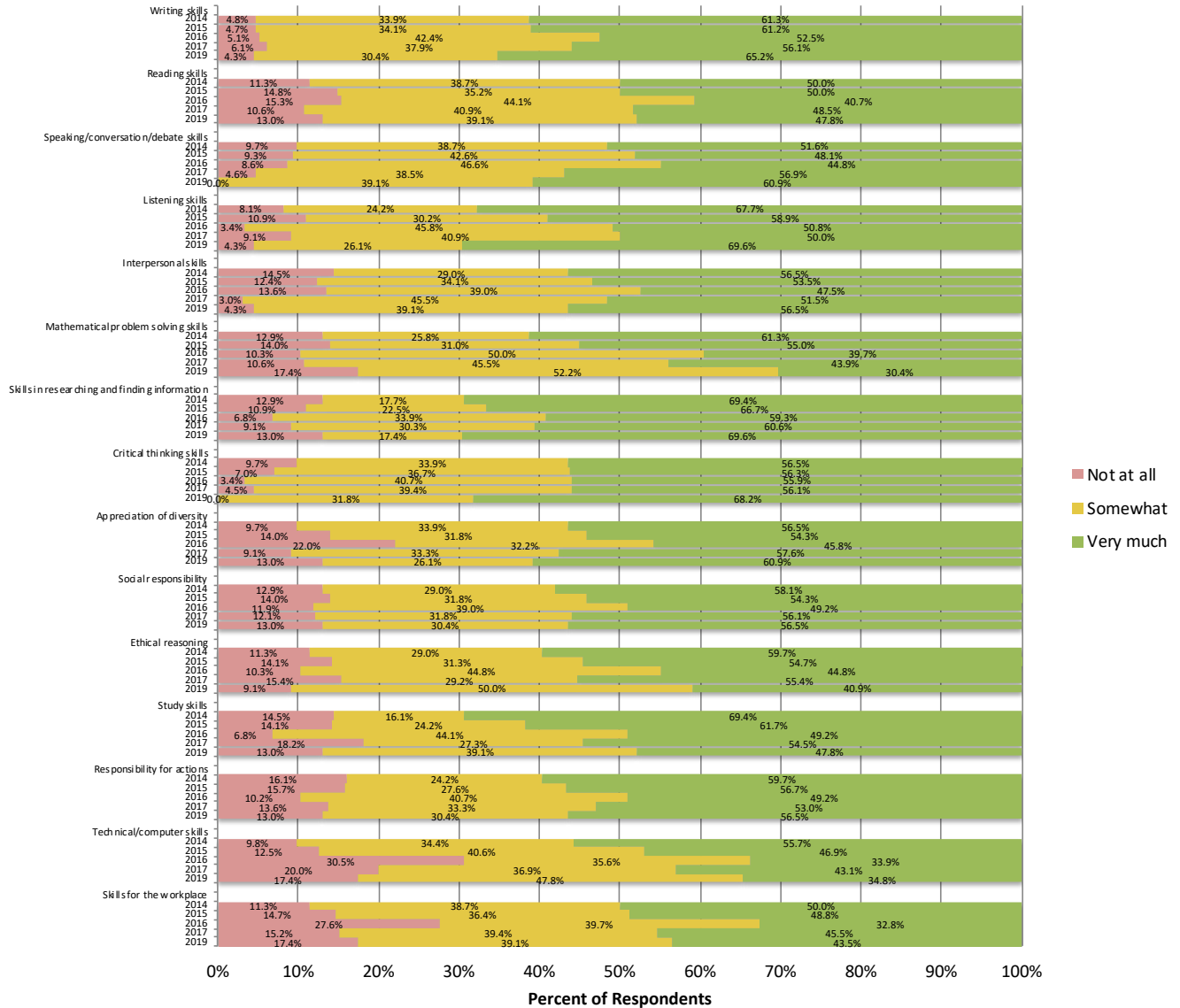
**Percent of Assessments Resulting in Met Expectations  
(Mastery Courses Only)**



## Results of Graduate Survey

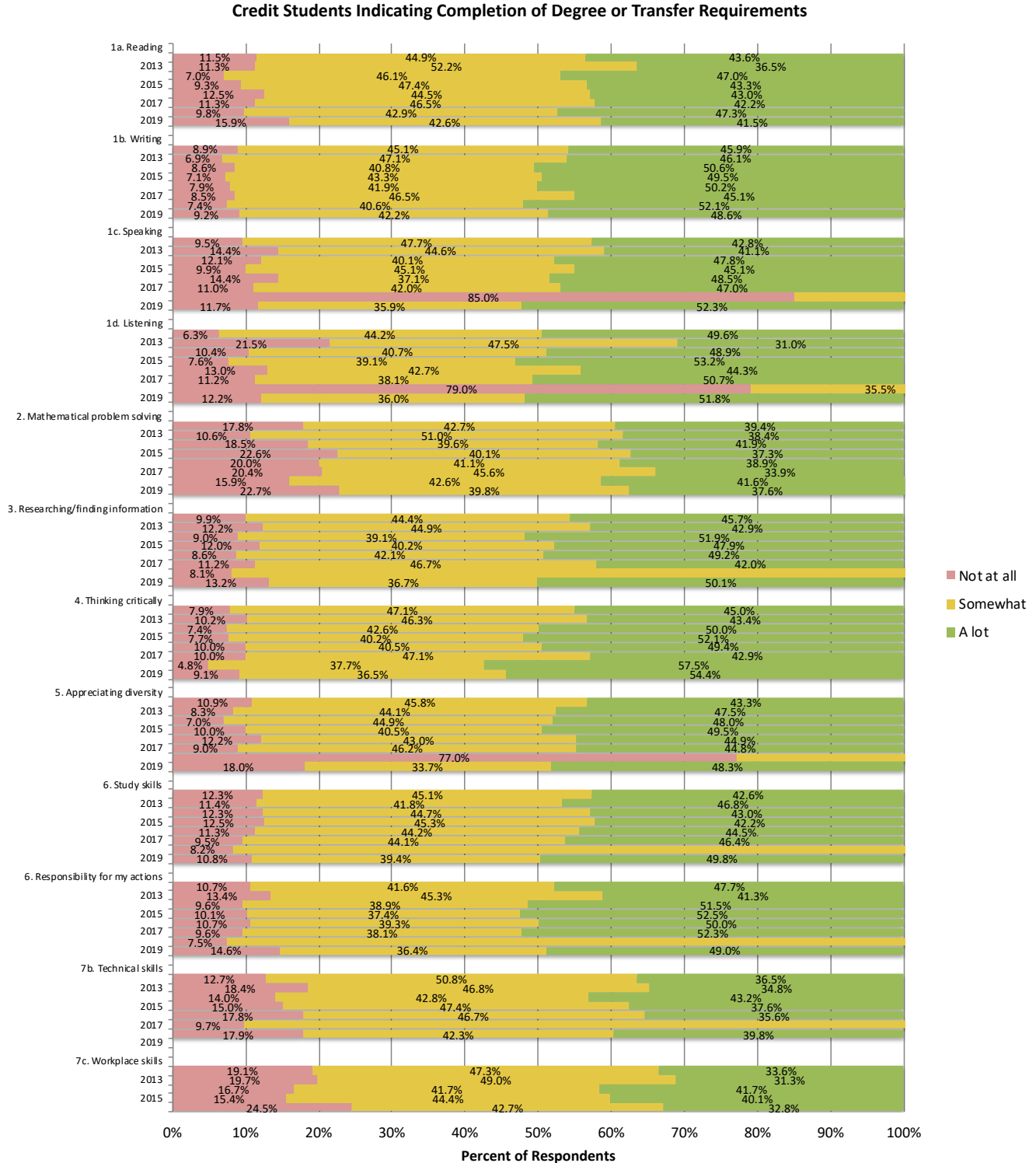
At the end of the Spring semesters in 2014, 2015, 2016, 2017, and 2019, degree and certificate completers were surveyed to assess their perceptions of how well GCC improved their skills in several components of the college's ILOs. The survey asked completers to "Please indicate how much GCC has improved your skills in each of the following areas."

### Degree and Certificate Completers



## Results of Spring Student Survey

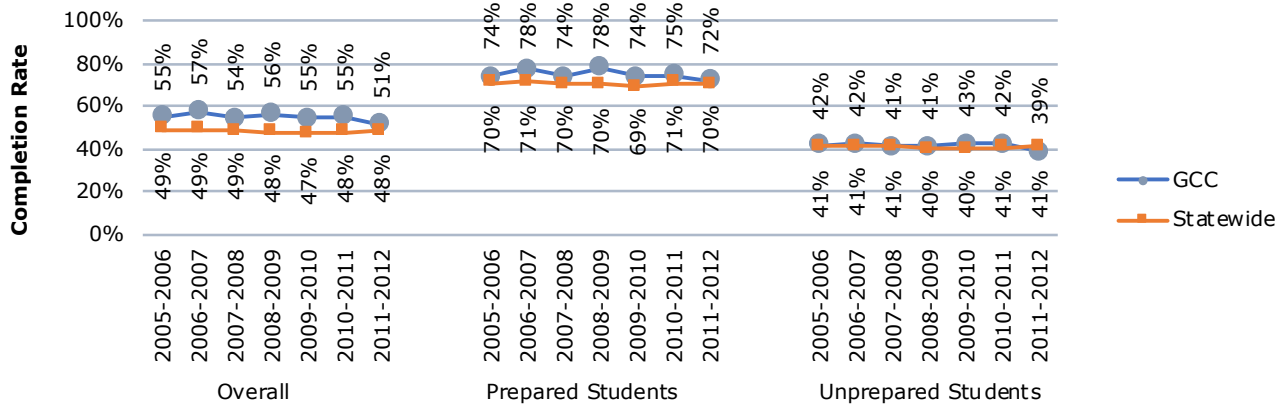
The graph below shows students' self-report about whether GCC has improved their skills in each of the ILO areas (the survey question asked "How much has GCC improved your skills in the following areas?"). This information is collected from the annual Spring student survey. The graph shows responses of students who indicate that they will complete their degree or transfer requirements in the current semester.



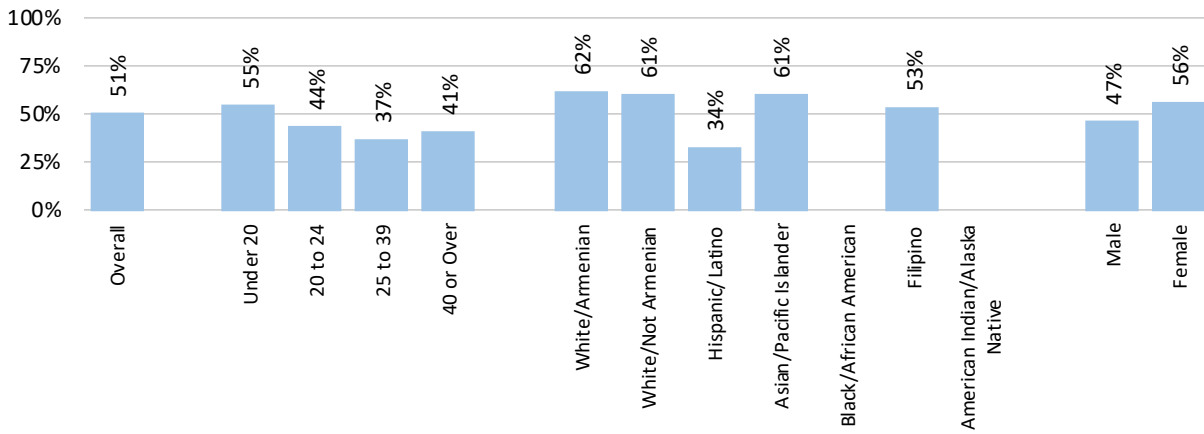
<b>Definitions</b>	The college's ILOs are shown on page 16 of this report.
<b>Minimum Standards and Goals</b>	The college has not established specific minimum standards or goals for student achievement of ILOs.
<b>Analysis</b>	According to the survey of student perceptions about ILO achievement, students 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>

## Section 4. Student Completion Indicators

### Indicator 4.1. Scorecard Completion Rate



### Scorecard Completion Rate, Overall 2011-2012 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.

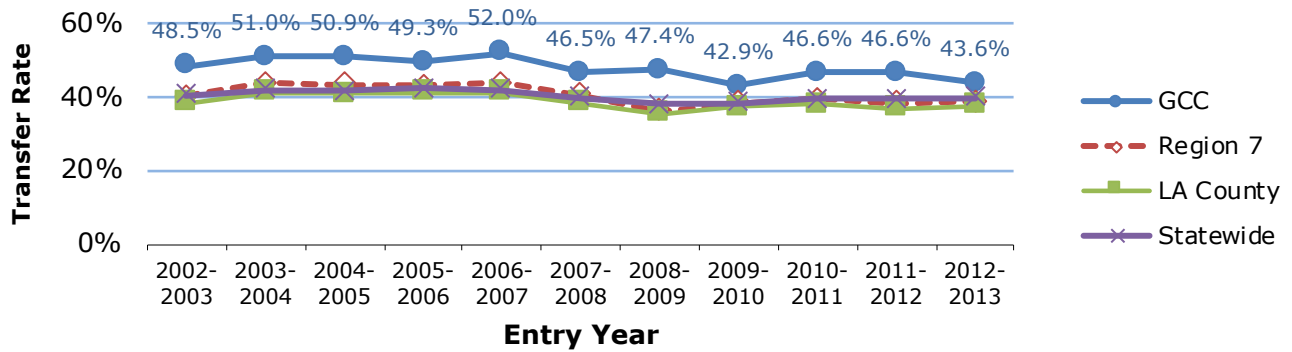
**Minimum Standards and Goals** The college has not established a specific standard for Completion Rate.

**Analysis** GCC’s Student Progress and Achievement Rate is above the statewide average for community colleges. The most recent difference is approximately 3 percentage points.

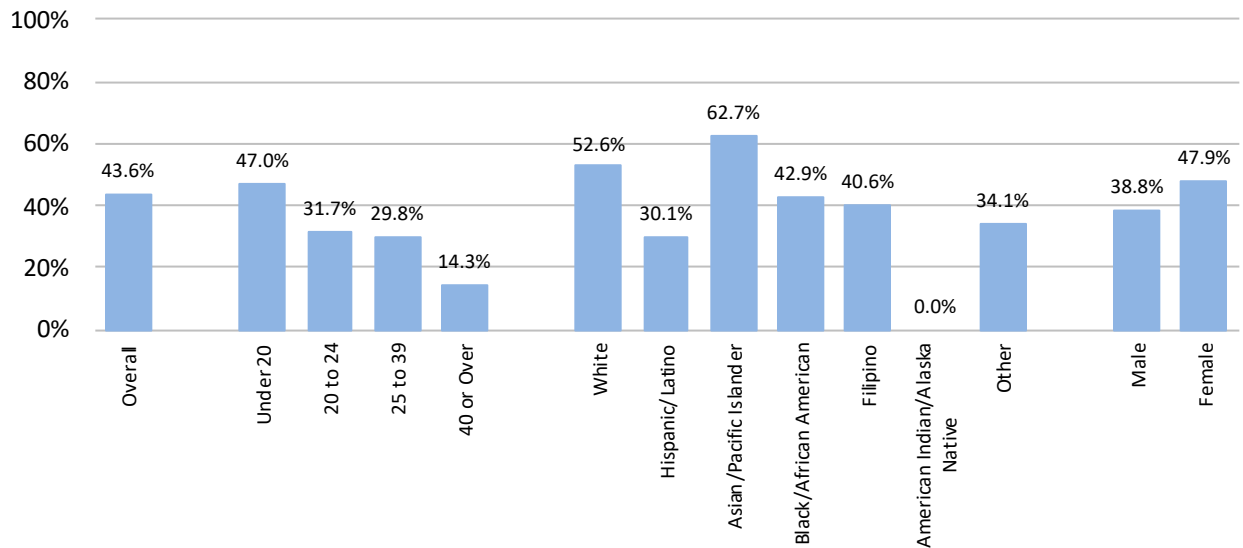
The state Student Success Scorecard includes additional data for students counted as prepared for college and students counted as unprepared for college. GCC’s completion rate for unprepared students (2011-2012 entering cohort) was 39%, slightly below the state average of 41%. GCC’s completion rate for prepared students was 72%, above the state average of 70%.

- 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, 2012-2013 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.

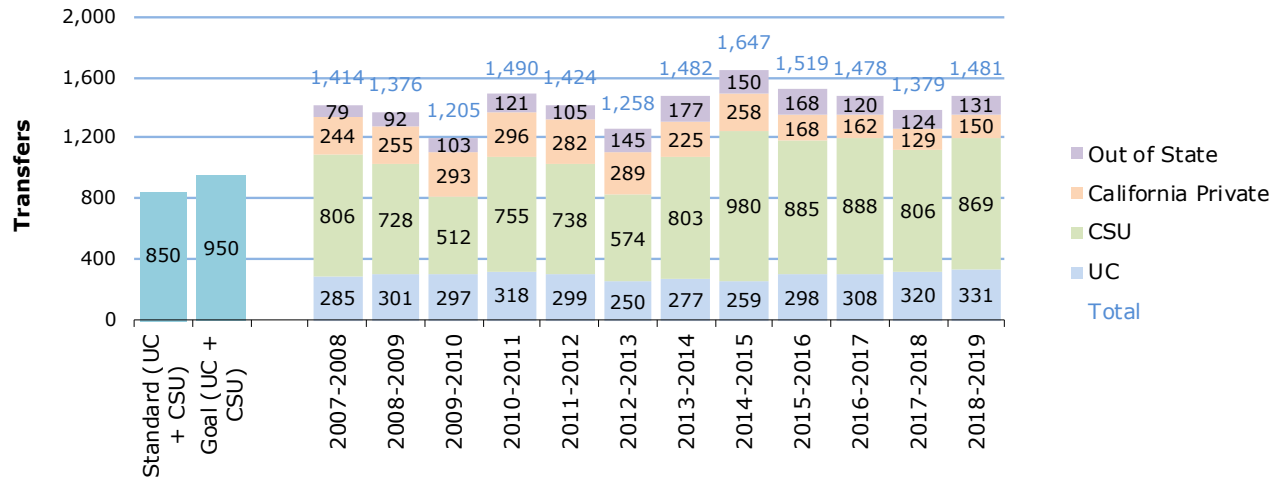
**Minimum Standards and Goals** The college has not established specific performance standards for transfer rate. It has established a standard for the number of students transferring to four-year institutions (see Indicator 4.3).

**Analysis** Glendale Community College’s transfer rate has exceeded the statewide rate historically. For the most recent data available, tracking the 2012-2013 entering cohort, GCC’s transfer rate was the fourth highest in its geographical region of 14 colleges.

GCC’s transfer rate is lowest for older students, Latinx 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.)

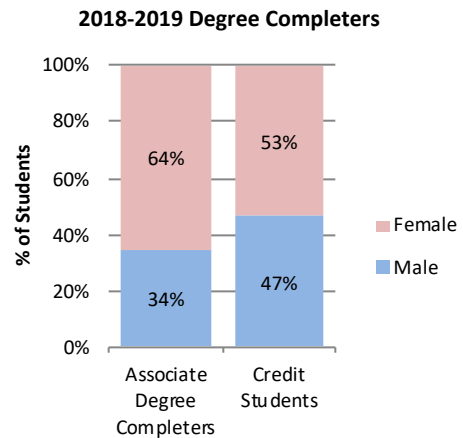
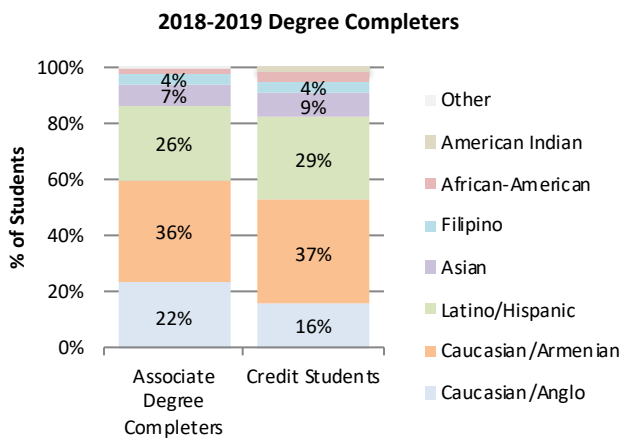
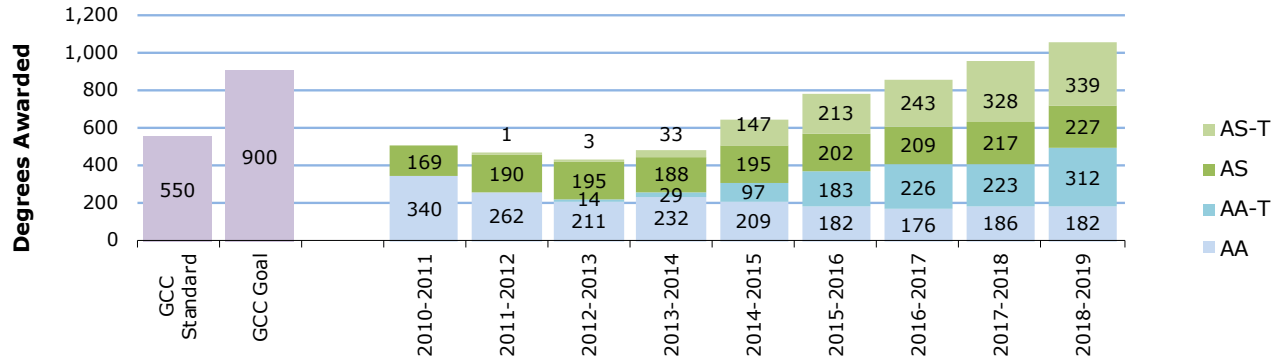
**Minimum Standards and Goals** The college has set a standard for the number of transfers to UC and CSU institutions of 800 transfers. Its stretch goal is 950 transfers per year.

**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 2009-2010 and 2012-2013, 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.

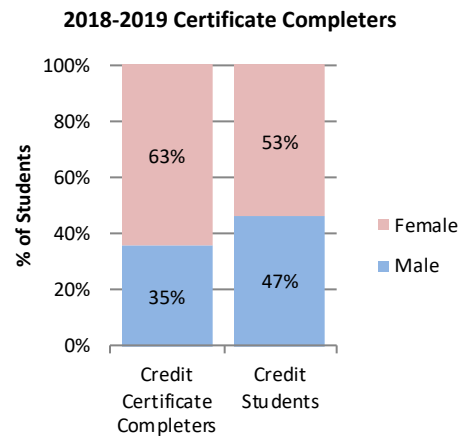
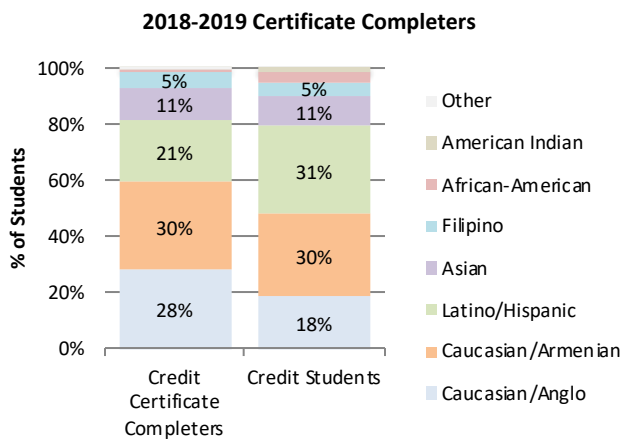
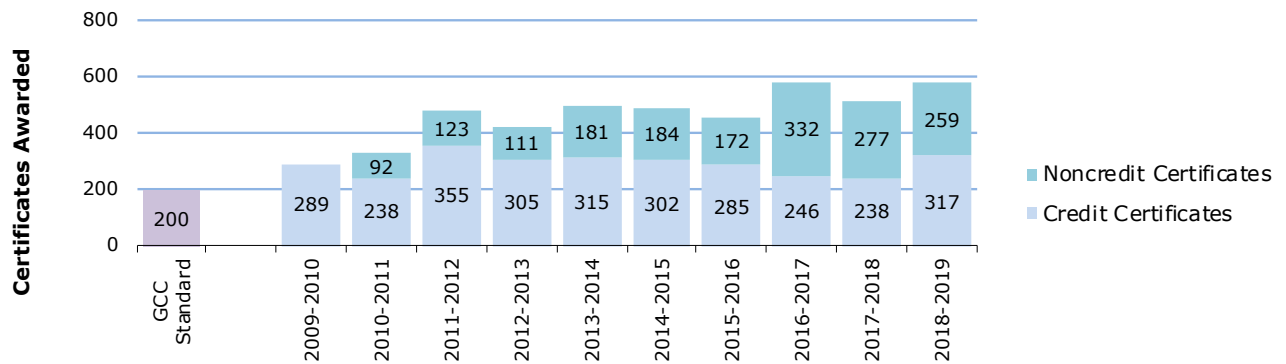
**Minimum Standards and Goals** Glendale Community College set its standard at 550 for annual degree completions. Its stretch goal is 900 degrees per year.

**Analysis** The average number of AA degrees awarded by California community colleges was 1,046 in 2018-2019, which is higher than the number awarded by GCC (494). The average number of AS degrees awarded per college statewide was 563, which is about the same as the number awarded by GCC (566).

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: 550

## Indicator 4.5. Certificate Completion



**Definitions** This indicator shows the total number of certificates awarded during a specific academic year.

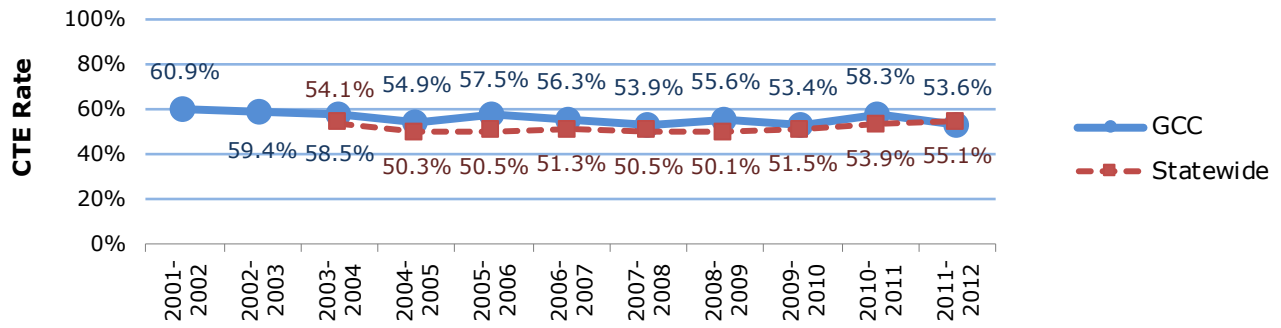
**Minimum Standards and Goals** Glendale Community College set its standard at 200 for annual certificate completions. Its stretch goal is 225 credit certificates per year.

**Analysis** The average number of credit certificates awarded by California community colleges was 1,053 in 2018-2019, which is higher than the number awarded by GCC (406).

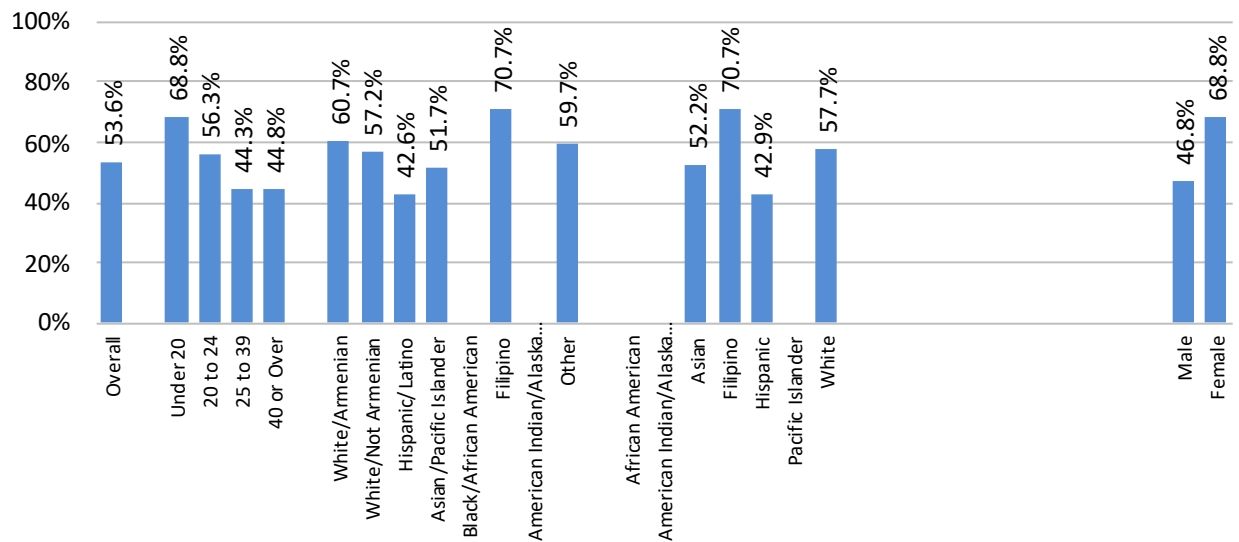
- Alignment**
- College Mission Component 5: “certificates, associate degrees”
  - EMP Goal 3: Instructional Programs and Student Services
  - Institution-Set Standard 5: Number of certificates – standard: 200

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

### Indicator 5.1. Scorecard CTE Rate



Scorecard CTE Rate, 2011-2012 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 or goal for the Scorecard CTE Rate.

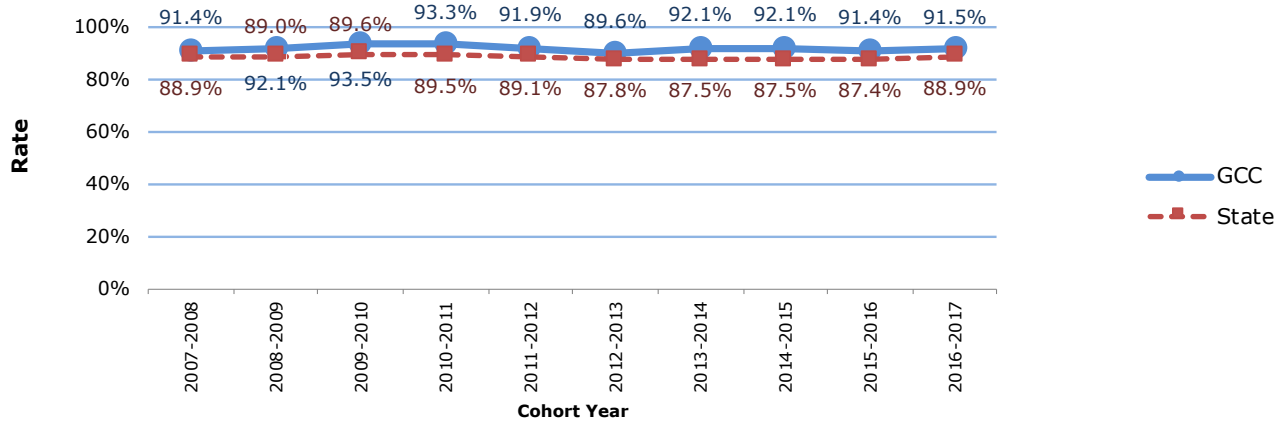
**Analysis**

GCC’s CTE rate is consistently close to the statewide average. This indicates that GCC’s CTE programs tend to have somewhat higher completion rates than the average CTE program at a California community college. For the 2011-2012 entering cohort, Glendale’s CTE rate (54%) was slightly lower than the statewide average (55%).

**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 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%.

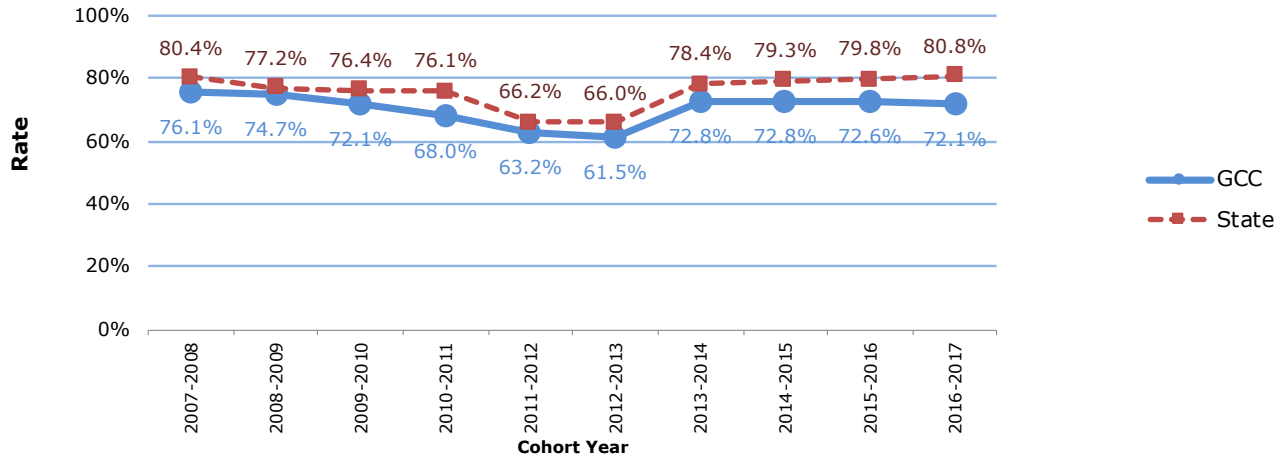
### Analysis

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.

Note that the scorecard CTE Employment Rate is related to but different from other employment metrics reported by the college. Scorecard CTE Employment Rate is an aggregated rate calculated across all career education programs. This is different from the college’s institution-set standards for employment rate, which are set and measured for individual certificate and associate degree programs and reported annually to the Accrediting Commission for Community and Junior Colleges.

**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**

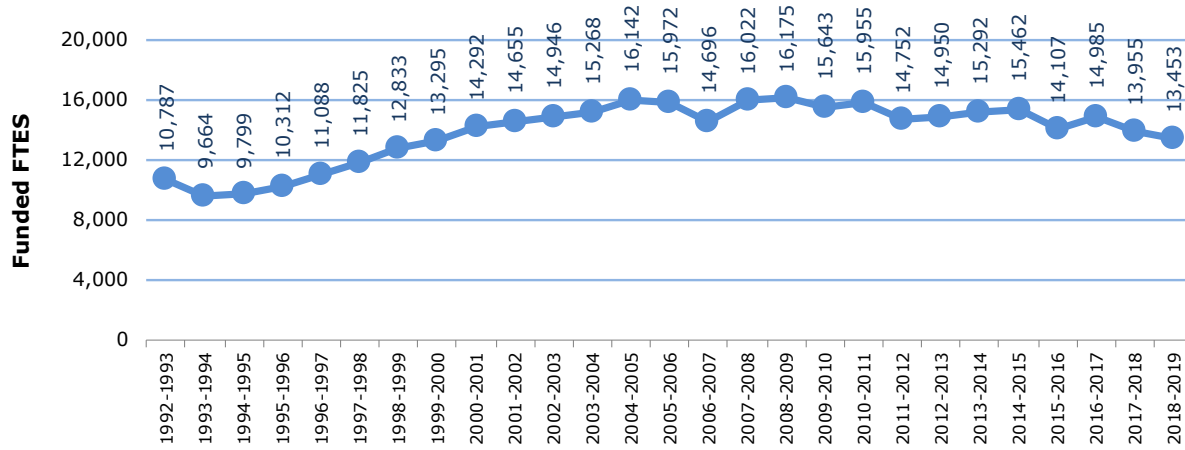
GCC’s employment rate has been below the statewide average by three to four percentage points. This is the only CTE indicator for which GCC’s rates have been consistently below the state average.

**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.

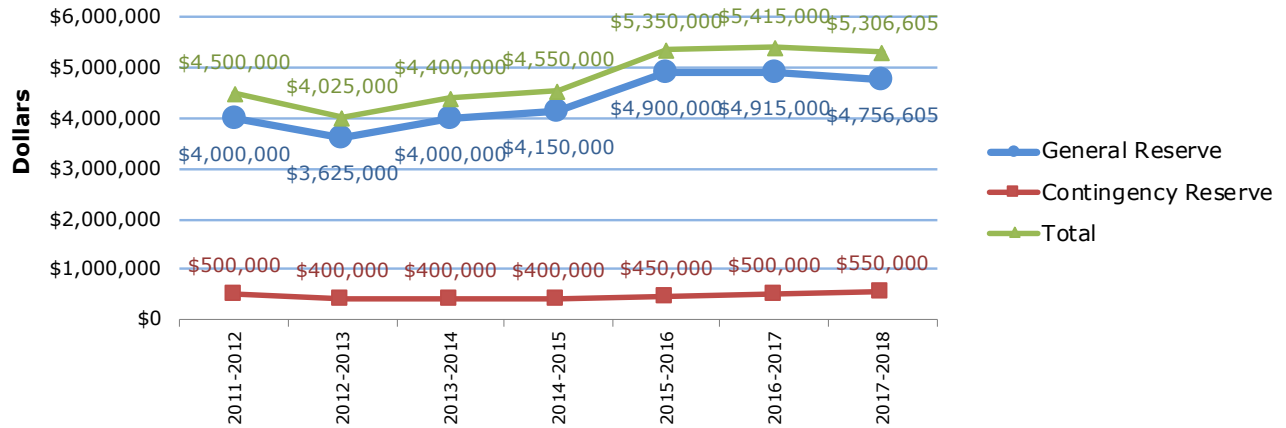
**Analysis** Funded FTES was relatively flat between 2007-2008 and 2014-2015 before declining gradually through 2018-2019. Beginning in 2007-2008, GCC generated unfunded FTES for several years in order to serve student needs during the economic downturn. The college has not generated any unfunded FTES 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.

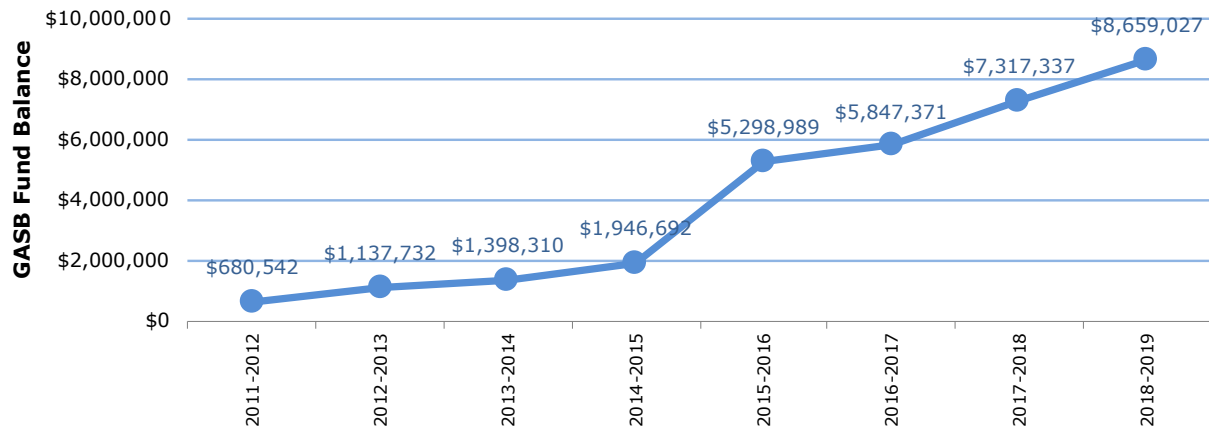
**Analysis** The college’s total reserve continues to exceed 5%. The state of California recommends that community college districts maintain a reserve of at least 5%. Additionally, the Accrediting Commission for Community and Junior Colleges uses the 5% reserve level to evaluate districts’ fiscal condition. 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. 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)

## Section 7. Community and External Indicators

**Indicator 7.1. 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
June 2016	Accredited - No Action
January 2017	Accreditation Renewed – No Sanctions
June 2017	Accredited - No Action
January 2018	Accredited - No Action
June 2018	Accredited - No Action
January 2019	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