



# **Institutional Effectiveness Report**

**2010 – 2011**

June 1, 2011

Research & Planning  
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# Introduction

## Summary of Report

This report is Glendale Community College's first annual Institutional Effectiveness Report. Its purpose is to provide the college and the community with measures of effectiveness at the institutional level. Most of the measures reported here are also reported in other publications such as the Campus Profile, but this report represents a brief, focused presentation of collegewide indicators.

The indicators in this report are divided into four categories. Transfer and Awards indicators are measures that show the college's effectiveness at meeting its transfer, degree, and certificate missions. Student Progress indicators are measures that show student and course success rates. CTE indicators are measures that show success in career and technical education. Core Competencies are institutional student learning outcomes.

## Analysis

For all of the institutional indicators in this report for which statewide comparison data were available, GCC's rates equaled or exceeded the statewide average. The only exception is the employment rate for CTE students: GCC's employment rate was less than one percentage point below the state average (85.8% vs. 86.6%).

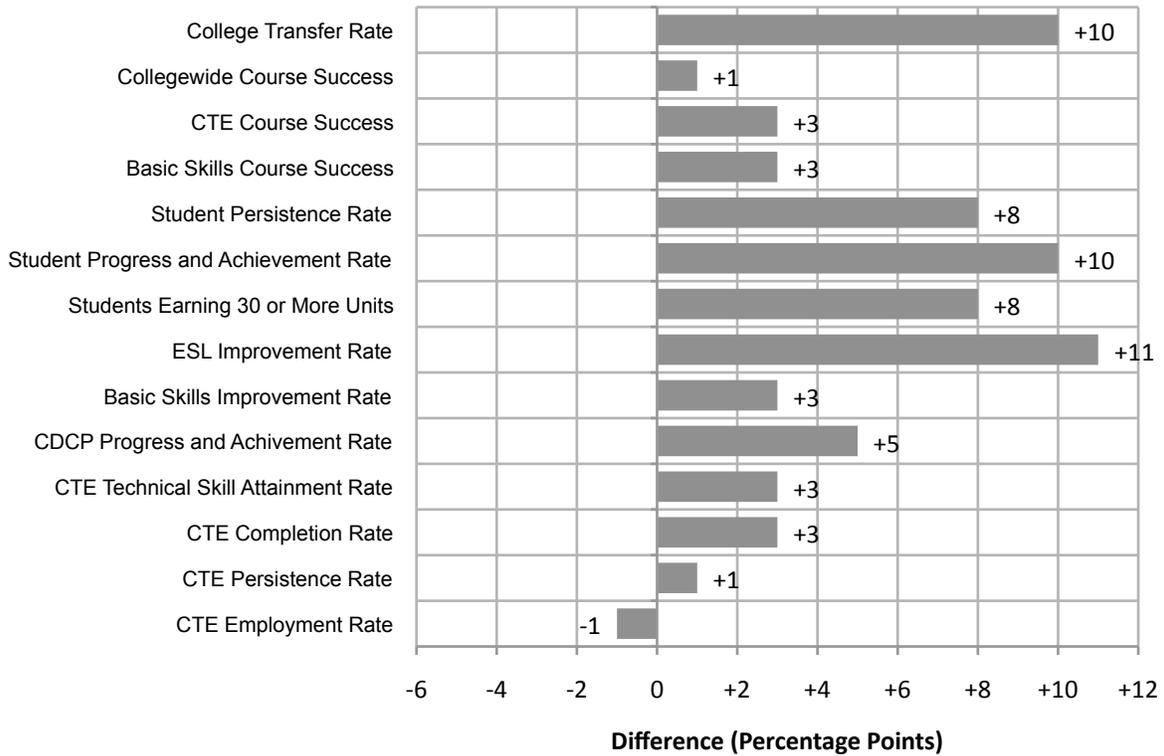
For many indicators, GCC's rate was substantially higher than the statewide average. The table below shows differences between GCC's rate and the state average for all of the indicators in this report for which comparison data are available.

Indicator	GCC Rate	Statewide Rate	Difference (Percentage Points)
College Transfer Rate	51%	41%	+10
Collegewide Course Success	70%	69%	+1
CTE Course Success	78%	75%	+3
Basic Skills Course Success	64%	61%	+3
Student Persistence Rate	76%	68%	+8
Student Progress and Achievement Rate	62%	52%	+10
Students Earning 30 or More Units	80%	72%	+8
ESL Improvement Rate	62%	51%	+11
Basic Skills Improvement Rate	59%	56%	+3
CDCP Progress and Achievement Rate	11%	6%	+5
CTE Technical Skill Attainment Rate	92%	89%	+3
CTE Completion Rate	84%	81%	+3
CTE Persistence Rate	87%	86%	+1
CTE Employment Rate	86%	87%	-1

The indicators dealing with student progress (transfer rate, persistence rate, progress and achievement, etc.) show the largest differences between GCC and the statewide average.

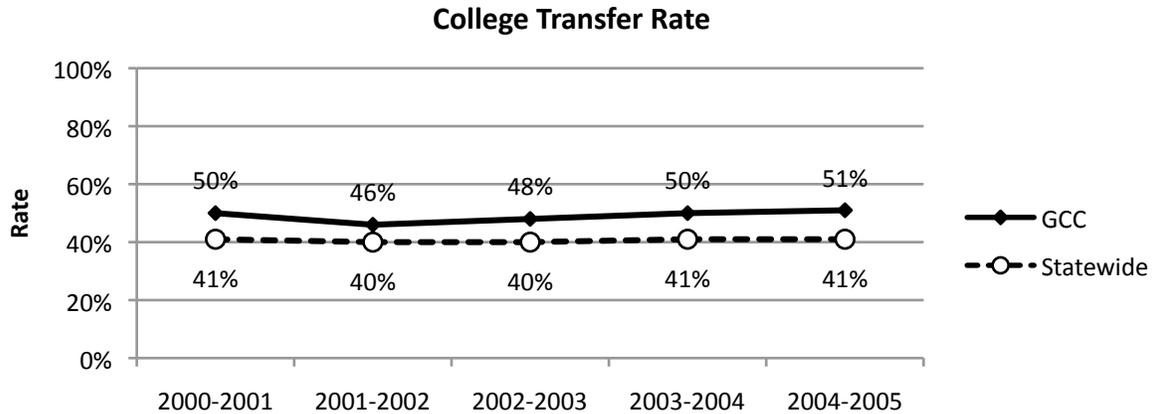
The following graph shows the same data as in the previous table. Positive differences are those for which the value of the indicator for GCC exceeds the value for the statewide average, and negative differences are those for which GCC's value is less than the statewide average.

**Difference Between GCC and State Average for Most Recent Data**



## Section 1. Transfer and Awards Indicators

### Indicator 1.1. College Transfer Rate



#### Definition

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.

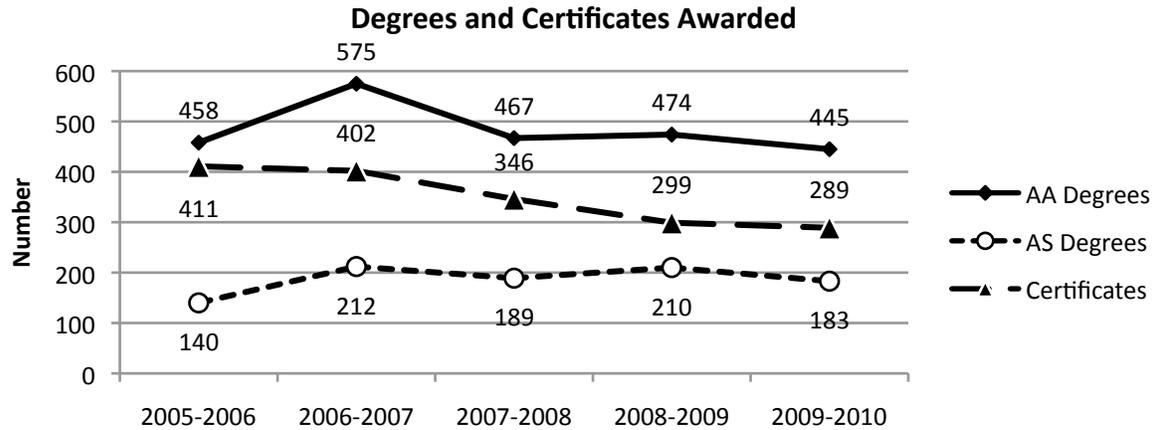
#### Analysis

Glendale Community College’s transfer rate is at or near 50%, compared to a statewide average of about 40%. GCC’s transfer rate is thus about 10 percentage points above the statewide average.

For the most recent data available, tracking the 2004-2005 entering cohort, GCC’s transfer rate was the highest in its geographical region of 14 colleges. GCC’s rate of 51% was close to that of Santa Monica College (50%), Pasadena City College (46%), and Pierce College (46%). GCC ranked eighth in California out of 110 colleges for which data were available.

By this direct measure of transfer rate, which focuses on students found to have a behavioral intent to transfer, Glendale Community College’s performance is excellent.

## Indicator 1.2. Degrees and Certificates Awarded



### Definition

The graph shows the number of degrees and certificates awarded during each academic year.

### Analysis

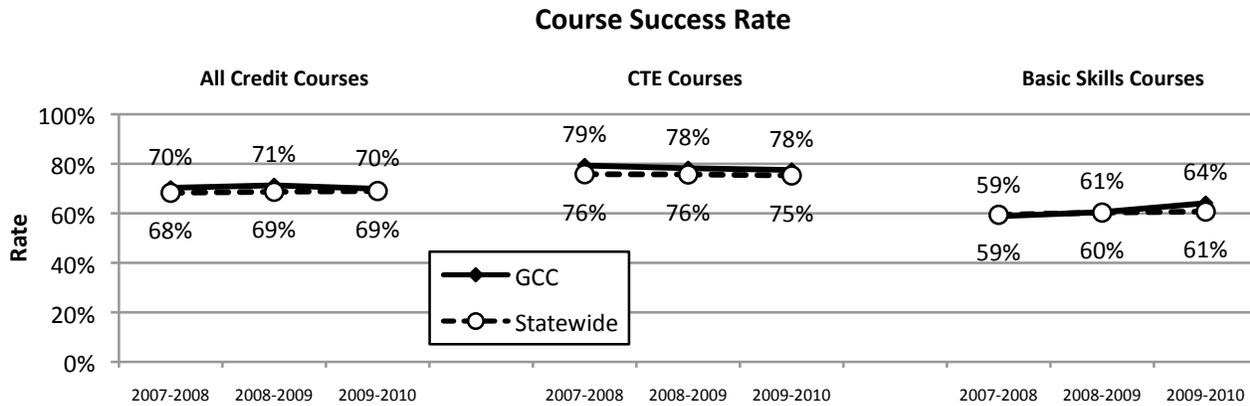
AA degrees increased for several years to a high point in 2006-2007. The number of AA degrees awarded after that declined by nearly 20%. The decline coincided with the elimination of the General Education Transfer Studies AA degree, which was the most frequently awarded AA degree. The number of certificates awarded has also declined since 2006-2007, while the number of AS degrees awarded has been stable.

The average number of AA degrees awarded by California community colleges is about 552, which is higher than the number awarded by GCC. The average number of AS degrees awarded per college statewide is 216, also higher than the number awarded by GCC. Similarly, the average number of credit certificates awarded statewide is about 371, higher than the number awarded by GCC. When awards are weighted by credit FTES, GCC awards fewer degrees and certificates per FTES than the statewide average. The statewide averages are about 0.05 AA degrees per credit FTES, 0.02 AS degrees per credit FTES, and 0.03 certificates per credit FTES. GCC's numbers are 0.03 AA degrees per credit FTES, 0.01 AS degrees per credit FTES, and 0.01 certificates per credit FTES.

The new transfer AA degrees required by Senate Bill 1440 will probably affect the number of AA degrees awarded in the future. These AA degrees have been approved for a small number of majors, but the number of available degrees will increase in the coming years.

## Section 2. Student Progress Indicators

### Indicator 2.1. Course Success Rate



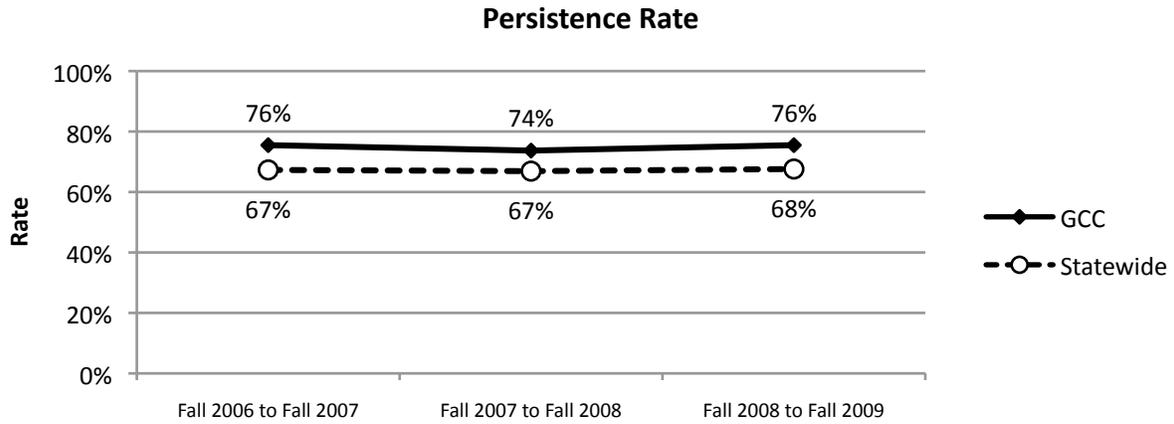
#### Definition

Course success rate is the percentage of credit enrollments resulting in a grade of A, B, C, or Pass. Success in CTE courses and in basic skills courses is reported in the statewide ARCC (Accountability Reporting for the Community Colleges) report.

#### Analysis

GCC's success rates are at or above the statewide average for all credit courses, CTE courses, and basic skills courses. Looking at the most recent data available for vocational course success, GCC is well above its ARCC peer group average of 74%. For basic skills course success, GCC is also above its ARCC peer group average of 62%. Course success rates tend to show relatively little variability and only small differences between colleges.

**Indicator 2.2. Persistence Rate**



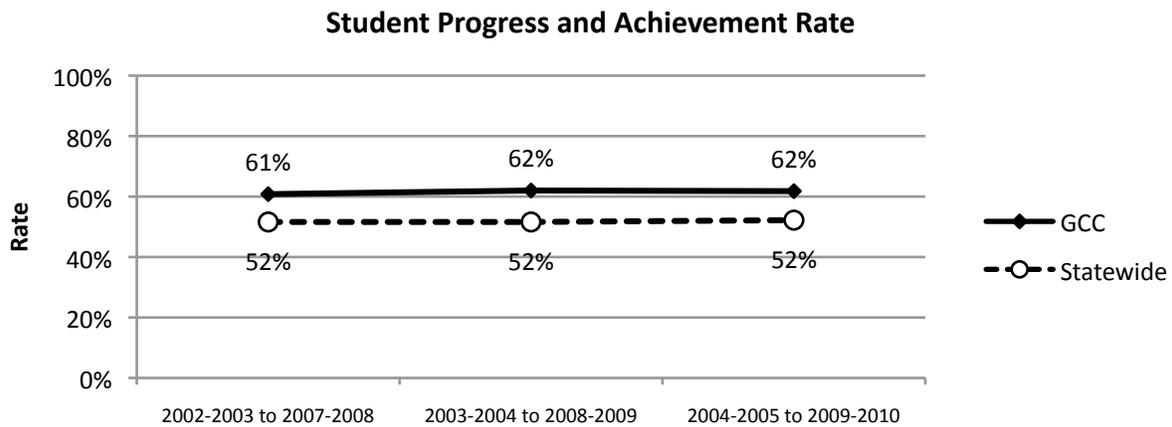
**Definition**

Persistence rate is the percentage of first-time students with a minimum of six units earned in a Fall semester who enrolled in the subsequent Fall semester at any California community college. Persistence is an ARCC indicator reported by the Chancellor’s Office of the California Community Colleges.

**Analysis**

GCC’s Fall-to-Fall persistence rate is substantially higher than the statewide average. The difference is approximately 8 percentage points. GCC’s persistence rate is also higher than its ARCC peer group average of 71%. This measure indicates that one of GCC’s strengths is student persistence.

### Indicator 2.3. Student Progress and Achievement Rate



#### Definition

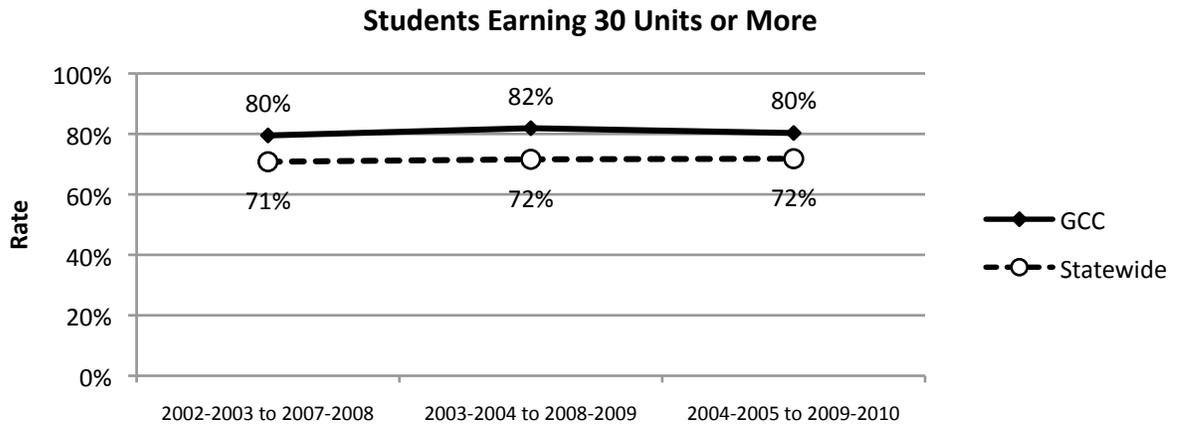
Student Progress and Achievement Rate is an ARCC indicator that measures the percentage of first-time students showing intent to complete who transferred to a four-year institution, completed a degree or certificate, became transfer directed, or became transfer prepared within six years.

#### Analysis

GCC’s Student Progress and Achievement Rate is well above the statewide average for community colleges. The difference is approximately 9 percentage points. For the most recent ARCC data available, GCC ranked 15 out of 109 community colleges reporting data on this measure. GCC’s rate is also well above its ARCC peer group average of 57%.

This measure, sometimes called SPAR, is a general measure of student success because it includes multiple outcomes. GCC’s high performance on this measure indicates that the college’s student outcomes are excellent, well above the statewide average.

**Indicator 2.4. Students Earning 30 Units or More**



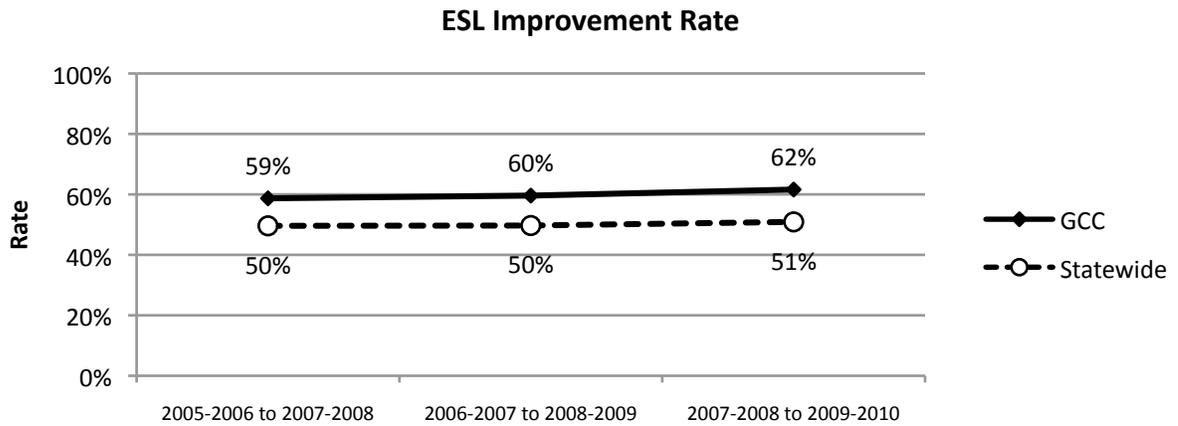
**Definition**

Indicator 2.4 is an ARCC 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.

**Analysis**

GCC is consistently above the statewide average for this indicator. For the most recent ARCC data reported in 2011, GCC ranked fourth out of 109 colleges providing data. Taken with the student persistence ARCC indicator and the student progress and achievement ARCC indicator, this indicator clearly shows that GCC does an excellent job supporting students so that they persist and achieve their educational goals.

### Indicator 2.5. ESL Improvement Rate



#### Definition

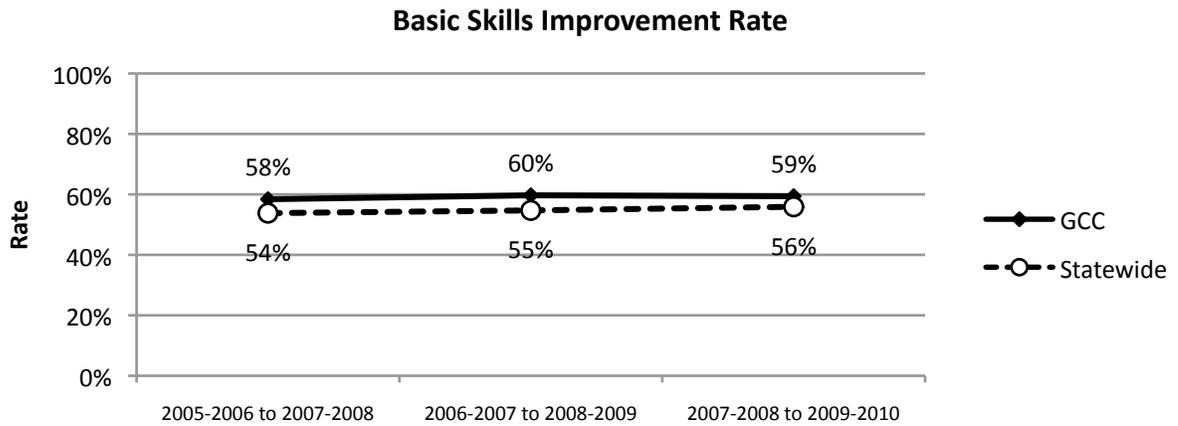
ESL improvement rate is an ARCC indicator that measures the percentage of students passing a credit ESL course designated as two or more levels below transfer level who passed a higher-level ESL or English course within three years.

#### Analysis

GCC is consistently above the statewide average for ESL improvement rate. This indicates that GCC’s ESL students are more successful at continuing and moving through the sequence than students at the average community college.

GCC’s ESL improvement rate is also considerably higher than the ESL improvement rate of its peer group, defined by the Chancellor’s Office for the ARCC project. For the most recent data available, GCC’s ESL improvement rate is 62% and the peer group average is 53%, a difference of 9 percentage points. The progress of ESL students is one of GCC’s strengths.

## Indicator 2.6. Basic Skills Improvement Rate



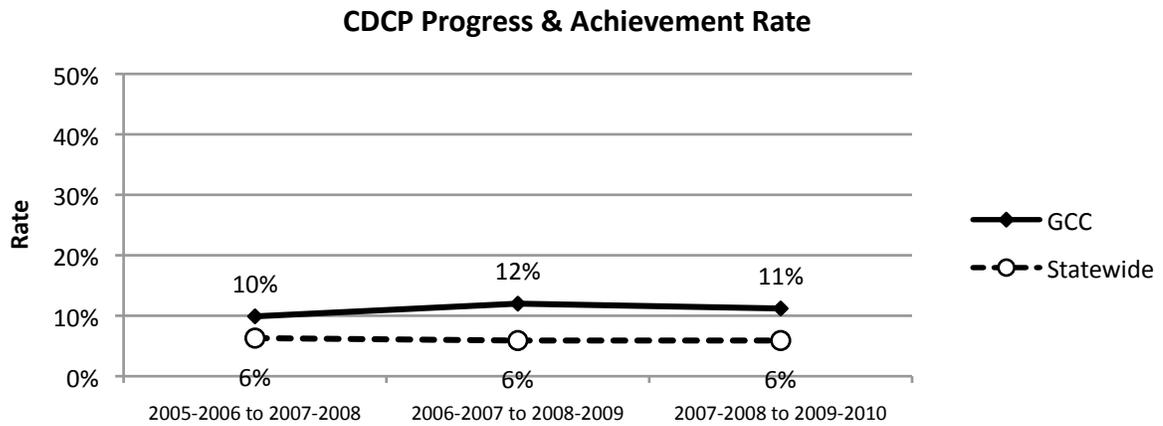
### Definition

Basic skills improvement rate is an ARCC indicator that measures the percentage of students passing a credit basic skills math or English course designated as two or more levels below transfer level who passed a higher-level course in the same discipline within three years.

### Analysis

GCC is above the statewide average for basic skills improvement rate by about 3 percentage points. GCC is also above its ARCC peer group average by about 4 percentage points (59% for GCC and 55% for the peer group). Student progress in basic skills is stronger than at the average California community college.

## Indicator 2.7. Career Development and College Preparation Progress and Achievement Rate



### Definition

CDCP Progress and Achievement Rate reports on the progress of students enrolling in noncredit CDCP (Career Development and College Preparation) courses, also known as courses with enhanced noncredit funding. The measure is the percentage of first-time students completing at least 8 hours of CDCP courses who, within three years of entry, passed one degree-applicable credit course (excluding PE), or earned a CDCP certificate, or achieved transfer directed status by passing both transfer-level English and mathematics courses, or achieved transfer prepared status by completing at least 60 transferable units with a GPA of 2.0 or higher, or earned an associate degree or credit certificate, or transferred to a four-year institution. No state-defined peer groups were created for this measure.

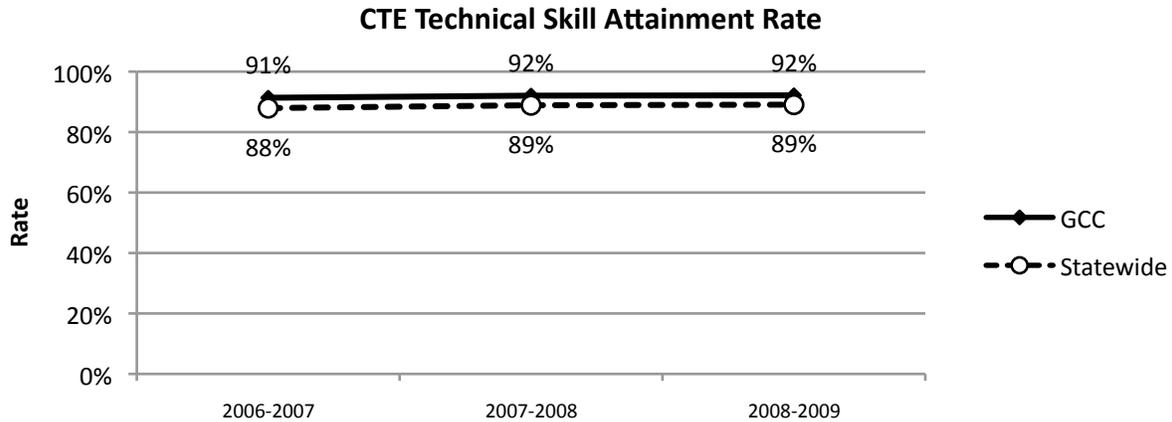
### Analysis

CDCP progress has been low historically and has not shown marked improvement over the years. Although GCC's rate is higher than the average of the 37 California community colleges reporting CDCP data, the number itself (11%) is not high. Improved accuracy in tracking, brought about in part by GCC's implementation of PeopleSoft and its single student ID number for noncredit and credit coursework, might improve both the accuracy and the value of the CDCP progress and achievement rate for GCC.



## Section 3. Career and Technical Education (CTE) Indicators

### Indicator 3.1. CTE Technical Skill Attainment Rate



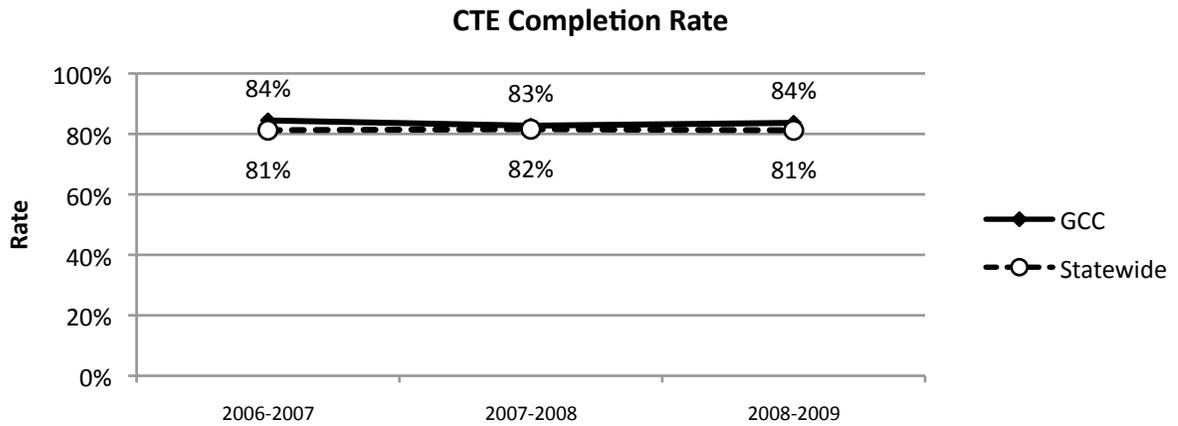
#### Definition

Technical skill attainment rate is a Perkins core indicator that measures the percentage of CTE concentrators who have a GPA of 2.0 or higher in CTE courses above the introductory level. CTE concentrators are students completing at least 12 units in a TOP code area with at least one course having a SAM code of A, B, or C (indicating that the course is occupational) within three years, plus students earning a vocational degree or certificate in the TOP code area.

#### 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 courses, to an extent higher than the average at California community colleges.

### Indicator 3.2. CTE Completion Rate



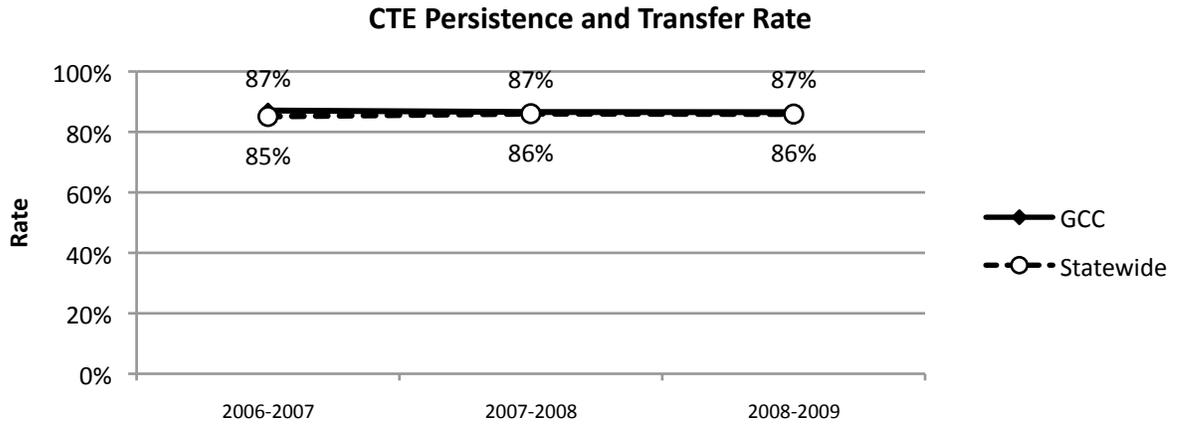
#### Definition

Completion rate is a Perkins core indicator that measures the percentage of CTE leavers and completers who earned a degree or certificate, or who became transfer-prepared. 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.

#### Analysis

GCC's CTE completion rate is consistently at or above the statewide average. GCC's career and technical education students complete at a rate somewhat higher than the average for the California community colleges.

### Indicator 3.3. CTE Persistence and Transfer Rate



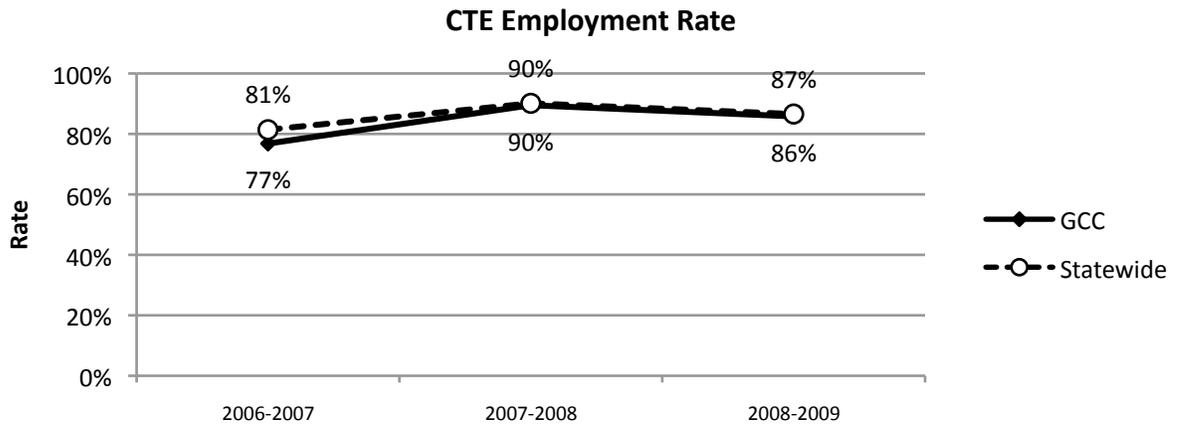
#### Definition

Persistence and transfer rate is a Perkins core indicator that measures the percentage of CTE concentrators who persisted in the community college system or transferred to another 2-year or 4-year institution. 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.

#### Analysis

GCC's persistence and transfer rate is consistently at or above the statewide average. This measure is close to the state average for GCC, indicating that persistence and transfer are not significantly higher for GCC's career and technical education students than they are for the average California community college.

**Indicator 3.4. CTE Employment Rate**



**Definition**

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.

**Analysis**

GCC’s employment rate is at the statewide average for community colleges. Even with the economic downturn and increasing unemployment, the information provided by the state shows that GCC career and technical students are employed after leaving the college.

## Core Competencies

Core competencies are GCC's institution-level student learning outcomes. They define the expected learning outcomes of students completing a degree at Glendale Community College. Core competencies are not yet assessed, so this section simply lists the seven core competencies adopted by GCC's Academic Senate in 2006.

### 1) Communication

- a) Reading
- b) Writing
- c) Listening
- d) Speaking and/or Conversing and/or Debating
- e) Interpersonal Interactions

Definition: Learners express themselves clearly and concisely to others in logical, well-organized papers and/or verbal presentations using documentation and quantitative tools when appropriate. Learners listen, understand, debate, and use information communicated by others.

### 2) Mathematical Competency/Quantitative Reasoning

- a) Interpret and Construct Mathematical Models
- b) Solve Problems Using Quantitative Models
- c) Construct Arguments Using Numerical/Statistical Support

Definition: Learners understand, interpret, and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry and trigonometry; and present information and construct arguments with the use of numerical and/or statistical support.

### 3) Information Competency

- a) Research Strategies
- b) Information Location/Retrieval
- c) Evaluation of Information
- d) Ethical & Legal Use of Information

Definition: Learners recognize the need for information and define a research topic; select, access, and use appropriate sources to obtain relevant data; evaluate sources for reliability and accuracy; and use information in an ethical and legal manner.

### 4) Critical Thinking

- a) Evaluation
- b) Analysis and/or Synthesis
- c) Interpretation and/or Inference
- d) Problem Solving
- e) Construct and/or Deconstruct Arguments

Definition: Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments.

### 5) Global Awareness and Appreciation:

- a) Scientific Complexities
- b) Social and Cultural Diversity
- c) Artistic Expression and Variety
- d) Ethical Reasoning
- e) Environmental Issues
- f) Politics

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Definition: Learners recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and humanity.

- 6) Personal Responsibility
  - a) Self Management
  - b) Self Awareness
  - c) Physical Wellness
  - d) Study Skills

Definition: Learners demonstrate an understanding of the consequences, both positive and negative, of their own actions; set personal, academic and career goals; and seek and utilize the appropriate resources to reach such goals.

- 7) Application of Knowledge
  - a) Computer Skills
  - b) Technical Skills
  - c) Workplace Skills
  - d) Lifelong Learning

Definition: Learners maintain, improve and transfer academic and technical skills to the workplace; demonstrate life-long learning skills by having the ability to acquire and employ new knowledge; and set goals and devise strategies for personal and professional development.