



# Institutional Effectiveness Report

# 2012 – 2013

(Draft 6/12/2013)

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# Introduction

## Summary of Report

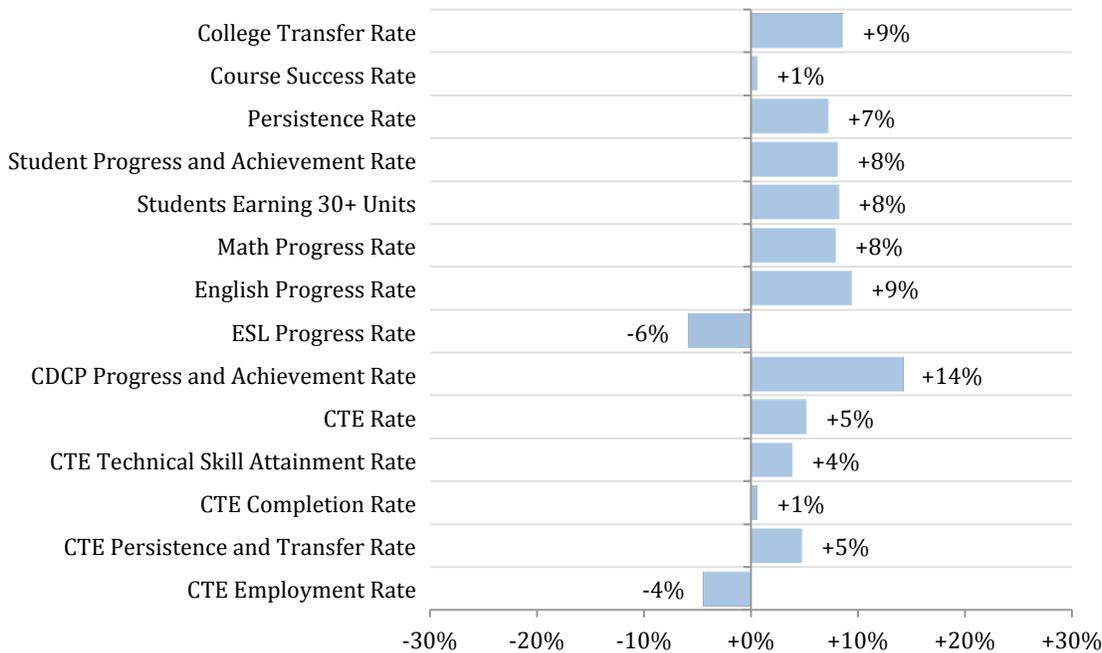
This report is Glendale Community College’s third annual Institutional Effectiveness Report. Its purpose is to provide the college and the community with measures of effectiveness at the institutional level. Most of the measures reported here are also reported in other publications such as the Campus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

The indicators in this report are in 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 nearly all of the institutional indicators in this report for which statewide comparison data were available, GCC’s rates equaled or exceeded the statewide average. For many indicators, GCC’s rate was substantially higher than the statewide average. The graph 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.

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



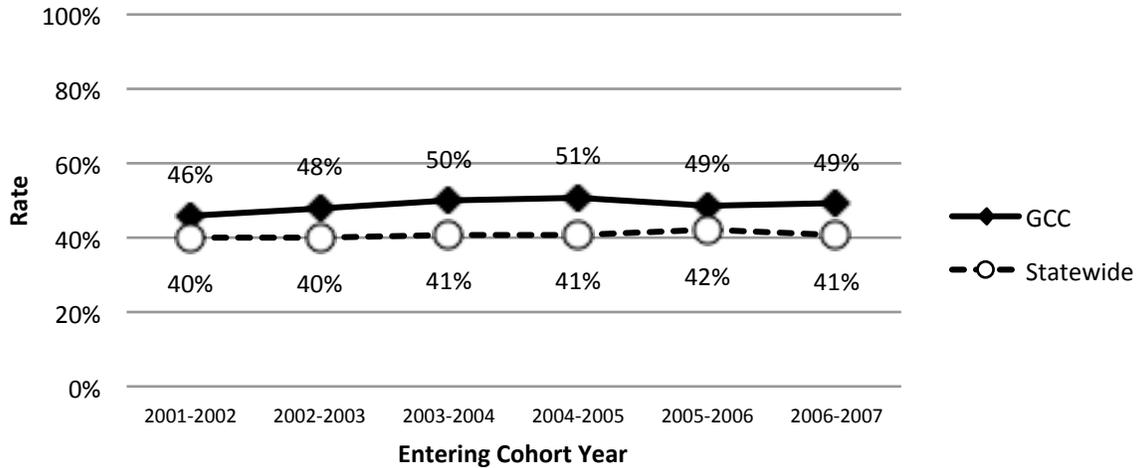
The table below compares GCC rates with statewide rates for each indicator. Shaded rows show indicators where GCC numbers are below the statewide average.

<b>Indicator</b>	<b>GCC Rate</b>	<b>Statewide Rate</b>	<b>Difference (Percentage Points)</b>
College Transfer Rate	49%	41%	+9%
Course Success Rate	71%	70%	+1%
Persistence Rate	73%	66%	+7%
Student Progress and Achievement Rate	57%	49%	+8%
Students Earning 30+ Units	75%	66%	+8%
Math Progress Rate	34%	26%	+8%
English Progress Rate	48%	38%	+9%
ESL Progress Rate	18%	24%	-6%
CDCP Progress and Achievement Rate	27%	12%	+14%
CTE Rate	60%	55%	+5%
CTE Technical Skill Attainment Rate	93%	89%	+4%
CTE Completion Rate	82%	81%	+1%
CTE Persistence and Transfer Rate	91%	86%	+5%
CTE Employment Rate	75%	79%	-4%

The indicators dealing with student progress (transfer rate, persistence rate, progress and achievement, etc.) show the largest differences between GCC and the statewide average. Success rates in courses and programs and CTE outcomes are also generally above state averages, but the differences are not as great as for student progress measures.

# 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.

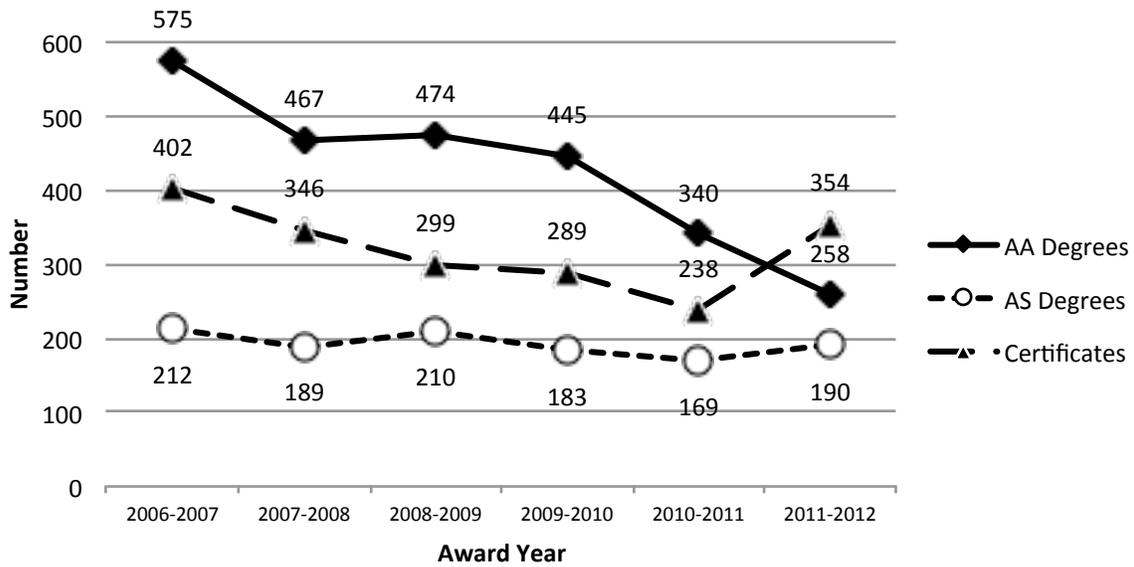
### Analysis

Glendale Community College’s transfer rate is historically 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 2006-2007 entering cohort, GCC’s transfer rate was among the highest in its geographical region of 14 colleges. GCC’s rate of 49% was above that of Santa Monica College (47%), Pasadena City College (48%), and Pierce College (48%). GCC ranked tenth in California out of 111 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 about 40%. 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 declined from 2006-2007 to 2010-2011 but increased in 2011-2012. The number of AS degrees remained relatively steady.

The average number of AA degrees awarded by California community colleges is about 540, which is higher than the number awarded by GCC. The average number of AS degrees awarded per college statewide is 229, also higher than the number awarded by GCC. Similarly, the average number of credit certificates awarded statewide is about 447, 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 0.06 AA degrees per credit FTES, 0.02 AS degrees per credit FTES, and 0.05 certificates per credit FTES. GCC's numbers are 0.02 AA degrees per credit FTES, 0.02 AS degrees per credit FTES, and 0.03 certificates per credit FTES.

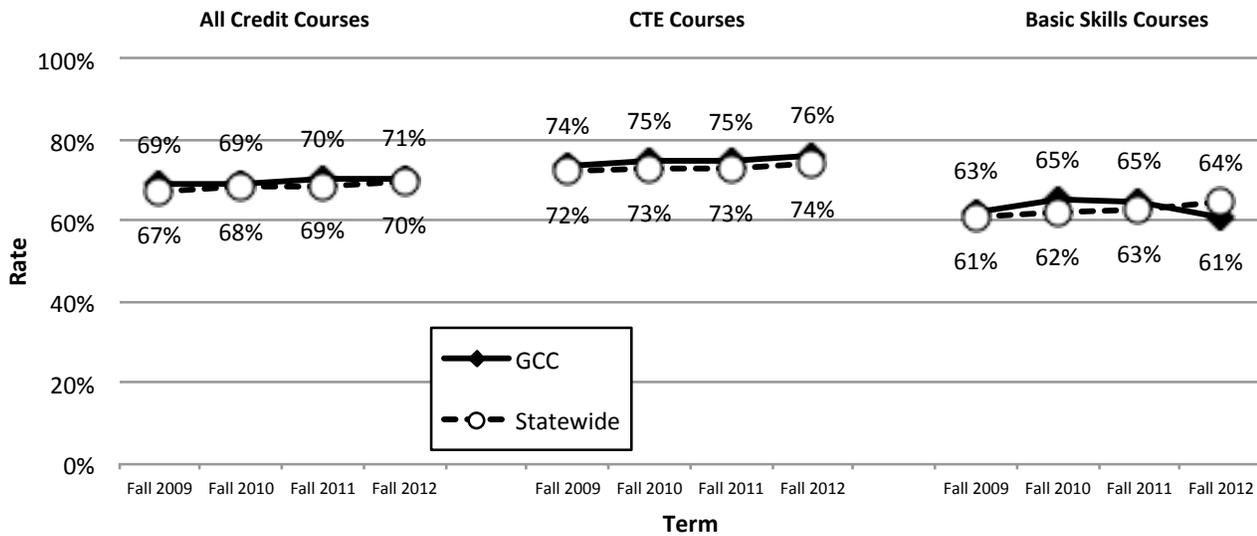
The new transfer AA degrees required by Senate Bill 1440 will probably affect the number of AA degrees awarded in the future. These AA degrees have been approved for a small number of majors, but the number of available degrees will increase in the coming years.

### Institution-Set Standards

Completion of degrees and certificates represent two of the institution-set standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC) beginning in 2013. Glendale Community College set its standard at 350 for annual degree completions and 200 for annual certificate completions. The 2011-2012 numbers were above these standards (544 degrees and 258 certificates).

## 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 by the state Chancellor's Office through the online datamart (<http://datamart.cccco.edu>).

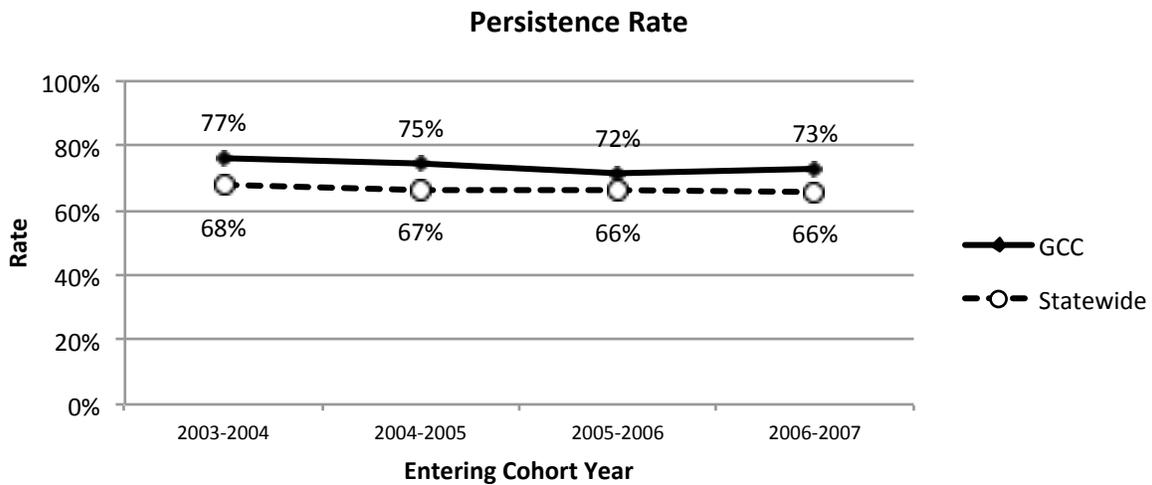
### Analysis

GCC's success rates are at or above the statewide average for all credit courses and CTE courses, but for basic skills courses GCC's success rate is below the state average. Course success rates tend to show relatively little variability and only small differences between colleges.

### Institution-Set Standards

Successful course completion rate is one of the institution-set standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC) beginning in 2013. Glendale Community College set its standard at 67% for successful course completion rate. GCC's actual Fall 2012 rate of 71% was well above this standard.

## Indicator 2.2. Persistence Rate



### Definition

A Scorecard measure introduced in 2013, 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.

### Analysis

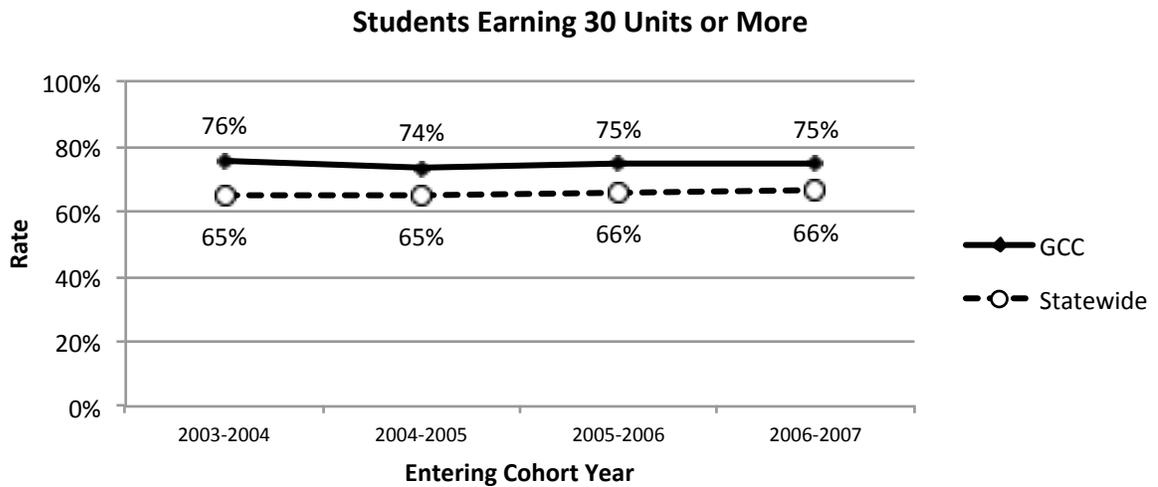
GCC's persistence rate is substantially higher than the statewide average. The difference is approximately 7 percentage points. GCC's persistence rate is also higher than its Scorecard peer group average of 63%. This measure indicates that one of GCC's strengths is student persistence.

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 (2006-2007 entering cohort) was 74.7%, well above the state average of 67.3%. Similarly, GCC's persistence rate for prepared students was 70.7%, also well above the state average of 62.2%.

### Institution-Set Standards

Retention rate is one of the institution-set standards required by the Accrediting Commission for Community and Junior Colleges (ACCJC) beginning in 2013. As defined by the ACCJC, retention is similar to the Scorecard persistence rate but tracks students from one Fall semester to the next Fall semester. Glendale Community College set its standard at 47% for Fall-to-Fall retention rate. Tracking students from Fall 2011 to Fall 2012, GCC's retention rate was 55%, well above the standard.

## Indicator 2.3. 30 Unit Rate



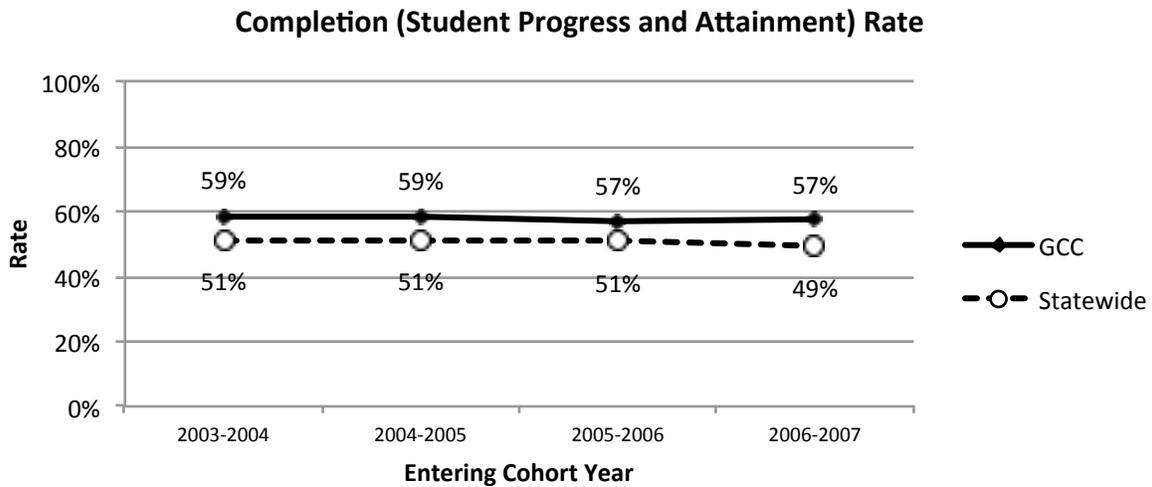
### Definition

Indicator 2.3 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.

### Analysis

GCC is consistently above the statewide average for this indicator. For the most recent Scorecard data reported in 2013, GCC ranked 4<sup>th</sup> out of 110 colleges providing data. For students entering college prepared to take college-level English and Math, GCC ranked first in the state. Taken with the persistence and completion Scorecard indicators, this indicator clearly shows that GCC does an excellent job supporting students so that they persist and achieve their educational goals.

## Indicator 2.4. Completion (Student Progress and Attainment) Rate



### Definition

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.

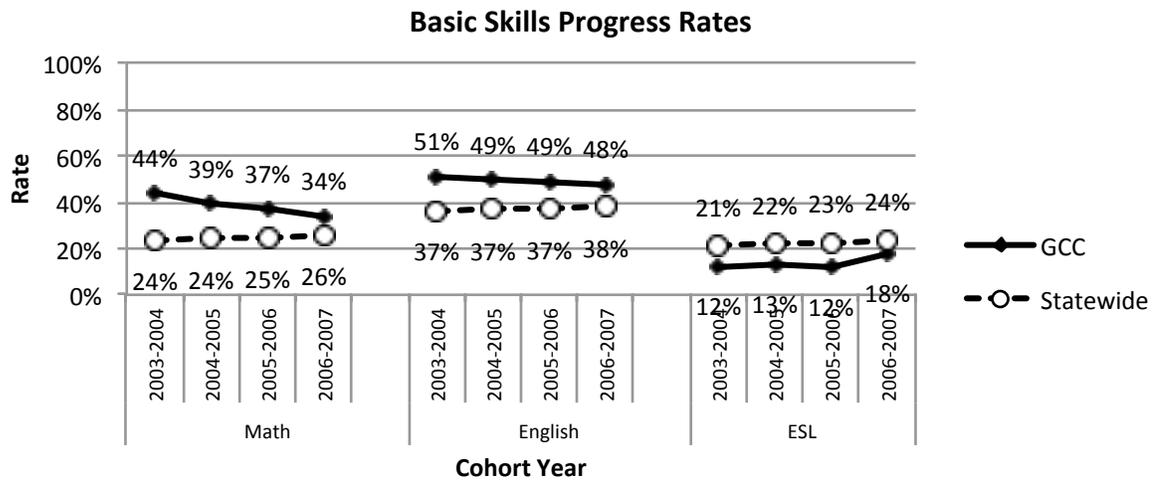
### Analysis

GCC's Student Progress and Achievement Rate is well above the statewide average for community colleges. The difference is approximately 8 percentage points. For the most recent Scorecard data available, GCC ranked 14<sup>th</sup> out of 110 community colleges reporting data on this measure. GCC's rate is also well above its Scorecard peer group average of 49%.

This measure 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.

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 (2006-2007 entering cohort) was 42.1%, slightly above the state average of 41.1%. Similarly, GCC's completion rate for prepared students was 77.6%, well above the state average of 71.2%.

## Indicator 2.5. Basic Skills Progress Rates



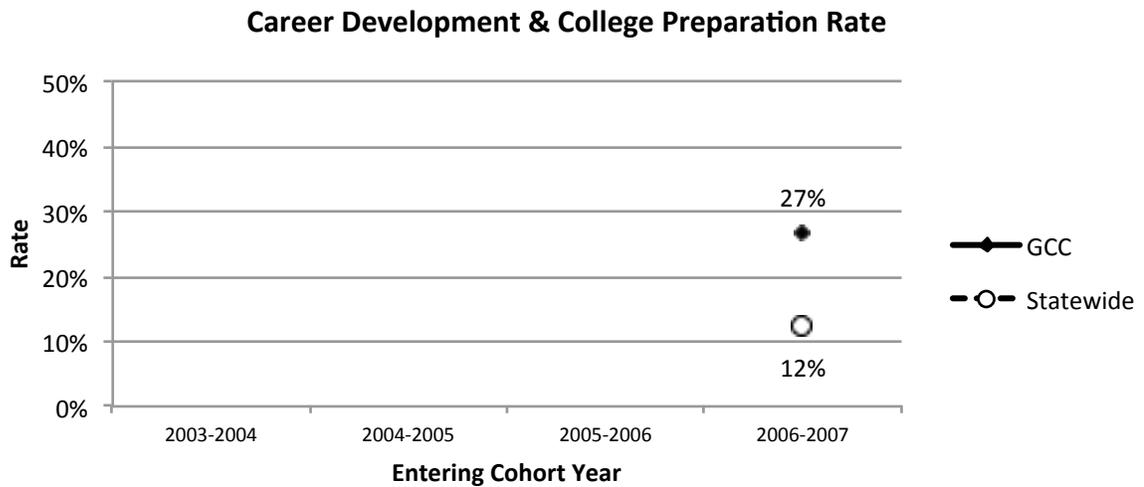
### Definition

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.

### Analysis

GCC's progress rates are above the state averages for Math and English, but not for ESL. For the 2006-2007 entering cohort, the ESL progress rate is the only Scorecard indicator for which GCC's rate is below the state average. Part of the reason GCC's ESL progress rate is below the state average is that the cohort includes students whose first credit ESL course is ESL 111, the lowest level of the ESL grammar sequence. Students starting at ESL 111 have extremely low rates of progressing through the ESL sequence to college-level English.

## Indicator 2.6. Career Development and College Preparation Rate



### Definition

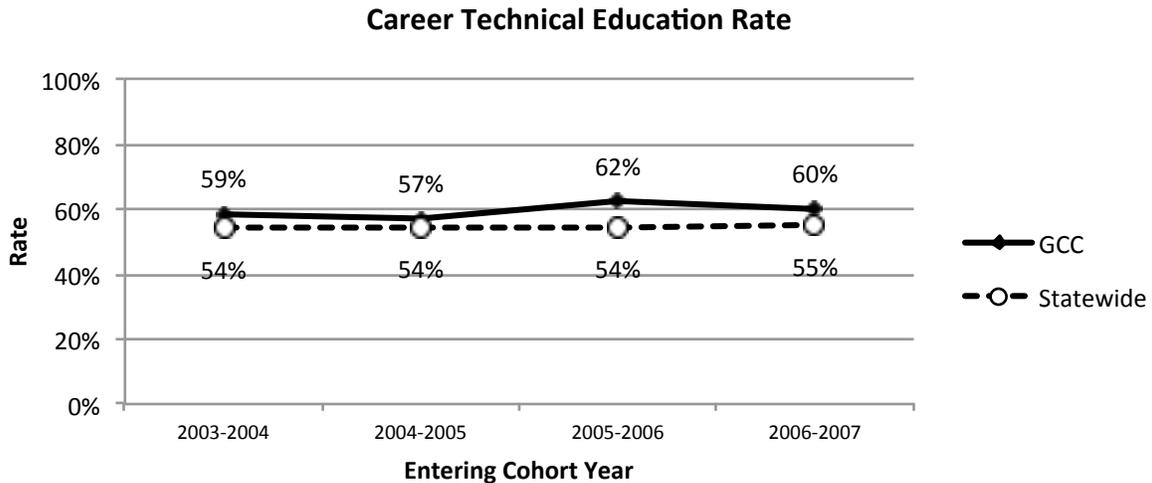
Career Development and College Preparation (CDCP) Rate is a Scorecard indicator that tracks students starting in noncredit courses. Students attempting two or more noncredit courses within three years of entry, and completing at least four hours in each course, are tracked to determine whether they complete 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. The Chancellor’s Office reported CDCP rate for the 2006-2007 entering cohort only in 2013.

### Analysis

Although the absolute value of CDCP rate is low compared to most outcome indicators, GCC’s rate is high compared to other colleges. For the 2006-2007 cohort, GCC’s rate was the third highest out of the 32 California colleges reporting data. GCC’s rate was the second highest in its peer group of 48 colleges, and first among the seven colleges in Region 7. CDCP rate indicates that GCC has a strong noncredit program.

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

### Indicator 3.1. CTE Rate



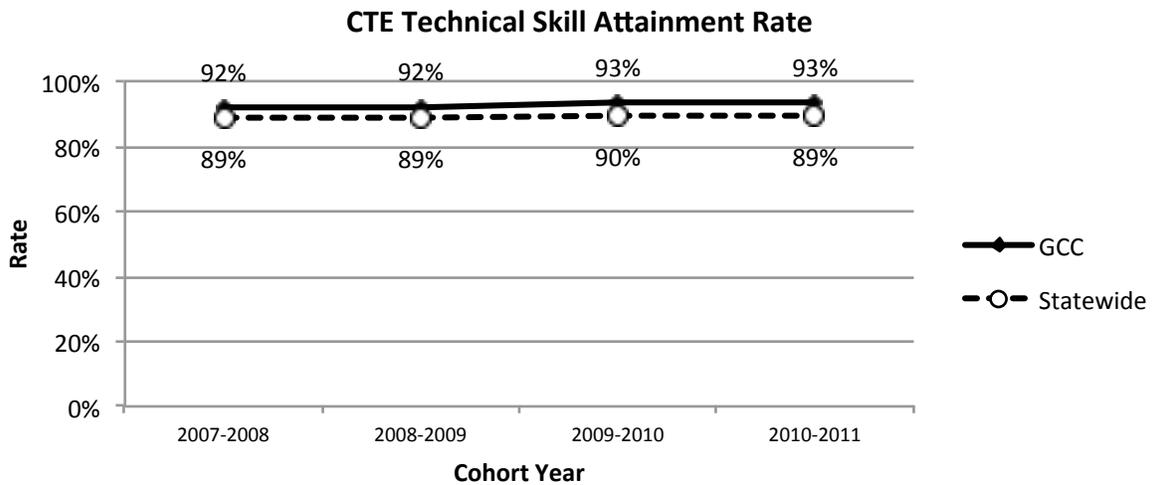
### Definition

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.

### Analysis

GCC's CTE rate is consistently above the statewide average by about five percentage points. This indicates that GCC's CTE programs tend to have higher completion rates than the average CTE program at a California community college.

### Indicator 3.2. CTE Technical Skill Attainment Rate



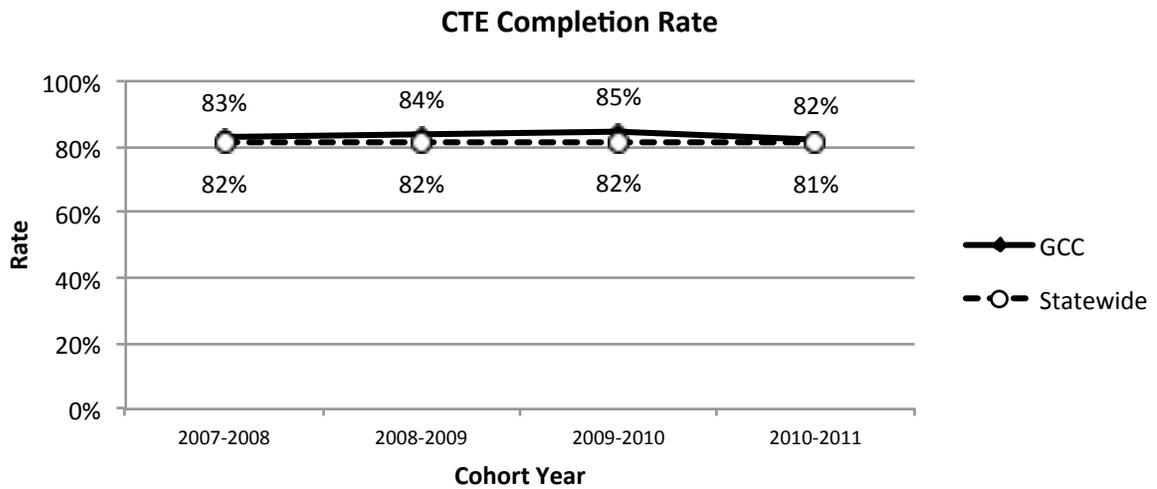
### Definition

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 course sequences, to an extent higher than the average at California community colleges.

### Indicator 3.3. CTE Completion Rate



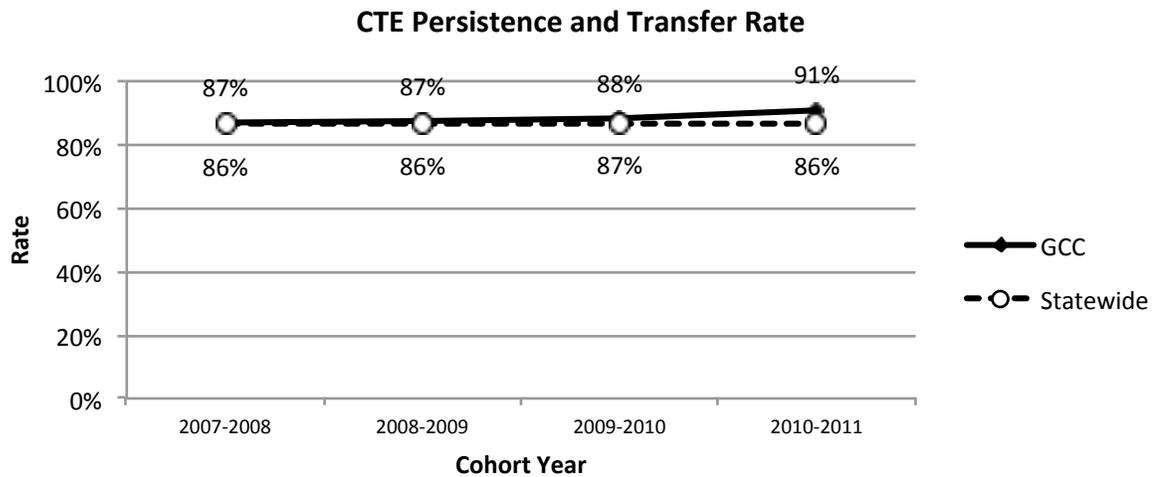
#### Definition

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 3.4. CTE Persistence and Transfer Rate



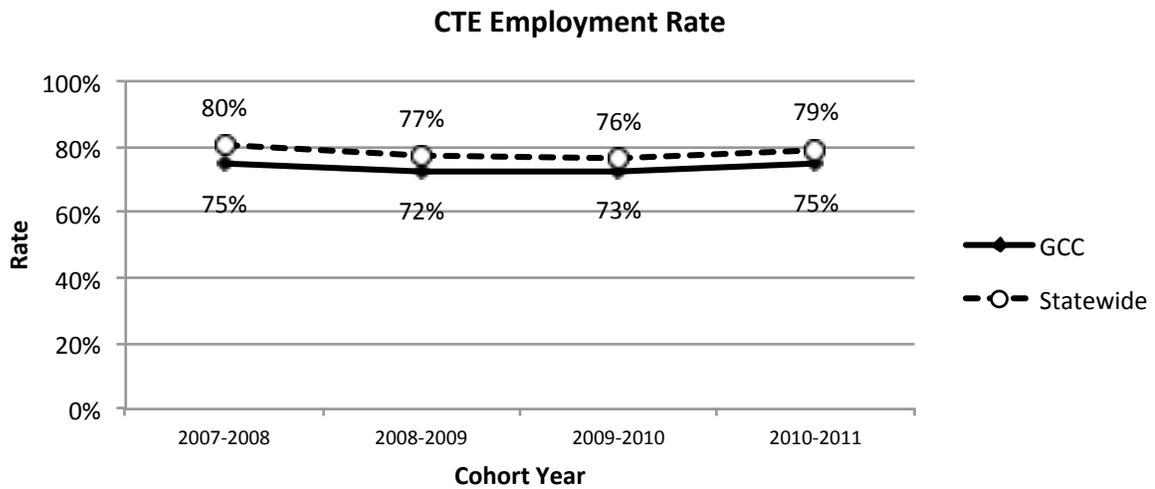
#### Definition

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 3.5. 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 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. Part of the reason for lower employment rates than the state average is probably geographic. Other Los Angeles-area community colleges show similar rates: the Los Angeles Community College District showed a 75.8% CTE employment rate for the 2010-2011 cohort, though Pasadena City College showed a rate of 79.0%, the same as the state average.

## Section 4. 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 being assessed through the college's eLumen software. This section lists the seven core competencies adopted by GCC's Academic Senate in 2006. Following the list is a summary of core competencies assessed by term. Future reports will present data on student achievement of the core competencies.

**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

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.

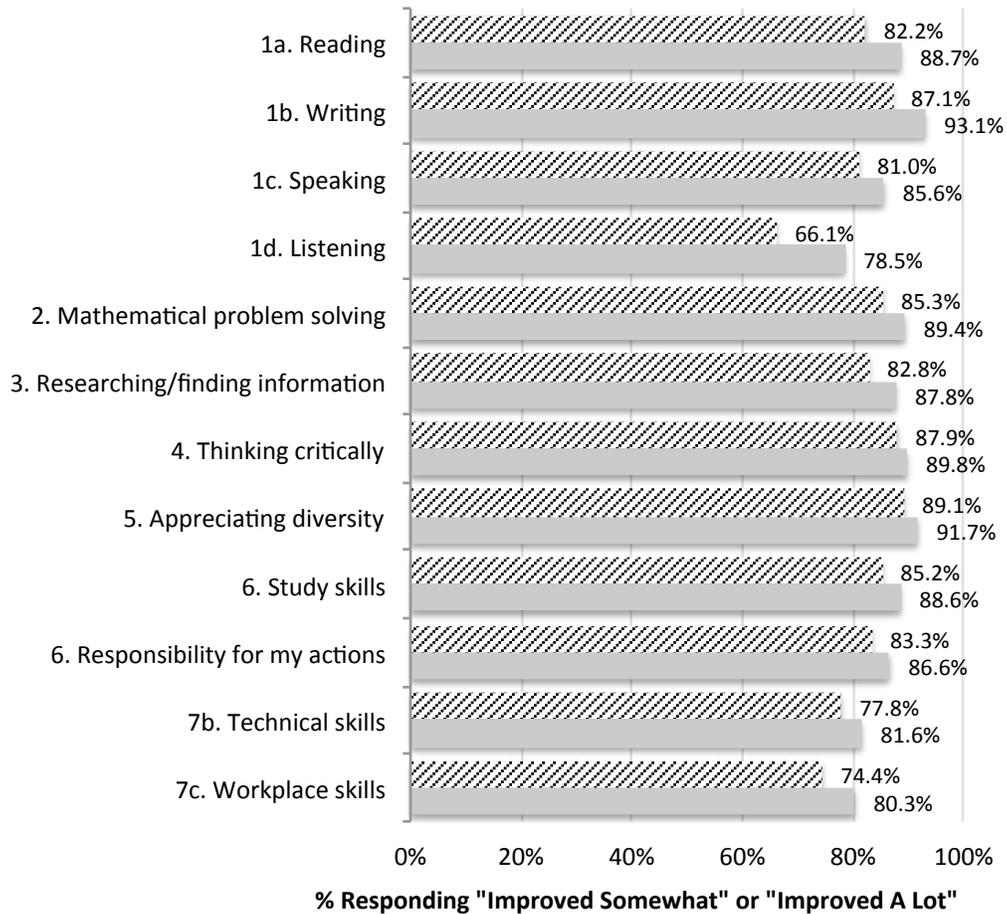
**6) Personal Responsibility:** a) Self Management, b) Self Awareness, c) Physical Wellness, d) Study Skills

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.

The graph below shows students' self-report about whether GCC has improved their skills in each of the ILO areas. This information is collected from the annual Spring student survey. The graph compares students who are completing their degree or transfer requirements with students who are not completing degree or transfer requirements. As the graph shows, students completing requirements are more likely to respond that GCC improved their skills in each area, as compared to students not completing requirements.



▨ Students Not Completing Degree or Transfer Req

■ Students Completing Degree or Transfer Req