

# Institutional Effectiveness Report

2010 - 2011

June 1, 2011

Research & Planning Glendale Community College 1500 North Verdugo Road Glendale, California 91208 (818) 240-1000 extension 5392 http://www.glendale.edu

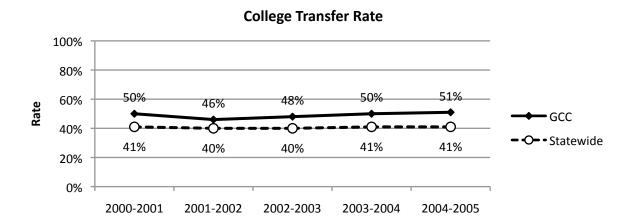
# Introduction

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 in divided into three 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.

# Section 1. Transfer and Awards Indicators

# Indicator 1.1. College Transfer Rate



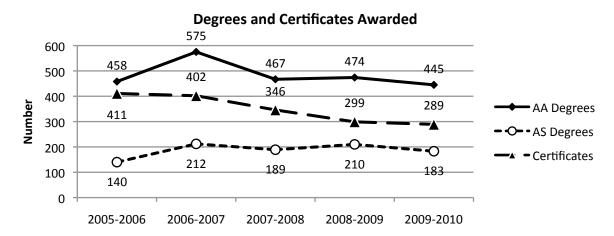
#### Definition

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.

Indicator 1.2. Degrees and Certificates Awarded



#### Definition

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

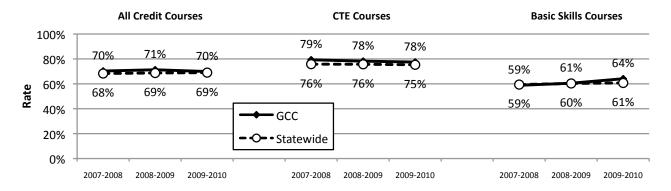
# **Analysis**

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.

# Section 2. Student Progress Indicators

# Indicator 2.1. Course Success Rate

#### **Course Success Rate**



## **Definition**

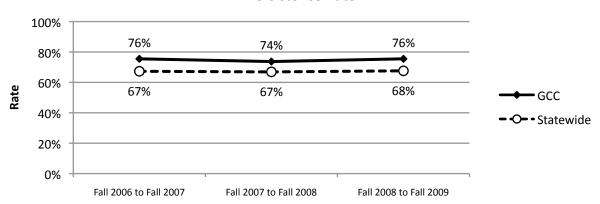
Course success rate is the percentage of credit enrollments resulting in a grade of A, B, C, or Pass.

# **Analysis**

GCC's success rates are at or above the statewide average for all credit courses, CTE courses, and basic skills courses.

# Indicator 2.2. Persistence Rate

#### **Persistence Rate**



## **Definition**

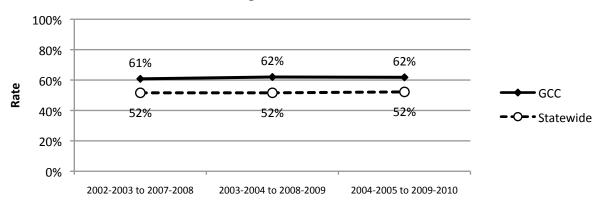
Persistence rate is the percentage of first-time students with a minimum of six units earned in a Fall semester who enrolled in the subsequent Fall semester at any California community college. Persistence is an ARCC indicator reported by the Chancellor's Office of the California Community Colleges.

# **Analysis**

GCC's Fall-to-Fall persistence rate is substantially higher than the statewide average. The difference is approximately 8 percentage points. One of GCC's strengths is student persistence.

# Indicator 2.3. Student Progress and Achievement Rate

## **Student Progress and Achievement Rate**



#### **Definition**

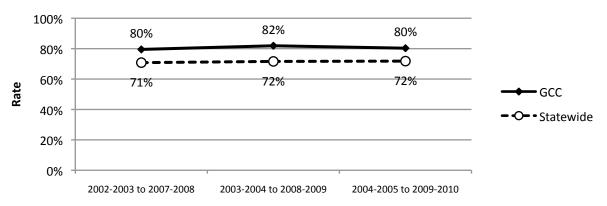
Student Progress and Achievement Rate is an ARCC indicator that measures the percentage of first-time students showing intent to complete who transferred to a four-year institution, completed a degree or certificate, became transfer directed, or became transfer prepared within six years.

## **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.

# Indicator 2.4. Students Earning 30 Units or More

# **Students Earning 30 Units or More**



#### **Definition**

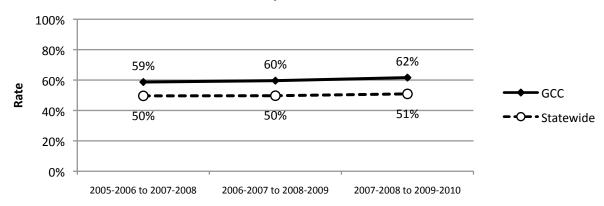
Indicator 2.4 is an ARCC indicator that measures the percentage of first-time students showing intent to complete who earned at least 30 units in the California Community College system within 6 years.

## **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.

# Indicator 2.5. ESL Improvement Rate

# **ESL Improvement Rate**



# Definition

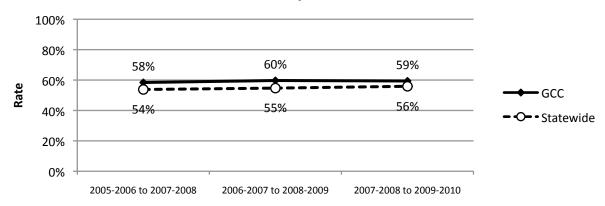
ESL improvement rate is an ARCC indicator that measures the percentage of students passing a credit ESL course designated as two or more levels below transfer level who passed a higher-level ESL or English course within three years.

# **Analysis**

GCC is consistently above the statewide average for ESL improvement rate.

# Indicator 2.6. Basic Skills Improvement Rate

# **Basic Skills Improvement Rate**



# **Definition**

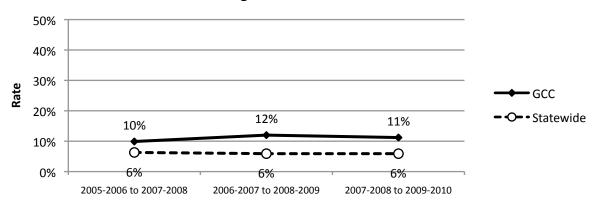
Basic skills improvement rate is an ARCC indicator that measures the percentage of students passing a credit basic skills math or English course designated as two or more levels below transfer level who passed a higher-level course in the same discipline within three years.

# **Analysis**

GCC is above the statewide average for basic skills improvement rate.

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

#### **CDCP Progress & Achievement Rate**



#### Definition

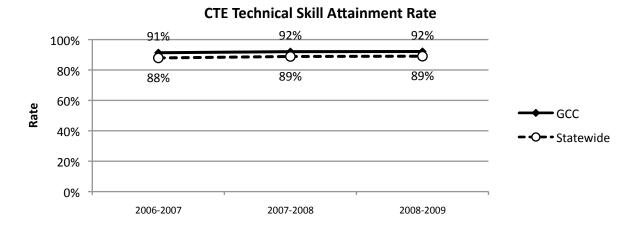
CDCP Progress and Achievement Rate reports on the progress of students enrolling in noncredit CDCP (Career Development and College Preparation) courses, also known as courses with enhanced noncredit funding. The measure is the percentage of first-time students completing at least 8 hours of CDCP courses 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.

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

Indicator 3.1. CTE Technical Skill Attainment Rate



#### **Definition**

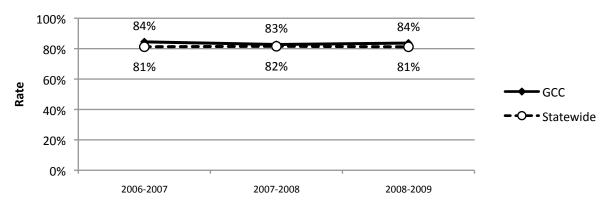
Technical skill attainment rate is a Perkins core indicator that measures the percentage of CTE concentrators who have a GPA of 2.0 or higher in CTE courses above the introductory level. CTE concentrators are students completing at least 12 units in a TOP code area with at least one course having a SAM 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 is consistently above the statewide average.

# Indicator 3.2. CTE Completion Rate

#### **CTE Completion Rate**



#### Definition

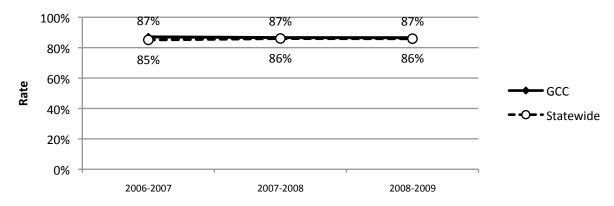
Completion rate is a Perkins core indicator that measures the percentage of CTE leavers and completers who earned a degree or certificate, or who became transfer-prepared. CTE leavers and completers are CTE concentrators who earned a degree or certificate or became transfer-prepared during the cohort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

# Indicator 3.3. CTE Persistence and Transfer Rate

#### **CTE Persistence and Transfer Rate**



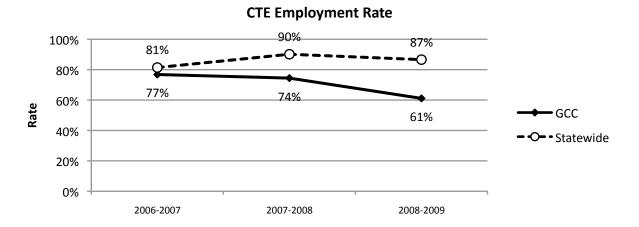
## **Definition**

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.

# 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 lest 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 has been below the statewide average for CTE programs.