Glendale Community College

Campus Profile

2011

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Research & Planning

PREFACE

The *Campus Profile* is designed to help faculty, staff, and students understand the college's diverse operations and make informed decisions. The publication is organized around the statewide accountability model. It is the intent of Research & Planning to incorporate accountability reports mandated by the federal and state governments into this annual publication, as such requirements develop.

The *Campus Profile* has had a recent change in organization. Before 2008, the first section profiled the community and local school districts. Because more information about the community has become available in recent years, this section has now been separated into a new report, the *Community Profile*, also published by Research & Planning. The *Campus Profile* is now focused on internal data about Glendale Community College while the *Community Profile* focuses on community and service area information.

Other recently added features of the Campus Profile include a summary of statewide ARCC (Accountability Reporting for the Community Colleges) indicators on pages 46-50, a discussion of CCSSE (Community College Survey of Student Engagement) results on pages 21-22, and a section on incoming credit students on pages 14-15.

This publication tends to focus on relatively short time periods, typically three years, in reporting information. In some cases, longer time periods are reported when deemed especially useful. We have made additions and deletions to the information presented each year

and will continue to do so as we receive your feedback.

Additional information, including data from previous years, is available on the Research & Planning web site, located at http://research.glendale.edu. The web site includes most of the data available in the *Campus Profile* with extended historical data, and also includes additional features, including an enrollment history and reports available from Research & Planning.

Research & Planning
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1.01. Enrollment & Demographics

1.01.01. Credit & Noncredit Enrollment Trends

Historically, annual enrollment has followed cycles of growth and decline. The last peaks were in 1991-1992, 2002-2003, and 2008-2009. With economic downturns, demand for classes tends to increase but state funding tends to decrease, resulting in class cuts and fewer enrollments.

Figure 1-1. Credit & Noncredit Headcount Enrollment, Academic Years
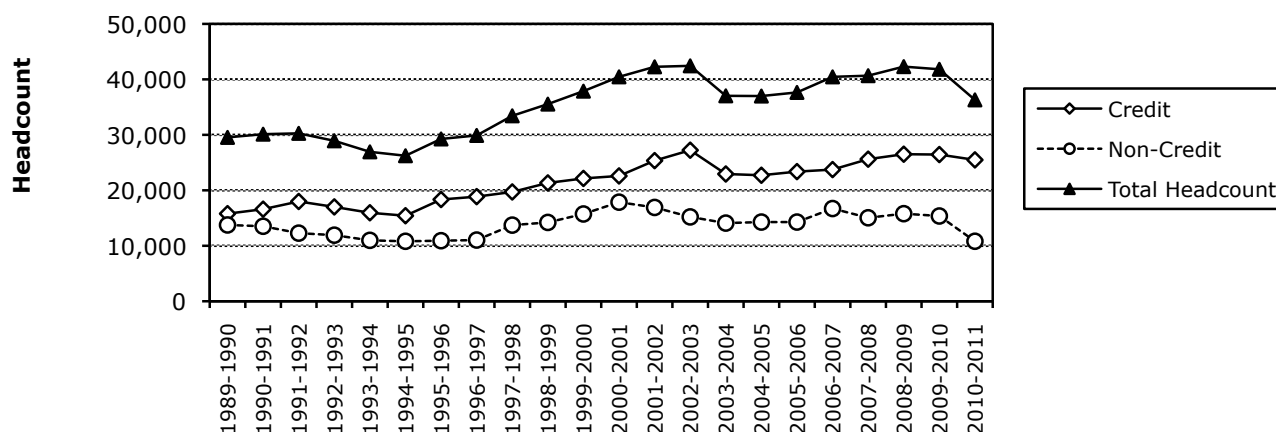
source: GCC MIS data submissions

The table below shows student enrollment by headcount and full-time equivalent students (FTES). Headcount means that each student is counted only once, no matter how many times that student enrolls in classes across the academic year. Full-time equivalent students (FTES) is a measure that counts student contact hours (525 contact hours is considered 1 FTES). California community colleges receive apportionment funding from the state based on reported FTES.

Figure 1-2. Student Enrollment by Academic Year

	2008-2009	2009-2010	2010-2011
Student Headcount			
Credit	24,255	24,272	22,501
Noncredit	13,455	12,638	9,597
Total Headcount	37,416	36,714	31,233
Full-Time Equivalent Students (FTES)			
Credit	15,339	15,704	13,974
Noncredit	4,253	4,193	2,700
Total FTES	19,592	19,897	16,674

source: GCC MIS data submissions and CCFS-320 Apportionment Reports

Fall semester enrollment has showed the same pattern as annual enrollment and tends to be higher than Spring semester enrollment.

Figure 1-3. Headcount Enrollment, Fall Semesters

Category	Fall 2008		Fall 2009		Fall 2010	
Credit Headcount						
Full-Time	5,787	36%	6,182	37%	6,322	41%
Part-Time	10,190	64%	10,384	63%	9,251	59%
Total Credit	15,977	100%	16,566	100%	15,573	100%
Noncredit Headcount	7,517		7,533		6,010	

source: GCC MIS data submissions

1.01.02. Credit Student Demographics

Mirroring a general trend in higher education, GCC serves more female students than male students. The ratio has been close to 60% female to 40% male since the mid 1990s. For students age 21 and younger, the ratio is close to 50/50. For older students, female students outnumber male students.

Figure 1-4. Gender of Credit Students

Gender	Fall 2008		Fall 2009		Fall 2010	
Male	6,833	43%	7,261	44%	6,791	44%
Female	9,021	56%	9,180	55%	8,638	55%
Unknown	123	1%	125	1%	144	1%
Total	15,977	100%	16,566	100%	15,573	100%

source: GCC MIS data submissions

Figure 1-5. Age of Credit Students

Age Group	Fall 2008		Fall 2009		Fall 2010	
20 & Under	6,559	41%	6,686	40%	6,378	41%
21 to 25	3,864	24%	3,944	24%	3,662	24%
26 to 30	1,781	11%	1,913	12%	1,735	11%
31 to 50	3,112	19%	3,315	20%	3,094	20%
51& Over	661	4%	708	4%	703	5%
Unknown	0	0%	0	0%	1	0%
Total Students	15,977	100%	16,566	100%	15,573	100%
Mean Age	26.2		26.4		26.4	
Median Age	22.0		22.0		22.0	

source: GCC MIS data submissions

The graph below shows the age distribution of credit students. Although the average age of students is 26 years, the college serves relatively few students who are 26 years old. Because the distribution is skewed, the median age (22 years) is a more accurate estimate of the student population's age. About 40% of all credit students are under age 21.

Figure 1-6. Age Distribution of Credit Students by Gender, Fall 2010
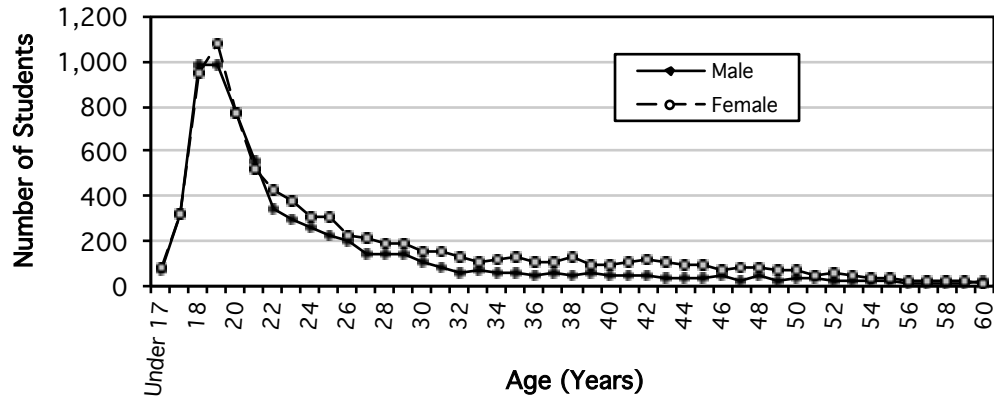
source: GCC MIS data submissions

The ethnic distribution of credit students changed dramatically with the waves of immigrants to Glendale in the 1980s. The percentage of credit students of Armenian origin has increased from 29% to 34% in the past six years; the percentage of credit students who are Caucasian students of European origin ("Anglos") has decreased in the same time period.

Figure 1-7. Ethnicity of Credit Students

Ethnicity	Fall 2008	Fall 2009	Fall 2010
Caucasian/European/Anglo	15%	14%	11%
Caucasian/Armenian	34%	36%	34%
Latino/Hispanic	23%	23%	22%
Asian/Pacific Islander	10%	9%	8%
Filipino	5%	4%	4%
Black/African American	3%	3%	3%
American Indian	0%	0%	0%
Other	5%	5%	4%
Unknown	4%	6%	14%
Total	15,977	16,566	15,573

source: GCC MIS data submissions
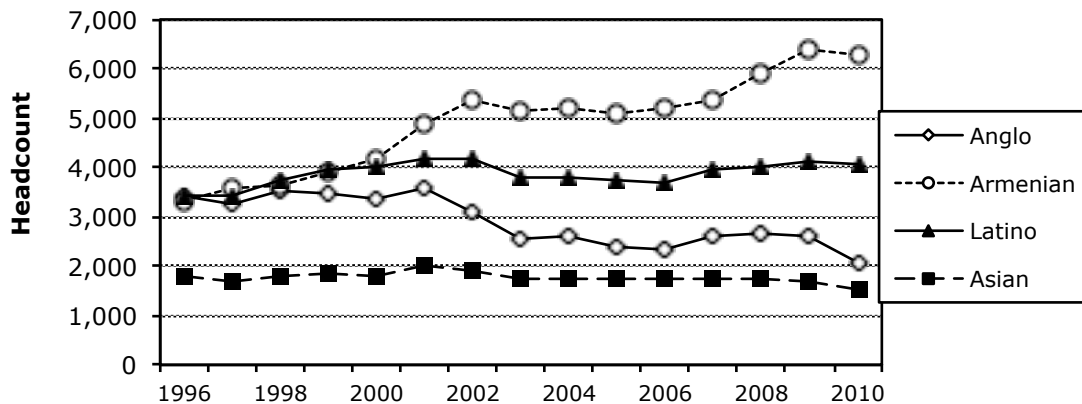
source: GCC MIS data submissions and PI_REC database

Evening classes are those scheduled to begin at 4:30 p.m. or later. About one-third of credit students take both day and evening classes. About one-fifth take evening classes only. A small percentage do not take any classes that are scheduled in the day or evening; for these students, all their credit classes are online classes or do not have regularly scheduled meeting times (e.g., independent study classes).

Figure 1-8. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2008		Fall 2009		Fall 2010	
Day Classes Only	7,371	46%	7,703	46%	7,025	45%
Evening Classes Only	3,465	22%	3,183	19%	3,129	20%
Both Day and Evening	4,762	30%	5,333	32%	5,063	33%
Neither Day nor Evening	379	2%	347	2%	356	2%
Total	15,977	100%	16,566	100%	15,573	100%

source: GCC MIS data submissions

According to student surveys, about 54% of credit students worked in 2011, representing a decline from about 70% in 2008. About 9% worked at least 40 paid hours per week, and about 24% worked between 20 and 39 paid hours per week. About 3% of credit students (450 per semester) are full-time students and work at least 40 hours per week. As the line graph on the next page shows, the percentage of credit students working zero hours per week has increased substantially since 2007, while the percentage working 40 or more hours per week has decreased substantially.

Figure 1-9. Employed Hours of Credit Students, Spring 2011

Employed Hours	% of Students
None	46%
1 to 9 hours	7%
10 to 19 hours	14%
20 to 29 hours	15%
30 to 39 hours	9%
40 or more hours	9%
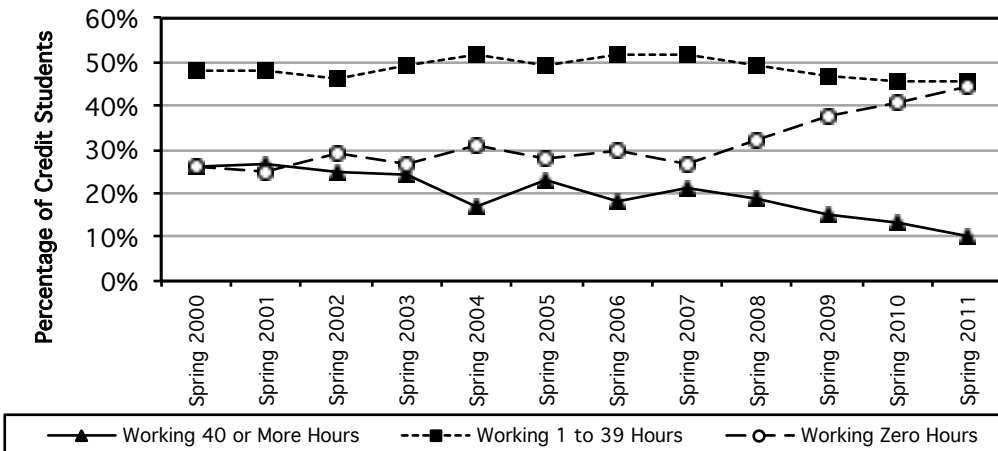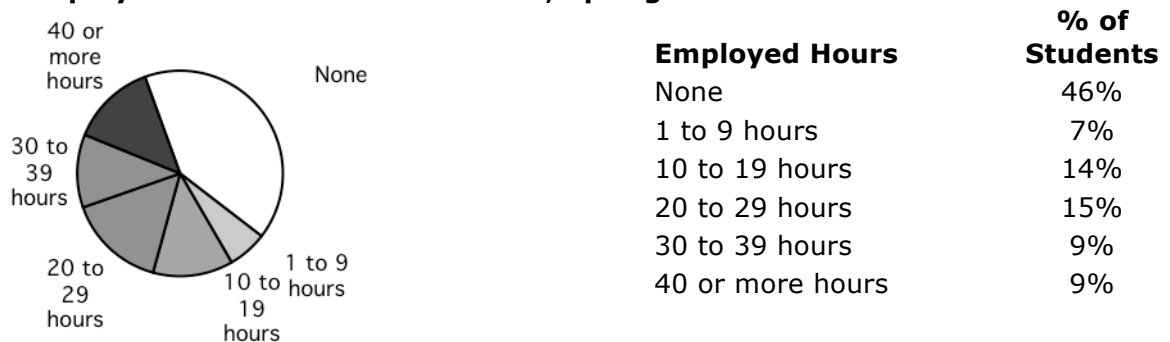
source: Spring Student Survey

Most credit students (about 67%) are United States citizens. About 17% are permanent residents. The percentage of permanent residents increased from the mid 1980s through about 1996, then began to decrease.

Figure 1-10. Citizenship/Visa Status of Credit Students

Citizenship/Visa Status	Fall 2008		Fall 2009		Fall 2010	
U.S. Citizen	10,629	67%	11,160	67%	10,363	67%
Permanent Resident	2,469	15%	2,484	15%	2,717	17%
Refugee/Asylee	1,066	7%	1,379	8%	1,462	9%
Student Visa	469	3%	440	3%	559	4%
Other	938	6%	751	5%	0	0%
Unknown	406	3%	352	2%	472	3%
Total	15,977	100%	16,566	100%	15,573	100%

source: GCC SMR database

Figure 1-11. Number of AB 540 Credit Students

AB 540 students are nonresident immigrants who have graduated from a California high school and whose nonresident tuition is waived. The graph below shows the number of AB 540 credit students in Fall semesters.
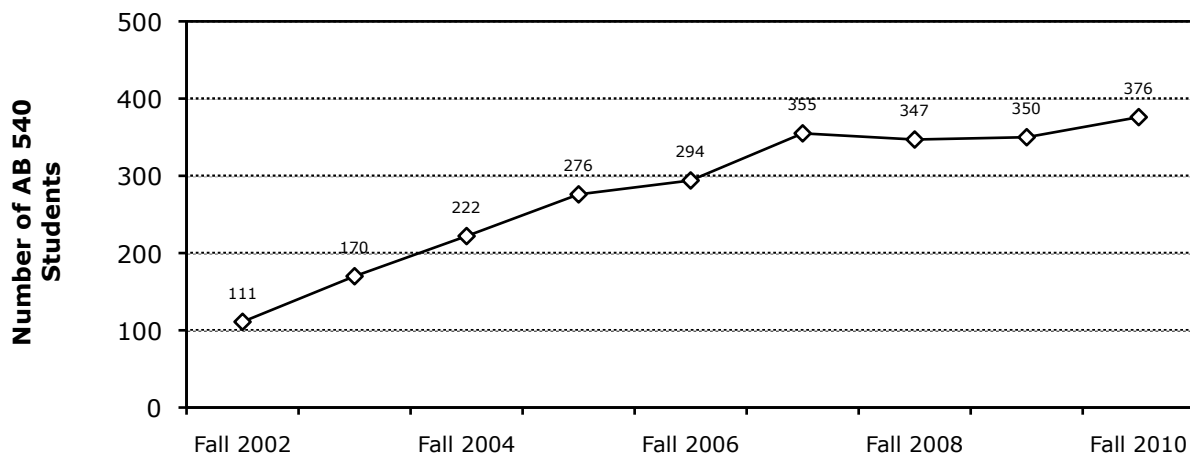
source: GCC PeopleSoft student system

GCC serves about 500 international students every Fall semester, nearly 600 every academic year. The table below shows the birth countries of international students. The largest groups of international students are from Japan and South Korea.

Figure 1-12. Countries of Birth of International Students

Country	Fall 2008		Fall 2009		Fall 2010	
Japan	182	38%	142	31%	123	22%
South Korea	103	22%	117	26%	155	28%
Sweden	17	4%	6	1%	12	2%
Vietnam	18	4%	21	5%	18	3%
Taiwan	7	1%	6	1%	6	1%
Indonesia	8	2%	6	1%	7	1%
China	13	3%	16	3%	30	5%
Armenia	13	3%	15	3%	22	4%
Iran	7	1%	9	2%	3	1%
Kenya	1	0%	0	0%	0	0%
Philippines	22	5%	16	3%	19	3%
Thailand	3	1%	6	1%	6	1%
Hong Kong	4	1%	8	2%	4	1%
Total International	479	100%	458	100%	559	100%

source: GCC SMR database

A majority of credit students (about 70%) are part-time students, attempting fewer than 12 units in a semester. The average student attempts about 9 units in a semester and completes about 7 units.

Figure 1-13. Unit Load of Credit Students

	Units Attempted			Units Completed		
Units	Fall 2008	Fall 2009	Fall 2010	Fall 2008	Fall 2009	Fall 2010
0	--	--	--	16%	16%	8%
0.1 to 5.9	29%	26%	22%	31%	30%	31%
6.0 to 11.9	35%	37%	37%	33%	35%	39%
12.0 or More	36%	37%	41%	20%	19%	22%
Mean Units	8.8	8.9	10.3	6.4	6.4	7.2
Median Units	9.0	9.0	9.0	6.0	6.0	7.0
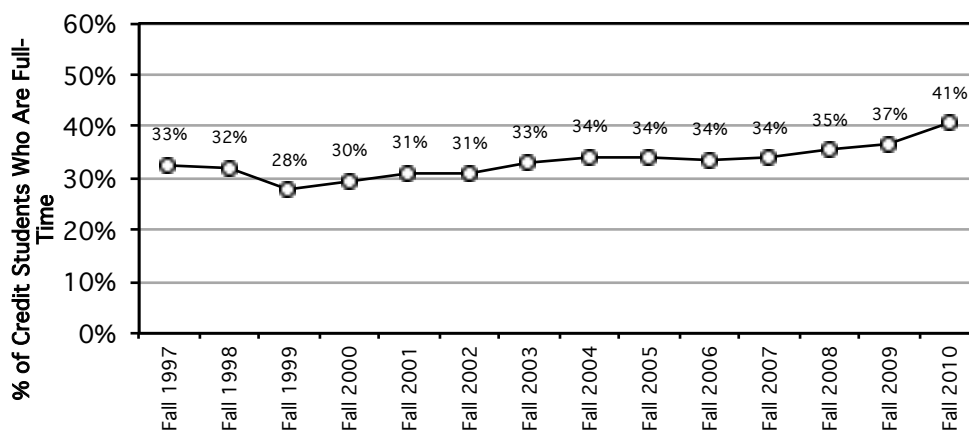
source: GCC MIS data submissions

Information about credit students is collected by the annual Spring Student Survey. The following graph shows student language (the percentage of credit students who learned English as their first language) and origin (the percentage of credit students born in the United States). About 50% of credit students where born in the United States and nearly 40% learned English as their first language.

Figure 1-14. Credit Student Language and Origin
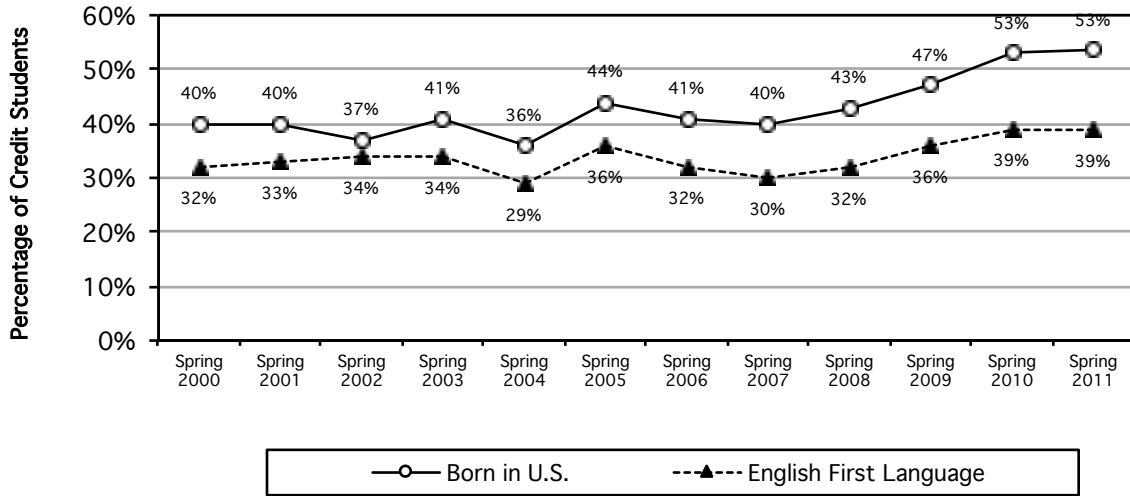
source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2011, 14% of credit students had dependent children.

Figure 1-15. Credit Students with Dependent Children
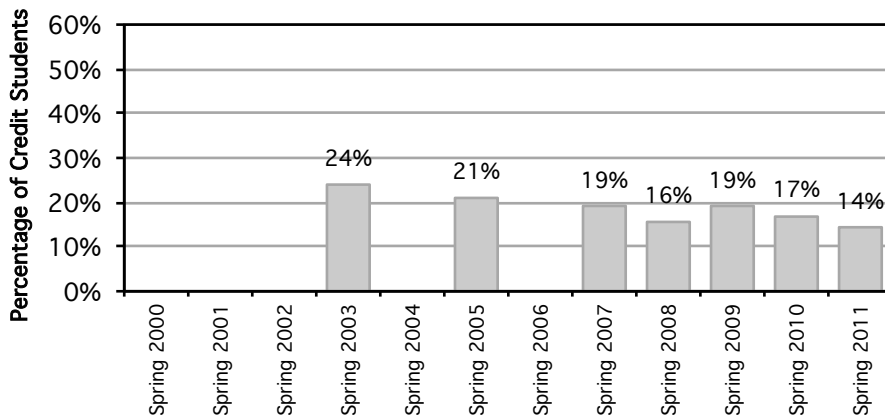
source: Spring Student Surveys

The graph below shows the percentage of credit students reporting that they are first-generation college students. The annual survey asks about the education status of students' parents. A student is counted as a first-generation college student if neither parent attended college. Note that in other contexts, first-generation sometimes refers to a student if neither of his or her parents graduated college. It is important to note that colleges inside the United States are not separated from colleges outside the United States in this survey question, so first-generation status is not an estimate of the percentage of students unfamiliar with higher education in the U.S. Additionally, students are able to select an "I don't know" option if they are unaware of their parents' education status. Students selecting "I don't know" are not included in the percentage calculation; the percentage is based on credit students who know about their parents' education level.

Using this definition of first-generation status, approximately 36% of GCC credit students in 2011 were first-generation college students.

Figure 1-16. First-Generation Credit Students
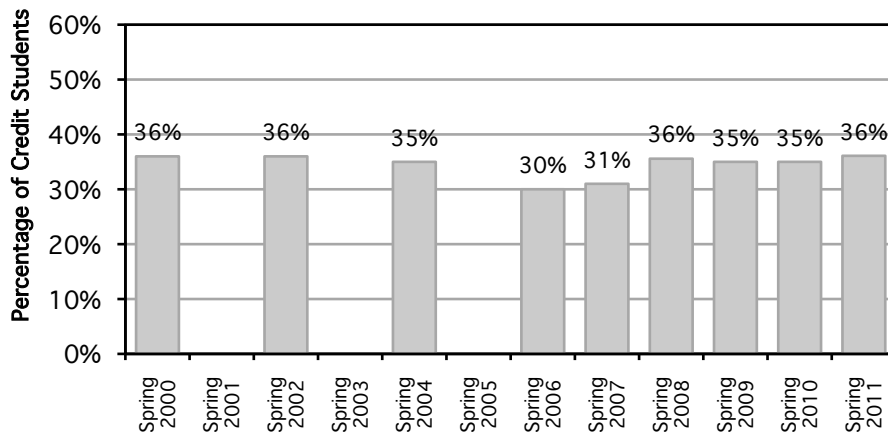
source: Spring Student Surveys

Figure 1-17. Students with Both Parents Born in the United States
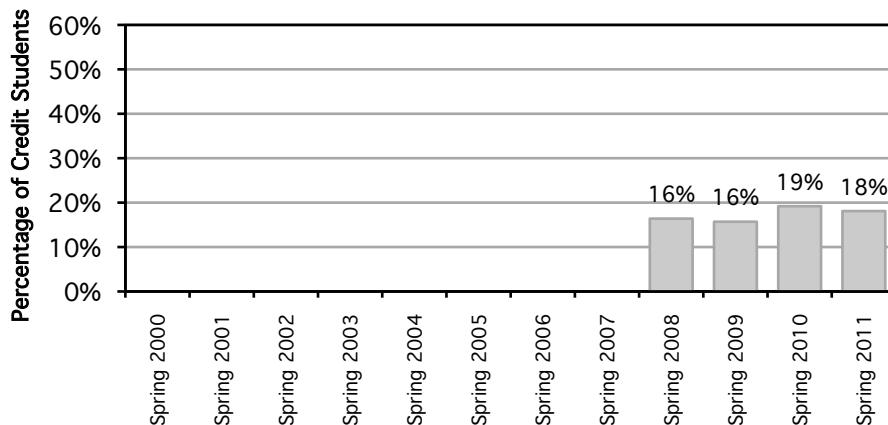
source: Spring Student Surveys

Figure 1-18. GCC Fall Freshmen by High School of Origin

School	Fall 1981	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Change: 2006-2009 Average to 2010
Glendale District							
Glendale	231	286	291	349	307	256	-17%
Hoover	174	178	234	268	247	184	-21%
Crescenta Valley	195	140	155	189	184	151	-10%
Clark Magnet	0	103	109	95	136	81	-27%
Daily	16	17	22	28	29	19	-21%
Burbank District							
Burbank	45	135	153	167	155	142	-7%
Burroughs	33	40	48	68	51	90	+74%
Los Angeles District							
Belmont	10	38	49	33	23	14	-61%
Eagle Rock	72	51	50	51	91	45	-26%
Fairfax	5	9	8	5	2	17	+183%
Francis Poly	1	8	6	12	19	18	+60%
Franklin	58	40	27	36	38	64	+82%
Grant	1	6	6	7	7	5	-23%
Hollywood	12	19	14	18	10	14	-8%
Lincoln	4	26	25	14	32	24	-1%
Los Angeles High School	0	41	23	16	8	11	-50%
Marshall	68	69	104	76	60	76	-2%
North Hollywood	2	15	15	24	19	12	-34%
Roosevelt	0	6	1	4	8	6	+26%
Verdugo Hills	43	56	72	66	65	57	-12%
Other LA District	--	75	97	81	82	127	+52%
Other Public Schools							
Alhambra	0	8	5	6	14	9	+9%
La Cañada	5	16	15	16	17	11	-31%
Muir	0	2	2	6	5	4	+7%
Private Schools							
Alex Pilibos	0	17	12	20	19	19	+12%
Bellarmine-Jefferson	21	13	12	19	14	7	-52%
Glendale Academy	10	3	3	14	10	12	+60%
Holy Family	25	15	2	1	8	9	+38%
Notre Dame	0	1	4	3	2	2	-20%
Providence	4	11	9	28	15	15	-5%
Ribet Academy	0	2	2	7	6	1	-76%
Sacred Heart	1	1	3	3	7	6	+71%
St. Francis	18	10	11	15	9	8	-29%
Village Christian	0	4	5	8	2	7	+47%
Other Private Schools	17	15	32	49	39	27	-20%
Total Freshmen	1,274	1,882	1,970	2,259	2,252	1,815	-13%
% from Glendale USD	48%	38%	41%	41%	40%	38%	-5%
% from Private Schools	8%	5%	5%	7%	6%	6%	+8%

source: GCC Semester Application database, GCC PeopleSoft student system

1.01.03. Noncredit Student Demographics

In 2007-2008, the enrollment system for continuing education (noncredit) courses changed. A standard online application was required for the first time in 2007-2008 and a noncredit student ID was assigned to each student. This improved the college's ability to track noncredit students. It also reduced the number of students of "unknown" gender, age, and ethnicity starting in Fall 2007.

The gender difference in the noncredit student population is more extreme than that in the credit student population. Female students in the noncredit program outnumber male students by a ratio of about 70% to 30%.

Figure 1-19. Gender of Noncredit Students

Gender	Fall 2008		Fall 2009		Fall 2010	
Male	2,400	32%	2,478	33%	2,058	34%
Female	5,117	68%	5,051	67%	3,799	63%
Unknown	0	0%	0	0%	153	3%
Total	7,517	100%	7,529	100%	6,010	100%

source: GCC MIS data submissions

Noncredit students tend to be older than credit students. The median age of noncredit students was 43 years in Fall 2011, compared to 22 years for credit students. The mean age of noncredit students has decreased from 48 years in 1995 to 45 years in 2011.

Figure 1-20. Age of Noncredit Students

Age Group	Fall 2008		Fall 2009		Fall 2010	
20 & Under	531	7%	488	6%	423	7%
21 to 25	530	7%	596	8%	475	8%
26 to 30	687	9%	657	9%	517	9%
31 to 50	3,131	42%	3,096	41%	2,372	39%
50 & Over	2,635	35%	2,686	36%	2,222	37%
Unknown	3	0%	6	0%	1	0%
Total Students	7,517	100%	7,529	100%	6,010	100%
Mean Age	45.4		45.4		45.3	
Median Age	42.0		43.0		43.0	

source: GCC MIS data submissions

Figure 1-21. Age Distribution of Noncredit Students by Gender, Fall 2010
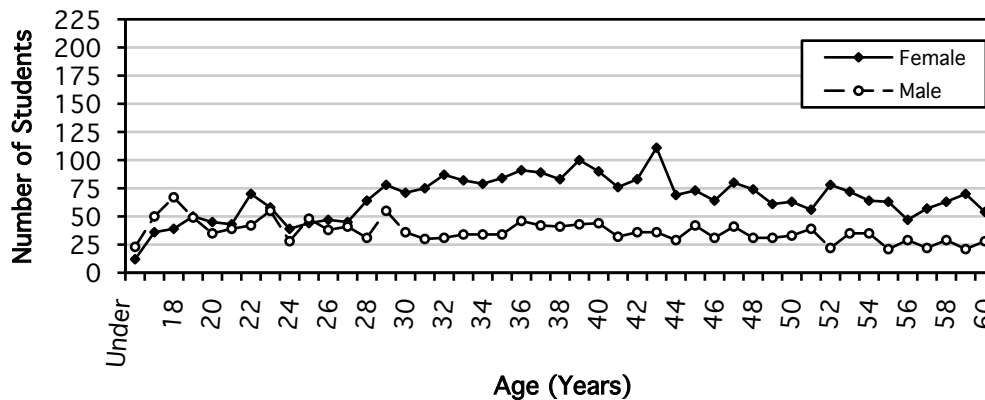
source: GCC MIS data submissions

The ethnicity of the noncredit population parallels that of the credit population. Armenian students make up over 40% of noncredit students, and Caucasian students of European descent ("Anglos") make up about 20%. In 2009, the method of collecting and reporting student ethnicity changed to include multiple ethnicities. The following table shows estimated percentages of students in each ethnic category for comparison to previous years.

Figure 1-22. Ethnicity of Noncredit Students

Ethnicity	Fall 2008	Fall 2009	Fall 2010
American Indian	0%	0%	1%
Asian/Pacific Islander	8%	9%	9%
Black/African-American	1%	1%	1%
Caucasian/Anglo	18%	17%	20%
Caucasian/Armenian	43%	44%	45%
Latino/Hispanic	22%	21%	15%
Filipino	3%	3%	3%
Other	4%	4%	5%
Total	7,517	7,529	6,010

source: GCC MIS data submissions, GCC PeopleSoft student system

The graph below shows student survey data about the percentage of noncredit students who were born in the United States and who learned English as their first language. Most noncredit students (approximately 75% to 80%) were born outside the United States and are native speakers of a language other than English. The primary languages other than English that are spoken in noncredit students' homes are Armenian (42% of noncredit students) and Spanish (11%).

Figure 1-23. Origin and Language of Noncredit Students
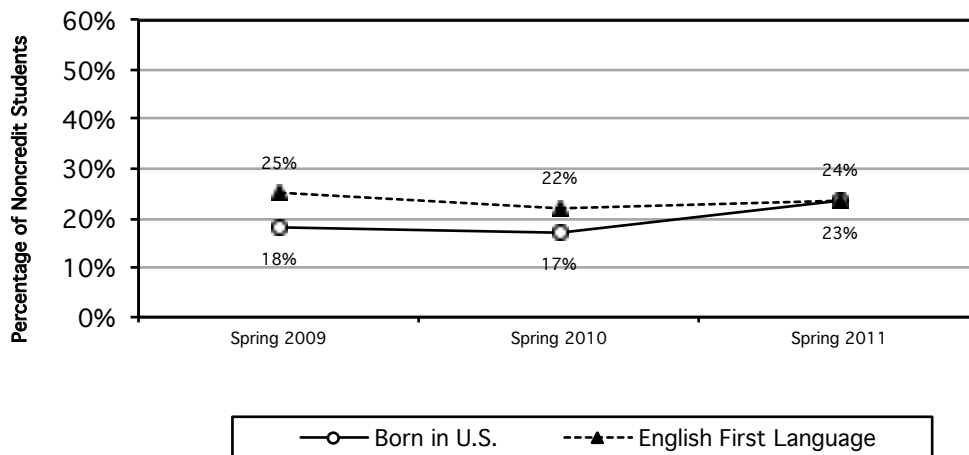
source: Spring Student Surveys

Figure 1-24. Percent of Noncredit Students with Dependent Children
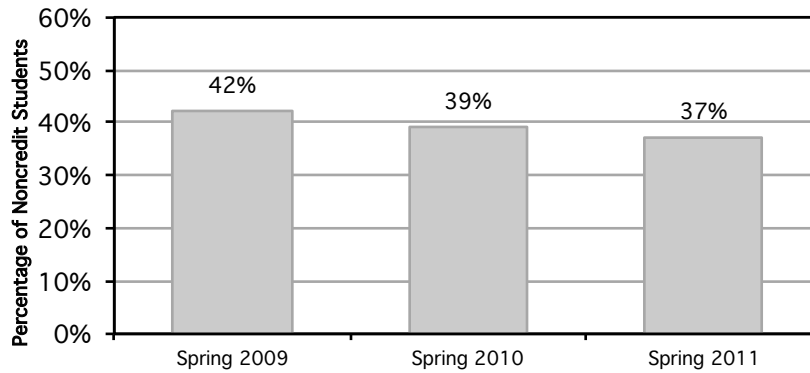
source: Spring Student Surveys

The graph below shows the percentage of noncredit students indicating on surveys that they had taken GCC credit classes in the past, and that they planned to take GCC credit classes in the future. A majority of noncredit students report that they plan to take credit classes in the future.

Figure 1-25. Noncredit Students and Credit Classes
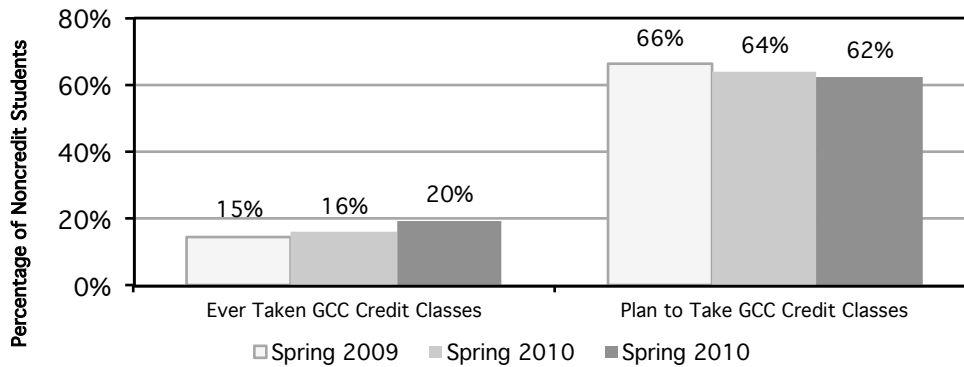
source: Spring Student Surveys

The graph below shows the percentage of noncredit students who are considered first-generation college students (neither parent attended college), according to student survey results. This question was first asked in 2011.

Figure 1-26. Noncredit First-Generation Students
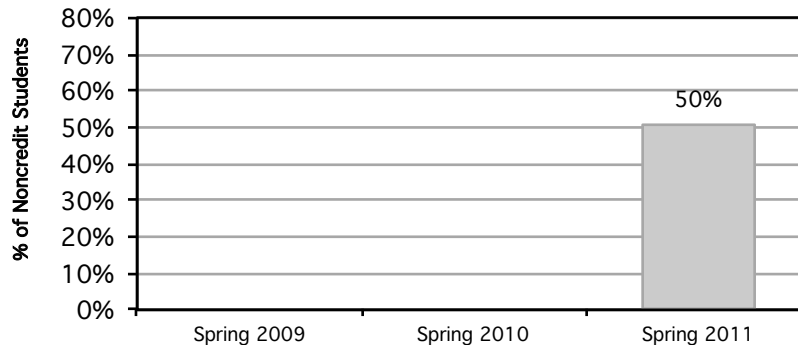
source: Spring Student Surveys

1.02. Student Needs

1.02.01. Assessment & Placement Results

Figure 1-27. Percentage of Students Placed into English, ESL, Math, and Chemistry (All Credit Students Taking Placement Tests)

English Composition	2008-2009	2009-2010	2010-2011
Level 6 (ENGL 101)	39%	42%	46%
Level 5 (ENGL 120)	32%	28%	32%
Level 4 (ENGL 191)	21%	18%	18%
Level 3 (ENGL 189)	4%	5%	4%
LEVEL 2 (ENGL 187)	1%	2%	0%
Missing Placement	3%	4%	0%
Total Placed	4,811	5,124	4,370

| ESL Grammar/ Composition	2008-2009	2009-2010	2010-2011
Level 5 (ESL 151)	0%	0%	1%
Level 4 (ESL 141)	10%	9%	8%
Level 3 (ESL 133)	18%	17%	17%
Level 2 (ESL 123)	28%	27%	27%
Level 1 (ESL 111)	44%	47%	47%
Undetermined	0%	0%	0%
Total Placed	2,127	2,276	2,211

ESL Listening/ Speaking	2008-2009	2009-2010	2010-2011
Level 5 (ESL 155)	12%	10%	11%
Level 4 (ESL 145)	19%	18%	15%
Level 3 (ESL 135)	19%	17%	20%
Level 2 (ESL 125)	28%	33%	32%
Level 1 (ESL 115)	20%	23%	22%
Undetermined	0%	0%	0%
Total Placed	2,126	2,276	2,096

Mathematics	2008-2009	2009-2010	2010-2011
Level 6 (Math 103)	6%	7%	6%
Level 5 (Math 100, 110, 111, 112, 135, 136, 138)	16%	14%	15%
Level 4 (Math 101, 119, 219)	25%	27%	20%
Level 3.5 (Math 119, 219)	3%	3%	5%
Level 3 (Math 141)	11%	6%	9%
Level 2 (Math 145, 245)	17%	19%	19%
Level 1 (Math 155, 255)	19%	22%	26%
Unknown	2%	3%	0%
Total Placed	5,464	5,494	5,258

Chemistry	2008-2009	2009-2010	2010-2011
Chem 101	62%	66%	72%
Chem 110	38%	34%	28%
Total Placed	241	244	222

Source: GCC Assessment Center, placement test data files, PeopleSoft student system

1.02.02. Financial Aid

Annually, between 40% and 50% of credit students receive some form of financial aid. The most frequently used category of financial aid is the Board of Governors (BOG) waiver, which waives enrollment fees and is available to California residents demonstrating financial need.

Figure 1-28. Financial Aid Awards

Award Category	2007-2008		2008-2009		2009-2010	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	4,605	$12,109,162	4,982	$14,658,570	6,261	$21,243,196
Federal SEOG	1,824	$483,600	797	$267,575	840	$297,300
EOPS Grants	1,067	$497,275	1,574	$742,701	1,492	$534,579
Student Loans	296	$888,788	335	$1,035,101	481	$1,550,828
Federal Work Study	374	$711,388	266	$494,019	323	$636,176
BOG Waivers	8,969	$3,088,160	9,896	$3,417,060	11,596	$3,959,460
Cal Grants	1,042	$1,213,805	963	$1,126,876	1,033	$1,265,694
Other	280	$300,506	230	$239,376	292	$328,701
Total (Unduplicated)	9,281	$19,292,684	10,180	$21,981,278	11,899	$29,815,934

source: GCC MIS data submissions

Figure 1-29. Percentage of Credit Students Receiving Financial Aid

Category	2007-2008	2008-2009	2009-2010
BOG Waivers: Number of Students	8,969	9,896	11,596
BOG Waivers: Percentage of Credit Students	35%	37%	48%
Any Financial Aid: Number of Students	9,281	10,180	11,899
Any Financial Aid: Percentage of Credit Students	36%	38%	49%
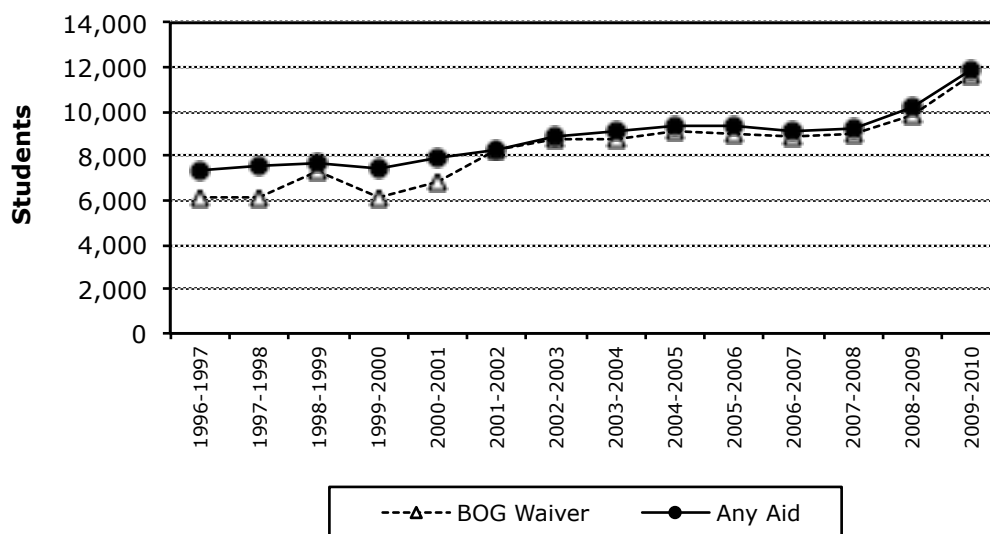
source: GCC MIS data submissions

1.02.03. Student Access to Technology

The college has tracked Internet access since 1996. Currently, about 95% of credit students report that they have Internet access from home. Continuing education students are somewhat less likely to have computer and Internet access at home. According to the Spring 2011 continuing education student survey, 81% of continuing education students report that they have a computer at home and 78% report that they have Internet access at home.

Figure 1-30. Credit Student Computer and Internet Access
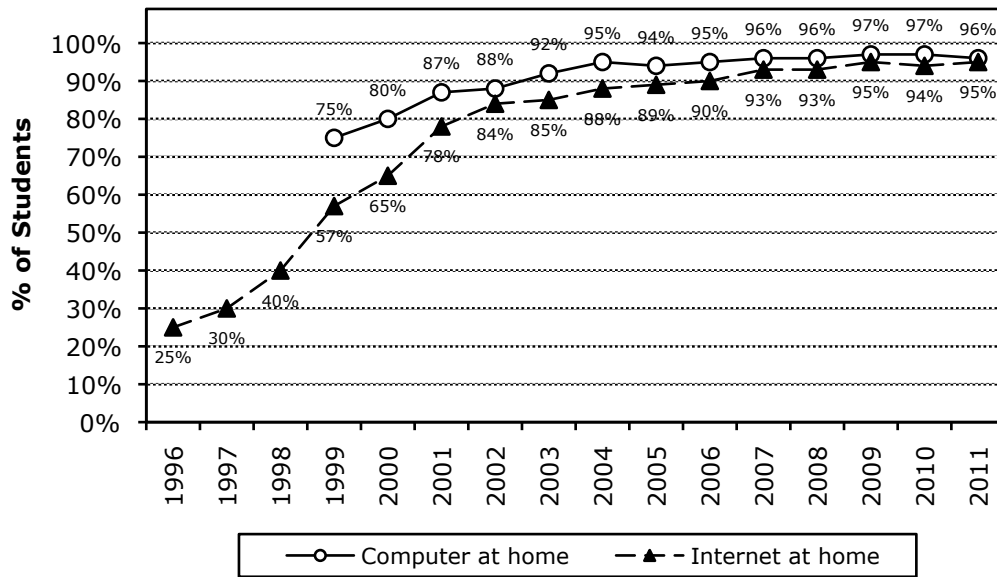
source: Spring Student Surveys

As the graph below shows, the percentage of credit students taking online and hybrid classes has increased substantially over the past six years.

Figure 1-31. Credit Students Taking Online and Hybrid Classes
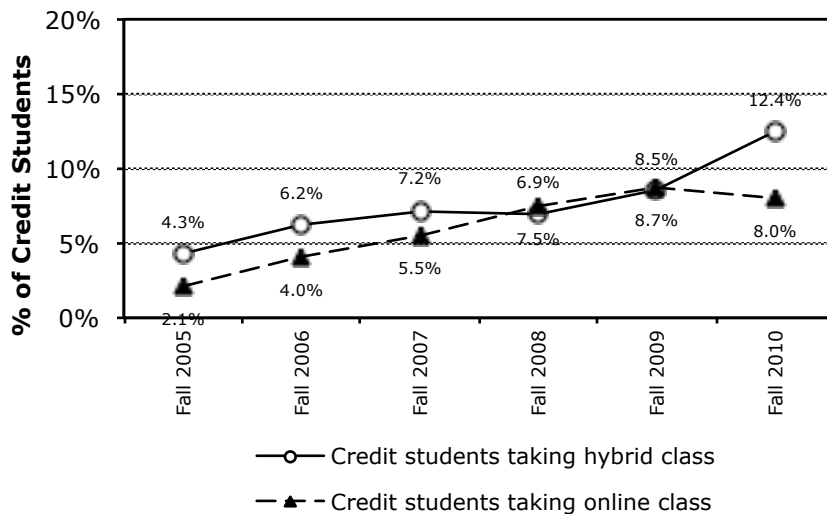
source: Spring Student Surveys

1.02.04. Programs Designed to Increase Access & Success

Every three years, the annual Spring Student Survey asks students to rate their experiences with available services. The table shows recognition of services, use of services, and satisfaction with services, measured by the survey. Recognition is the percentage of students reporting they have heard of the service; use is the percentage of students reporting they have used the service; satisfaction is the percentage of service users who report the service was helpful or very helpful.

Figure 1-32. Student Services Recognition, Use, and Satisfaction

| Service	Recognition			Use			Satisfaction		
	2004	2007	2010	2004	2007	2010	2004	2007	2010
Academic Counseling	95%	98%	96%	69%	79%	72%	76%	90%	84%
ACE Program	--	--	55%	--	--	16%	--	--	79%
Admissions & Records	97%	97%	98%	81%	86%	91%	89%	90%	94%
Adult Education/ACTC	67%	--	--	24%	--	--	78%	--	--
Adult Re-Entry Center	53%	51%	46%	14%	20%	17%	74%	73%	74%
AMP (Alliance for Minority Partic.)	37%	29%	--	12%	13%	--	67%	62%	--
ASGCC (Associated Students)	--	--	65%	--	--	22%	--	--	71%
Assessment Center/Placement Testing	92%	91%	94%	70%	74%	78%	86%	84%	93%
Baja Calif. Field Studies Prog.	68%	58%	63%	18%	14%	14%	74%	65%	71%
Bookstore	100%	100%	99%	94%	93%	94%	93%	94%	92%
CAI Lab (Computer Assisted Instr.)	55%	51%	57%	19%	13%	20%	78%	64%	85%
CalWORKs	69%	69%	62%	30%	28%	26%	80%	80%	78%
Career Center	91%	87%	83%	43%	41%	41%	83%	80%	80%
Center for Students with Disabilities	72%	78%	79%	16%	18%	17%	87%	85%	88%
Computer Lab (San Gabriel open lab)	90%	89%	90%	68%	60%	65%	94%	92%	94%
Computer Lab (San Rafael open lab)	90%	90%	86%	65%	62%	61%	93%	92%	91%
CSI (Center for Student Involvement)	66%	68%	58%	25%	22%	21%	93%	87%	83%
El Vaquero (student newspaper)	--	--	76%	--	--	33%	--	--	85%
English Lab (AD 238)	86%	89%	84%	54%	53%	55%	93%	92%	94%
EOPS Office	86%	79%	75%	58%	43%	42%	83%	83%	83%
ESL/Foreign Language Lab	79%	75%	74%	44%	42%	37%	85%	85%	90%
Financial Aid Office	94%	95%	98%	74%	62%	72%	87%	84%	88%
Foundational Skills/Connections Office (SF 100)	--	--	39%	--	--	18%	--	--	76%
Health Center (SR 131)	90%	93%	95%	37%	40%	44%	90%	90%	91%
High Tech Center (SG 108)	--	54%	46%	--	22%	17%	--	75%	75%
Information Counter (AD building)	82%	77%	68%	53%	43%	49%	88%	91%	89%
Instruc. Assistance Ctr. (SG 112)	56%	55%	46%	18%	16%	15%	77%	78%	75%
Job Placement Center	88%	82%	75%	37%	30%	33%	74%	78%	77%
Learning Center (AD 232)	84%	82%	77%	52%	40%	39%	89%	94%	89%
Library	98%	98%	97%	89%	82%	88%	100%	98%	100%
Math Discovery Center	84%	88%	63%	39%	32%	29%	84%	90%	85%
Mental Health Counseling	51%	68%	47%	14%	10%	14%	85%	75%	75%
myGCC (web services)	93%	95%	95%	73%	73%	86%	98%	94%	87%
Orientation	86%	88%	77%	38%	42%	47%	87%	93%	88%
Outreach Office/SOS	--	--	46%	--	--	15%	--	--	72%
PACE Program	62%	50%	49%	12%	9%	15%	70%	72%	81%
Ready to Read	45%	--	--	11%	--	--	68%	--	--
Scholars Program	74%	75%	69%	17%	18%	19%	70%	69%	82%
Scholarship Office	76%	76%	73%	24%	20%	25%	77%	73%	78%
SI (Supplemental Instruction)	66%	74%	59%	38%	33%	25%	86%	83%	83%
Student Activities Office	70%	61%	59%	17%	12%	14%	76%	77%	82%
Study Abroad Office	74%	70%	66%	13%	12%	13%	76%	68%	79%
Telecourses	60%	--	--	12%	--	--	72%	--	--
Transfer Center	88%	87%	79%	42%	38%	38%	81%	88%	79%
Tutoring Center	83%	85%	79%	40%	35%	34%	83%	82%	82%
Tutors Today Teachers Tomorrow (4T)	--	55%	--	--	18%	--	--	73%	--
Veterans Services	--	--	52%	--	--	13%	--	--	70%
Writing Center	80%	85%	74%	39%	29%	28%	87%	83%	89%

source: Spring Student Surveys

1.02.05. Precollegiate Basic Skills Offerings & Outcomes

Precollegiate basic skills courses are defined by Title 5 of the California Code of Regulations as courses in reading, writing, computation, and English as a Second Language designated by the college as credit, non-degree applicable courses. In 2009-2010, the following courses were considered precollegiate basic skills courses: ENGL 182, 183, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 117, 118, 125, 127, and 128; MATH 141, 145, 146, 155, 190, 245, 246, and 255. In 2009-2010, elementary algebra courses were coded as basic skills courses for the first time due to changes in state definitions and degree applicable status. This resulted in a larger number of credit basic skills enrollments.

The table below shows enrollments, retention rates, and success rates for precollegiate basic skills courses.

Figure 1-33. Precollegiate Credit Basic Skills Enrollment, Retention, and Success

Measure	Fall 2008	Fall 2009	Fall 2010
Credit Basic Skills Census Enrollments	2,577	3,949	4,147
Credit Basic Skills Course Retention Rates	89%	85%	86%
Credit Basic Skills Course Success Rates	67%	62%	65%
Noncredit Basic Skills Enrollments	4,560	4,446	3,991

source: GCC MIS data submissions

1.02.06. Transition from Noncredit to Credit

The table below shows the percentage of students enrolled in noncredit courses during the Fall semester who concurrently enrolled in credit classes, and who enrolled in credit classes in the subsequent Spring semester.

For semesters before Fall 2007, these percentages are underestimates because only students registering in noncredit classes with their Social Security Numbers can be matched to credit enrollments. Additional students registering in noncredit classes without providing SSNs cannot be matched to credit enrollments and are not counted in the percentages reported below.

For Fall 2007 and later, the percentages are based on the new noncredit student ID number system and should be more accurate than earlier data. Beginning in Fall 2010, both credit and noncredit enrollment records are stored in the PeopleSoft student system, which should also increase accuracy.

Figure 1-34. Number of Students Transitioning from Noncredit to Credit

|	Fall 2008	Fall 2009	Fall 2010
Total Noncredit Students	7,517	7,533	6,010
Concurrently Enrolled in Credit Classes	2%	2%	3%
Enrolled in Credit Classes in Next Spring Semester	4%	4%	6%

source: GCC MIS data submissions

1.03. Student Engagement

1.03.01. Community College Survey of Student Engagement (CCSSE)

Glendale Community College administered the nationally normed Community College Survey of Student Engagement (CCSSE) in Spring 2007, 2008, 2009, and 2010. A random selection of credit sections resulted in responses from approximately 1,200 students each year. The results of five "benchmarks" are reported below: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The five benchmarks are based on 38 survey items. Each benchmark is standardized so the national average is 50. Results are reported for Glendale Community College and for the public community colleges in California administering the survey (13-16 colleges before 2011, and 24 colleges in 2011). GCC's average scores tended to be slightly higher than the statewide average.

Figure 1-35. Active and Collaborative Learning

The Active and Collaborative Learning benchmark assesses how often students participate in class, work with classmates in and out of class, and discuss course material outside of class.
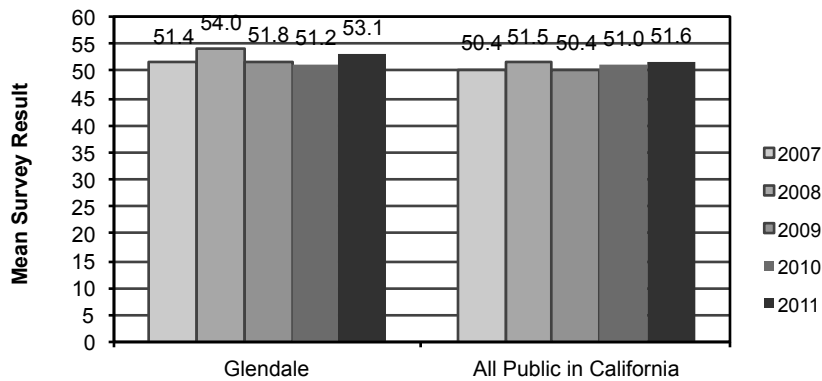

Figure 1-36. Student Effort

The Student Effort benchmark includes items assessing how often students prepare for class, revise their coursework, and use tutoring and computer labs.
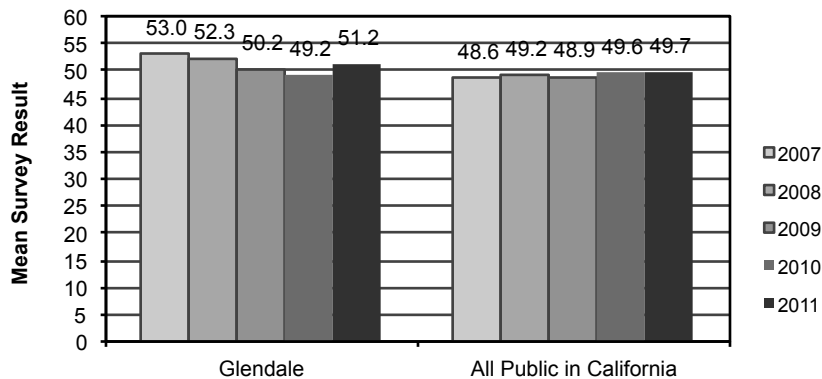
Figure 1-37. Academic Challenge

The Academic Challenge benchmark assesses how hard students must work in class, how much they must study, and how much colleges emphasize higher level thinking skills.
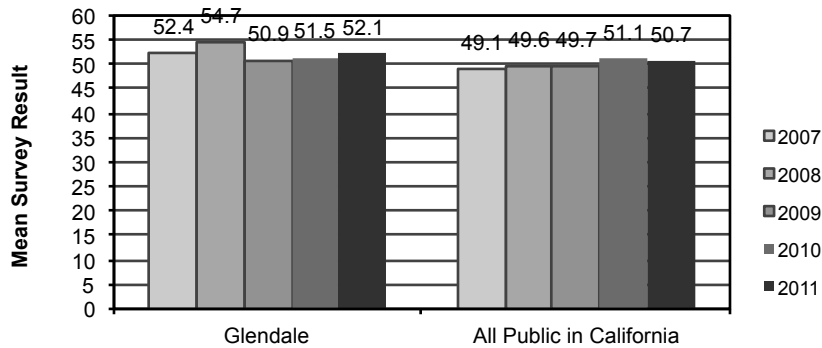
Figure 1-38. Student-Faculty Interaction

The Student-Faculty Interaction benchmark includes survey items assessing the frequency of student contact with instructors.
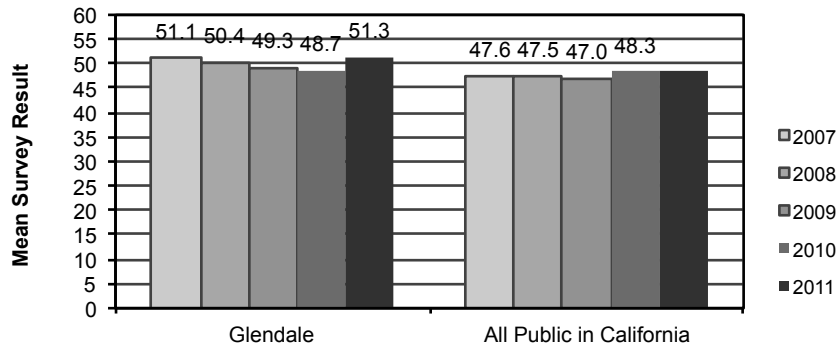
Figure 1-39. Support for Learners

The Support for Learners benchmark assesses students' perceptions of the college's commitment to academic and non-academic support for students.

source: Community College Survey of Student Engagement

1.04. Class Availability & Scheduling

1.04.01. Student Satisfaction with Course Scheduling

Satisfaction with scheduling and class availability have mirrored the state's budget difficulties and the subsequent class cuts. According to student surveys, approximately 20% of credit students have historically reported problems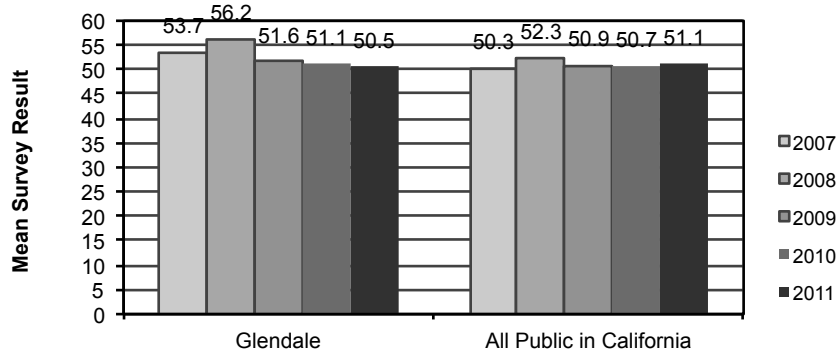 getting classes; the number increased to 42% in Spring 2003 and then decreased to 25% in Spring 2008. It then increased again, to 47% in Spring 2010 and even more dramatically to 76% in Spring 2011.

Figure 1-40. Percentage of Credit Students Having Problems Getting Classes
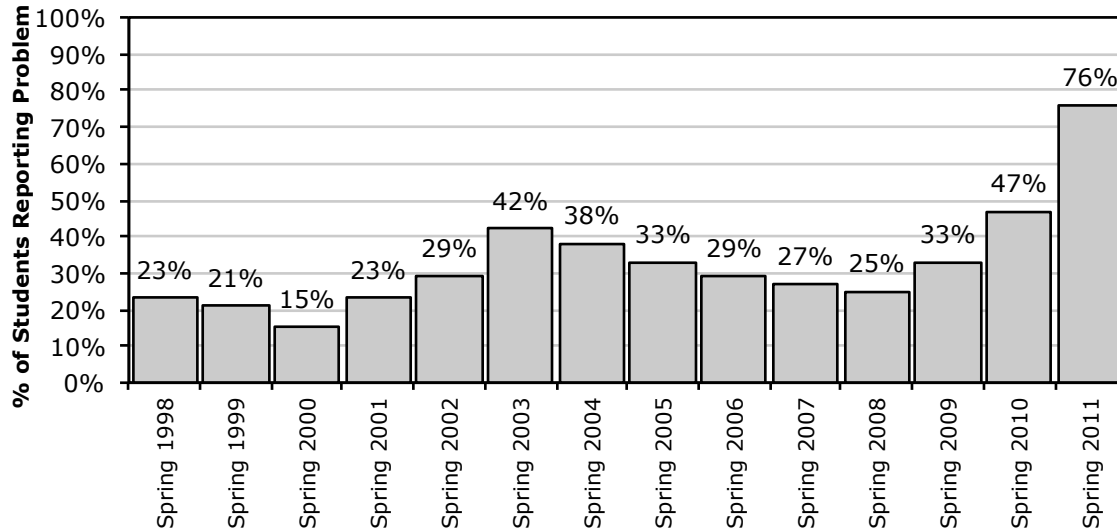
source: Spring Student Surveys

Figure 1-41. Scheduling Problems Identified by Students

Problem	Spring 2009	Spring 2010	Spring 2011
Class full	33%	39%	48%
Class not offered at time student wanted it	25%	24%	31%
Class scheduled at same time as another class student needed	8%	22%	27%
Class not offered this semester	18%	12%	13%

source: Spring Student Surveys

1.04.02. Classroom Occupation, Availability & Fill Rate

Classroom occupation can be presented as "scheduling density," or the number of class sections scheduled to begin during each available time block of the day. The figure below shows overall scheduling density for the past three Fall semesters. For Fall 2009, the highest number of class sections was scheduled to begin between 6:00 pm and 6:59 pm (aggregating across days of the week). In the figure, the darkest shading indicates that at least 65% of the highest number of sections is scheduled to begin in that time block. No shading indicates that 20% or less of the highest number of sections is scheduled to begin in that time block. Classrooms are occupied most during time blocks with dark shading, and are occupied least during time blocks with no shading.

Figure 1-42. Scheduling Density for Credit Classes by Time of Day

Start Time	Fall 2007	Fall 2008	Fall 2009	Fall 2010
6:00 am – 6:59 am	6	9	8	13
7:00 am – 7:59 am	30	23	26	111
8:00 am – 8:59 am	267	254	263	38
9:00 am – 9:59 am	201	214	206	353
10:00 am – 10:59 am	181	172	170	198
11:00 am – 11:59 am	14	12	10	38
12:00 noon – 12:59 pm	138	136	137	67
1:00 pm – 1:59 pm	229	226	224	245
2:00 pm – 2:59 pm	59	51	49	56
3:00 pm – 3:59 pm	64	54	48	103
4:00 pm – 4:59 pm	53	57	61	49
5:00 pm – 5:59 pm	81	73	69	145
6:00 pm – 6:59 pm	349	330	312	341
7:00 pm – 7:59 pm	75	76	71	62
8:00 pm – 8:59 pm	13	10	3	39
9:00 pm – 9:59 pm	2	2	1	12

source: GCC Class Master data files, GCC PeopleSoft student system

Fill rate is the percentage of available seats filled at census date. The table below shows fill rate for the credit instructional divisions.

Figure 1-43. Credit Division Fill Rate

Division	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Biology	108%	118%	118%	86%
Business	70%	82%	88%	110%
English	102%	105%	103%	92%
ESL (Credit)	87%	100%	101%	104%
Health & PE	71%	86%	100%	104%
Health Sciences	90%	94%	97%	103%
Language Arts	91%	99%	103%	106%
Mathematics	96%	104%	105%	107%
Physical Science	94%	110%	105%	91%
Social Science	91%	101%	104%	104%
Student Services	114%	103%	122%	103%
Technology & Aviation	78%	79%	92%	93%
Visual & Performing Arts	89%	101%	99%	94%
Total Credit	88%	97%	101%	100%

source: GCC PeopleSoft student system

1.04.03. Enrollment of GCC Students at Other Colleges

Community college students in urban areas frequently enroll at more than one community college. The table below shows the number of first-time college students enrolling in GCC credit courses in 2002-2003, 2003-2004, and 2004-2005 who subsequently enrolled at other two-year colleges. Note that the numbers for specific colleges is duplicated, so if a student enrolled at both Pasadena City College and LA Valley College after GCC, that student would be counted twice.

Approximately one quarter of GCC credit students subsequently enroll at another California community college within six years.

Figure 1.44. GCC Students Subsequently Enrolling at Other Two-Year Colleges

| | GCC Entry Year | | | | | |
| | 2003-2004 | | 2004-2005 | | 2005-2006 | |
	No.	%	No.	%	No.	%
Number of First-Time Students	4,079	100%	4,384	100%	4,509	100%
All Public Two-Year Colleges	1,015	25%	1,055	24%	1,056	23%
Pasadena City College	308	8%	390	9%	413	9%
Los Angeles Valley College	162	4%	151	3%	132	3%
Los Angeles City College	88	2%	127	3%	123	3%
Santa Monica College	54	1%	56	1%	48	1%
East Los Angeles College	21	1%	37	1%	37	1%
Los Angeles Pierce College	38	1%	38	1%	41	1%
Los Angeles Mission College	39	1%	45	1%	45	1%
Los Angeles Trade-Tech College	37	1%	38	1%	30	1%
College of the Canyons	35	1%	36	1%	43	1%
Rio Hondo College	21	1%	21	0%	27	1%
Mt. San Antonio College	16	0%	22	1%	13	0%

Glendale Community College
Campus Profile 2011

Section 2
STUDENT SUCCESS

2.01. Student & Course Outcomes

2.01.01. Enrollment, Retention, and Success

For most classes, the college is funded by the number of enrollments active on census date. The table below shows census enrollments, retention rates, and success rates by division. Retention rate is defined as the percentage of census enrollments resulting in a grade other than W (withdrawal). Success rate is defined as the percentage of census enrollments resulting in a grade of A, B, C, or CR (credit). Note that W's are included as failures in the success rate calculation.

Figure 2-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

Division	Census Enrollments			Retention Rate			Success Rate		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Biology	1,173	1,211	834	77%	73%	80%	61%	60%	68%
Business	4,384	5,256	3,894	86%	88%	86%	71%	72%	72%
English	4,657	4,762	3,327	85%	86%	85%	68%	68%	69%
ESL (Credit)	3,794	3,802	3,156	93%	94%	93%	78%	80%	77%
Health & PE	3,477	4,030	2,572	90%	91%	85%	71%	69%	74%
Health Sciences	1,112	1,194	893	93%	91%	91%	87%	85%	86%
Language Arts	3,062	3,048	2,442	89%	89%	87%	75%	78%	77%
Mathematics	5,161	5,204	2,945	71%	75%	77%	48%	51%	56%
Physical Sciences	2,203	2,213	1,468	88%	86%	85%	72%	67%	68%
Social Sciences	8,061	8,791	5,623	85%	85%	82%	65%	65%	63%
Student Services	1,009	1,047	654	92%	93%	91%	76%	74%	75%
Technology & Aviation	2,158	2,211	1,800	89%	89%	89%	74%	73%	77%
Visual & Performing Arts	5,273	5,257	3,657	85%	87%	85%	70%	73%	71%
Total Credit	45,524	48,026	33,265	86%	86%	85%	68%	69%	69%

source: GCC Grade Detail data file and PeopleSoft database

The graph below shows historical census enrollments, retention rate, and success rate for all credit classes. Success and retention increased somewhat between 1991-1992 and 1992-1993, but have remained flat since 1993-1994.

Figure 2-2. Enrollment, Retention, and Success by Academic Year
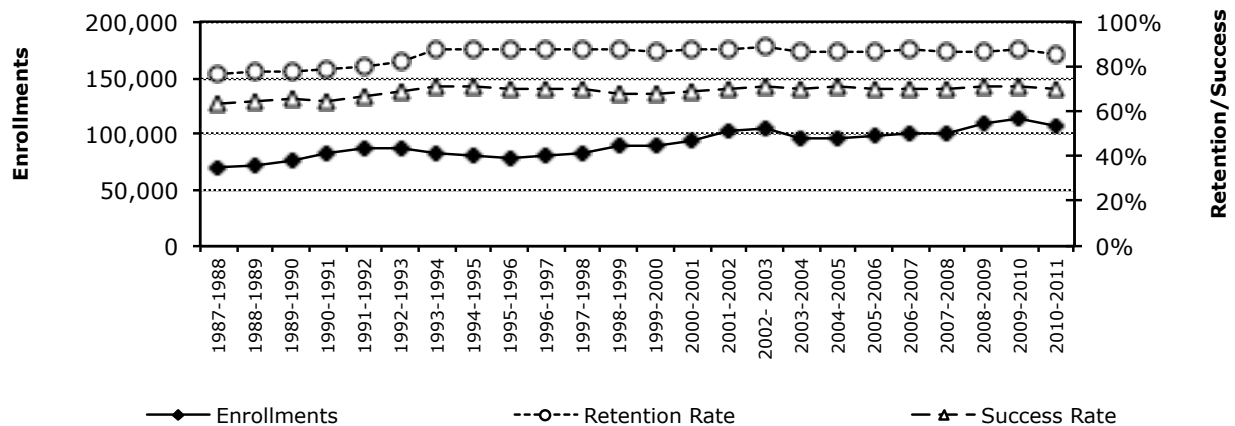
source: GCC Grade Detail data file and PeopleSoft database

Noncredit classes are funded by the positive attendance accounting method, in which hours of attendance are recorded. One Full-Time Equivalent Student (FTES) is equivalent to 525 hours of attendance. In 2010-2011, the noncredit program counted over 1,400,000 hours of attendance. The decline from 2009 to 2010 is partially due to lower noncredit enrollments, but also due to difficulties in implementing attendance tracking with the college's move to the PeopleSoft student system.

Figure 2-3. Fall Noncredit Attendance: Total Hours and Students Enrolled

	Total Hours (Fall)			Students Enrolled (Fall)		
Department	2008	2009	2010	2008	2009	2010
Developmental Skills Lab (DSL)	45,420	44,816	20,013	967	892	559
ESL (Non-Credit)	428,177	461,563	431,309	3,759	3,724	3,513
Home Arts	1,770	2,331	1,488	60	84	57
Lifelong Learning	23,720	27,669	11,684	1,036	1,073	625
Business	132,683	143,169	81,871	1,845	1,910	1,235
Parent Education	21,964	21,941	0	749	699	505
Special Education	0	0	0	0	0	0
Total Non-Credit	653,733	701,488	561,432	7,517	7,533	6,010

Source: GCC MIS data files

Figure 2-4. Total Noncredit Positive Attendance Hours (Thousands of Hours)
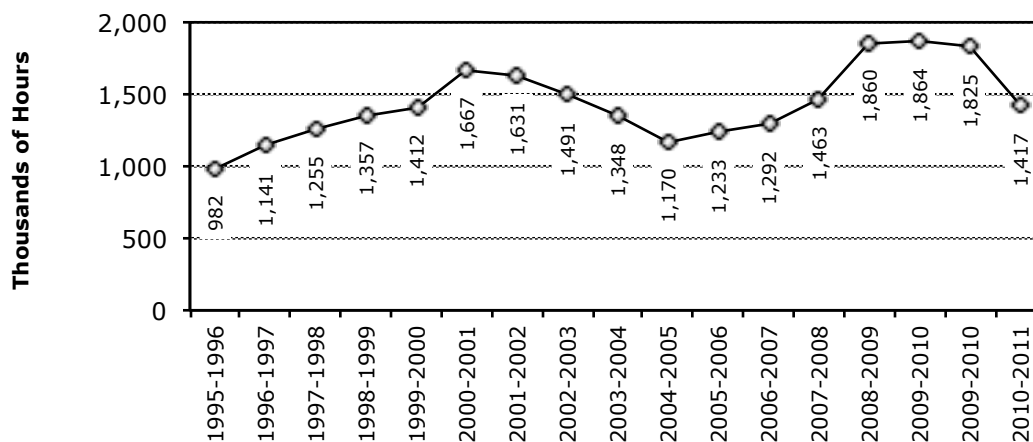
source: GCC MIS data files and CCFS-320 reports

The following page shows student outcome measures by ethnic, gender, age, disability, citizenship, and EOPS groups. These measures and groups are derived from GCC's Student Equity Plan and are reported in the Campus Profile every year. The following definitions apply to Figure 2-5:

NUM	The total number of students in the group
MEAN UNITS ATT	The average number of units students attempted in Fall 2010
MEAN UNITS COMP	The average number of units students completed in Fall 2010
SPRG PERS	The percentage of Fall 2007 students persisting to Spring 2011
COMPL TERM GPA	The Fall 2010 GPA of students who completed more than zero units
COMPL PERS	The percentage of Fall 2009 students completing more than zero units who persisted to Spring 2011
COMPL NUM	The total number of students in the group completing more than zero units

Figure 2-5. Fall 2010 Success Comparison (Student Equity Measures)

Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
						All Students Attempting Units						
Collegewide	15,573	10.3		7.1		79%		2.70		79%		14,112
American Indian	27	9.0	√	6.8	√	81%	+	2.89	+	77%	√	26
Asian	1,244	10.8	+	7.5	+	76%	√	2.84	+	75%	√	1,151
Black	21	8.9	√	6.7	√	87%	+	2.50	√	85%	+	19
Caucasian Citizen	4,553	9.6	√	6.9	√	77%	√	2.79	+	77%	√	4,139
Caucasian Resident	1,963	12.0	+	8.0	+	83%	+	2.74	+	83%	+	1,845
Latino Citizen	3,050	8.8	√	5.9	√	76%	√	2.44	√	76%	√	2,595
Latino Resident	209	8.8	√	6.1	√	74%	√	2.52	√	75%	√	183
Latino Other	245	9.3	√	6.8	√	80%	+	2.48	√	82%	+	226
Filipino	672	10.6	+	7.2	+	77%	√	2.62	√	77%	√	621
Others	3,589	11.5	+	7.7	+	82%	+	2.76	+	82%	+	3,307
Male	6,791	10.1	√	6.8	√	77%	√	2.59	√	78%	√	6,045
Female	8,638	10.5	+	7.3	+	80%	+	2.78	+	80%	+	7,934
Male Under 25	4,514	10.3	+	7.2	+	80%	+	2.46	√	82%	+	4,022
Male Over 24	2,277	9.5	√	6.1	√	71%	√	2.86	+	71%	√	2,023
Female Under 25	4,727	10.7	+	7.7	+	82%	+	2.61	√	83%	+	4,327
Female Over 24	3,911	10.3	+	6.8	√	76%	√	2.97	+	75%	√	3,607
With Disability	472	9.9	√	6.6	√	84%	+	2.44	√	83%	+	421
Student Visa	559	12.1	+	8.6	+	79%	√	2.75	+	80%	+	525
EOPS	1,169	14.2	+	10.4	+	93%	+	2.86	+	93%	+	1,147
18-24, No High School Diploma	312	9.3	√	5.7	√	79%	√	2.31	√	79%	√	256

Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
						First-Time Students Attempting Units						
Collegewide	3,271	11.2		7.6		83%		2.53		84%		2,631
American Indian	3	6.0	-	6.0	-	33%	-	3.00	+	0%	-	2
Asian	256	12.6	+	8.6	+	82%	√	2.72	+	84%	√	219
Black	0	--	+	--	+	--	+	--	+	--	+	--
Caucasian Citizen	863	10.3	√	8.0	+	86%	+	2.58	+	88%	+	739
Caucasian Resident	601	13.7	+	8.1	+	82%	√	2.68	+	81%	√	491
Latino Citizen	868	9.2	√	6.3	√	79%	√	2.19	√	82%	√	629
Latino Resident	37	9.5	√	6.5	√	81%	√	2.31	√	81%	√	32
Latino Other	84	9.5	√	7.2	√	80%	√	2.51	√	81%	√	78
Filipino	123	10.6	√	8.6	+	89%	+	2.54	+	90%	+	107
Others	436	13.5	+	7.6	+	83%	√	2.70	+	83%	√	334
Male	1,599	10.6	√	7.1	√	80%	√	2.36	√	83%	√	1,251
Female	1,633	11.8	+	8.5	+	85%	+	2.69	+	85%	+	1,346
Male Under 25	1,306	10.4	√	7.3	√	82%	√	2.31	√	86%	+	1,040
Male Over 24	293	11.5	+	6.0	-	71%	√	2.60	+	69%	√	211
Female Under 25	1,153	10.9	√	8.3	+	87%	+	2.57	+	88%	+	971
Female Over 24	480	14.0	+	7.5	√	81%	√	3.00	+	79%	√	375
With Disability	113	9.6	√	6.4	√	88%	+	2.17	√	88%	+	98
Student Visa	24	15.4	+	9.3	+	87%	+	2.56	+	86%	+	22
EOPS	6	14.8	+	9.8	+	100%	+	2.21	√	100%	+	6
18-24, No High School Diploma	65	8.8	-	4.5	-	65%	-	2.25	√	55%	-	504

source: GCC MIS data files

The above table includes Potential Issues for Equity (PIE) markers: +, -, and √. A minus sign indicates that the measure for the specified group is less than 80% of the college average. A plus sign indicates that the measure is above the college average, and a check indicates the measure is between the college average and 80% of the college average.

2.01.02. Success of Students Receiving Additional Services

Students completing orientation and Student Educational Plans (SEPs) have higher success and persistence rates than students who do not complete these activities. However, it is important to note that differences between the student groups (goals, motivation, etc.) probably contribute to the greater success. The success difference cannot be attributed solely to the completion of orientation and an SEP.

Figure 2-6. Success and Persistence of New Students Completing Orientation, SEP, and Assessment

	Fall 2008	Fall 2009	Fall 2010
Course Success Rate			
All new students	*65%*	*64%*	*78%*
New students completing orientation	69%	74%	80%
New students completing SEP	67%	77%	86%
New students completing assessment	63%	64%	79%
Persistence to Spring			
All new students	*72%*	*72%*	*81%*
New students completing orientation	80%	82%	87%
New students completing SEP	92%	93%	92%
New students completing assessment	78%	78%	85%

source: Student Master Record, Grade Detail, and Matriculation data files, GCC MIS data submissions

2.01.03. Student Satisfaction

Every Spring semester, the college conducts a student survey which includes evaluations of student satisfaction. The following table shows results most relevant to the Key Performance Indicators of the college Strategic Master Plan.

Figure 2-7. Student Satisfaction Survey Results

% of Credit Students Responding "Excellent" or "Good"	Spring 2008	Spring 2009	Spring 2010	Spring 2011
The education you are getting at GCC	83%	--	--	--
Campus friendliness to students	71%	72%	73%	74%

source: Spring Student Surveys

2.02. Educational Goals

2.02.01. Student Characteristics by Educational Goal

Over half of all credit students (about 57%) indicate that their goal is to transfer (with or without an associate's degree). The percentage with a transfer goal decreased somewhat through the mid 1990s and early 2000s, but has recently increased. About 15% of credit students have a vocational goal; this represents a drop from about 20% in 1998. In the table below, percentages do not include students with unknown goals.

Figure 2-8. Credit Enrollment by Educational Goal

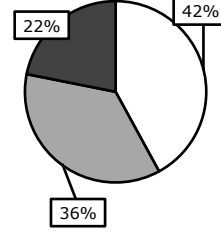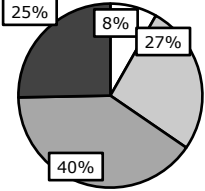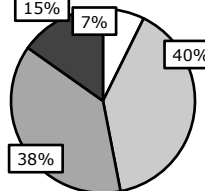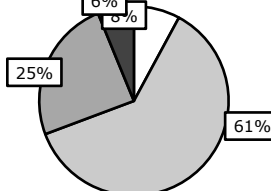| Goal	Fall 2008		Fall 2009		Fall 2010	
Transfer with AA	6,312	40%	6,782	41%	4,335	32%
Transfer without AA	2,575	16%	2,734	17%	3,283	25%
Associate's degree	1,888	12%	2,061	12%	1,026	8%
Vocational degree	295	2%	286	2%	640	5%
Certificate	312	2%	386	2%	345	3%
Discover career interests	343	2%	325	2%	223	2%
Prepare for new career	545	3%	511	3%	338	3%
Advance current job	365	2%	330	2%	246	2%
Maintain licensure	248	2%	258	2%	155	1%
Educational development	529	3%	515	3%	352	3%
Improve English, Math	160	1%	139	1%	260	2%
Complete GED/diploma	132	1%	104	1%	121	1%
Undecided	2,238	14%	2,117	13%	1,700	13%
Noncredit to Credit	0	0%	0	0%	24	0%
4-Year Student	0	0%	0	0%	331	2%
Unknown Goal	35		18		2,194	
Total	15,977	100%	16,566	100%	15,573	100%
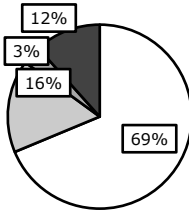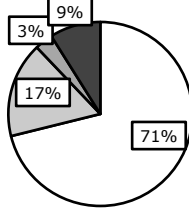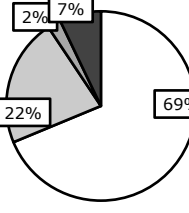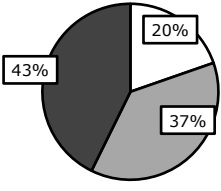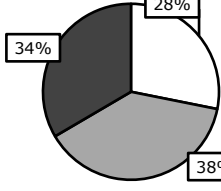
source: GCC Semester Application database

The following pages show characteristics of credit students by educational goal. Transfer-goal students are younger and take more units than other students, and educational development students are older and more likely to be U.S. citizens than other students.

Figure 2-9. Characteristics of Credit Students by Goal, Fall 2010
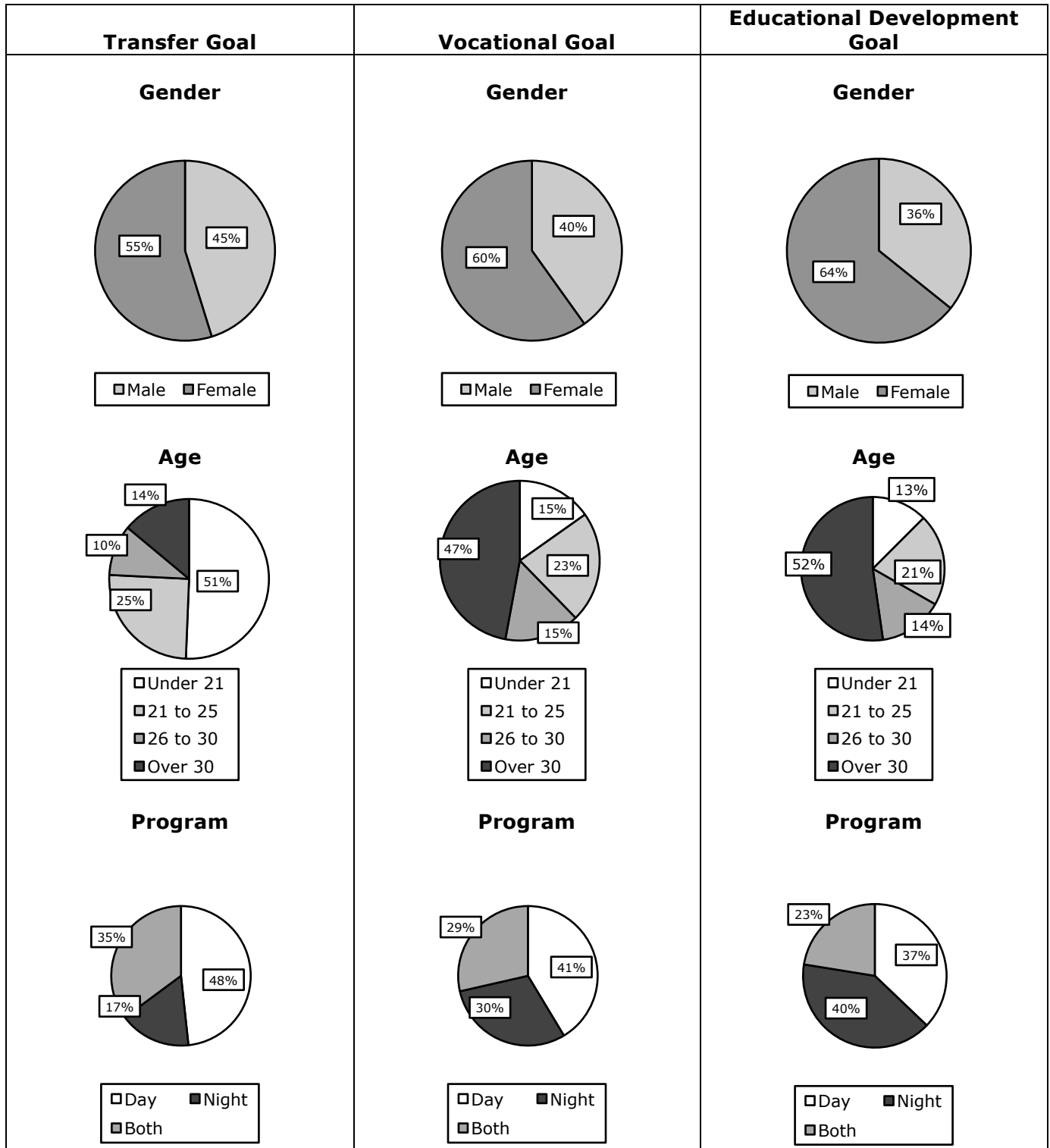
source: GCC Semester Application, Grade Detail, and Student Master Record databases

Transfer Goal	Vocational Goal	Educational Development Goal

Citizenship

12% | 3% | 16% | 69%

☐ US Citizen
☐ Perm Res
☐ Student
■ Other

Citizenship

9% | 3% | 17% | 71%

☐ US Citizen
☐ Perm Res
☐ Student
■ Other

Citizenship

7% | 2% | 22% | 69%

☐ US Citizen
☐ Perm Res
☐ Student
■ Other

Units Attempted

20% | 43% | 37%

☐ 0 to 5.9 units
☐ 6.0 to 11.9 units
■ 12.0 or more units

Units Attempted

28% | 34% | 38%

☐ 0 to 5.9 units
☐ 6.0 to 11.9 units
■ 12.0 or more units

Units Attempted

42% | 22% | 36%

☐ 0 to 5.9 units
☐ 6.0 to 11.9 units
■ 12.0 or more units

Units Completed

25% | 8% | 27% | 40%

☐ 0 units
☐ 0.1 to 5.9
☐ 6.0 to 11.9
■ 12.0+

Units Completed

15% | 7% | 40% | 38%

☐ 0 units
☐ 0.1 to 5.9
☐ 6.0 to 11.9
■ 12.0+

Units Completed

6% | 8% | 25% | 61%

☐ 0 units
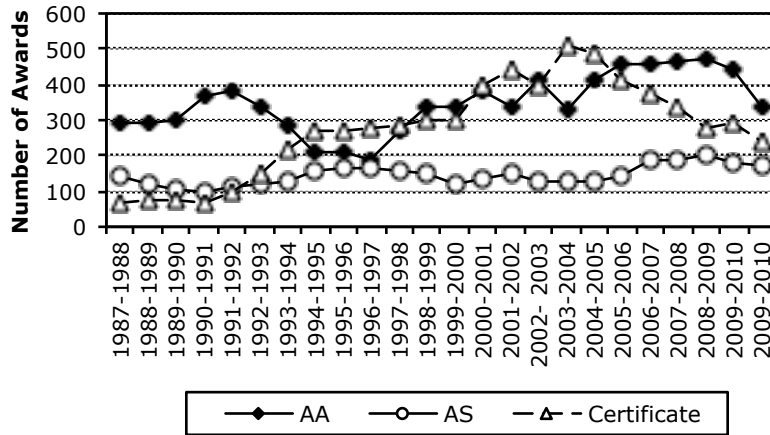☐ 0.1 to 5.9
☐ 6.0 to 11.9
■ 12.0+

source: GCC MIS data files

2.03. Student Completion

2.03.01. Degrees & Certificates Awarded

Degree and certificate awards increased from a low point in 1996-1997 to a high point in 2008-2009, then declined in recent years.

Figure 2-10. Number of Degrees and Certificates Awarded by Academic Year

source: GCC Graduation database

Figure 2-11. Degrees and Certificates Awarded by Gender

	AA Degrees			AS Degrees			Certificates		
Gender	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Male	34%	34%	32%	26%	20%	26%	31%	29%	29%
Female	66%	66%	68%	74%	80%	74%	69%	71%	71%
Total	474	445	340	206	183	169	279	289	217

source: GCC Graduation database

Figure 2-12. Degrees and Certificates Awarded by Ethnicity

	AA Degrees			AS Degrees			Certificates		
Ethnicity	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Caucasian/Anglo	13%	13%	16%	11%	13%	16%	14%	15%	21%
Caucasian/Armenian	42%	44%	38%	31%	36%	33%	48%	47%	46%
Latino/Hispanic	21%	22%	23%	12%	11%	14%	18%	17%	14%
Asian	9%	10%	14%	17%	14%	9%	5%	9%	7%
Filipino	4%	5%	2%	16%	20%	18%	5%	3%	2%
African-American	2%	2%	1%	0%	1%	6%	3%	3%	4%
American Indian	0%	0%	2%	0%	0%	0%	0%	0%	2%
Other	9%	5%	5%	11%	4%	5%	7%	5%	3%
Total	474	445	340	206	183	169	279	289	217

source: GCC Graduation database

The tables below show the numbers of AA degrees, AS degrees, and certificates awarded by major for the past three academic years.

Figure 2-13. Associate of Arts (AA) Degrees Awarded

Major	2008-2009	2009-2010	2010-2011	3-Year Total
APPLIED ARTS	0	1	0	1
ARTS AND HUMANITIES	0	0	2	2
BIOLOGICAL SCIENCE	2	3	2	7
BUSINESS ADMINISTRATION	41	38	46	125
CHOREOGRAPHIC STUDIES & DANCE TECHNIQUE	1	0	1	2
ENGLISH	1	5	1	7
FOREIGN LANGUAGE	1	0	15	16
FOREIGN LANGUAGE - OPTION 2	16	10	0	26
FOREIGN LANGUAGE - SPANISH	1	1	0	2
GENERAL EDUCATION TRANSFER STUDIES	333	295	177	805
HEALTH SCIENCE	38	34	32	104
HUMANITIES	0	0	0	0
MASS COMMUNICATIONS	0	2	1	3
MATHEMATICS	0	3	0	3
MUSIC	0	1	0	1
PHYSICAL EDUCATION	1	0	0	1
PHYSICAL SCIENCE	2	0	1	3
SCIENCE	0	0	0	0
SCIENCE AND MATHEMATICS	0	1	1	2
SOCIAL AND BEHAVIORAL SCIENCES	0	1	3	4
SOCIAL SCIENCE	30	42	44	116
SPEECH/COMMUNICATION	0	1	3	4
THEATER ARTS	0	1	0	1
THEATER ARTS – ACTING	1	0	0	1
VISUAL ARTS - ANIMATION	0	0	0	0
VISUAL ARTS - ART HISTORY	1	0	1	2
VISUAL ARTS – GRAPHIC ARTS	0	4	3	7
VISUAL ARTS - MEDIA ARTS	1	1	2	4
VISUAL ARTS - PHOTOGRAPHY	0	1	0	1
VISUAL ARTS - TWO DIMENSIONAL	4	0	5	9
TOTAL	474	445	340	1,259

source: GCC Graduation database

Figure 2-14. Certificates and Associate of Science (AS) Degrees Awarded

Major	2008-2009		2009-2010		2010-2011		
	AS	Cert	AS	Cert	AS	Cert	Total
ACCOUNTING	22	23	27	31	17	15	135
ADMINISTRATION OF JUSTICE	2	9	1	5	4	6	27
ADVANCED CULINARY ARTS	0	2	3	5	0	0	10
ADVERTISING ART	0	6	0	0	0	1	7
ANIMATION - DIGITAL ANIMATION	2	2	1	0	0	0	5
ARCHITECTURE - CAD	3	5	1	3	0	0	12
ARCHITECTURE - COMMERCIAL	0	2	0	1	0	0	3
ARCHITECTURE - DRAFTING	0	3	0	1	0	0	4
ARCHITECTURE - RESIDENTIAL	2	1	0	1	0	0	4
ARCHITECTURAL DRAFTING & DESIGN	0	0	0	0	1	0	1
ART	1	2	1	2	1	3	10
AVIATION & TRANSPORTATION - AVIATION ADMINISTRATION	1	0	2	2	0	1	6
AVIATION & TRANSPORTATION - FLIGHT ATTENDANT	12	4	2	4	5	3	30

Major	2008-2009		2009-2010		2010-2011		
	AS	Cert	AS	Cert	AS	Cert	Total
AVIATION & TRANSPORTATION - PILOT TRAINING	0	0	0	2	0	1	3
AVIATION AND TRANSPORTATION PILOT TRAINING	2	2	1	0	1	0	6
BEGINNING CULINARY ARTS CERTIFICATE	0	7	0	10	0	21	38
BOOKKEEPING	1	7	0	9	1	7	25
BUSINESS ADMINISTRATION - FINANCIAL PLANNING AND INVESTMENT	1	2	0	1	0	1	5
BUSINESS ADMINISTRATION - GENERAL BUSINESS	2	1	2	2	0	3	10
BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS	1	2	5	2	0	0	10
BUSINESS ADMINISTRATION - SMALL BUSINESS	0	0	1	0	0	0	1
BUSINESS ADMINISTRATION-ENTREPRENEURSHIP/SMALL BUSINESS	0	0	0	1	0	0	1
BUSINESS OFFICE TECHNOLOGY - ADMINISTRATIVE ASSISTANT	0	0	0	0	2	0	2
BUSINESS OFFICE TECHNOLOGY - GENERAL OFFICE	2	0	1	0	0	0	3
CERAMICS	1	3	0	2	0	0	6
CERTIFIED TAX PREPARER	0	9	0	3	0	0	12
CHILD DEVELOPMENT - MASTER TEACHER	0	0	0	0	0	2	2
CHILD DEVELOPMENT - SITE SUPERVISOR	0	0	1	0	0	2	3
CHILD DEVELOPMENT - TEACHER	0	3	0	0	1	10	14
CHILD DEVELOPMENT/TEACHER - INFANT TODDLER	0	3	0	2	0	0	5
CHILD DEVELOPMENT/TEACHER - INFANT/TODDLER	0	0	0	1	0	4	5
CHILD DEVELOPMENT/TEACHER - PRESCHOOL	8	6	8	10	0	0	32
CHILD DEVELOPMENT/TEACHER - SCHOOL AGE CARE	1	1	0	1	0	2	5
CHILD DEVELOPMENT/TEACHING-NURSERY SCHOOL	1	1	0	0	0	0	2
CHOREOGRAPHIC STUDIES AND DANCE TECHNIQUE	5	2	1	0	1	0	9
COMMUNICATIONS	0	10	0	4	0	3	17
COMPUTER AIDED MANUFACTURING	0	0	0	1	0	0	1
COMPUTER APPLICATIONS TECHNICIAN	0	0	0	2	0	0	2
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - ADMINISTRATIVE ASST.	0	0	0	1	0	3	4
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - GENERAL OFFICE	0	0	0	10	16	19	45
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES-GENERAL OFFICE	19	27	18	25	0	0	89
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGY-ADMINISTRATIVE ASSISTANT	1	2	0	0	0	0	3
COMPUTER APPLICATIONS SPECIALIST	0	0	0	0	0	1	1
COMPUTER INFORMATION SYSTEMS	1	1	0	1	1	1	5
COMPUTER PROGRAMMER	0	0	0	0	0	1	1
COMPUTER SOFTWARE TECHNICIAN	1	0	0	0	0	0	1
COMPUTER SUPPORT TECHNICIAN	0	1	0	0	0	0	1
COMPUTERIZED ACCOUNTING SPECIALIST	0	0	0	4	0	3	7
CULINARY ARTS	1	1	0	0	0	0	2
DANCE TEACHING	0	0	0	0	1	5	6
DENTAL FRONT OFFICE/BILLING & CODING	0	0	0	0	0	4	4
DESKTOP PUBLISHING TECHNICIAN	0	0	0	0	0	1	1
DIETARY SERVICES SUPERVISOR	1	7	0	6	2	4	20
DRAFTING/ELECTRO-MECHANICAL DESIGN	0	0	0	0	0	1	1
ELECTRO/MECHANICAL FABRICATION TECHNICIAN	0	0	0	0	0	1	1
ELECTONICS AND COMPUTER TECHNOLOGY - COMPUTER SYSTEMS TECHNICIAN	0	2	0	0	0	0	2
ELECTRONICS & COMPUTER TECHNOLOGY-ELECTRONICS ENGINEERING TECHNICIAN	0	0	0	0	0	0	0
ELECTRONICS AND COMPUTER TECHNOLOGY - COMPUTER ENGINEERING TECHNICIAN	0	1	0	0	0	0	1
ENGINEERING/ELECTRO-MECHANICAL DESIGN	2	0	0	0	0	0	2
ENGINEERING/ELECTRO-MECHANICAL DESIGN -	0	1	0	0	0	0	1

Major	2008-2009		2009-2010		2010-2011		
	AS	Cert	AS	Cert	AS	Cert	Total
DRAFTING/CAD ENGINEERING/ELECTRO-MECHANICAL DESIGN - MECHANICAL DESIGN	0	0	0	0	0	0	0
FASHION DESIGN	0	1	0	0	0	0	1
FIRE ACADEMY: VERDUGO FIRE ACADEMY	0	0	0	9	0	12	21
FIRE TECHNOLOGY	1	8	1	6	4	5	25
FITNESS SPECIALIST	0	1	2	6	0	0	9
HOSPITALITY SUPERVISION	0	4	0	1	0	0	5
HOTEL/RESTAURANT MANAGEMENT	4	1	0	0	1	0	6
INSURANCE PROFESSIONAL CERTIFICATE	0	1	0	0	0	1	2
INSURANCE SPECIALIST	0	1	0	0	0	0	1
MACHINE AND MANUFACTURING TECHNOLOGY-MACHINIST	0	1	1	3	0	1	6
MANAGEMENT	3	2	0	0	0	4	9
MARKETING	2	1	0	1	0	0	4
MASS COMMUNICATIONS	1	0	0	0	0	0	1
MEDICAL ADMINSTRATAIVE SERVIES - MEDICAL FRONT OFFICE	0	0	0	1	0	0	1
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL FRONT OFFICE	0	12	2	1	1	2	18
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL SECRETARY	0	0	0	1	0	0	1
MEDICAL BILLING AND CODING	0	17	0	7	0	9	33
MEDICAL OFFICE ADMINISTRATION - MEDICAL FRONT OFFICE	0	0	0	1	0	0	1
MEDICAL OFFICE ADMINISTRATION - MEDICAL TRANSCRIPTION	0	1	0	0	0	0	1
MICROSOFT OFFICE USER SPECIALIST - OPTION 1	0	1	0	2	0	0	3
MICROSOFT OFFICE USER SPECIALIST - OPTION 2	0	1	0	1	0	0	2
MICROSOFT OFFICE USER SPECIALIST - OPTION 4	0	0	0	0	0	0	0
MICROSOFT OFFICE USER SPECIALIST - OPTION 5	0	0	0	1	0	0	1
MICROSOFT OFFICE USER SPECIALIST - OPTION 6	0	1	0	1	0	0	2
MUSIC	0	0	0	0	0	1	1
PERSONAL TRAINER CERTIFICATE	0	1	0	0	0	0	1
PHOTOGRAPHY	0	2	0	5	0	2	9
PUBLIC RELATIONS	0	1	0	0	0	0	1
REAL ESTATE	4	7	1	3	1	11	27
REAL ESTATE APPRAISAL	0	1	0	2	0	2	5
RECEPTIONIST/OFFICE CLERK	0	29	0	28	0	12	69
RECREATION LEADERSHIP	1	0	0	0	0	0	1
REGISTERED NURSING	95	14	97	10	93	5	314
RESTAURANT MANAGEMENT	1	3	0	1	1	2	8
RESTAURANT SUPERVISION	0	1	0	2	0	0	3
RETAIL MANAGEMENT	0	0	0	1	0	0	1
SPECIALIST IN ALCOHOL/DRUG STUDIES	1	16	3	25	3	27	75
TAX PREPARER	0	0	0	1	0	7	8
TELEVISION PRODUCTION - MASS MEDIA	1	0	0	1	0	0	2
TELEVISION PRODUCTION - VIDEOGRAPHY	0	1	0	1	0	0	2
TELEVISION PRODUCTION-CORPORATE TELEVISION	0	1	0	1	0	0	2
THEATRE ARTS - GENERAL CERTIFICATE	0	0	0	0	0	0	0
UNIX SYSTEM ADMINISTRATOR	0	2	0	0	0	0	2
WEB DEVELOPMENT	0	0	0	2	0	3	5
WEB GRAPHICS	0	3	0	4	0	1	8
WEB PUBLISHING SPECIALIST	0	0	0	0	0	0	0
WELDING, OCCUPATIONAL (COMBINATION WELDER)	0	2	0	4	1	2	9
Grand Total	210	299	183	289	169	238	1,388

source: GCC Graduation database

Time between entry and degree completion has decreased slightly in the past three years. The average time between entry and AA completion was 5.0 years for degrees completed in 2010-2011, representing a decrease from about 5.5 years in the mid 1990s. Time to certificates has also decreased since the late 1990s.

Figure 2-15. Mean Entry to Degree Time (Years)
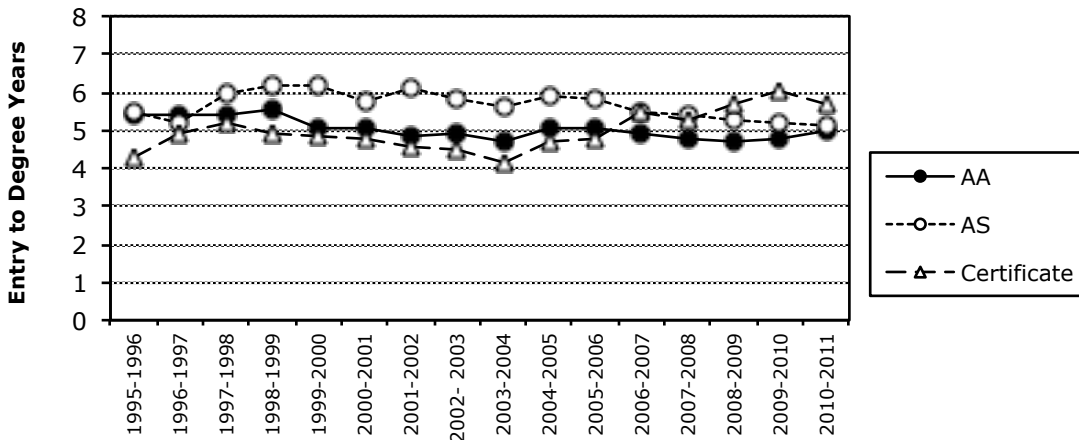
source: GCC PeopleSoft database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2007. The percentage of entering students reaching each milestone within four years is shown. Transfer prepared students have completed at least 60 UC/CSU transferable units with a GPA of 2.0 or higher in those units. Transfer ready students are transfer prepared, have passed English 101, and have passed a transferable Math course. (Note that the two student groups overlap: students with a goal of transfer with an AA are included in both groups.)

Figure 2-16. Percentage of Fall 2007 Entering Cohort Achieving Success Within 4 Years
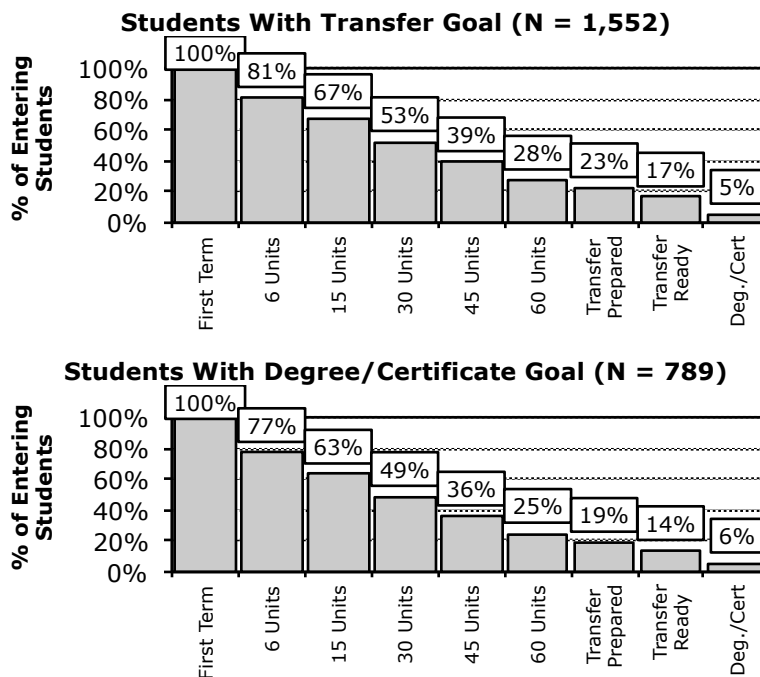
source: GCC MIS data files

2.03.02. Continuing and Community Education Student Completion

The GCC Continuing and Community Education programs offer adult high school diplomas and General Education Development (GED) testing. The following table shows the number of student completions in non-credit areas.

CASAS (Comprehensive Adult Student Assessment System) tests are used to assess student competencies in several areas, including ESL. CASAS tests are also used to document student progress for CalWORKs recipients.

Figure 2-17. Continuing and Community Education Student Completion

	2008-2009	2009-2010	2010-2011
Students obtaining GED	93	102	90
Students completing high school diploma	8	10	4
Successful student completions of high school courses			192
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	2,968	2,933	2,603
Students earning Adult Basic Education CASAS benchmarks	133	145	98

source: GCC Continuing and Community Education Program

2.03.03. Transfer

A primary part of the college's mission is to prepare students for transfer to four-year institutions. The number of students transferring from GCC has fluctuated in the past 15 years, but has tended to increase since 1998. While the number of transfers to UC remained flat between 2008-2009 and 2009-2010, the number of transfers to CSU dropped substantially, due primarily to the CSU's restriction of Spring transfers in 2010.

Figure 2-18. Transfers from GCC to UC and CSU
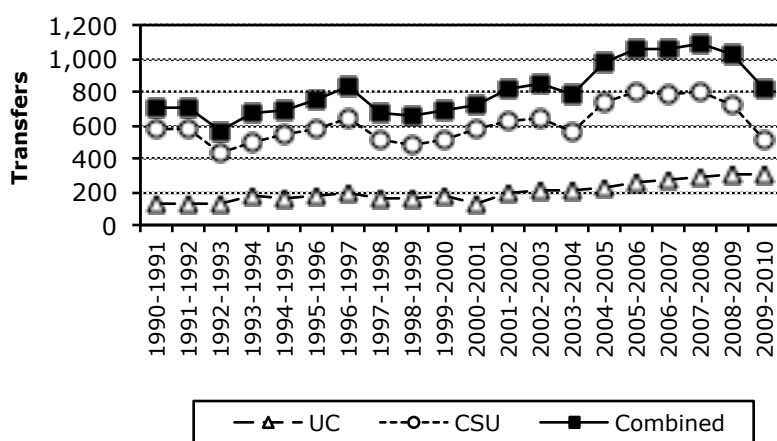
source: California Postsecondary Education Commission (CPEC)

Figure 2-19. Retrospective Transfer History

Year	To UC	To CSU	To Independents*	To In-State Privates	To Out-of-State	Total Known
1991-1992	123	584	106			813
1992-1993	133	433	33			599
1993-1994	180	495	48			723
1994-1995	153	537	39			729
1995-1996	181	569	55			805
1996-1997	192	644	20			856
1997-1998	160	512	35			707
1998-1999	167	482	39			688
1999-2000	170	518	39			727
2000-2001	136	577	107			820
2001-2002	188	628	91			907
2002-2003	208	638	--			--
2003-2004	216	568	--			--
2004-2005	229	741	--	220	76	1,266
2005-2006	251	799	--	216	62	1,328
2006-2007	273	777	--	249	61	1,360
2007-2008	285	806	--	304	222	1,617
2008-2009	301	728	--	263	95	1,387
2009-2010	297	512	--			

source: California Postsecondary Education Commission (CPEC) and California Community Colleges Chancellor's Office

* Before 2002-2003, CPEC reported Fall-only transfers to independent institutions. Transfers to UC, CSU, in-state privates, and out-of-state institutions are reported for students entering at any time during the academic year.

The table below shows the number of transfer students to UC and CSU institutions. Most of GCC's transfer students transfer to CSU Northridge and CSU Los Angeles.

Figure 2-20. Number of Transfers to Senior Institutions

Transfer Institution	2007-2008	2008-2009	2009-2010
CSU			
Northridge	389	360	296
Los Angeles	266	237	125
Pomona	68	45	28
Long Beach	22	30	1
Dominguez Hills	11	10	19
Fullerton	10	14	10
San Diego	11	7	0
Other CSU	29	25	33
CSU Total	806	728	512
UC			
Los Angeles	147	145	146
Irvine	51	53	39
Santa Barbara	16	20	27
Berkeley	27	27	29
San Diego	24	41	35
Riverside	13	9	11
Other UC	7	6	10
UC Total	285	301	297

source: California Postsecondary Education Commission (CPEC)

The California State University makes information available about transfer student performance at the CSU. Transfer students from GCC generally attain approximately the same GPA at the CSU as the average community college transfer student. Data are shown for upper-division transfers to CSU.

Figure 2-21. Performance of Upper-Division Students Transferring to CSU

Performance Measure	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of CSU Transfers from GCC	463	415	464	595
Pre-Admission GPA of Transfers from GCC	2.93	2.97	2.91	2.99
Fall-to-Fall Persistence of GCC Transfers	88%	88%	89%	
Persistence of All CC Transfers	85%	85%	86%	
CSU GPA of Persisters from GCC	2.94	2.98	2.96	
CSU GPA of Persisters from All CC's	2.94	2.99	2.98	

source: CSU Academic Performance Reports

Note: Performance data for Fall 2009 transfers to CSU were not available in time for publication of the Campus Profile.

Glendale Community College receives information from the National Student Clearinghouse about GCC students who enroll at four-year colleges and universities. In contrast with the retrospective data presented above, in which students enrolling at four-year institutions were tracked back to the two-year college they attended, data from the National Student Clearinghouse allow prospective studies, in which students at GCC can be categorized according to their future enrollments at four-year institutions. The different sources of data give different information about student transfer.

The following table tracks first-time students entering GCC between 2002-2003 and 2005-2006. Students in each cohort were tracked for six academic years to determine their enrollments at four-year colleges and universities. All enrollments after the student's first term at GCC are counted in the table.

Figure 2-22. Prospective Analysis of GCC Students Enrolling at Four-Year Institutions

	Year Entering GCC			
	2002-2003	**2003-2004**	**2004-2005**	**2005-2006**
All First-Time Students				
Number of Students	6,270	4,069	4,384	4,509
Percent Enrolling at a Public 4-Year Institution	25%	23%	24%	24%
Percent Enrolling at a Private 4-Year Institution	8%	8%	9%	9%
Percent Enrolling at Any 4-Year Institution	31%	29%	31%	31%
First-Time Students with Transfer Goal				
Number of Students	2,384	1,825	2,012	2,092
Percent Enrolling at a Public 4-Year Institution	30%	29%	28%	28%
Percent Enrolling at a Private 4-Year Institution	9%	9%	9%	11%
Percent Enrolling at Any 4-Year Institution	36%	36%	35%	36%

source: National Student Clearinghouse data files

The next table shows four-year institutions attended within six academic years by GCC first-time students starting in 2002-2003 through 2005-2006.

Figure 2-23. Prospective Analysis of Transfer: Four-Year Institutions

	Number of Transfer Students by Year Entering GCC			
Four-Year Institution	**2002-2003**	**2003-2004**	**2004-2005**	**2005-2006**
CSU Northridge	451	261	330	359
CSU Los Angeles	190	118	150	154
UCLA	193	132	153	136
UC Irvine	105	42	67	92
USC	102	58	78	78
University of Phoenix	65	30	41	70
Cal Poly Pomona	73	37	53	56
UC San Diego	69	38	38	54
Woodbury University	29	27	50	51
UC Santa Barbara	71	26	28	38
CSU Fullerton	18	1	22	23
ITT Technical Institute	21	15	14	21
CSU Long Beach	62	13	26	20
DeVry University	14	5	10	18
UC Berkeley	60	57	54	17
UC Davis	10	9	7	13

Transfer rates are reported by the California Community Colleges Chancellor's Office using a standard definition. Students who complete 12 or more units and attempt transfer-level English or math within six years of entry at a California community college are tracked to see whether they enrolled at a four-year institution. Chancellor's Office data matches with UC, CSU, and the National Student Clearinghouse, which provides enrollment data for member institutions across the United States, provide transfer information. The transfer rate is the number of students enrolling at a four-year institution within six years divided by the total number of students in the cohort.

Figure 2-24. GCC Transfer Rate

	Entering Cohort			
	2001–2002	**2002–2003**	**2003–2004**	**2004–2005**
Transfer Rate				
Glendale Community College	46.4%	48.6%	50.0%	50.7%
Region 7 Colleges	38.9%	39.3%	41.2%	41.2%
All California Colleges	39.9%	40.2%	40.7%	40.6%
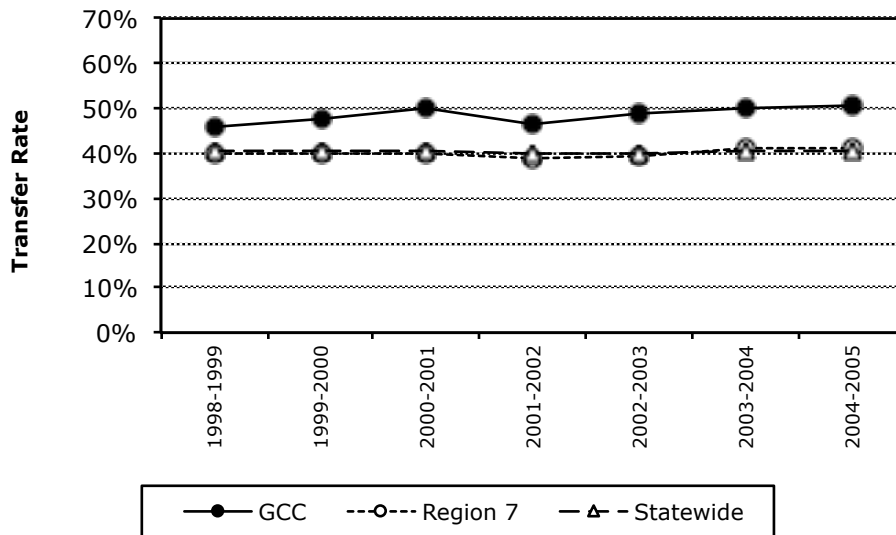
2.03.04. Accountability Reporting for the Community Colleges (ARCC)

Accountability Reporting for the Community Colleges (ARCC) is an accountability reporting system created in response to Assembly Bill 1417 in 2004. The first report on the performance of community colleges in California was released in January 2007. The following figures summarize GCC's performance on the most recently published ARCC indicators.

For each indicator, GCC's performance is compared to the performance of four comparison groups: a state-defined peer group specific to that indicator, all community colleges in California, and all colleges in Region 7.

Figure 2-25. ARCC Indicator A: Student Progress and Achievement Rate

"Student Progress and Achievement Rate" is the percentage of first-time students who showed intent to complete and achieved any of the following outcomes within six years: transferred to a four-year institution, earned an AA/AS or certificate of at least 18 units, achieved "transfer directed" status, or achieved "transfer prepared" status.

GCC ranks 7th out of the 23 colleges in the state-defined peer group for Indicator A, and 15th out of the 109 colleges in California for which data were reported. GCC ranks 1st out of the 14 colleges in Region 7.

Student Progress and Achievement Rate: GCC Trend

Student Progress and Achievement Rate: 2004-05 to 2009-10
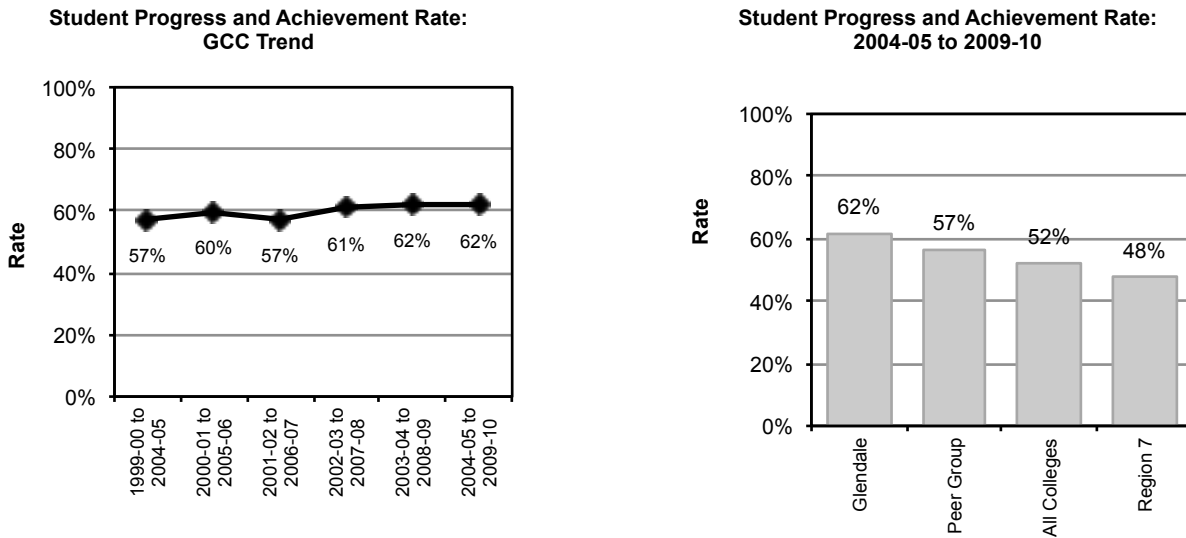
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-26. ARCC Indicator B: Percent of Students Who Earned at Least 30 Units

"Percent of Students Who Earned at Least 30 Units" is the percentage of first-time students who showed intent to complete and earned at least 30 units in the California community college system. GCC ranks 1st out of the 38 colleges in the state-defined peer group for Indicator A, and 4th out of the 109 colleges in California for which data were reported. GCC ranks 1st out of the 14 colleges in Region 7.

Percent of Students Who Earned at Least 30 Units:
GCC Trend

Percent of Students Who Earned at Least 30 Units: 2004-05 to 2009-10
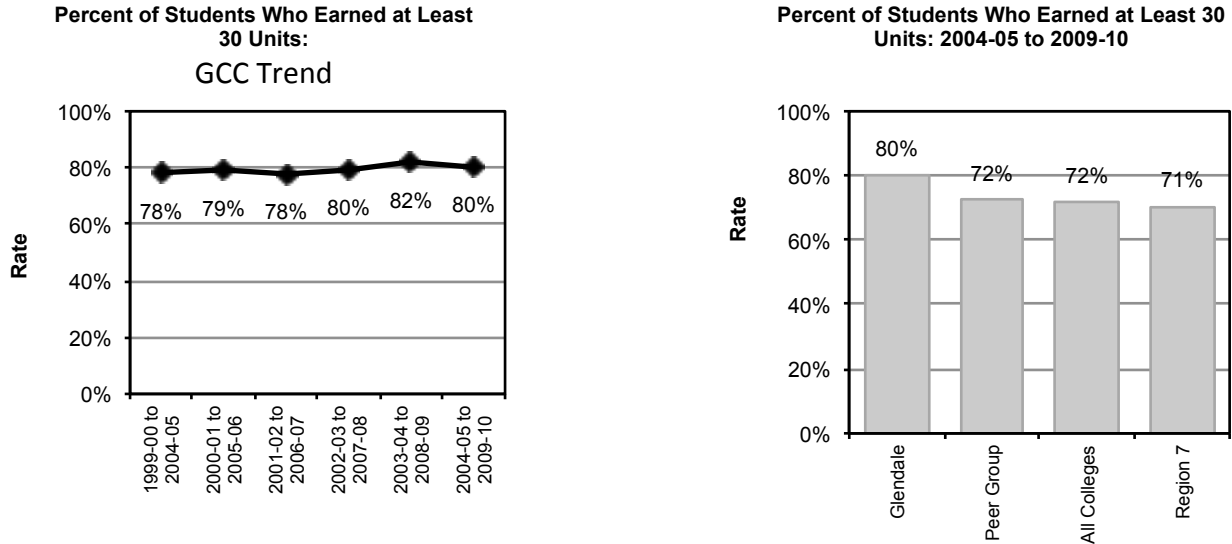
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-27. ARCC Indicator C: Persistence Rate

"Persistence Rate" is the percentage of first-time students with a minimum of six units earned in a Fall term who enrolled in the subsequent Fall term anywhere in the California community college system. GCC ranks 6th out of the 24 colleges in the state-defined peer group for Indicator A, and 21st out of the 111 colleges in California for which data were reported. GCC ranks 3rd out of the 14 colleges in Region 7.

Persistence Rate: GCC Trend

Persistence Rate: Fall 2008 to Fall 2009
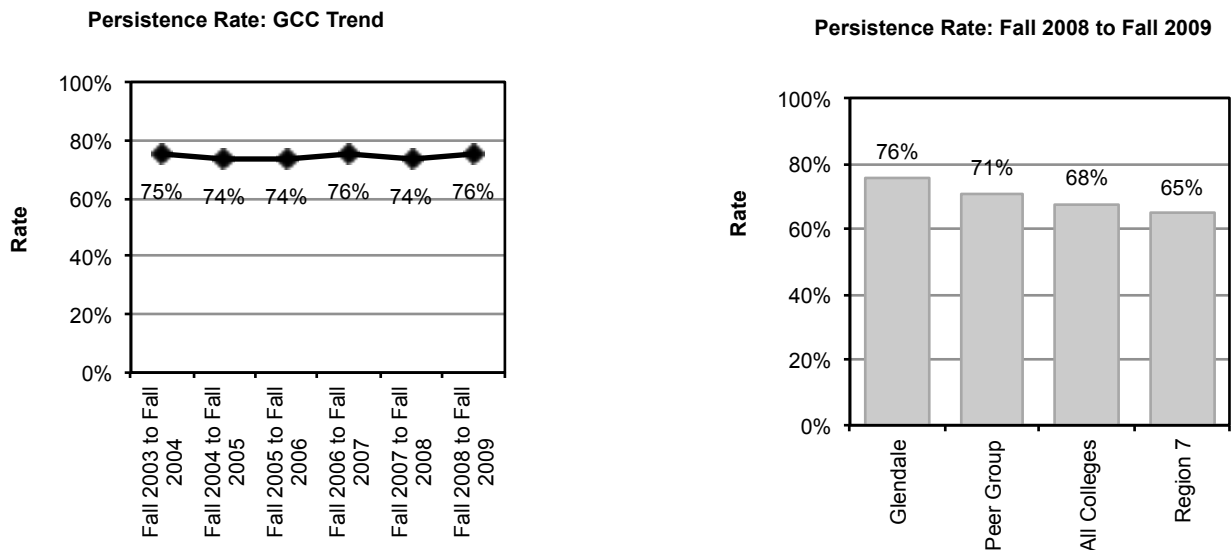
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-28. ARCC Indicator D: Annual Successful Course Completion Rate for Credit Vocational Courses

"Annual Successful Course Completion Rate for Credit Vocational Courses" is the percentage of credit vocational course enrollments that were passed with a grade of A, B, C, or CR. GCC ranks 7th out of the 41 colleges in the state-defined peer group for Indicator A, and 31st out of the 111 colleges in California for which data were reported. GCC ranks 2nd out of the 14 colleges in Region 7.

Annual Successful Course Completion Rate for Credit Vocational Courses: GCC Trend

Annual Successful Course Completion Rate for Credit Vocational Courses: 2009-2010
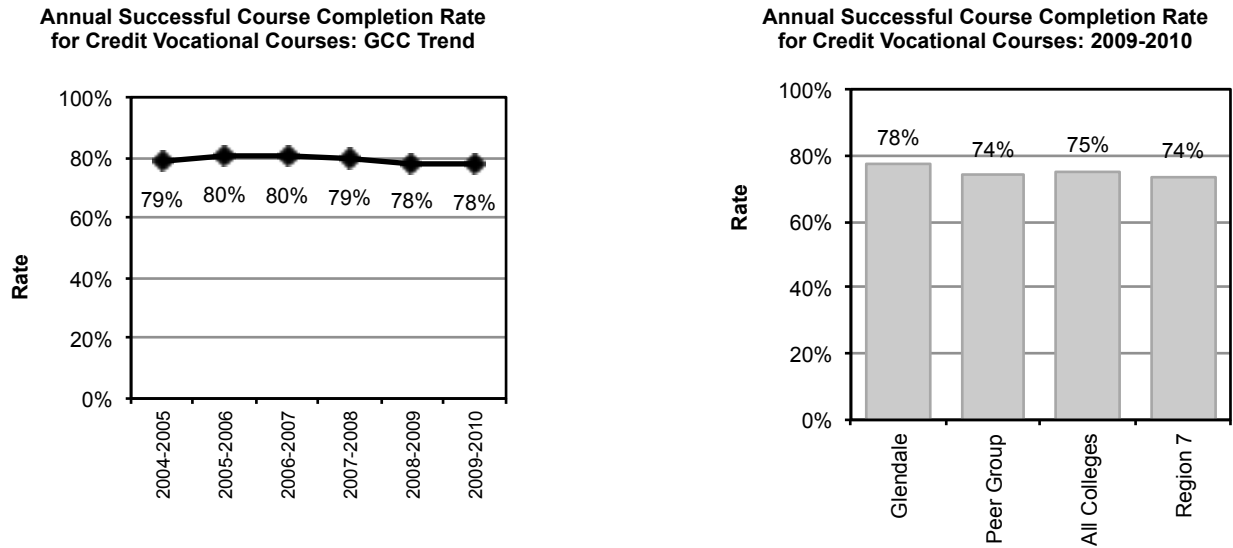
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-29. ARCC Indicator E: Annual Successful Course Completion Rate for Credit Basic Skills Courses

"Annual Successful Course Completion Rate for Credit Basic Skills Courses" is the percentage of credit basic skills course enrollments that were passed with a grade of A, B, C, or CR. GCC ranks 6th out of the 13 colleges in the state-defined peer group for Indicator A, and 34th out of the 111 colleges in California for which data were reported. GCC ranks 4th out of the 14 colleges in Region 7.

Annual Successful Course Completion Rate for Credit Basic Skills Courses: GCC Trend

Annual Successful Course Completion Rate for Credit Basic Skills Courses: 2009-2010
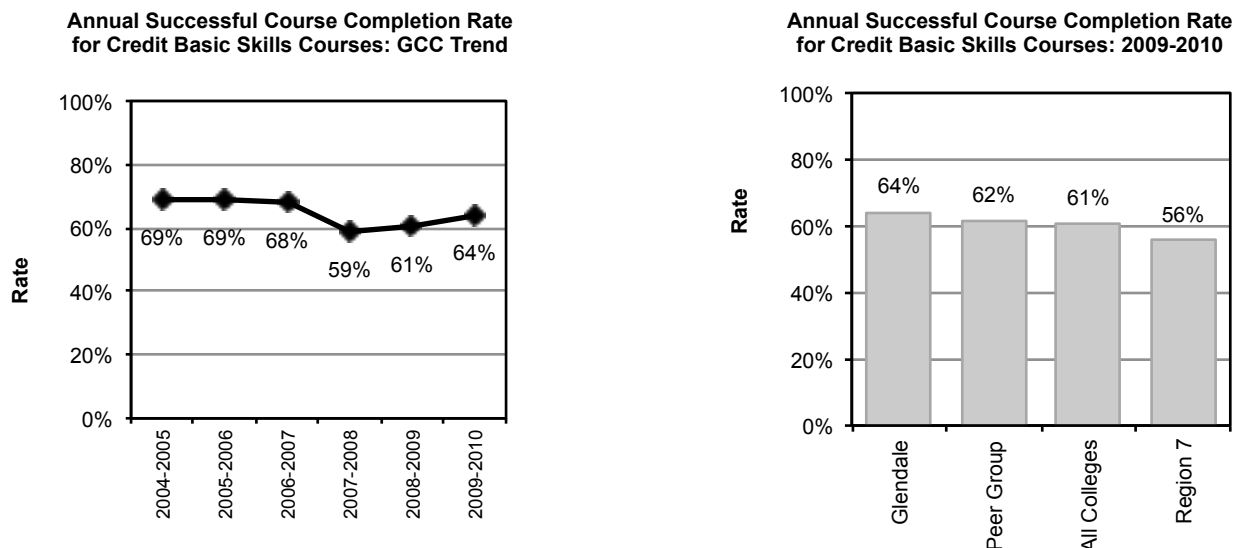
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-30. ARCC Indicator F: ESL Improvement Rate

"ESL Improvement Rate" is the percentage of students successfully completing a credit ESL course who subsequently passed a higher-level ESL course or a college-level English course within three years. The initial course is two or more levels below a transfer-level course. In the 2010 ARCC report, GCC ranks 8th out of the 20 colleges in its state-defined peer group and 27th out of the 102 colleges in the state for which data were available. GCC ranks 8th among the 14 colleges in Region 7 on this measure.

ESL Improvement Rate: GCC Trend

ESL Improvement Rate: 2007-08 to 2009-10
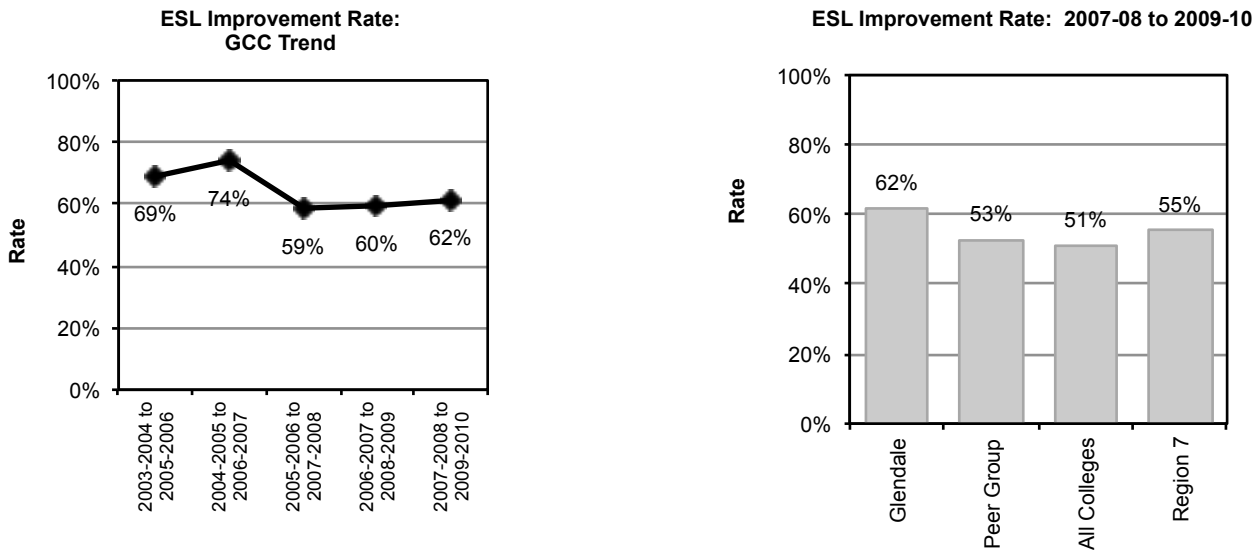
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-31. ARCC Indicator G: Basic Skills Improvement Rate

"Basic Skills Improvement Rate" is the percentage of students successfully completing a credit basic skills English or Math course who subsequently passed a higher-level course in the same discipline within three years. The initial course is two or more levels below a transfer-level course. In the 2010 ARCC report, GCC ranks 3rd among the 15 colleges in its state-defined peer group and 43rd among the 110 colleges for which data were available. GCC ranks 4th out of the 14 colleges in Region 7.

Basic Skills Improvement Rate: GCC Trend

Basic Skills Improvement Rate: 2007-08 to 2009-10
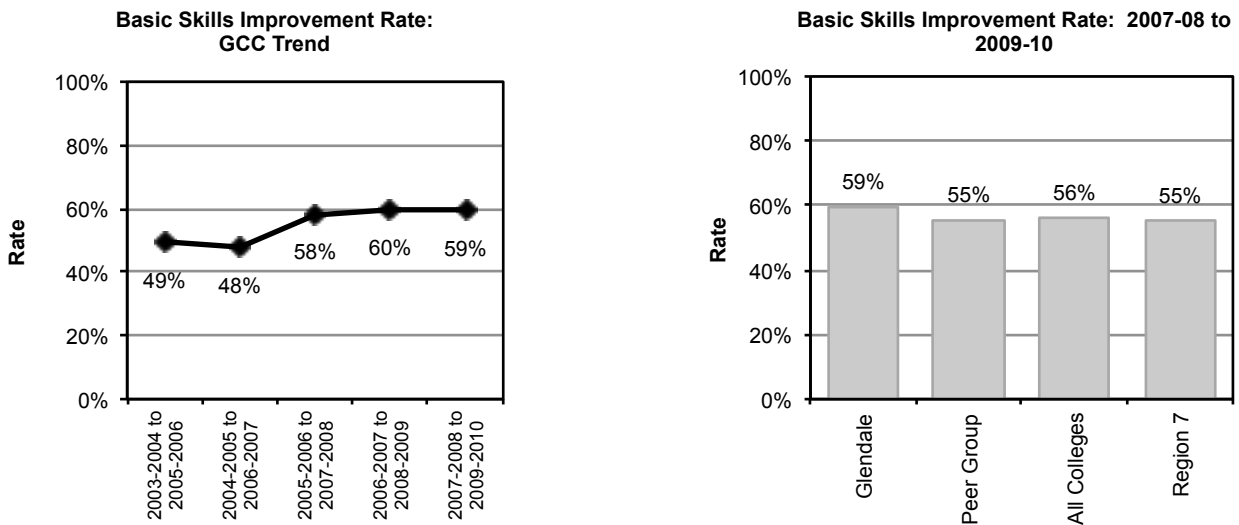
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-32. ARCC Indicator H: CDCP Student Progress and Achievement Rate

The newest ARCC indicator is "CDCP Student Progress and Achievement Rate," which measures progress for students taking noncredit courses. CDCP is an acronym for Career Development and College Preparation and refers to a subset of noncredit courses offered by California community colleges. The indicator measures the percentage of first-time students completing at least 8 hours of CDCP courses who either complete a degree-applicable credit course outside PE, earn a CDCP certificate, become transfer directed or transfer prepared, earn an associate degree, or transfer to a four-year institution. Because CDCP offerings vary among community colleges, data are available for only 37 colleges. GCC ranks 6th among the 37 colleges with available data. GCC ranks 4th out of the 9 colleges in Region 7.
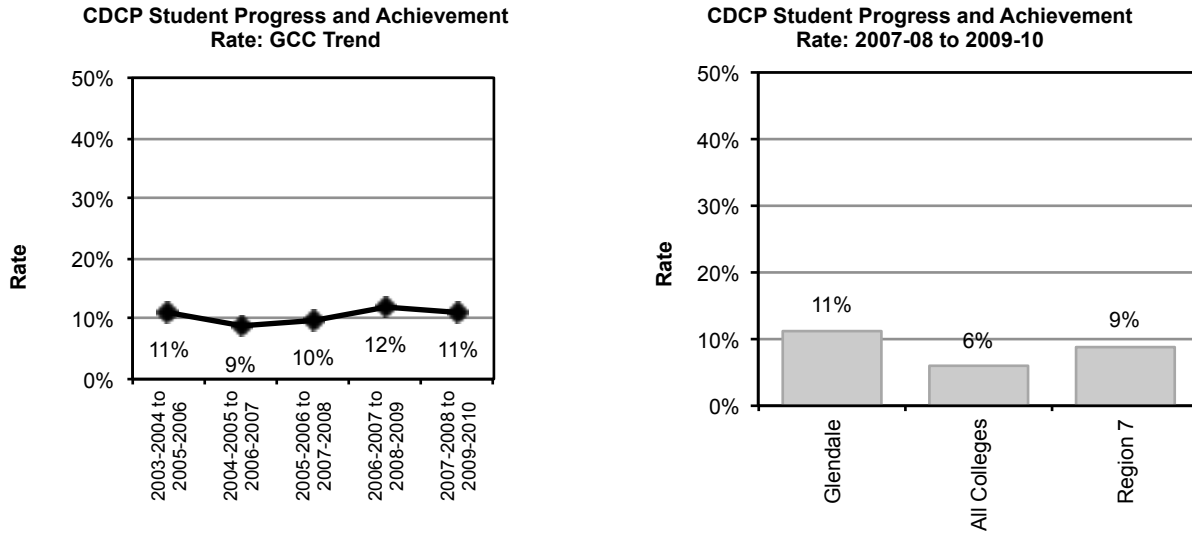
source: Chancellor's Office "Focus on Results" Report ARCC Reports

2.03.05. Time to Goal Completion (Student Right-to-Know Data)

The tables below show Student Right-to-Know data, made publicly available by the college and by the Chancellor's Office. Each year, the cohort of entering, full-time, degree-seeking students is identified and tracked for three years to determine the percentage of the cohort completing a goal. By definition, Student Right-to-Know "completers" are those students who have completed a degree or certificate, or who have become transfer prepared by completing at least 56 transferable units with a GPA of 2.0 in those units. (Note: The methodology used to define the cohort changed for the Fall 2000 cohort and again for the Fall 2004 cohort, resulting in a larger cohort and lower success rates.)

"Transfers Out" refers to students who transferred to a four-year institution or to a California community college. The percentage of transfers out is sometimes reported as a transfer rate. It is a flawed measure of transfer because it counts only non-completing students (ignoring those students the college has successfully prepared for transfer) and it includes "transfers" to other community colleges.

Figure 2–33. Student Right-to-Know Data

Glendale Community College			
Entering Cohort	Number in Cohort	Transfers Out	Completers
Entering Fall 2001	667	21%	41%
Entering Fall 2002	355	27%	37%
Entering Fall 2003	396	10%	43%
Entering Fall 2004	1,022	21%	31%
Entering Fall 2005	1,557	20%	29%
Entering Fall 2006		18%	31%
Entering Fall 2007		18%	29%

Statewide (All California Community Colleges)			
Entering Cohort	Number in Cohort	Transfers Out	Completers
Entering Fall 2001	37,116	17%	39%
Entering Fall 2002	30,444	30%	36%
Entering Fall 2003		17%	36%
Entering Fall 2004	86,982	25%	25%
Entering Fall 2005	128,018	18%	24%
Entering Fall 2006		17%	25%
Entering Fall 2007		15%	24%

2.03.06. Workforce Preparation

The state of California tracks students who complete community college vocational programs into the workforce. The table below shows workforce placement (employment in the first year after college). Placement rates are measured for "leavers & completers," those students who completed at least one occupational course and earned at least 12 units in a vocational program area, or who earned a vocational degree or certificate, and who are not still enrolled at a community college.

Beginning in 2008, each community college in California must negotiated a performance level for it to meet. The performance level and the differences between the negotiated level and GCC's rates are shown in the table. All data are aggregated across all vocational programs at GCC.

Figure 2-34. Workforce Placement and Retention of GCC Vocational Students

	Reporting Year		
	2008-2009	2009-2010	2010-2011
	Data Year		
	2006-2007	2007-2008	2008-2009
Workforce Placement			
Leavers & Completers	720	673	641
Number Placed	553	501	550
Percentage Placed	77%	74%	86%
Negotiated Performance Level	75%	75%	75%
Difference	+2%	-1%	+11%

source: Chancellor's Office Core Indicator Reports

The table below shows NCLEX pass rates for Nursing students. The NCLEX is the National Council Licensure Examination administered by the California Board of Registered Nursing. The BRN accreditation benchmark is a 70% pass rate; GCC has consistently had a higher pass rate.

Figure 2-35. NCLEX Pass Rates for Nursing Graduates

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Taking Test					
Glendale Students	57	94	90	94	115
All Community College Students	4,702	5,165	5,453	6,078	6,165
Pass Rate					
Glendale Students	87.8%	87.2%	95.6%	88.3%	93.0%
All Community College Students	88.1%	88.5%	86.0%	87.9%	89.0%

source: California Board of Registered Nursing

Glendale Community College
Campus Profile 2011

Section 3
STAFF COMPOSITION

3.01.   Faculty & Staff

3.01. Faculty & Staff

3.01.01. Faculty & Staff Demographics

The following tables show staff composition by employment category, gender, and ethnicity.

Figure 3-1. Staff Composition by Employment Category
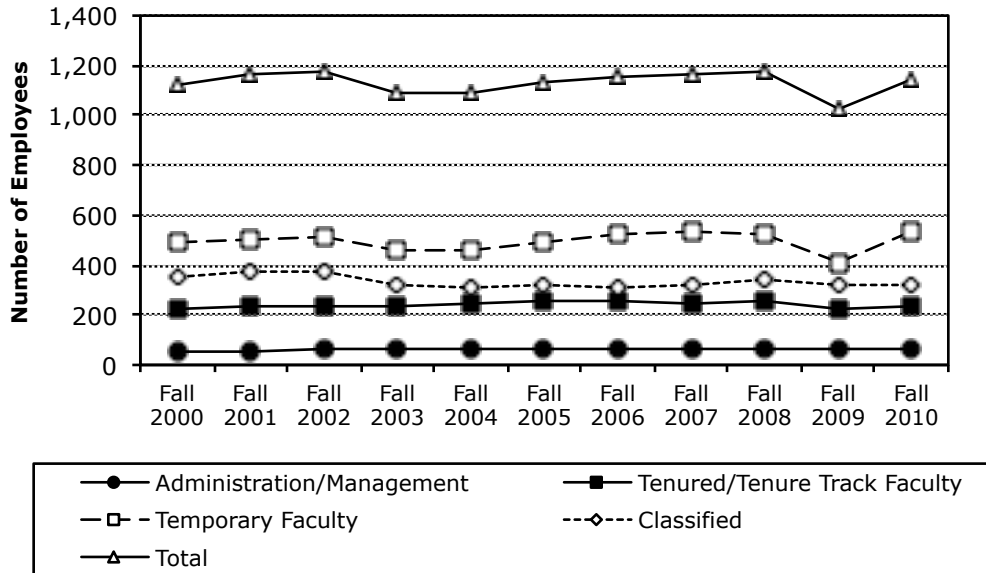
source: Chancellor's Office Report on Staffing, MIS data submissions

Figure 3-2. Staff Composition by Gender, Fall 2010

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	11	35%	20	65%	31	100%
Classified Management	17	53%	15	47%	32	100%
Faculty						
Tenured/Tenure Track	106	45%	127	55%	233	100%
Temporary (Adjunct)	253	48%	277	52%	530	100%
Classified						
Classified/Professional	1	8%	12	92%	13	100%
Classified/Support	108	35%	200	65%	308	100%
Total	496	43%	651	57%	1,147	100%

source: Chancellor's Office Report on Staffing, MIS data submissions

Figure 3-3. Staff Composition by Ethnicity, Fall 2010

The following table shows staff composition by ethnicity. Note that Armenian employees are included as part of the white group; Armenian status is not formally collected by the college despite the size of the Armenian population in the service area.

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0	1	1	27	2	0	0	31
Classified Management	0	3	2	20	5	2	0	32
Faculty								
Regular (Full-Time)	3	22	4	173	20	10	1	233
Temporary (Adjunct)	5	51	14	400	50	7	3	530
Classified								
Classified/Professional	0	2	0	10	1	0	0	13
Classified/Support	0	15	16	185	74	15	3	308
Total	8	94	37	815	152	34	7	1,147

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0%	3%	3%	87%	6%	0%	0%	100%
Classified Management	0%	9%	6%	62%	16%	6%	0%	100%
Faculty								
Regular (Full-Time)	1%	9%	2%	74%	9%	4%	0%	100%
Temporary (Adjunct)	1%	10%	3%	75%	9%	1%	1%	100%
Classified								
Classified/Professional	0%	15%	0%	77%	8%	0%	0%	100%
Classified/Support	0%	5%	5%	60%	24%	5%	1%	100%
Total	1%	8%	3%	71%	13%	3%	1%	100%

source: Chancellor's Office Report on Staffing, MIS data submissions

3.01.02. Workload

The standard measure of faculty workload is defined as Weekly Student Contact Hours (WSCH) divided by Full-Time Equivalent Faculty (FTEF). The following table shows WSCH per FTEF by credit division for Fall and Spring semesters only.

Figure 3-4. Faculty Workload by Division

Division	2008-2009			2009-2010			2010-2011		
	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF
Biology	19,234	27.7	694	19,403	27.3	711	18,963	31.2	607
Business	38,669	74.9	516	42,146	77.5	544	45,610	84.6	539
English	36,327	73.3	496	36,034	72.7	496	34,418	76.2	451
ESL (Credit)	42,080	67.8	620	39,738	66.4	598	36,447	68.9	529
Health & PE	20,656	34.5	598	22,136	34.4	643	21,236	30.9	687
Health Sciences	14,659	21.0	699	14,776	21.3	694	10,871	22.8	477
Language Arts	30,361	52.3	580	30,167	50.5	597	28,094	52.0	540
Mathematics	53,286	76.4	698	54,638	78.1	700	50,310	77.6	648
Physical Sciences	27,010	41.3	654	29,330	42.5	690	25,800	49.2	524
Social Sciences	57,040	72.4	788	64,397	76.2	845	58,455	81.6	716
Technology & Aviation	22,231	43.0	518	24,347	45.4	536	21,481	44.8	480
Visual & Performing Arts	42,598	72.4	588	42,293	76.4	554	39,170	79.5	493
Credit	406,846	657.0	615	419,405	668.7	627	392,966	705.5	557

Source: CCFS 320, Class Master data files, GCC PeopleSoft student system

Notes

1. WSCH data for the WSCH per FTEF calculation includes enrollments in classes with weekly, daily, and positive attendance accounting methods, not just weekly classes.
2. Due to some inflexibility in the coding of FTEF for certain lab classes, the FTEF reported in the Biology and Physical Sciences divisions are not accurate.
3. Health Sciences division FTEF data do not include clinical sessions taught by adjunct instructors. This exclusion underestimates FTEF and overestimates WSCH per FTEF.
4. Student Services division FTEF data are coded differently from FTEF data for other divisions, so the Student Services division is not included in the table.

Glendale Community College
Campus Profile 2011

Section 4
FISCAL CONDITION

4.01. Revenues

4.01.01. Revenue Sources

The tables below show GCC's revenue sources. About 75% of GCC's general fund revenues come from state sources, compared to about 20% from local sources and 3% from federal sources. The increase in state revenues from 2003-2004 onward is due in part to an accounting shift of $200 million from deferred apportionment.

Figure 4-1. General Fund Revenues, Glendale Community College

Year	State	Local	Federal	Total
1993-1994	$18,613,602	$21,520,265	$1,957,797	$42,091,664
1994-1995	$14,148,430	$21,089,306	$1,685,822	$36,923,558
1995-1996	$16,710,355	$19,258,228	$1,904,299	$37,872,882
1996-1997	$21,425,613	$19,667,353	$1,767,141	$42,860,107
1997-1998	$24,718,639	$21,114,212	$2,448,862	$48,281,713
1998-1999	$28,696,019	$23,104,700	$2,495,080	$54,295,799
1999-2000	$31,414,145	$24,369,202	$2,990,116	$58,773,463
2000-2001	$38,703,791	$26,607,656	$2,749,307	$68,060,754
2001-2002	$40,934,029	$27,409,529	$3,618,195	$71,961,753
2002-2003	$39,343,710	$28,536,678	$4,164,388	$72,044,776
2003-2004	$37,168,168	$30,694,170	$3,518,934	$71,381,272
2004-2005	$51,614,194	$22,394,817	$3,465,328	$77,474,339
2005-2006	$59,696,517	$20,732,771	$3,153,984	$83,583,272
2006-2007	$71,706,260	$20,787,510	$3,065,556	$95,559,326
2007-2008	$75,779,258	$19,961,178	$2,685,386	$98,425,822
2008-2009	$74,674,718	$20,388,400	$2,840,873	$97,903,991
2009-2010	$62,905,064	$16,826,309	$4,388,097	$84,119,470

source: Chancellor's Office Fiscal Data Abstracts

GCC General Fund Revenues by Source
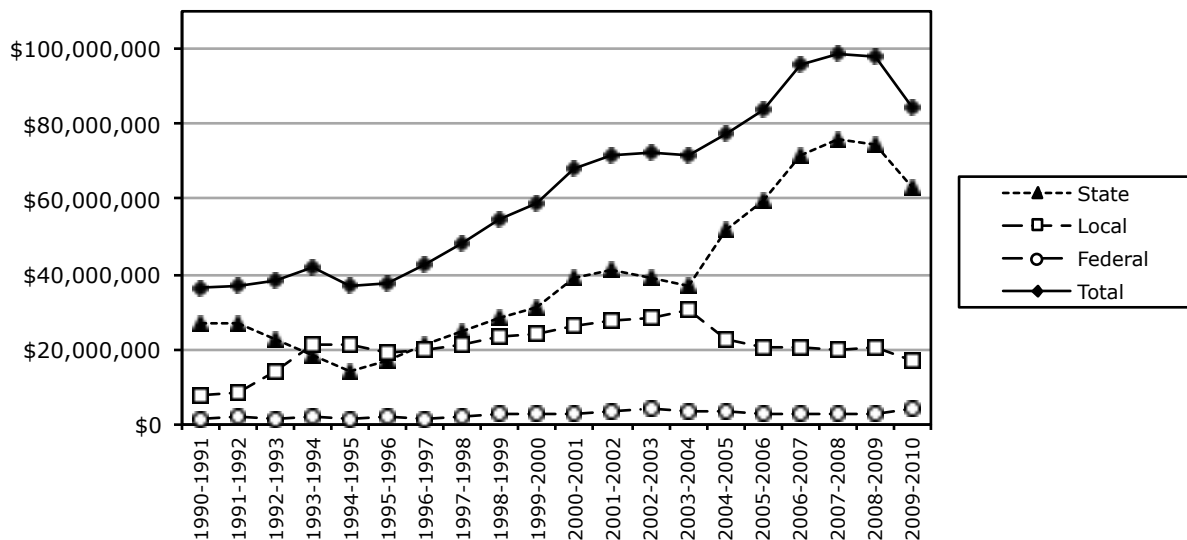
Figure 4-2. Percentage of General Fund Revenues by Source, Glendale College

State Sources of General Fund Revenues

Funding from State for GCC
Funding from State for All CCs

Local Sources of General Fund Revenues

Local Funding for GCC
Local Funding for All CCs
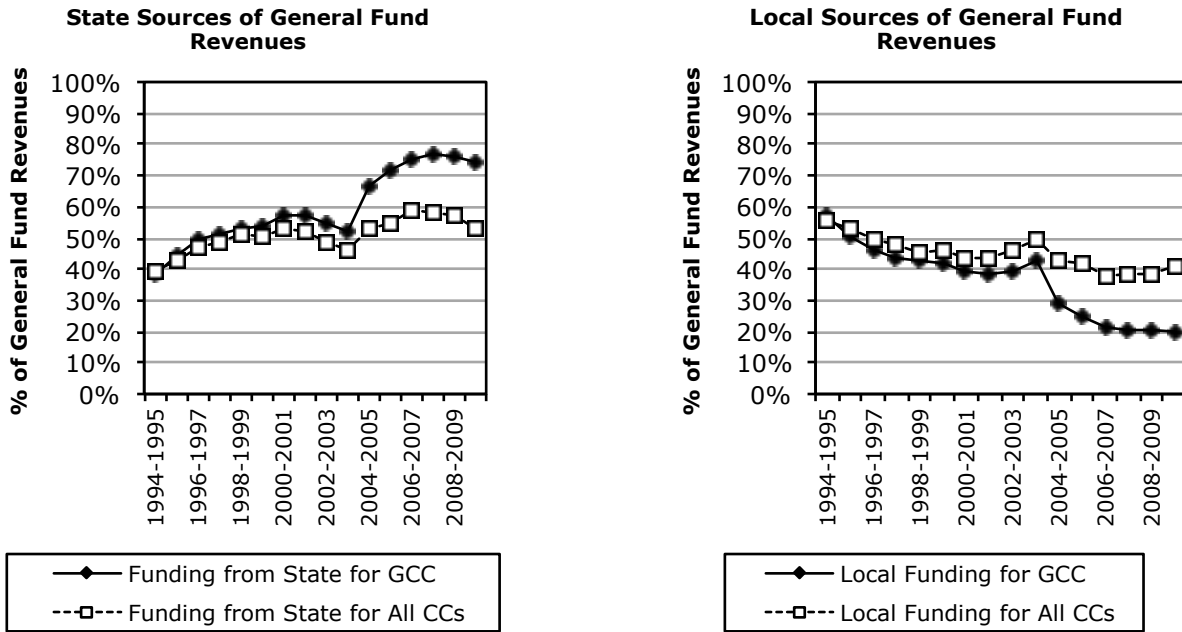
source: Chancellor's Office Fiscal Data Abstracts

Note: The change from 2003-2004 to 2004-2005 in state revenue is high due in part to an "accounting shift of $200 million from 2003-04 to 2004-05. Chapter 227 (AB 1754), Statutes of 2003, deferred the appropriation of $200 million until 2004-2005 ($50 million for Partnership for Excellence and $150 million for general apportionment)," according to the Chancellor's Office Fiscal Data Abstract for 2004-2005.

Figure 4-3. Specific Revenue Sources for GCC, 2008-2009

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	$0	0%	0%
Higher Education Act	$0	0%	1%
Workforce Investment Act	$41,502	0%	0%
TANF (Temp. Assist. Needy Fam.)	$631,849	1%	0%
Student Financial Aid	$538,867	1%	0%
Veterans Education	$994	0%	0%
Vocational Education Act (VTEA)	$688,001	1%	1%
Other Federal Revenues	$2,486,884	3%	2%
Federal Total	**$4,388,097**	**5%**	**5%**
State			
State General Apportionment	$0	0%	7%
Apprenticeship Apportionment	$60,217,554	64%	38%
Other General Apportionments	$463,766	0%	1%
Child Development	$73,723	0%	0%
EOPS	$618,754	1%	1%
DSPS	$1,281,219	1%	1%
TANF (Temp. Assist. Needy Fam.)	$18,479	0%	0%
CalWORKS	$1,008,980	1%	0%
TTIP (Telecom & Tech. Infrastr.)	$0	0%	0%
Other Categorical Apportionments	$2,847,968	3%	2%
Instr. Improvement Grant	$0	0%	0%
Other Reimbursed Cat. Prog.	$491,593	1%	1%
Homeowners Property Tax Relief	$71,122	0%	0%
Timber Yield Tax	$0	0%	0%
Other Tax Relief Subventions	$0	0%	0%
State Lottery Proceeds	$2,489,227	3%	2%
State Mandated Costs	$0	0%	0%
Other State Non-Tax Revenues	$0	0%	0%
Other State Revenues	$0	0%	0%
State Total	**$69,582,385**	**74%**	**55%**
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	$8,997,590	10%	28%
Redevelopment Agency Funds	$0	0%	0%
Contr/Gifts/Grants/Endowments	$209,454	0%	0%
Contract Instructional Services	$0	0%	0%
Other Contract Services	$621,908	1%	0%
Sales & Commissions	$143,554	0%	0%
Rentals and Leases	$2,133	0%	0%
Interest/Investment Income	$245,966	0%	0%
Student Fees/Charges	$9,543,647	10%	9%
Community Service Class	$881,649	1%	0%
Dormitory	$0	0%	0%
Enrollment	$3,701,697	4%	5%
Field Trips/Nondist. Fac.	$44,821	0%	0%
Health Services	$633,290	1%	1%
Instr. Mat. Fees/Sales	$193,779	0%	0%
Insurance	$0	0%	0%
Student Records	$199,266	0%	0%
Nonresident Tuition	$3,222,328	3%	2%
Parking Services	$160,146	0%	1%
Other Student Fees	$506,671	1%	0%
Other Local Revenues	$215,838	0%	1%
Local Total	**$19,980,090**	**21%**	**40%**
Total Revenues	**$93,950,572**	**100%**	**100%**

source: Chancellor's Office Fiscal Data Abstracts

4.02. Expenditures

4.02.01. General Fund Activity

The table and graph below show revenues, expenditures, and ending fund balance since 1994-1995. Expenditures data do not include capital outlay.

Figure 4-4. GCC Fiscal Activity

Fiscal Year	Attendance FTES	Ending Fund Balance (millions)	Total Revenue (millions)	Expenditures (1000-5000) (millions)
1995-1996	10,977	$2.35	$37.87	$36.33
1996-1997	11,765	$3.15	$42.86	$39.01
1997-1998	12,587	$4.28	$48.28	$43.79
1998-1999	13,648	$6.09	$54.30	$48.31
1999-2000	14,132	$5.59	$58.77	$52.69
2000-2001	15,251	$8.58	$68.06	$59.65
2001-2002	17,320	$7.94	$71.96	$68.19
2002-2003	17,407	$6.10	$72.04	$70.15
2003-2004	16,890	$5.96	$71.38	$69.01
2004-2005	17,000	$6.01	$77.47	$73.57
2005-2006	16,875	$5.57	$83.58	$80.36
2006-2007	15,592	$7.40	$95.56	$91.29
2007-2008	17,565	$7.20	$98.43	$94.77
2008-2009	16,195	$8.69	$97.90	$94.13
2009-2010	20,056	$8.37	$93.95	$91.73

source: Chancellor's Office Fiscal Data Abstracts

Figure 4-5. GCC Revenues, Expenditures, and Ending Fund Balance
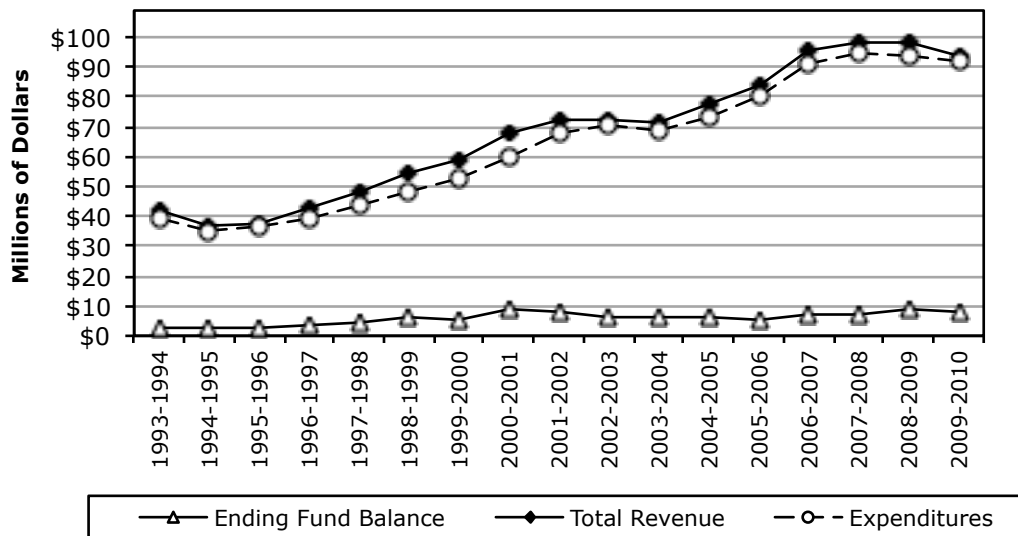
source: Chancellor's Office Fiscal Data Abstracts

Figure 4-6. Glendale Community College General Fund Expenditures

CATEGORY	CODE	2007-2008	2008-2009	2009-2010
INSTRUCTION				
Agric. & Natural Resources	0100	$0	$0	$0
Architecture & Environ. Design	0200	$148,219	$225,186	$208,026
Environmental Sci. & Technology	0399	$0	$0	$0
Biological Science	0400	$1,496,666	$1,497,269	$1,437,587
Business & Management	0500	$3,874,152	$3,520,563	$3,379,184
Communications	0600	$472,157	$482,257	$519,341
Computer & Information Systems	0700	$2,412,802	$1,938,545	$1,446,758
Education	0800	$2,889,302	$2,610,979	$2,522,553
Engineering & Related Tech.	0900	$1,257,353	$984,984	$1,042,826
Fine & Applied Arts	1000	$4,162,603	$4,262,736	$4,204,739
Foreign Language	1100	$1,316,892	$1,386,486	$1,473,536
Health	1200	$2,177,696	$2,453,418	$2,336,000
Consumer Ed. & Home Econ.	1300	$1,920,100	$2,092,251	$2,027,358
Law	1400	$0	$0	$0
Humanities	1500	$11,424,480	$11,177,094	$11,145,333
Library Science	1600	$6,128	$6,084	$14,041
Mathematics	1700	$4,317,979	$4,211,275	$4,172,597
Military Studies	1800	$0	$0	$0
Physical Science	1900	$2,615,101	$2,217,036	$2,146,164
Psychology	2000	$561,568	$456,953	$469,421
Public Affairs & Services	2100	$630,861	$774,293	$802,095
Social Sciences	2200	$3,766,690	$3,719,797	$3,707,353
Commercial Services	3000	$451,788	$388,453	$436,041
Interdisciplinary Studies	4900	$1,837,060	$1,925,544	$2,088,708
Instr. Staff Ret. Benefits	5900	$0	$0	$0
INSTRUCTION SUBTOTAL		**$47,739,597**	**$46,331,203**	**$45,579,661**
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	$3,376,505	$3,750,473	$3,535,753
Instructional Support Services	6100	$4,273,700	$4,481,340	$4,077,164
Admissions & Records	6200	$1,756,659	$1,764,808	$1,801,366
Counseling & Guidance	6300	$4,674,124	$4,527,874	$5,038,519
Other Student Services	6400	$8,552,324	$8,361,731	$7,448,502
Operation/Maintenance of Plant	6500	$6,943,672	$6,963,872	$6,287,740
Planning & Policy Making	6600	$2,645,219	$2,575,769	$2,532,294
Gen. Inst'l. Support Services	6700	$11,597,642	$12,362,580	$11,836,885
ADMINISTRATIVE/SUPPORT SUBTOTAL		**$37,446,877**	**$42,026,392**	**$42,558,223**
OTHER ACTIVITIES				
Community Services	6800	$1,299,737	$1,103,316	$1,140,561
Ancillary Services	6900	$1,018,796	$1,198,610	$1,283,728
Auxiliary Operations	7000	$645,738	$597,440	$1,017,676
Physical Prop./Related Acquis.	7100	$180,667	$32,003	$29,051
Long-Term Debt	7200	$63,540	$82,698	$118,477
Transfers/Student Aid/Other	7300	$0	$0	$0
OTHER ACTIVITIES SUBTOTAL		**$3,208,478**	**$3,014,067**	**$3,589,493**
TOTAL		**$94,767,920**	**$94,133,717**	**$91,727,377**

source: Chancellor's Office Fiscal Data Abstracts

4.02.02. Expenditure Comparison to Statewide Averages

The following table shows categories of general fund expenditures. In general, GCC spends a slightly greater percentage of the general fund on salaries and a slightly smaller percentage on benefits, supplies, and materials than the statewide average. In 2007-2008, GCC spent 46% of general fund expenditures on administrative and support functions. The statewide average was 48%.

Figure 4-7. General Fund Expenditures as Percentage of Total Expenditures

	Glendale			Statewide		
CATEGORY	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Objects 1000-6000						
Certificated Salaries	45%	44%	44%	42%	42%	42%
Classified Salaries	26%	26%	27%	23%	23%	24%
Employee Benefits	16%	19%	18%	18%	19%	20%
Supplies & Materials/Operating Expenses	11%	11%	10%	14%	14%	13%
Capital Outlay	2%	1%	1%	2%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Administrative/Support						
Instructional Administration	4%	4%	4%	6%	6%	6%
Instructional Support Services	5%	5%	4%	4%	4%	4%
Admissions & Records	2%	2%	2%	2%	2%	2%
Counseling & Guidance	5%	5%	5%	5%	5%	4%
Other Student Services	9%	9%	8%	7%	7%	7%
Plant Operation/Maintenance	7%	7%	7%	8%	8%	8%
Planning & Policy Making	3%	3%	3%	3%	3%	3%
Gen. Inst'l Support Services	12%	13%	13%	14%	13%	13%
% of All Expenditures	**46%**	**48%**	**46%**	**48%**	**48%**	**48%**

source: Chancellor's Office Fiscal Data Abstracts

The table below shows "current expense of education," reflecting unrestricted general fund expenditures for academic salaries, classified salaries, employee benefits, supplies and materials, and other expenses, services, and equipment replacement for instructional, administrative, and support activities. It is required that at least 50% of the current expense of education be expended for salaries of classroom instructors.

Figure 4-8. Current Expense of Education

	Glendale (millions of dollars)			Statewide (billions of dollars)		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Current Expense of Education	$75.8	$74.3	$73.0	$5.7	$5.8	$5.5
Salaries of Classroom Instructors	$39.1	$37.8	$37.8	$3.0	$3.0	$2.9
% Expended for Instructor Salaries	52%	51%	52%	53%	52%	52%

source: Chancellor's Office Fiscal Data Abstracts

4.03. Funded and Unfunded FTES

4.03.01. Funded and Unfunded FTES

The college frequently serves more students than the state funds. The following graph shows the number of Full-Time Equivalent Students (FTES) generated by resident students and the number reported to the state for funding. The difference is "overcap," unfunded, resident FTES.

Figure 4-9. Funded and Unfunded Resident FTES History
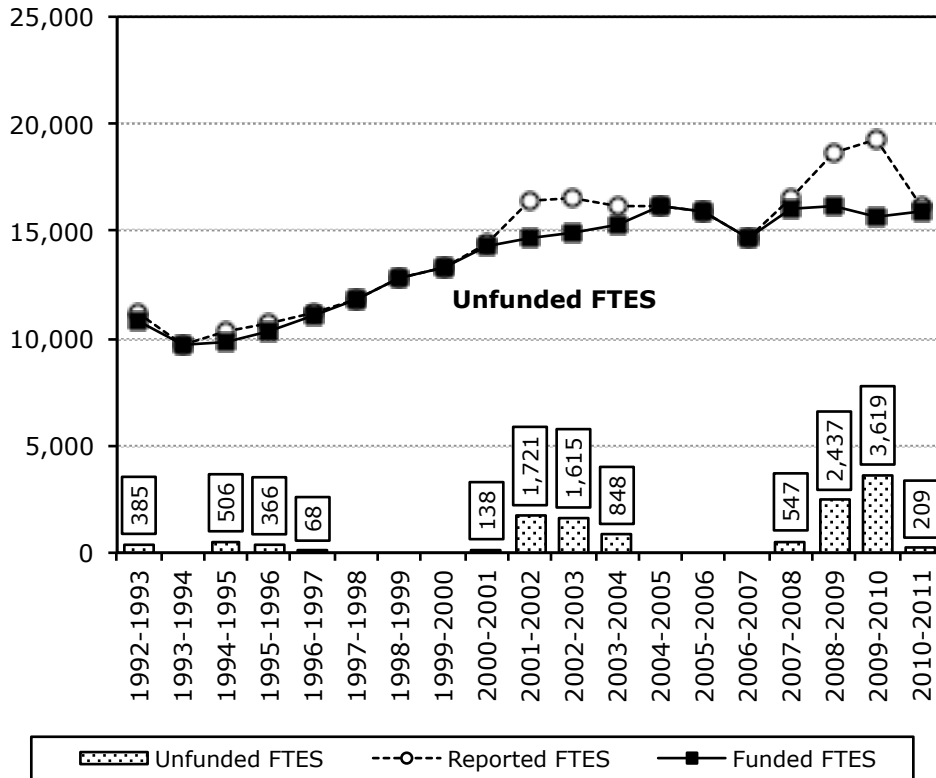
source: Annual GCC Budgets