



# **Campus Profile**

*2012*



Glendale Community College

Campus  
Profile  
2012



**Research & Planning**  
**818-240-1000x5392**  
<http://www.glendale.edu>

1500 North Verdugo Road, Glendale, California 91208-2894

# Glendale Community College

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*ekarpp@glendale.edu*

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Conrad Amba  
*camba@glendale.edu*

### Planning & Research Analyst

---

Terrence Yu  
*tyu@glendale.edu*

Materials making up *Campus Profile 2012* were collected, tabulated, analyzed, and formatted by the Research & Planning Unit staff with the assistance of various campus units, especially Information Technology.

## 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**

September 2012



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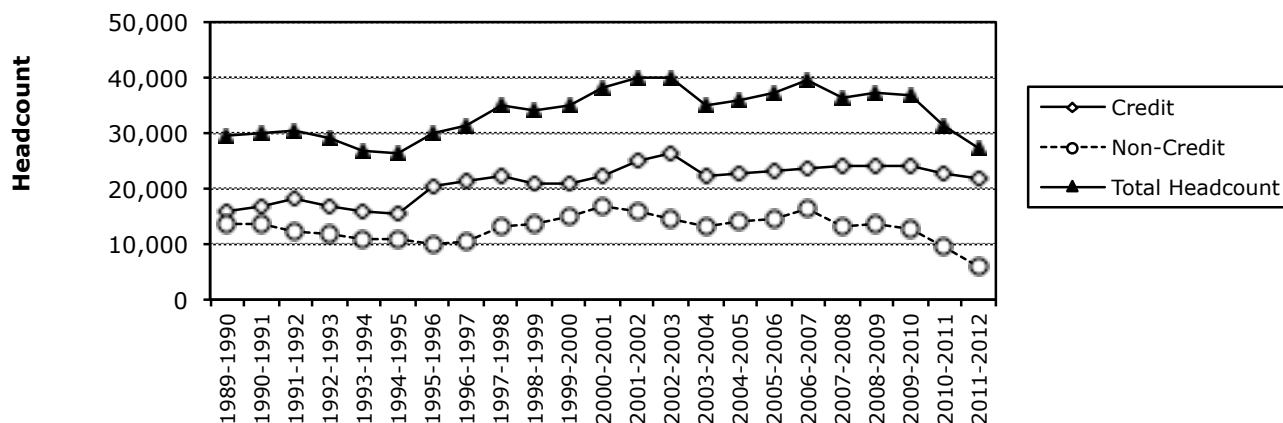


## 1.01. Enrollment & Demographics

### 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 and enrollment caps tend 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. The FTES table includes California residents and nonresidents; colleges do not receive apportionment funding for nonresidents taking credit courses.

**Figure 1-2. Student Enrollment by Academic Year**

|   | 2009-2010 | 2010-2011 | 2011-2012 |
|---|-----------|-----------|-----------|
| <b>Student Headcount</b>                    |           |           |           |
| Credit                                      | 24,272    | 22,501    | 21,732    |
| Noncredit                                   | 12,638    | 9,597     | 5,877     |
| Total Headcount                             | 36,714    | 31,233    | 27,082    |
| <b>Full-Time Equivalent Students (FTES)</b> |           |           |           |
| Credit                                      | 15,704    | 13,974    | 12,934    |
| Noncredit                                   | 4,193     | 2,700     | 2,336     |
| Total FTES                                  | 19,897    | 16,674    | 15,270    |

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 2009 |      | Fall 2010 |     | Fall 2011 |      |
|---------------------|-----------|------|-----------|-----|-----------|------|
| Credit Headcount    |           |      |           |     |           |      |
| Full-Time           | 6,182     | 37%  | 5,979     | 36% | 5,826     | 35%  |
| Part-Time           | 10,384    | 63%  | 10,851    | 64% | 10,687    | 65%  |
| Total Credit        | 16,566    | 100% | 5,979     | 36% | 16,513    | 100% |
| Noncredit Headcount | 7,533     |      | 6,013     |     | 5,586     |      |

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 2009 |      | Fall 2010 |      | Fall 2011 |      |
|---------|-----------|------|-----------|------|-----------|------|
| Male    | 7,261     | 44%  | 7,403     | 44%  | 7,312     | 44%  |
| Female  | 9,180     | 55%  | 9,272     | 55%  | 9,031     | 55%  |
| Unknown | 125       | 1%   | 155       | 1%   | 170       | 1%   |
| Total   | 16,566    | 100% | 16,830    | 100% | 16,513    | 100% |

source: GCC MIS data submissions

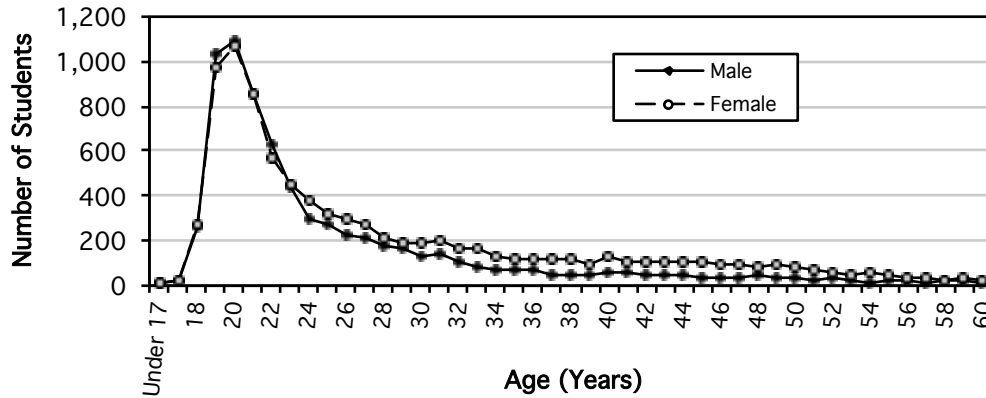
**Figure 1-5. Age of Credit Students**

| Age Group      | Fall 2009 |      | Fall 2010 |      | Fall 2011 |      |
|----------------|-----------|------|-----------|------|-----------|------|
| 20 & Under     | 6,686     | 40%  | 5,086     | 30%  | 4,837     | 29%  |
| 21 to 25       | 3,944     | 24%  | 5,158     | 31%  | 5,111     | 31%  |
| 26 to 30       | 1,913     | 12%  | 2,210     | 13%  | 2,105     | 13%  |
| 31 to 50       | 3,315     | 20%  | 3,514     | 21%  | 3,572     | 22%  |
| 51 & Over      | 708       | 4%   | 861       | 5%   | 888       | 5%   |
| Unknown        | 0         | 0%   | 1         | 0%   | 0         | 0%   |
| Total Students | 16,566    | 100% | 16,830    | 100% | 16,513    | 100% |
| Mean Age       | 26.4      |      | 27.5      |      | 27.7      |      |
| Median Age     | 22.0      |      | 23.0      |      | 23.0      |      |

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 (23 years) is a more accurate estimate of the student population's age. About 30% of all credit students are under age 21.

**Figure 1-6. Age Distribution of Credit Students by Gender, Fall 2011**



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 2009     | Fall 2010     | Fall 2011     |
|--------------------------|---------------|---------------|---------------|
| Caucasian/European/Anglo | 14%           | 11%           | 19%           |
| Caucasian/Armenian       | 36%           | 34%           | 32%           |
| Latino/Hispanic          | 23%           | 22%           | 21%           |
| Asian/Pacific Islander   | 9%            | 8%            | 8%            |
| Filipino                 | 4%            | 4%            | 4%            |
| Black/African American   | 3%            | 3%            | 2%            |
| American Indian          | 0%            | 0%            | 0%            |
| Other                    | 5%            | 4%            | 4%            |
| Unknown                  | 6%            | 14%           | 9%            |
| <b>Total</b>             | <b>16,566</b> | <b>16,830</b> | <b>16,513</b> |

source: GCC MIS data submissions

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).

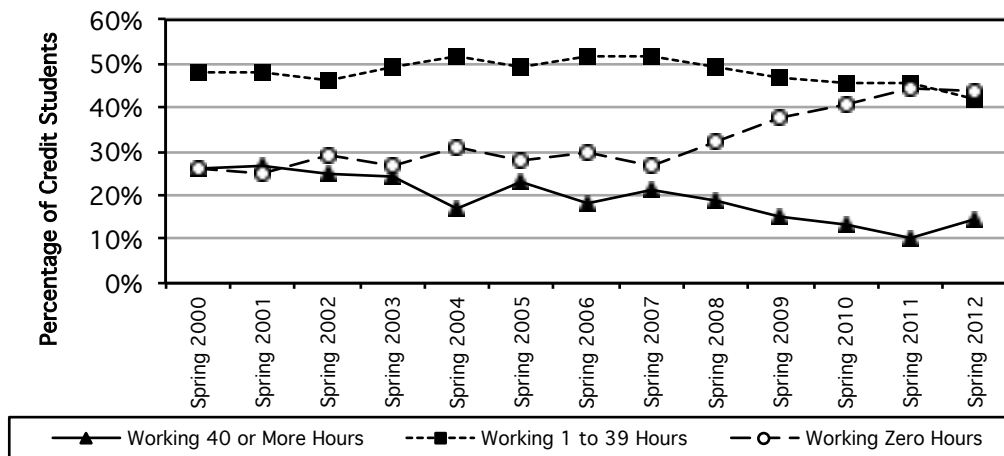
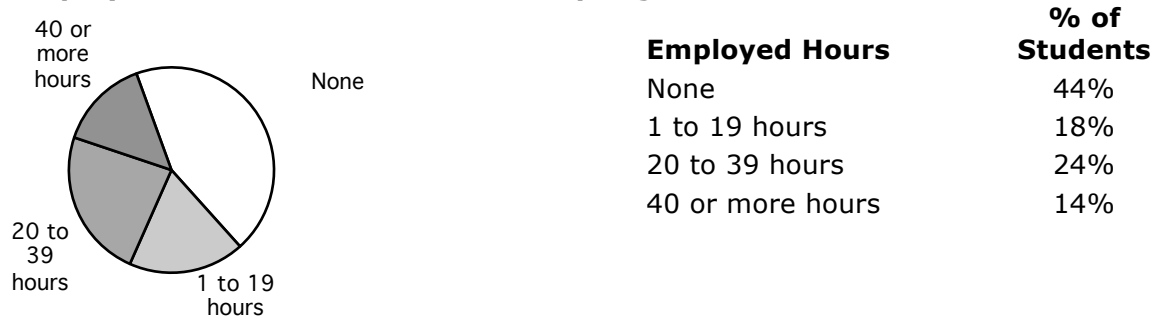
**Figure 1-8. Program (Day, Evening, or Both) of Credit Students**

| Program                 | Fall 2009 |      | Fall 2010 |      | Fall 2011 |      |
|-------------------------|-----------|------|-----------|------|-----------|------|
| Day Classes Only        | 7,703     | 46%  | 7,257     | 43%  | 7,193     | 44%  |
| Evening Classes Only    | 3,183     | 19%  | 3,212     | 19%  | 2,923     | 18%  |
| Both Day and Evening    | 5,333     | 32%  | 6,006     | 36%  | 6,020     | 36%  |
| Neither Day nor Evening | 347       | 2%   | 355       | 2%   | 377       | 2%   |
| Total                   | 16,566    | 100% | 16,830    | 100% | 16,513    | 100% |

source: GCC MIS data submissions

According to student surveys, about 56% of credit students worked in 2012, representing a decline from about 70% in 2008. About 14% 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 below 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 2012**



source: Spring Student Survey

Most credit students (about 67%) are United States citizens. About 18% are permanent residents. The percentage of permanent residents increased from the mid 1980s through about 1996, then began to decrease.

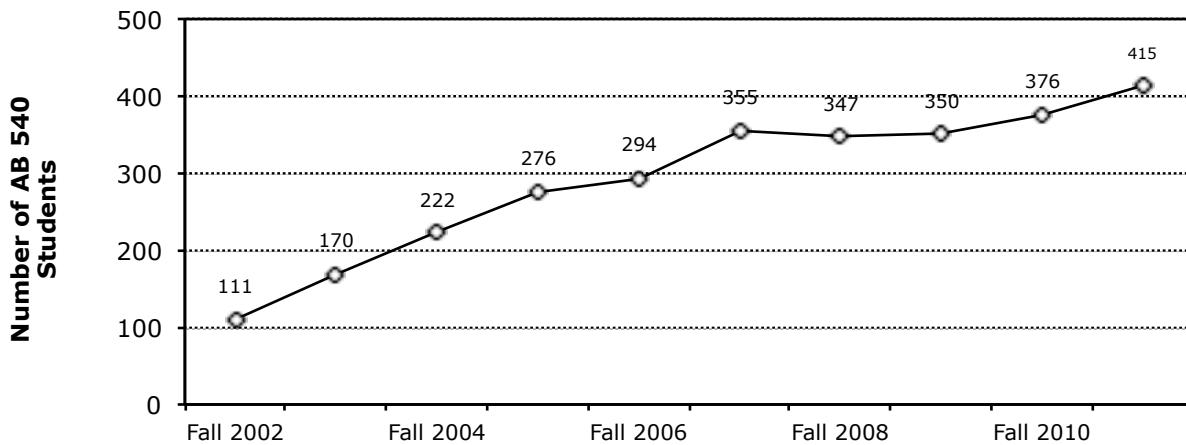
**Figure 1-10. Citizenship/Visa Status of Credit Students**

| Citizenship/Visa Status | Fall 2009 |            | Fall 2010 |            | Fall 2011 |            |
|-------------------------|-----------|------------|-----------|------------|-----------|------------|
|                         | Count     | Percentage | Count     | Percentage | Count     | Percentage |
| U.S. Citizen            | 11,160    | 67%        | 11,430    | 68%        | 11,020    | 67%        |
| Permanent Resident      | 2,484     | 15%        | 2,851     | 17%        | 2,966     | 18%        |
| Refugee/Asylee          | 1,379     | 8%         | 1,484     | 9%         | 1,494     | 9%         |
| Student Visa            | 440       | 3%         | 584       | 3%         | 528       | 3%         |
| Other                   | 751       | 5%         | 311       | 2%         | 326       | 2%         |
| Unknown                 | 352       | 2%         | 170       | 1%         | 179       | 1%         |
| Total                   | 16,566    | 100%       | 16,830    | 100%       | 16,513    | 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**

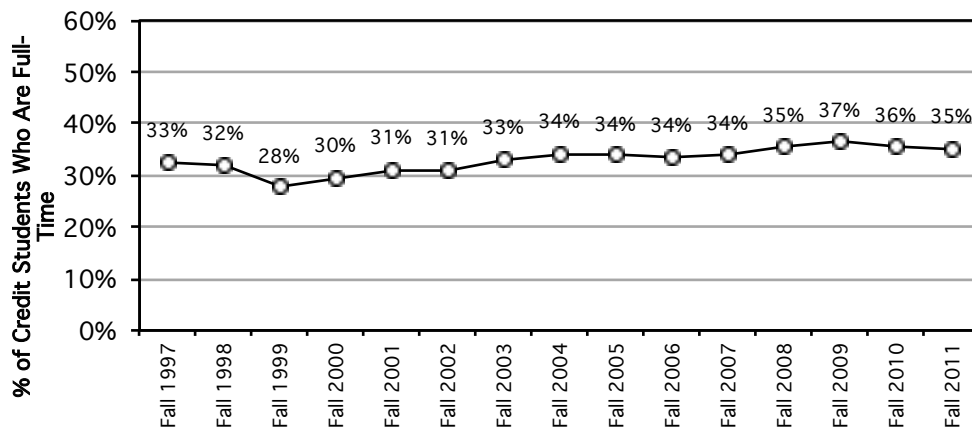
| Country                    | Fall 2009  |             | Fall 2010  |             | Fall 2011  |             |
|----------------------------|------------|-------------|------------|-------------|------------|-------------|
|                            | Count      | %           | Count      | %           | Count      | %           |
| Japan                      | 142        | 31%         | 123        | 22%         | 101        | 19%         |
| South Korea                | 117        | 26%         | 155        | 28%         | 165        | 31%         |
| Sweden                     | 6          | 1%          | 12         | 2%          | 20         | 4%          |
| Vietnam                    | 21         | 5%          | 18         | 3%          | 20         | 4%          |
| Taiwan                     | 6          | 1%          | 6          | 1%          | 8          | 1%          |
| Indonesia                  | 6          | 1%          | 7          | 1%          | 7          | 1%          |
| China                      | 16         | 3%          | 30         | 5%          | 31         | 6%          |
| Armenia                    | 15         | 3%          | 22         | 4%          | 16         | 3%          |
| Iran                       | 9          | 2%          | 3          | 1%          | 4          | 1%          |
| Kenya                      | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| Philippines                | 16         | 3%          | 19         | 3%          | 20         | 4%          |
| Thailand                   | 6          | 1%          | 6          | 1%          | 7          | 1%          |
| Hong Kong                  | 8          | 2%          | 4          | 1%          | 20         | 4%          |
| <b>Total International</b> | <b>458</b> | <b>100%</b> | <b>559</b> | <b>100%</b> | <b>539</b> | <b>100%</b> |

source: GCC PeopleSoft student system

A majority of credit students (about 65%) 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**

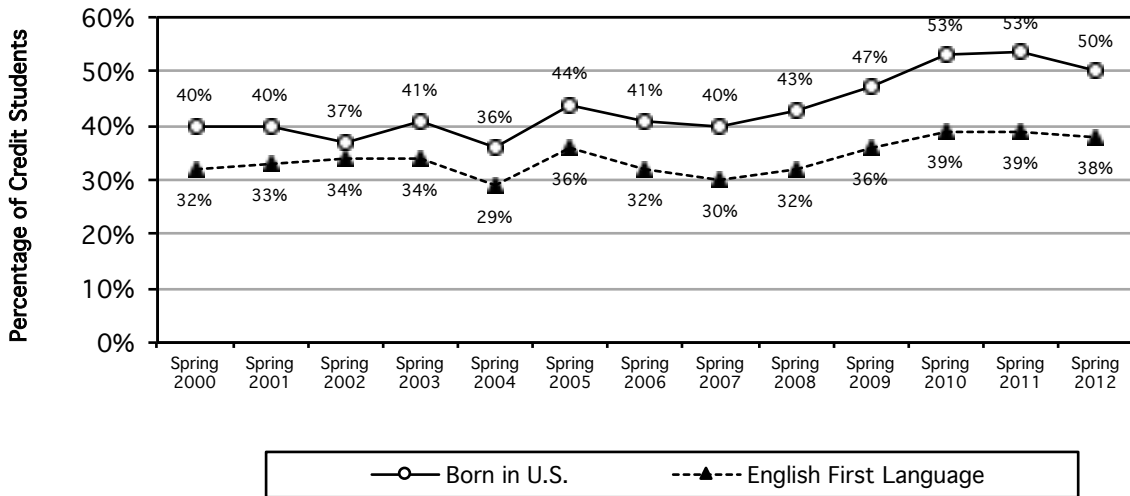
| Units        | Units Attempted |           |           | Units Completed |           |           |
|--------------|-----------------|-----------|-----------|-----------------|-----------|-----------|
|              | Fall 2009       | Fall 2010 | Fall 2011 | Fall 2009       | Fall 2010 | Fall 2011 |
| 0            | --              | --        | --        | 16%             | 15%       | 14%       |
| 0.1 to 5.9   | 26%             | 26%       | 24%       | 30%             | 29%       | 28%       |
| 6.0 to 11.9  | 37%             | 39%       | 40%       | 35%             | 36%       | 38%       |
| 12.0 or More | 37%             | 36%       | 35%       | 19%             | 21%       | 21%       |
| Mean Units   | 8.9             | 8.9       | 9.0       | 6.4             | 6.6       | 6.8       |
| Median Units | 9.0             | 9.0       | 9.0       | 6.0             | 6.0       | 6.0       |



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 were born in the United States and nearly 40% learned English as their first language.

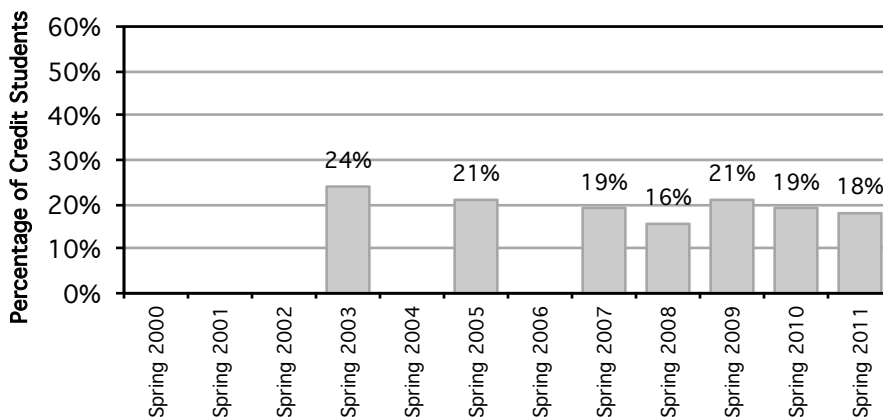
**Figure 1-14. Credit Student Language and Origin**



source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2012, 18% of credit students had dependent children.

**Figure 1-15. Credit Students with Dependent Children**



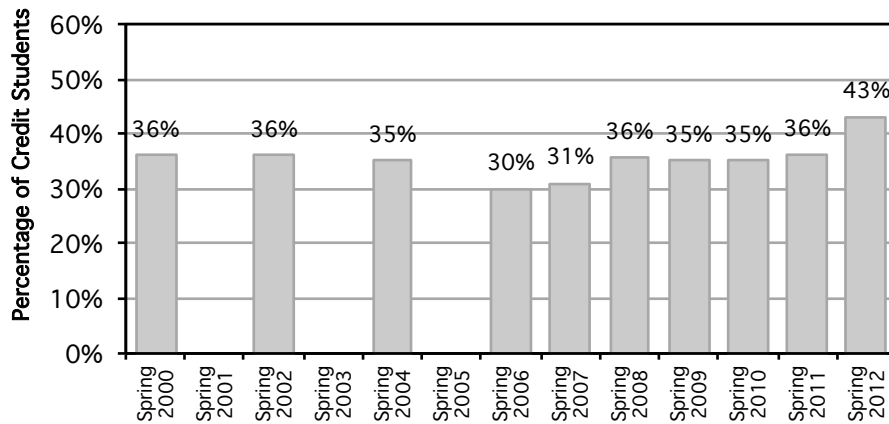
source: Spring Student Surveys



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.

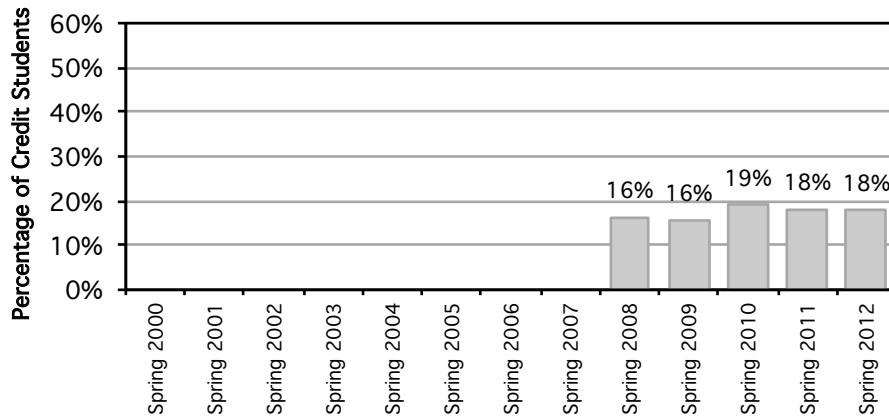
Using this definition of first-generation status, approximately 40% of GCC credit students in 2012 were first-generation college students.

**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<br>1981 | Fall<br>2007 | Fall<br>2008 | Fall<br>2009 | Fall<br>2010 | Fall<br>2011 | Change:<br>2007-<br>2010<br>Average<br>to 2011 |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| <b>Glendale District</b>      |              |              |              |              |              |              |  |
| Glendale                      | 231          | 291          | 349          | 307          | 256          | 245          | -19%   |
| Hoover                        | 174          | 234          | 268          | 247          | 184          | 248          | +6%  |
| Crescenta Valley              | 195          | 155          | 189          | 184          | 151          | 189          | +11%   |
| Clark Magnet                  | 0            | 109          | 95           | 136          | 81           | 202          | +92%   |
| Daily                         | 16           | 22           | 28           | 29           | 19           | 19           | -22%   |
| <b>Burbank District</b>       |              |              |              |              |              |              |  |
| Burbank                       | 45           | 153          | 167          | 155          | 142          | 159          | +3%  |
| Burroughs                     | 33           | 48           | 68           | 51           | 90           | 136          | +112%  |
| <b>Los Angeles District</b>   |              |              |              |              |              |              |  |
| Belmont                       | 10           | 49           | 33           | 23           | 14           | 14           | -53%   |
| Eagle Rock                    | 72           | 50           | 51           | 91           | 45           | 125          | +111%  |
| Fairfax                       | 5            | 8            | 5            | 2            | 17           | 19           | +138%  |
| Francis Poly                  | 1            | 6            | 12           | 19           | 18           | 12           | -13%   |
| Franklin                      | 58           | 27           | 36           | 38           | 64           | 34           | -18%   |
| Grant                         | 1            | 6            | 7            | 7            | 5            | 1            | -84%   |
| Hollywood                     | 12           | 14           | 18           | 10           | 14           | 11           | -21%   |
| Lincoln                       | 4            | 25           | 14           | 32           | 24           | 40           | +68%   |
| Los Angeles High School       | 0            | 23           | 16           | 8            | 11           | 13           | -10%   |
| Marshall                      | 68           | 104          | 76           | 60           | 76           | 92           | +16%   |
| North Hollywood               | 2            | 15           | 24           | 19           | 12           | 23           | +31%   |
| Roosevelt                     | 0            | 1            | 4            | 8            | 6            | 2            | -58%   |
| Verdugo Hills                 | 43           | 72           | 66           | 65           | 57           | 81           | +25%   |
| Other LA District             | --           | 97           | 81           | 82           | 127          | 116          | +20%   |
| <b>Other Public Schools</b>   |              |              |              |              |              |              |  |
| Alhambra                      | 0            | 5            | 6            | 14           | 9            | 18           | +112%  |
| La Cañada                     | 5            | 15           | 16           | 17           | 11           | 24           | +63%   |
| Muir                          | 0            | 2            | 6            | 5            | 4            | 4            | -6%  |
| <b>Private Schools</b>        |              |              |              |              |              |              |  |
| Alex Pilibos                  | 0            | 12           | 20           | 19           | 19           | 22           | +26%   |
| Bellarmino-Jefferson          | 21           | 12           | 19           | 14           | 7            | 2            | -85%   |
| Glendale Academy              | 10           | 3            | 14           | 10           | 12           | 1            | -90%   |
| Holy Family                   | 25           | 2            | 1            | 8            | 9            | 1            | -80%   |
| Notre Dame                    | 0            | 4            | 3            | 2            | 2            | 1            | -64%   |
| Providence                    | 4            | 9            | 28           | 15           | 15           | 11           | -34%   |
| Ribet Academy                 | 0            | 2            | 7            | 6            | 1            | 1            | -75%   |
| Sacred Heart                  | 1            | 3            | 3            | 7            | 6            | 0            | -100%  |
| St. Francis                   | 18           | 11           | 15           | 9            | 8            | 12           | +12%   |
| Village Christian             | 0            | 5            | 8            | 2            | 7            | 7            | +27%   |
| Other Private Schools         | 17           | 32           | 49           | 39           | 27           | 46           | +25%   |
| <b>Total Freshmen</b>         | <b>1,274</b> | <b>1,970</b> | <b>2,259</b> | <b>2,252</b> | <b>1,815</b> | <b>2,477</b> | <b>+19%</b>                                    |
| <b>% from Glendale USD</b>    | <b>48%</b>   | <b>41%</b>   | <b>41%</b>   | <b>40%</b>   | <b>38%</b>   | <b>36%</b>   | <b>-9%</b>                                     |
| <b>% from Private Schools</b> | <b>8%</b>    | <b>5%</b>    | <b>7%</b>    | <b>6%</b>    | <b>6%</b>    | <b>4%</b>    | <b>-31%</b>                                    |

source: GCC Semester Application database, GCC PeopleSoft student system

### 1.01.03. Noncredit Student Demographics

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 65% to 35%.

**Figure 1-19. Gender of Noncredit Students**

| Gender  | Fall 2009 |      | Fall 2010 |      | Fall 2011 |      |
|---------|-----------|------|-----------|------|-----------|------|
| Male    | 2,478     | 33%  | 2,058     | 34%  | 1,839     | 33%  |
| Female  | 5,051     | 67%  | 3,799     | 63%  | 3,481     | 62%  |
| Unknown | 0         | 0%   | 153       | 3%   | 266       | 5%   |
| Total   | 7,529     | 100% | 6,010     | 100% | 5,586     | 100% |

source: GCC MIS data submissions

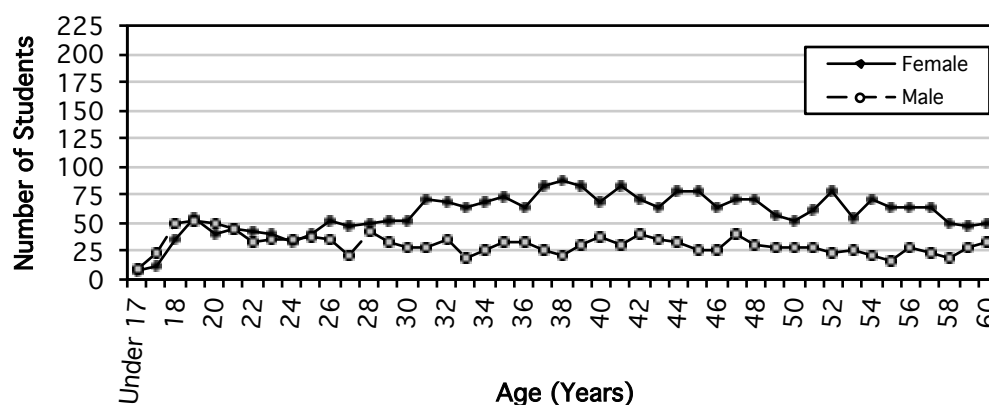
Noncredit students tend to be older than credit students. The median age of noncredit students was 45 years in Fall 2012, compared to 23 years for credit students.

**Figure 1-20. Age of Noncredit Students**

| Age Group      | Fall 2009 |      | Fall 2010 |      | Fall 2011 |      |
|----------------|-----------|------|-----------|------|-----------|------|
| 20 & Under     | 488       | 6%   | 423       | 7%   | 358       | 6%   |
| 21 to 25       | 596       | 8%   | 475       | 8%   | 398       | 7%   |
| 26 to 30       | 657       | 9%   | 517       | 9%   | 436       | 8%   |
| 31 to 50       | 3,096     | 41%  | 2,372     | 39%  | 2,097     | 38%  |
| 50 & Over      | 2,686     | 36%  | 2,222     | 37%  | 2,296     | 41%  |
| Unknown        | 6         | 0%   | 1         | 0%   | 1         | 0%   |
| Total Students | 7,529     | 100% | 6,010     | 100% | 5,586     | 100% |
| Mean Age       | 45.4      |      | 45.3      |      | 47.0      |      |
| Median Age     | 43.0      |      | 43.0      |      | 45.0      |      |

source: GCC MIS data submissions

**Figure 1-21. Age Distribution of Noncredit Students by Gender, Fall 2011**



source: GCC MIS data submissions

The ethnicity of the noncredit population parallels that of the credit population. Armenian students make up nearly 50% of noncredit students, and Caucasian students of European descent (“Anglos”) make up less than 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.

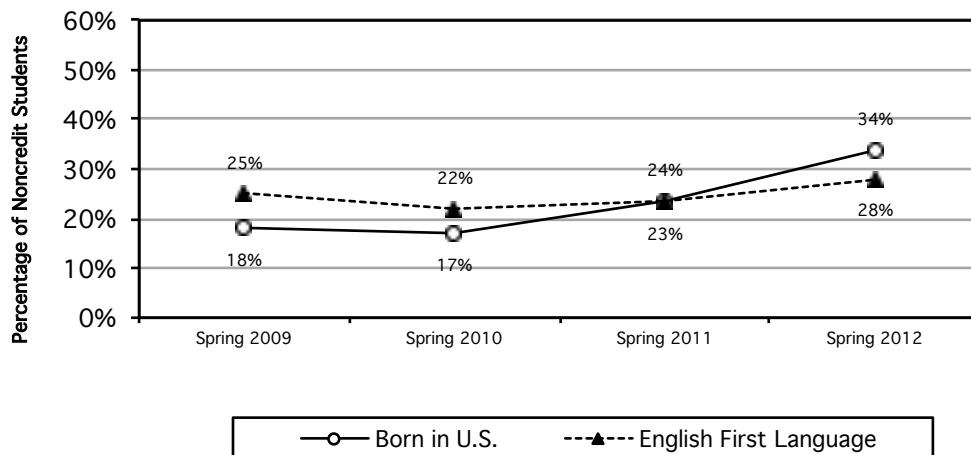
**Figure 1-22. Ethnicity of Noncredit Students**

| Ethnicity              | Fall 2009 | Fall 2010 | Fall 2011 |
|------------------------|-----------|-----------|-----------|
| American Indian        | 0%        | 1%        | 0%        |
| Asian/Pacific Islander | 9%        | 9%        | 9%        |
| Black/African-American | 1%        | 1%        | 1%        |
| Caucasian/Anglo        | 17%       | 20%       | 17%       |
| Caucasian/Armenian     | 44%       | 45%       | 48%       |
| Latino/Hispanic        | 21%       | 15%       | 16%       |
| Filipino               | 3%        | 3%        | 3%        |
| Other                  | 4%        | 5%        | 6%        |
| Total                  | 7,529     | 6,010     | 5,586     |

source: GCC MIS data submissions, GCC PeopleSoft student system

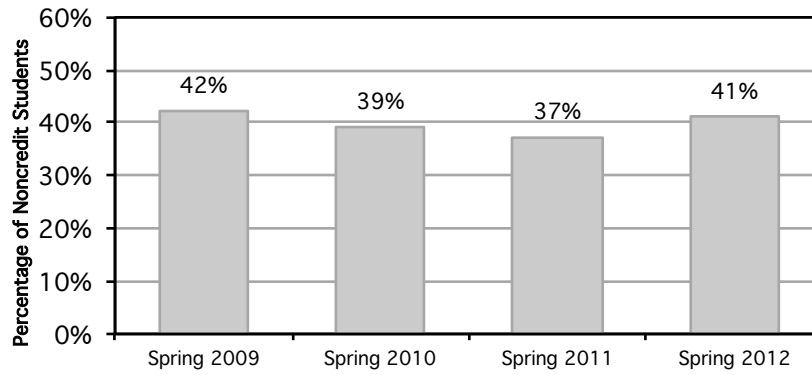
The graph below shows student survey data about the percentage of noncredit students who were born in the United States and who learned English as their first language. Most noncredit students (between 65% and 80%) were born outside the United States and are native speakers of a language other than English. The primary languages other than English that are spoken in noncredit students’ homes are Armenian (30% of noncredit students) and Spanish (17%).

**Figure 1-23. Origin and Language of Noncredit Students**



source: Spring Student Surveys

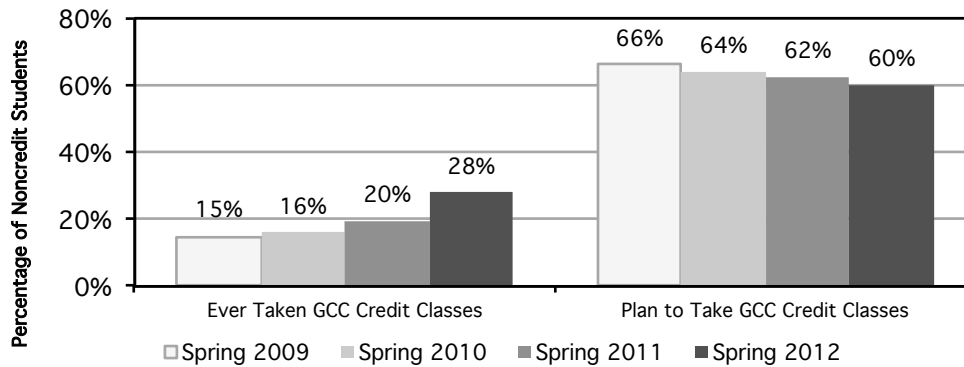
**Figure 1-24. Percent of Noncredit Students with Dependent Children**



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.

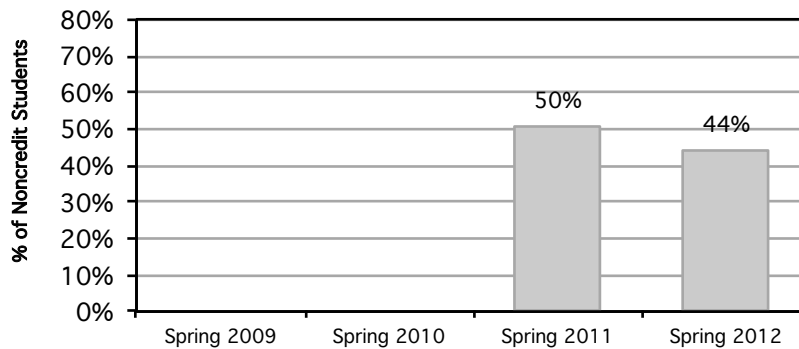
**Figure 1-25. Noncredit Students and Credit Classes**



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 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------|-----------|-----------|-----------|
| Level 6 (ENGL 101)  | 42%       | 46%       | 43%       |
| Level 5 (ENGL 120)  | 28%       | 32%       | 32%       |
| Level 4 (ENGL 191)  | 18%       | 18%       | 20%       |
| Level 3 (ENGL 189)  | 5%        | 4%        | 5%        |
| Level 2 (ENGL 187)  | 2%        | 0%        | 0%        |
| Missing Placement   | 4%        | 0%        | 0%        |
| Total Placed        | 5,124     | 4,370     | 4,250     |

| ESL Grammar/Composition | 2009-2010 | 2010-2011 | 2011-2012 |
|-------------------------|-----------|-----------|-----------|
| Level 5 (ESL 151)       | 0%        | 1%        | 0%        |
| Level 4 (ESL 141)       | 9%        | 8%        | 9%        |
| Level 3 (ESL 133)       | 17%       | 17%       | 19%       |
| Level 2 (ESL 123)       | 27%       | 27%       | 24%       |
| Level 1 (ESL 111)       | 47%       | 47%       | 48%       |
| Undetermined            | 0%        | 0%        | 0%        |
| Total Placed            | 2,276     | 2,211     | 1,858     |

| ESL Listening/Speaking | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------------|-----------|-----------|-----------|
| Level 5 (ESL 155)      | 10%       | 11%       | 10%       |
| Level 4 (ESL 145)      | 18%       | 15%       | 19%       |
| Level 3 (ESL 135)      | 17%       | 20%       | 19%       |
| Level 2 (ESL 125)      | 33%       | 32%       | 29%       |
| Level 1 (ESL 115)      | 23%       | 22%       | 23%       |
| Undetermined           | 0%        | 0%        | 0%        |
| Total Placed           | 2,276     | 2,096     | 1,708     |

| Mathematics                                      | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-----------|-----------|-----------|
| Level 6 (Math 103)                               | 7%        | 6%        | 5%        |
| Level 5 (Math 100, 110, 111, 112, 135, 136, 138) | 14%       | 15%       | 14%       |
| Level 4 (Math 101, 119, 219)                     | 27%       | 20%       | 12%       |
| Level 3.5 (Math 119, 219)                        | 3%        | 5%        | 10%       |
| Level 3 (Math 141)                               | 6%        | 9%        | 9%        |
| Level 2 (Math 145, 245)                          | 19%       | 19%       | 21%       |
| Level 1 (Math 155, 255)                          | 22%       | 26%       | 29%       |
| Unknown  | 3%        | 0%        | 0%        |
| Total Placed                                     | 5,494     | 5,258     | 5,236     |

| Chemistry    | 2009-2010 | 2010-2011 | 2011-2012 |
|--------------|-----------|-----------|-----------|
| Chem 101     | 66%       | 72%       | 72%       |
| Chem 110     | 34%       | 28%       | 28%       |
| Total Placed | 244       | 222       | 218       |

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. *Note that financial aid data were not available for 2011-2012 at the time of publication of the Campus Profile.*

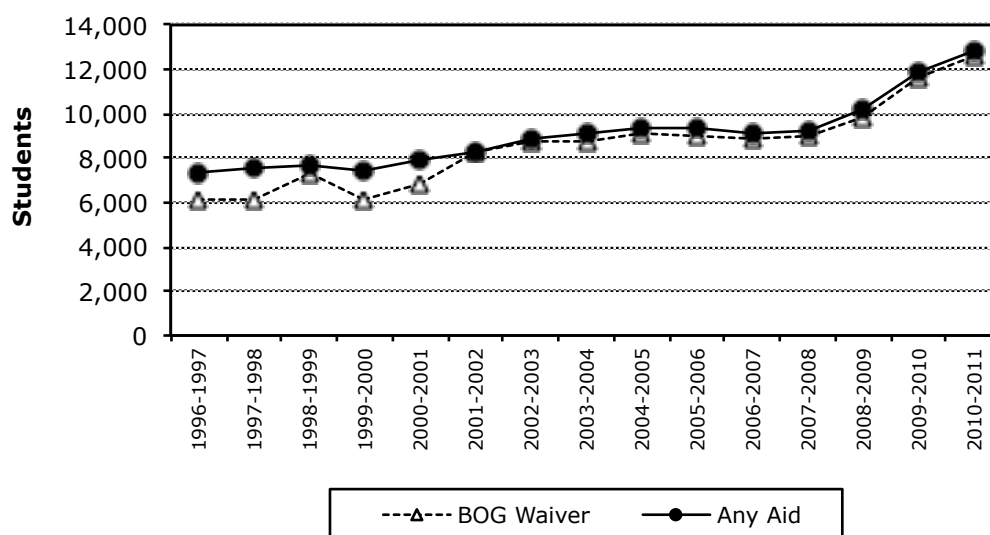
**Figure 1-28. Financial Aid Awards**

| Award Category       | 2008-2009 |              | 2009-2010 |              | 2010-2011 |              |
|----------------------|-----------|--------------|-----------|--------------|-----------|--------------|
|                      | Students  | Amount       | Students  | Amount       | Students  | Amount       |
| Pell Grants          | 4,982     | \$14,658,570 | 6,261     | \$21,243,196 | 7,540     | \$24,966,578 |
| Federal SEOG         | 797       | \$267,575    | 840       | \$297,300    | 710       | \$246,300    |
| EOPS Grants          | 1,574     | \$742,701    | 1,492     | \$534,579    | 793       | \$276,719    |
| Student Loans        | 335       | \$1,035,101  | 481       | \$1,550,828  | 690       | \$2,424,317  |
| Federal Work Study   | 266       | \$494,019    | 323       | \$636,176    | 272       | \$449,155    |
| BOG Waivers          | 9,896     | \$3,417,060  | 11,596    | \$3,959,460  | 12,637    | \$5,401,797  |
| Cal Grants           | 963       | \$1,126,876  | 1,033     | \$1,265,694  | 931       | \$1,112,788  |
| Other                | 230       | \$239,376    | 292       | \$328,701    | 573       | \$407,492    |
| Total (Unduplicated) | 10,180    | \$21,981,278 | 11,899    | \$29,815,934 | 12,793    | \$35,285,146 |

source: GCC MIS data submissions

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

| Category   | 2008-2009 | 2009-2010 | 2010-2011 |
|--|-----------|-----------|-----------|
| BOG Waivers: Number of Students                  | 9,896     | 11,596    | 12,637    |
| BOG Waivers: Percentage of Credit Students       | 37%       | 48%       | 56%       |
| Any Financial Aid: Number of Students            | 10,180    | 11,899    | 12,793    |
| Any Financial Aid: Percentage of Credit Students | 38%       | 49%       | 57%       |

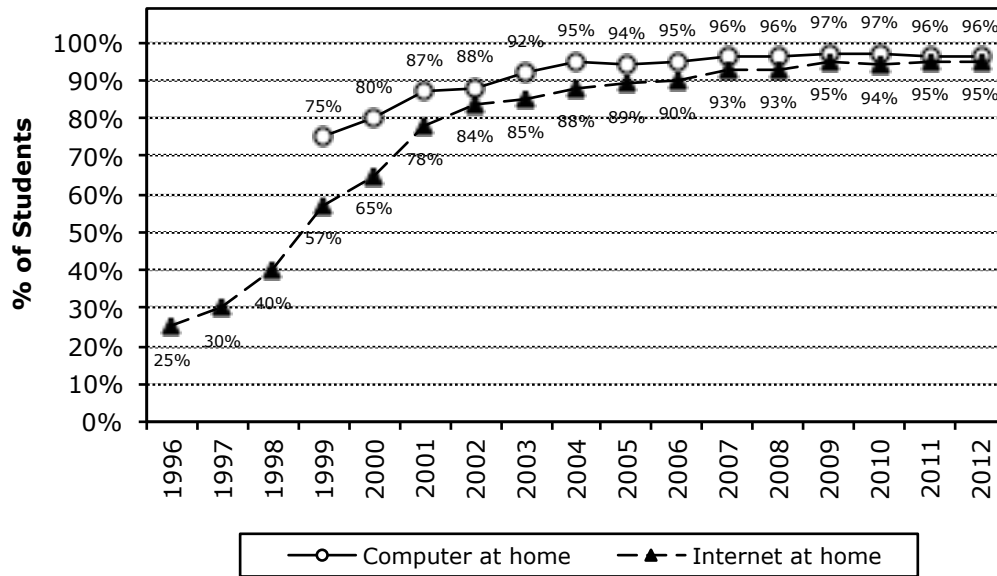


source: GCC MIS data submissions

### 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 2012 continuing education student survey, 85% of continuing education students report that they have a computer at home and 83% report that they have Internet access at home.

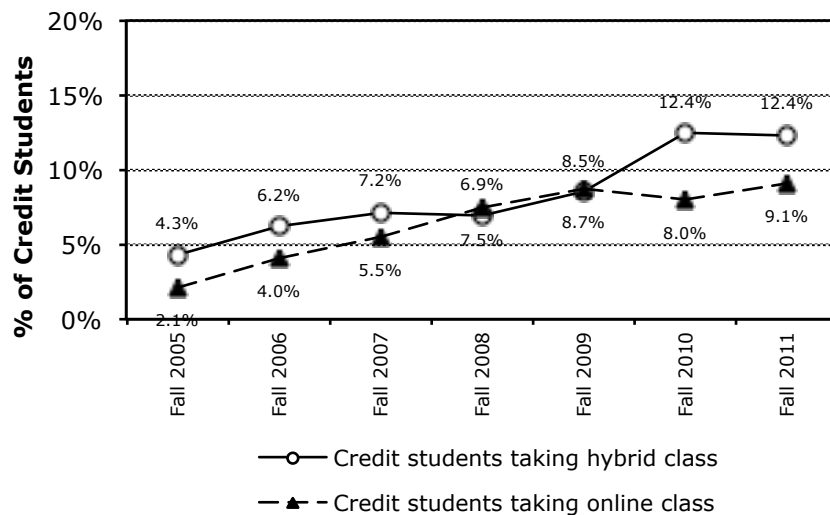
**Figure 1-30. Credit Student Computer and Internet Access**



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 2011-2012, 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 2009 | Fall 2010 | Fall 2011 |
|--|-----------|-----------|-----------|
| Credit Basic Skills Census Enrollments     | 3,949     | 4,147     | 3,932     |
| Credit Basic Skills Course Retention Rates | 85%       | 86%       | 86%       |
| Credit Basic Skills Course Success Rates   | 62%       | 65%       | 65%       |
| Noncredit Basic Skills Enrollments         | 4,446     | 3,991     | 3,785     |

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 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 2009 | Fall 2010 | Fall 2011 |
|--|-----------|-----------|-----------|
| Total Noncredit Students                           | 7,533     | 6,010     | 5,586     |
| Concurrently Enrolled in Credit Classes            | 2%        | 3%        | 3%        |
| Enrolled in Credit Classes in Next Spring Semester | 4%        | 6%        | 6%        |

source: GCC MIS data submissions

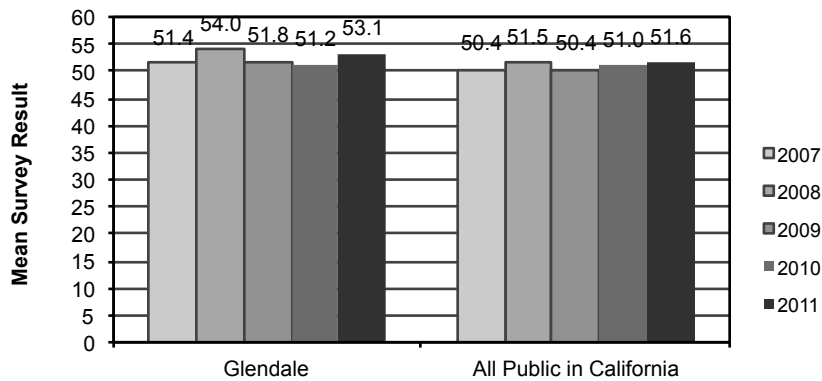
## 1.03. Student Engagement

### 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, 2010, and 2011. 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.

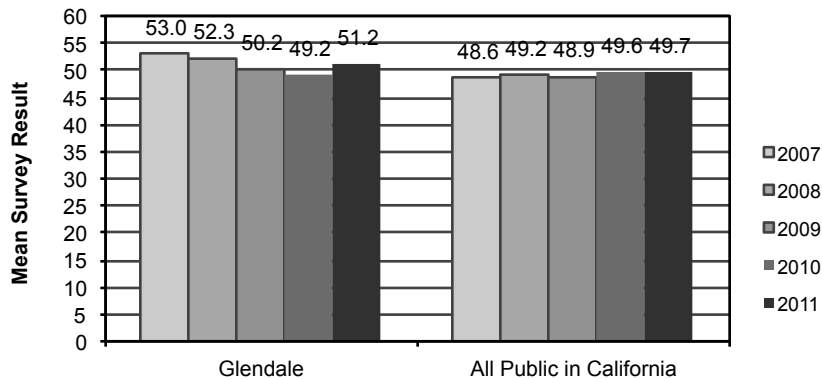
**Figure 1-35. Active and Collaborative Learning**

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.



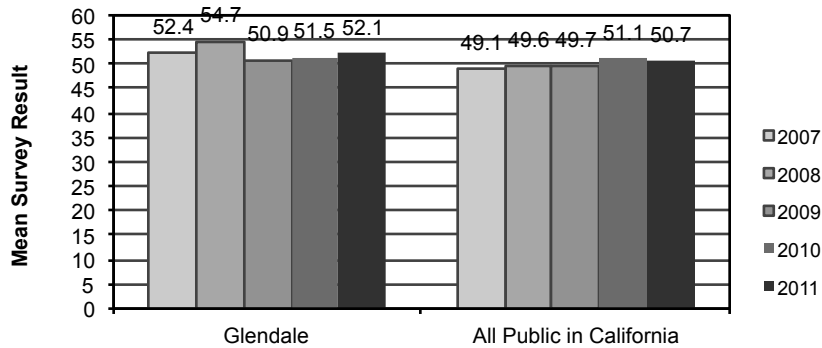
**Figure 1-36. Student Effort**

The Student Effort benchmark includes items assessing how often students prepare for class, revise their coursework, and use tutoring and computer labs.



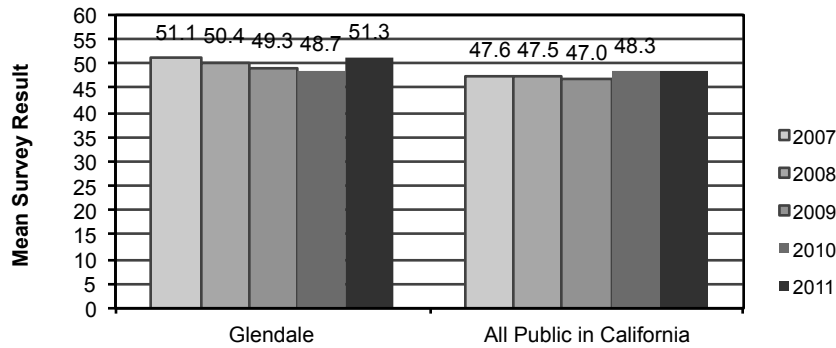
**Figure 1-37. Academic Challenge**

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.



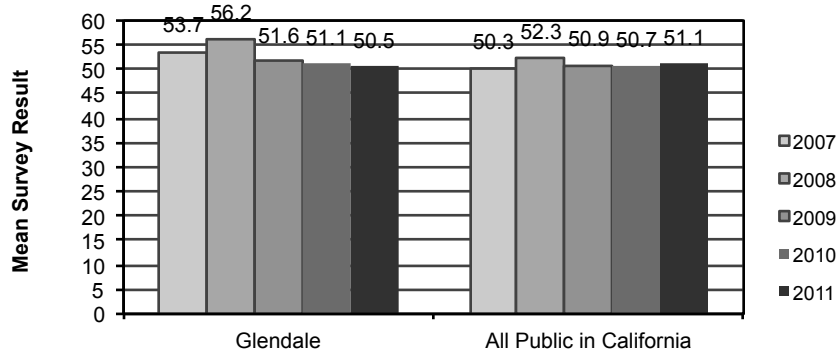
**Figure 1-38. Student-Faculty Interaction**

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.



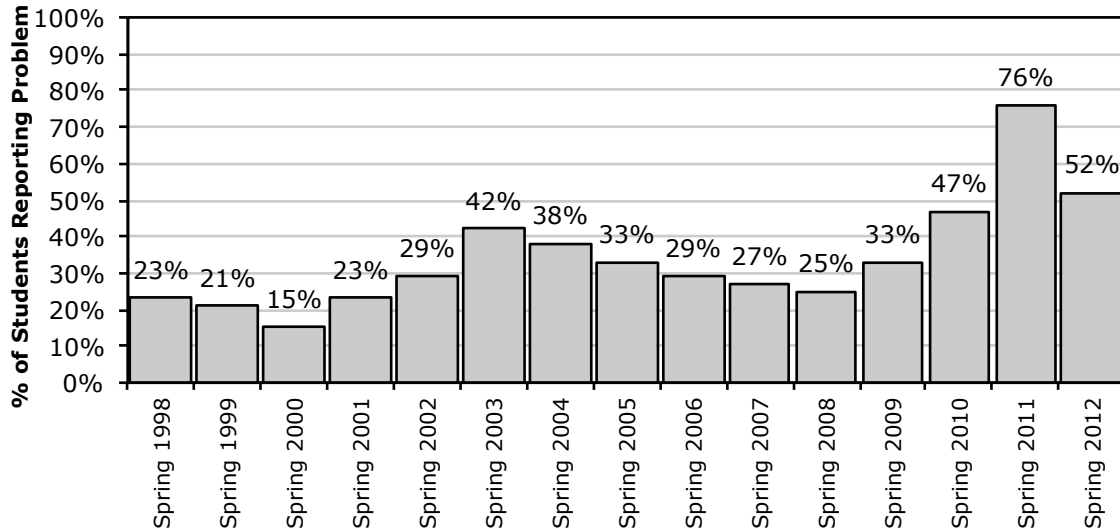
source: Community College Survey of Student Engagement

## 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 2010 | Spring 2011 | Spring 2012 |
|--|-------------|-------------|-------------|
| Class full   | 39%         | 48%         | 37%         |
| Class not offered at time student wanted it                  | 24%         | 31%         | 23%         |
| Class scheduled at same time as another class student needed | 22%         | 27%         | 19%         |
| Class not offered this semester                              | 12%         | 13%         | 10%         |

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 2011, the highest number of class sections was scheduled to begin between 9:00 am and 9:59 am (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 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|-----------------------|-----------|-----------|-----------|-----------|
| 6:00 am – 6:59 am     | 9         | 8         | 13        | 11        |
| 7:00 am – 7:59 am     | 23        | 26        | 111       | 92        |
| 8:00 am – 8:59 am     | 254       | 263       | 38        | 65        |
| 9:00 am – 9:59 am     | 214       | 206       | 353       | 373       |
| 10:00 am – 10:59 am   | 172       | 170       | 198       | 214       |
| 11:00 am – 11:59 am   | 12        | 10        | 38        | 30        |
| 12:00 noon – 12:59 pm | 136       | 137       | 67        | 289       |
| 1:00 pm – 1:59 pm     | 226       | 224       | 245       | 266       |
| 2:00 pm – 2:59 pm     | 51        | 49        | 56        | 45        |
| 3:00 pm – 3:59 pm     | 54        | 48        | 103       | 128       |
| 4:00 pm – 4:59 pm     | 57        | 61        | 49        | 40        |
| 5:00 pm – 5:59 pm     | 73        | 69        | 145       | 160       |
| 6:00 pm – 6:59 pm     | 330       | 312       | 341       | 332       |
| 7:00 pm – 7:59 pm     | 76        | 71        | 62        | 53        |
| 8:00 pm – 8:59 pm     | 10        | 3         | 39        | 45        |
| 9:00 pm – 9:59 pm     | 2         | 1         | 12        | 5         |

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 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|--------------------------|-----------|-----------|-----------|-----------|
| Biology                  | 118%      | 118%      | 110%      | 111%      |
| Business                 | 82%       | 88%       | 92%       | 93%       |
| English                  | 105%      | 103%      | 104%      | 108%      |
| ESL (Credit)             | 100%      | 101%      | 104%      | 102%      |
| Health & PE              | 86%       | 100%      | 91%       | 92%       |
| Health Sciences          | 94%       | 97%       | 86%       | 86%       |
| Language Arts            | 99%       | 103%      | 106%      | 99%       |
| Mathematics              | 104%      | 105%      | 107%      | 104%      |
| Physical Science         | 110%      | 105%      | 104%      | 104%      |
| Social Science           | 101%      | 104%      | 103%      | 103%      |
| Student Services         | 103%      | 122%      | 103%      | 91%       |
| Technology & Aviation    | 79%       | 92%       | 93%       | 95%       |
| Visual & Performing Arts | 101%      | 99%       | 94%       | 97%       |
| Total Credit             | 97%       | 101%      | 100%      | 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 2004-2005, 2005-2006, and 2006-2007 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 |      |           |      |           |      |
|--------------------------------|----------------|------|-----------|------|-----------|------|
|                                | 2004-2005      |      | 2005-2006 |      | 2006-2007 |      |
|                                | No.            | %    | No.       | %    | No.       | %    |
| Number of First-Time Students  | 4,384          | 100% | 4,509     | 100% | 4,636     | 100% |
| All Public Two-Year Colleges   | 1,055          | 24%  | 1,056     | 23%  | 1,549     | 33%  |
| Pasadena City College          | 390            | 9%   | 413       | 9%   | 430       | 9%   |
| Los Angeles Valley College     | 151            | 3%   | 132       | 3%   | 195       | 4%   |
| Los Angeles City College       | 127            | 3%   | 123       | 3%   | 174       | 4%   |
| Santa Monica College           | 56             | 1%   | 48        | 1%   | 49        | 1%   |
| East Los Angeles College       | 37             | 1%   | 37        | 1%   | 39        | 1%   |
| Los Angeles Pierce College     | 38             | 1%   | 41        | 1%   | 56        | 1%   |
| Los Angeles Mission College    | 45             | 1%   | 45        | 1%   | 56        | 1%   |
| Los Angeles Trade-Tech College | 38             | 1%   | 30        | 1%   | 56        | 1%   |
| College of the Canyons         | 36             | 1%   | 43        | 1%   | 49        | 1%   |
| Rio Hondo College              | 21             | 0%   | 27        | 1%   | 33        | 1%   |
| Mt. San Antonio College        | 22             | 1%   | 13        | 0%   | 12        | 0%   |

Glendale Community College  
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## Section 2

# STUDENT SUCCESS

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## 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.

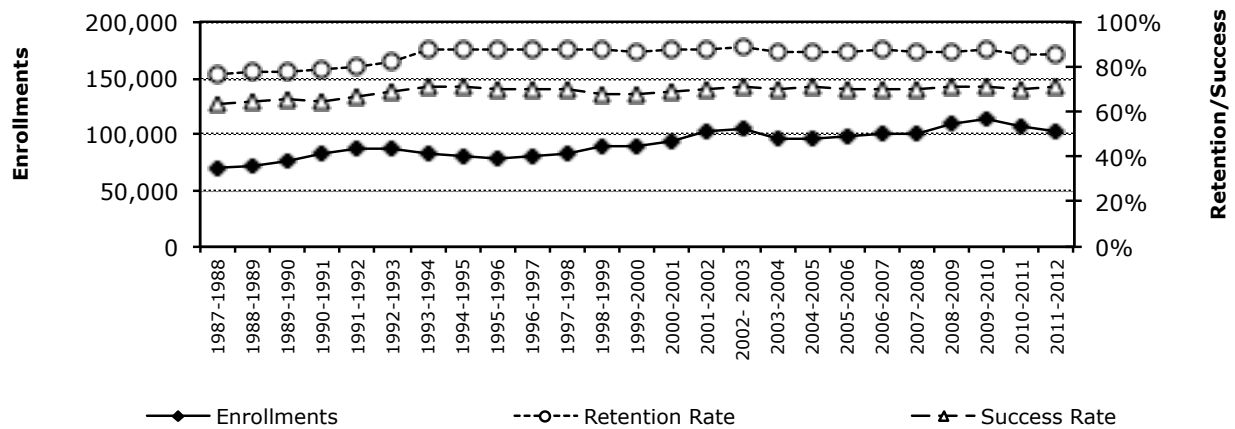
**Figure 2-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates**

| Division                 | Census Enrollments |               |               | Retention Rate |            |            | Success Rate |            |            |
|--------------------------|--------------------|---------------|---------------|----------------|------------|------------|--------------|------------|------------|
|                          | 2009               | 2010          | 2011          | 2009           | 2010       | 2011       | 2009         | 2010       | 2011       |
| Biology                  | 1,211              | 1,225         | 1,228         | 73%            | 80%        | 74%        | 60%          | 68%        | 63%        |
| Business                 | 5,256              | 5,403         | 5,380         | 88%            | 86%        | 86%        | 72%          | 72%        | 72%        |
| English                  | 4,762              | 4,802         | 5,123         | 86%            | 85%        | 85%        | 68%          | 69%        | 69%        |
| ESL (Credit)             | 3,802              | 4,085         | 3,918         | 94%            | 93%        | 93%        | 80%          | 77%        | 78%        |
| Health & PE              | 4,030              | 3,470         | 3,240         | 91%            | 85%        | 89%        | 69%          | 74%        | 78%        |
| Health Sciences          | 1,194              | 1,042         | 958           | 91%            | 91%        | 92%        | 85%          | 86%        | 88%        |
| Language Arts            | 3,048              | 3,179         | 3,033         | 89%            | 87%        | 88%        | 78%          | 77%        | 77%        |
| Mathematics              | 5,204              | 5,229         | 5,338         | 75%            | 77%        | 78%        | 51%          | 56%        | 57%        |
| Physical Sciences        | 2,213              | 2,174         | 2,199         | 86%            | 85%        | 82%        | 67%          | 68%        | 66%        |
| Social Sciences          | 8,791              | 8,932         | 8,394         | 85%            | 82%        | 83%        | 65%          | 63%        | 65%        |
| Student Services         | 1,047              | 871           | 909           | 93%            | 91%        | 89%        | 74%          | 75%        | 75%        |
| Technology & Aviation    | 2,211              | 2,339         | 2,353         | 89%            | 89%        | 88%        | 73%          | 77%        | 75%        |
| Visual & Performing Arts | 5,257              | 5,181         | 5,321         | 87%            | 85%        | 85%        | 73%          | 71%        | 72%        |
| <b>Total Credit</b>      | <b>48,026</b>      | <b>47,932</b> | <b>47,394</b> | <b>86%</b>     | <b>85%</b> | <b>85%</b> | <b>69%</b>   | <b>69%</b> | <b>70%</b> |

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

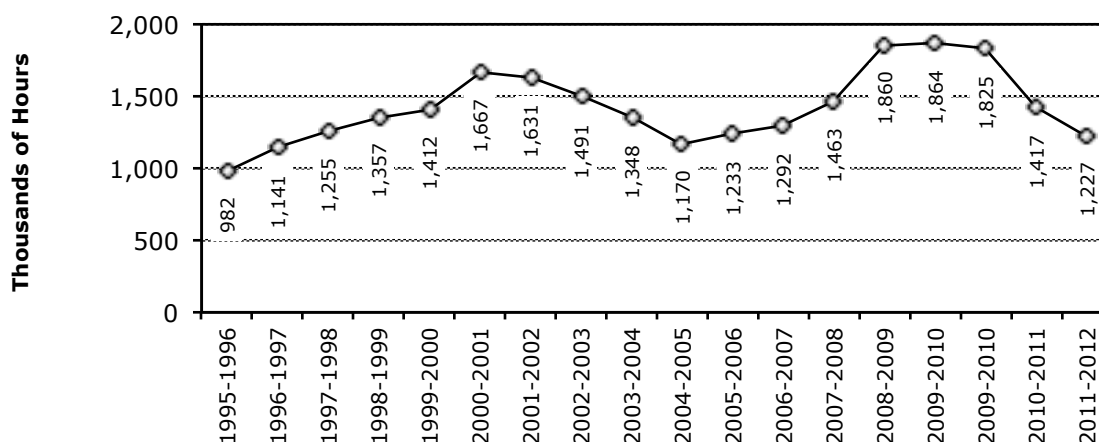
Noncredit classes are funded by the positive attendance accounting method, in which hours of attendance are recorded. One Full-Time Equivalent Student (FTES) is equivalent to 525 hours of attendance. In 2010-2011, the noncredit program counted over 1,400,000 hours of attendance. The decline from 2009 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**

| Department                     | Total Hours (Fall) |                |          | Students Enrolled (Fall) |              |          |
|--------------------------------|--------------------|----------------|----------|--------------------------|--------------|----------|
|                                | 2009               | 2010           | 2011     | 2009                     | 2010         | 2011     |
| Developmental Skills Lab (DSL) | 44,816             | 20,013         | 22,983   | 892                      | 559          | 589      |
| ESL (Non-Credit)               | 461,563            | 431,309        | 404,213  | 3,724                    | 3,513        | 3,283    |
| Home Arts                      | 2,331              | 1,488          | 1,746    | 84                       | 57           | 58       |
| Lifelong Learning              | 27,669             | 11,684         | 10,305   | 1,073                    | 625          | 486      |
| Business                       | 143,169            | 81,871         | 91,857   | 1,910                    | 1,235        | 1,231    |
| Parent Education               | 21,941             | 0              | 0        | 699                      | 505          | 0        |
| Special Education              | 0                  | 0              | 15,638   | 0                        | 0            | 486      |
| <b>Total Non-Credit</b>        | <b>701,488</b>     | <b>561,432</b> | <b>0</b> | <b>7,533</b>             | <b>6,010</b> | <b>0</b> |

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 2011
- MEAN UNITS COMP The average number of units students completed in Fall 2011
- SPRG PERS The percentage of Fall 2007 students persisting to Spring 2012
- COMPL TERM GPA The Fall 2011 GPA of students who completed more than zero units
- COMPL PERS The percentage of Fall 2011 students completing more than zero units who persisted to Spring 2012
- COMPL NUM The total number of students in the group completing more than zero units

Section 2. Student Success

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

| Group                         | All Students Attempting Units |                      |   |                      |   |                    |   |                    |   |                       |   |            |
|-------------------------------|-------------------------------|----------------------|---|----------------------|---|--------------------|---|--------------------|---|-----------------------|---|------------|
|                               | Students                      | Mean Units Attempted |   | Mean Units Completed |   | Spring Persistence |   | Completer Term GPA |   | Completer Persistence |   | Completers |
| Collegewide                   | 16,513                        | 11.2                 |   | 6.6                  |   | 75%                |   | 2.74               |   | 80%                   |   | 14,180     |
| American Indian               | 36                            | 10.4                 | √ | 5.1                  | - | 82%                | + | 2.37               | √ | 89%                   | + | 28         |
| Asian                         | 1,387                         | 11.9                 | + | 7.3                  | + | 73%                | √ | 2.87               | + | 76%                   | √ | 1,234      |
| Black                         | 13                            | 10.5                 | √ | 5.6                  | √ | 85%                | + | 2.50               | √ | 83%                   | + | 12         |
| Caucasian Citizen             | 4,857                         | 10.5                 | √ | 6.6                  | √ | 73%                | √ | 2.87               | + | 78%                   | √ | 4,179      |
| Caucasian Resident            | 2,209                         | 12.8                 | + | 7.5                  | + | 83%                | + | 2.80               | + | 87%                   | + | 1,998      |
| Latino Citizen                | 3,690                         | 10.1                 | √ | 5.4                  | √ | 71%                | √ | 2.44               | √ | 78%                   | √ | 2,895      |
| Latino Resident               | 232                           | 10.9                 | √ | 5.6                  | √ | 68%                | √ | 2.55               | √ | 72%                   | √ | 196        |
| Latino Other                  | 313                           | 10.6                 | √ | 6.6                  | √ | 75%                | √ | 2.57               | √ | 81%                   | + | 272        |
| Filipino                      | 682                           | 11.4                 | + | 6.8                  | + | 73%                | √ | 2.77               | + | 77%                   | √ | 596        |
| Others                        | 3,094                         | 12.3                 | + | 7.3                  | + | 79%                | + | 2.81               | + | 83%                   | + | 2,770      |
| Male                          | 7,312                         | 11.1                 | √ | 6.4                  | √ | 74%                | √ | 2.65               | √ | 79%                   | √ | 6,156      |
| Female                        | 9,031                         | 11.3                 | + | 6.8                  | + | 76%                | + | 2.81               | + | 81%                   | + | 7,883      |
| Male Under 25                 | 5,054                         | 11.7                 | + | 6.8                  | + | 77%                | + | 2.54               | √ | 83%                   | + | 4,256      |
| Male Over 24                  | 2,258                         | 10.0                 | √ | 5.6                  | √ | 68%                | √ | 2.90               | + | 71%                   | √ | 1,900      |
| Female Under 25               | 5,166                         | 11.8                 | + | 7.2                  | + | 78%                | + | 2.67               | √ | 83%                   | + | 4,496      |
| Female Over 24                | 3,865                         | 10.7                 | √ | 6.3                  | √ | 74%                | √ | 3.01               | + | 78%                   | √ | 3,387      |
| With Disability               | 430                           | 11.1                 | √ | 5.9                  | √ | 82%                | + | 2.54               | √ | 86%                   | + | 370        |
| Student Visa                  | 528                           | 14.6                 | + | 9.0                  | + | 72%                | √ | 2.80               | + | 74%                   | √ | 482        |
| EOPS                          | 1,286                         | 16.0                 | + | 10.7                 | + | 94%                | + | 2.91               | + | 94%                   | + | 1,268      |
| 18-24, No High School Diploma | 267                           | 10.5                 | √ | 5.1                  | - | 77%                | + | 2.38               | √ | 83%                   | + | 214        |

| Group                         | First-Time Students Attempting Units |                      |   |                      |   |                    |   |                    |   |                       |   |            |
|-------------------------------|--------------------------------------|----------------------|---|----------------------|---|--------------------|---|--------------------|---|-----------------------|---|------------|
|                               | Students                             | Mean Units Attempted |   | Mean Units Completed |   | Spring Persistence |   | Completer Term GPA |   | Completer Persistence |   | Completers |
| Collegewide                   | 2,823                                | 11.8                 |   | 7.0                  |   | 82%                |   | 2.55               |   | 87%                   |   | 2,415      |
| American Indian               | 7                                    | 13.0                 | + | 4.3                  | - | 88%                | + | 1.50               | - | 100%                  | + | 6          |
| Asian                         | 213                                  | 12.9                 | + | 7.8                  | + | 78%                | √ | 2.73               | + | 83%                   | √ | 185        |
| Black                         | 0                                    | --                   | + | --                   | + | --                 | + | --                 | + | --                    | + | --         |
| Caucasian Citizen             | 767                                  | 11.5                 | √ | 7.8                  | + | 83%                | + | 2.68               | + | 87%                   | √ | 678        |
| Caucasian Resident            | 428                                  | 13.7                 | + | 7.7                  | + | 89%                | + | 2.75               | + | 93%                   | + | 385        |
| Latino Citizen                | 843                                  | 10.7                 | √ | 5.8                  | √ | 79%                | √ | 2.24               | √ | 86%                   | √ | 674        |
| Latino Resident               | 34                                   | 12.0                 | + | 5.7                  | √ | 75%                | √ | 2.48               | √ | 80%                   | √ | 30         |
| Latino Other                  | 89                                   | 10.6                 | √ | 7.1                  | + | 79%                | √ | 2.58               | + | 83%                   | √ | 78         |
| Filipino                      | 111                                  | 11.6                 | √ | 7.2                  | + | 83%                | + | 2.57               | + | 85%                   | √ | 95         |
| Others                        | 331                                  | 12.8                 | + | 6.5                  | √ | 79%                | √ | 2.58               | + | 84%                   | √ | 284        |
| Male                          | 1,435                                | 11.5                 | √ | 6.6                  | √ | 80%                | √ | 2.43               | √ | 85%                   | √ | 1,199      |
| Female                        | 1,344                                | 12.2                 | + | 7.4                  | + | 83%                | + | 2.66               | + | 89%                   | + | 1,180      |
| Male Under 25                 | 1,211                                | 11.4                 | √ | 6.7                  | √ | 82%                | √ | 2.39               | √ | 86%                   | √ | 1,014      |
| Male Over 24                  | 224                                  | 11.9                 | + | 5.8                  | √ | 73%                | √ | 2.64               | + | 76%                   | √ | 185        |
| Female Under 25               | 1,067                                | 12.0                 | + | 7.7                  | + | 84%                | + | 2.60               | + | 90%                   | + | 942        |
| Female Over 24                | 277                                  | 12.9                 | + | 6.3                  | √ | 80%                | √ | 2.90               | + | 84%                   | √ | 238        |
| With Disability               | 102                                  | 10.2                 | √ | 4.7                  | - | 76%                | √ | 2.11               | √ | 81%                   | √ | 80         |
| Student Visa                  | 89                                   | 18.5                 | + | 10.5                 | + | 80%                | √ | 2.90               | + | 84%                   | √ | 81         |
| EOPS                          | 216                                  | 16.6                 | + | 10.5                 | + | 96%                | + | 2.64               | + | 98%                   | + | 205        |
| 18-24, No High School Diploma | 53                                   | 9.1                  | - | 3.7                  | - | 68%                | √ | 2.21               | √ | 79%                   | √ | 39         |

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 2009 | Fall 2010 | Fall 2011 |
|-------------------------------------|-----------|-----------|-----------|
| <b>Course Success Rate</b>          |           |           |           |
| <i>All new students</i>             | 64%       | 78%       | 67%       |
| New students completing orientation | 74%       | 80%       | 66%       |
| New students completing SEP         | 77%       | 86%       | 75%       |
| New students completing assessment  | 64%       | 79%       | 74%       |
| <b>Persistence to Spring</b>        |           |           |           |
| <i>All new students</i>             | 72%       | 81%       | 80%       |
| New students completing orientation | 82%       | 87%       | 78%       |
| New students completing SEP         | 93%       | 92%       | 89%       |
| New students completing assessment  | 78%       | 85%       | 74%       |

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.

**Figure 2-7. Student Satisfaction Survey Results**

| <b>% of Credit Students Responding "Excellent" or "Good"</b> | Spring 2009 | Spring 2010 | Spring 2011 | Spring 2012 |
|--|-------------|-------------|-------------|-------------|
| The education you are getting at GCC                         | --          | --          | --          | 81%         |
| Campus friendliness to students                              | 72%         | 73%         | 74%         | 74%         |

source: Spring Student Surveys

## 2.02. Educational Goals

### 2.02.01. Student Characteristics by Educational Goal

Over half of all credit students (about 65%) 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.

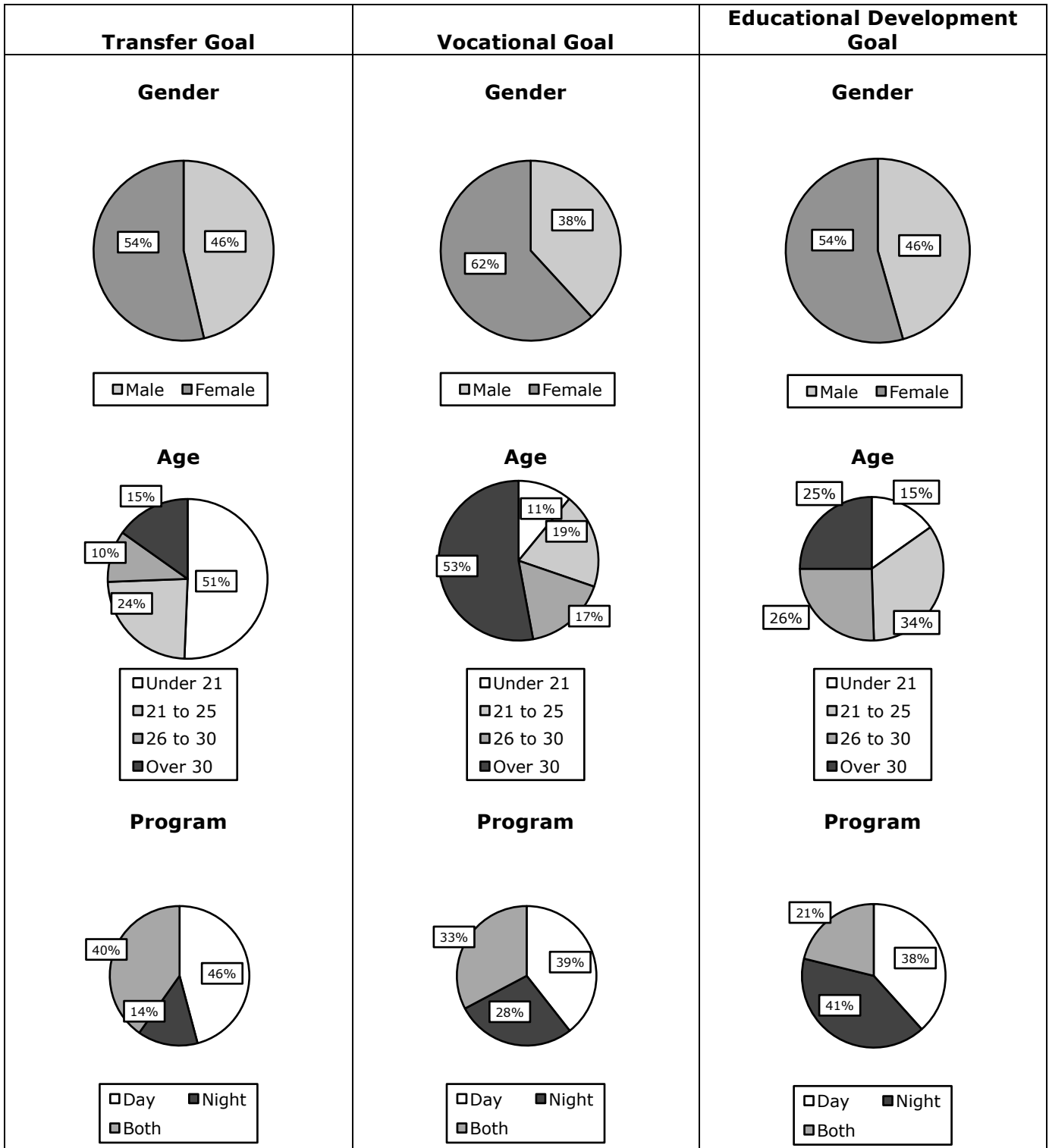
**Figure 2-8. Credit Enrollment by Educational Goal**

| Goal                      | Fall 2009     |             | Fall 2010     |             | Fall 2011     |             |
|---------------------------|---------------|-------------|---------------|-------------|---------------|-------------|
| Transfer with AA          | 6,782         | 41%         | 4,335         | 32%         | 6,266         | 40%         |
| Transfer without AA       | 2,734         | 17%         | 3,283         | 25%         | 3,887         | 25%         |
| Associate's degree        | 2,061         | 12%         | 1,026         | 8%          | 1,485         | 10%         |
| Vocational degree         | 286           | 2%          | 640           | 5%          | 739           | 5%          |
| Certificate               | 386           | 2%          | 345           | 3%          | 605           | 4%          |
| Discover career interests | 325           | 2%          | 223           | 2%          | 159           | 1%          |
| Prepare for new career    | 511           | 3%          | 338           | 3%          | 344           | 2%          |
| Advance current job       | 330           | 2%          | 246           | 2%          | 233           | 1%          |
| Maintain licensure        | 258           | 2%          | 155           | 1%          | 114           | 1%          |
| Educational development   | 515           | 3%          | 352           | 3%          | 300           | 2%          |
| Improve English, Math     | 139           | 1%          | 260           | 2%          | 202           | 1%          |
| Complete GED/diploma      | 104           | 1%          | 121           | 1%          | 52            | 0%          |
| Undecided                 | 2,117         | 13%         | 1,700         | 13%         | 935           | 6%          |
| Noncredit to Credit       | 0             | 0%          | 24            | 0%          | 5             | 0%          |
| 4-Year Student            | 0             | 0%          | 331           | 2%          | 294           | 2%          |
| Unknown Goal              | 18            |             | 2,194         |             | 893           |             |
| <b>Total</b>              | <b>16,566</b> | <b>100%</b> | <b>15,573</b> | <b>100%</b> | <b>16,513</b> | <b>100%</b> |

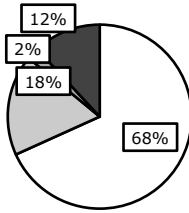
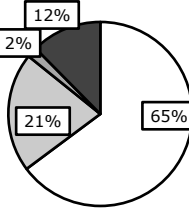
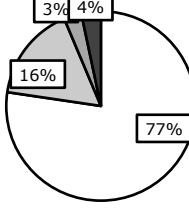
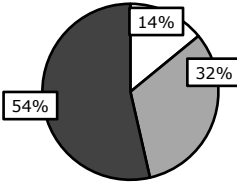
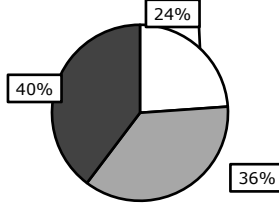
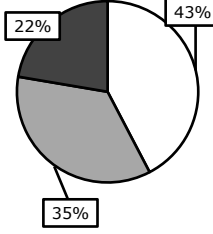
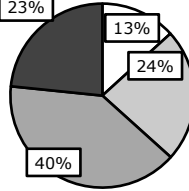
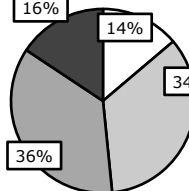
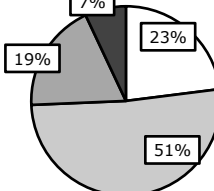
source: GCC Semester Application database

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 2011**



source: GCC Semester Application, Grade Detail, and Student Master Record databases

| Transfer Goal  | Vocational Goal  | Educational Development Goal   |
|--|--|--|
| <p><b>Citizenship</b></p>  <p> <input type="checkbox"/> US Citizen<br/> <input type="checkbox"/> Perm Res<br/> <input type="checkbox"/> Student<br/> <input type="checkbox"/> Other         </p>          | <p><b>Citizenship</b></p>  <p> <input type="checkbox"/> US Citizen<br/> <input type="checkbox"/> Perm Res<br/> <input type="checkbox"/> Student<br/> <input type="checkbox"/> Other         </p>          | <p><b>Citizenship</b></p>  <p> <input type="checkbox"/> US Citizen<br/> <input type="checkbox"/> Perm Res<br/> <input type="checkbox"/> Student<br/> <input type="checkbox"/> Other         </p>          |
| <p><b>Units Attempted</b></p>  <p> <input type="checkbox"/> 0 to 5.9 units<br/> <input type="checkbox"/> 6.0 to 11.9 units<br/> <input type="checkbox"/> 12.0 or more units         </p>                  | <p><b>Units Attempted</b></p>  <p> <input type="checkbox"/> 0 to 5.9 units<br/> <input type="checkbox"/> 6.0 to 11.9 units<br/> <input type="checkbox"/> 12.0 or more units         </p>                  | <p><b>Units Attempted</b></p>  <p> <input type="checkbox"/> 0 to 5.9 units<br/> <input type="checkbox"/> 6.0 to 11.9 units<br/> <input type="checkbox"/> 12.0 or more units         </p>                 |
| <p><b>Units Completed</b></p>  <p> <input type="checkbox"/> 0 units<br/> <input type="checkbox"/> 0.1 to 5.9<br/> <input type="checkbox"/> 6.0 to 11.9<br/> <input type="checkbox"/> 12.0+         </p> | <p><b>Units Completed</b></p>  <p> <input type="checkbox"/> 0 units<br/> <input type="checkbox"/> 0.1 to 5.9<br/> <input type="checkbox"/> 6.0 to 11.9<br/> <input type="checkbox"/> 12.0+         </p> | <p><b>Units Completed</b></p>  <p> <input type="checkbox"/> 0 units<br/> <input type="checkbox"/> 0.1 to 5.9<br/> <input type="checkbox"/> 6.0 to 11.9<br/> <input type="checkbox"/> 12.0+         </p> |

source: GCC MIS data files

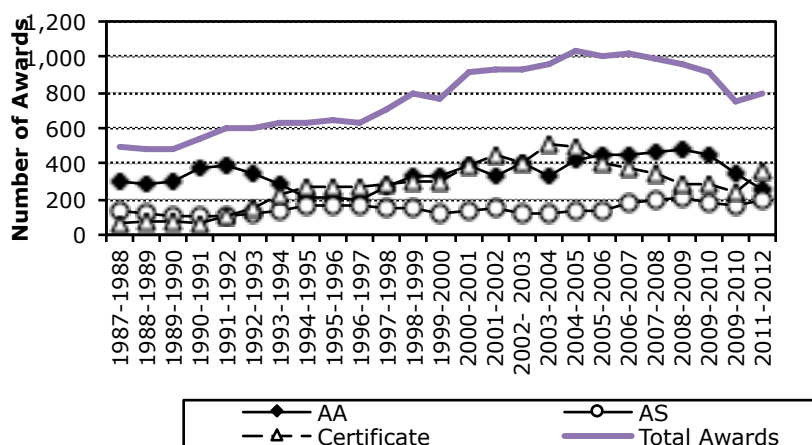


## 2.03. Student Completion

### 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**

| Gender | AA Degrees |           |           | AS Degrees |           |           | Certificates |           |           |
|--------|------------|-----------|-----------|------------|-----------|-----------|--------------|-----------|-----------|
|        | 2009-2010  | 2010-2011 | 2011-2012 | 2009-2010  | 2010-2011 | 2011-2012 | 2009-2010    | 2010-2011 | 2011-2012 |
| Male   | 34%        | 32%       | 26%       | 20%        | 26%       | 18%       | 29%          | 29%       | 37%       |
| Female | 66%        | 68%       | 74%       | 80%        | 74%       | 82%       | 71%          | 71%       | 63%       |
| Total  | 445        | 340       | 258       | 183        | 169       | 190       | 289          | 217       | 317       |

source: GCC Graduation database

**Figure 2-12. Degrees and Certificates Awarded by Ethnicity**

| Ethnicity          | AA Degrees |           |           | AS Degrees |           |           | Certificates |           |           |
|--------------------|------------|-----------|-----------|------------|-----------|-----------|--------------|-----------|-----------|
|                    | 2009-2010  | 2010-2011 | 2011-2012 | 2009-2010  | 2010-2011 | 2011-2012 | 2009-2010    | 2010-2011 | 2011-2012 |
| Caucasian/Anglo    | 13%        | 16%       | 16%       | 13%        | 16%       | 17%       | 15%          | 21%       | 20%       |
| Caucasian/Armenian | 44%        | 38%       | 39%       | 36%        | 33%       | 34%       | 47%          | 46%       | 45%       |
| Latino/Hispanic    | 22%        | 23%       | 24%       | 11%        | 14%       | 10%       | 17%          | 14%       | 17%       |
| Asian              | 10%        | 14%       | 10%       | 14%        | 9%        | 14%       | 9%           | 7%        | 7%        |
| Filipino           | 5%         | 2%        | 6%        | 20%        | 18%       | 14%       | 3%           | 2%        | 4%        |
| African-American   | 2%         | 1%        | 2%        | 1%         | 6%        | 2%        | 3%           | 4%        | 3%        |
| American Indian    | 0%         | 2%        | 0%        | 0%         | 0%        | 1%        | 0%           | 2%        | 1%        |
| Other              | 5%         | 5%        | 2%        | 4%         | 5%        | 8%        | 5%           | 3%        | 3%        |
| Total              | 445        | 340       | 258       | 183        | 169       | 190       | 289          | 217       | 317       |

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                                   | 2009-2010 | 2010-2011 | 2011-2012 | 3-Year Total |
|---|-----------|-----------|-----------|--------------|
|   | 1         | 0         | 1         | 2            |
| ARTS AND HUMANITIES                     | 0         | 2         | 5         | 7            |
| BIOLOGICAL SCIENCE                      | 3         | 2         | 4         | 9            |
| BUSINESS ADMINISTRATION                 | 38        | 46        | 47        | 131          |
| CHOREOGRAPHIC STUDIES & DANCE TECHNIQUE | 0         | 1         | 1         | 2            |
| ENGLISH                                 | 5         | 1         | 8         | 14           |
| FOREIGN LANGUAGE                        | 0         | 15        | 4         | 19           |
| FOREIGN LANGUAGE - OPTION 2             | 10        | 0         | 0         | 10           |
| FOREIGN LANGUAGE - SPANISH              | 1         | 0         | 0         | 1            |
| GENERAL EDUCATION TRANSFER STUDIES      | 295       | 177       | 75        | 547          |
| HEALTH SCIENCE                          | 34        | 32        | 38        | 104          |
| HUMANITIES                              | 0         | 0         | 1         | 1            |
| MASS COMMUNICATIONS                     | 2         | 1         | 0         | 3            |
| MATHEMATICS                             | 3         | 0         | 0         | 3            |
| MUSIC                                   | 1         | 0         | 2         | 3            |
| PHYSICAL EDUCATION                      | 0         | 0         | 0         | 0            |
| PHYSICAL SCIENCE                        | 0         | 1         | 1         | 2            |
| SCIENCE                                 | 0         | 0         | 0         | 0            |
| SCIENCE AND MATHEMATICS                 | 1         | 1         | 2         | 4            |
| SOCIAL AND BEHAVIORAL SCIENCES          | 1         | 3         | 2         | 6            |
| SOCIAL SCIENCE                          | 42        | 44        | 54        | 140          |
| SPEECH/COMMUNICATION                    | 1         | 3         | 3         | 7            |
| THEATER ARTS                            | 1         | 0         | 1         | 2            |
| THEATER ARTS - ACTING                   | 0         | 0         | 1         | 1            |
| VISUAL ARTS - ANIMATION                 | 0         | 0         | 0         | 0            |
| VISUAL ARTS - ART HISTORY               | 0         | 1         | 0         | 1            |
| VISUAL ARTS - GRAPHIC ARTS              | 4         | 3         | 3         | 10           |
| VISUAL ARTS - MEDIA ARTS                | 1         | 2         | 0         | 3            |
| VISUAL ARTS - PHOTOGRAPHY               | 1         | 0         | 0         | 1            |
| VISUAL ARTS - THREE DIMENSIONAL         | 0         | 0         | 1         | 1            |
| VISUAL ARTS - TWO DIMENSIONAL           | 0         | 5         | 4         | 9            |
| TOTAL                                   | 445       | 340       | 258       | 1,043        |

source: GCC Graduation database

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

| Major                           | 2009-2010 |      | 2010-2011 |      | 2011-2012 |      | Total |
|---------------------------------|-----------|------|-----------|------|-----------|------|-------|
|                                 | AS        | Cert | AS        | Cert | AS        | Cert |       |
| ACCOUNTING                      | 27        | 31   | 17        | 15   | 29        | 40   | 159   |
| ADMINISTRATION OF JUSTICE       | 1         | 5    | 4         | 6    | 2         | 9    | 27    |
| ADVANCED CULINARY ARTS          | 3         | 5    | 0         | 0    | 2         | 1    | 11    |
| ADVERTISING ART                 | 0         | 0    | 0         | 1    | 3         | 2    | 6     |
| ANIMATION - DIGITAL ANIMATION   | 1         | 0    | 0         | 0    | 0         | 0    | 1     |
| ARCHITECTURE - CAD              | 1         | 3    | 0         | 0    | 0         | 0    | 4     |
| ARCHITECTURE - COMMERCIAL       | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| ARCHITECTURE - DRAFTING         | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| ARCHITECTURE - RESIDENTIAL      | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| ARCHITECTURAL DRAFTING & DESIGN | 0         | 0    | 1         | 0    | 1         | 1    | 3     |
| ART                             | 1         | 2    | 1         | 3    | 0         | 3    | 10    |

## Section 2. Student Success

| Major   | 2009-2010 |      | 2010-2011 |      | 2011-2012 |      | Total |
|---|-----------|------|-----------|------|-----------|------|-------|
|   | AS        | Cert | AS        | Cert | AS        | Cert |       |
| AVIATION & TRANSPORTATION - AVIATION ADMINISTRATION                       | 2         | 2    | 0         | 1    | 2         | 1    | 8     |
| AVIATION & TRANSPORTATION - FLIGHT ATTENDANT                              | 2         | 4    | 5         | 3    | 3         | 13   | 30    |
| AVIATION & TRANSPORTATION - PILOT TRAINING                                | 1         | 2    | 1         | 1    | 0         | 1    | 6     |
| BEGINNING CULINARY ARTS CERTIFICATE                                       | 0         | 10   | 0         | 21   | 0         | 22   | 53    |
| BOOKKEEPING   | 0         | 9    | 1         | 7    | 1         | 7    | 25    |
| BUSINESS ADMINISTRATION - FINANCIAL PLANNING AND INVESTMENT               | 0         | 1    | 0         | 1    | 0         | 0    | 2     |
| BUSINESS ADMINISTRATION - GENERAL BUSINESS                                | 2         | 2    | 0         | 3    | 1         | 5    | 13    |
| BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS                          | 5         | 2    | 0         | 0    | 1         | 1    | 9     |
| BUSINESS ADMINISTRATION - SMALL BUSINESS                                  | 1         | 0    | 0         | 0    | 0         | 0    | 1     |
| BUSINESS ADMINISTRATION-ENTREPRENEURSHIP/SMALL BUSINESS                   | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| CERAMICS  | 0         | 2    | 0         | 0    | 1         | 5    | 8     |
| CERTIFIED TAX PREPARER  | 0         | 3    | 0         | 0    | 0         | 0    | 3     |
| CHILD DEVELOPMENT - MASTER TEACHER  | 0         | 0    | 0         | 2    | 0         | 0    | 2     |
| CHILD DEVELOPMENT - SITE SUPERVISOR                                       | 1         | 0    | 0         | 2    | 0         | 0    | 3     |
| CHILD DEVELOPMENT - TEACHER   | 0         | 0    | 1         | 10   | 17        | 12   | 40    |
| CHILD DEVELOPMENT/TEACHER - INFANT/TODDLER                                | 0         | 3    | 0         | 4    | 2         | 2    | 11    |
| CHILD DEVELOPMENT/TEACHER - PRESCHOOL                                     | 8         | 10   | 0         | 0    | 0         | 0    | 18    |
| CHILD DEVELOPMENT/TEACHER - SCHOOL AGE CARE                               | 0         | 1    | 0         | 2    | 2         | 0    | 5     |
| CHOREOGRAPHIC STUDIES AND DANCE TECHNIQUE                                 | 1         | 0    | 1         | 0    | 0         | 0    | 2     |
| COMMUNICATIONS  | 0         | 4    | 0         | 3    | 0         | 0    | 7     |
| COMPUTER AIDED MANUFACTURING  | 0         | 1    | 0         | 0    | 1         | 0    | 2     |
| COMPUTER APPLICATIONS TECHNICIAN  | 0         | 2    | 0         | 0    | 0         | 1    | 3     |
| COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - ADMINISTRATIVE ASST. | 0         | 1    | 2         | 3    | 1         | 1    | 8     |
| COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - GENERAL OFFICE       | 19        | 35   | 16        | 19   | 12        | 21   | 122   |
| COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - LEGAL SECRETARY      | 0         | 0    | 0         | 0    | 1         | 0    | 1     |
| COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - MEDICAL SECRETARY    | 0         | 0    | 0         | 0    | 1         | 0    | 1     |
| COMPUTER APPLICATIONS SPECIALIST  | 0         | 0    | 0         | 1    | 0         | 1    | 2     |
| COMPUTER INFORMATION SYSTEMS  | 0         | 1    | 1         | 1    | 2         | 2    | 7     |
| COMPUTER PROGRAMMER   | 0         | 0    | 0         | 1    | 1         | 1    | 3     |
| COMPUTERIZED ACCOUNTING SPECIALIST  | 0         | 4    | 0         | 3    | 0         | 5    | 12    |
| DANCE TEACHING  | 0         | 0    | 1         | 5    | 0         | 2    | 8     |
| DENTAL FRONT OFFICE/BILLING & CODING                                      | 0         | 0    | 0         | 4    | 0         | 13   | 17    |
| DESKTOP PUBLISHING TECHNICIAN   | 0         | 0    | 0         | 1    | 0         | 2    | 3     |
| DIETARY SERVICES SUPERVISOR   | 0         | 6    | 2         | 4    | 2         | 13   | 27    |
| DRAFTING/ELECTRO-MECHANICAL DESIGN  | 0         | 0    | 0         | 1    | 0         | 0    | 1     |
| ELECTRO/MECHANICAL FABRICATION TECHNICIAN                                 | 0         | 0    | 0         | 1    | 0         | 0    | 1     |
| ELECTRONICS AND COMPUTER TECHNOLOGY                                       | 0         | 0    | 0         | 0    | 1         | 0    | 1     |
| ELECTONICS AND COMPUTER TECHNOLOGY - COMPUTER SYSTEMS TECHNICIAN          | 0         | 0    | 0         | 0    | 1         | 1    | 2     |

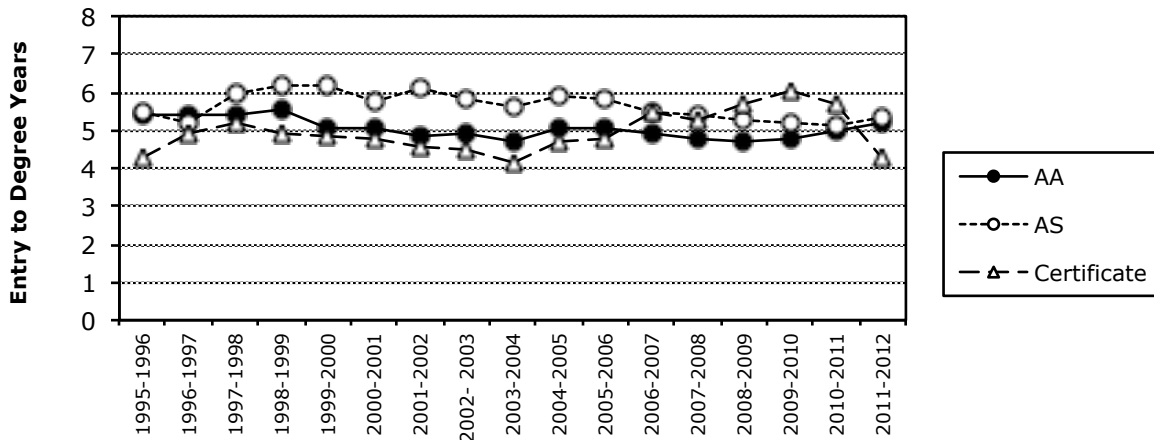
Section 2. Student Success

| Major   | 2009-2010 |      | 2010-2011 |      | 2011-2012 |      | Total |
|---|-----------|------|-----------|------|-----------|------|-------|
|   | AS        | Cert | AS        | Cert | AS        | Cert |       |
| ENGINEERING/ELECTRO-MECHANICAL DESIGN                     | 0         | 0    | 0         | 0    | 1         | 3    | 4     |
| FIRE ACADEMY: VERDUGO FIRE ACADEMY                        | 0         | 9    | 0         | 12   | 0         | 41   | 62    |
| FIRE TECHNOLOGY   | 1         | 6    | 4         | 5    | 3         | 6    | 25    |
| FITNESS SPECIALIST  | 2         | 6    | 0         | 0    | 0         | 0    | 8     |
| HOSPITALITY SUPERVISION                                   | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| HOTEL/RESTAURANT MANAGEMENT                               | 0         | 0    | 1         | 0    | 0         | 1    | 2     |
| IGETC   | 0         | 0    | 0         | 0    | 0         | 18   | 18    |
| INSURANCE PROFESSIONAL CERTIFICATE                        | 0         | 0    | 0         | 1    | 0         | 0    | 1     |
| MACHINE AND MANUFACTURING TECHNOLOGY-<br>MACHINIST        | 1         | 3    | 0         | 1    | 0         | 1    | 6     |
| MANAGEMENT  | 0         | 0    | 0         | 4    | 1         | 3    | 8     |
| MARKETING   | 0         | 1    | 0         | 0    | 1         | 1    | 3     |
| MEDICAL ADMINISTRATIVE SERVICES -<br>MEDICAL FRONT OFFICE | 2         | 2    | 1         | 2    | 3         | 10   | 20    |
| MEDICAL ADMINISTRATIVE SERVICES -<br>MEDICAL SECRETARY    | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| MEDICAL BILLING AND CODING                                | 0         | 7    | 0         | 9    | 0         | 21   | 37    |
| MEDICAL OFFICE ADMINISTRATION - MEDICAL<br>FRONT OFFICE   | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| MICROSOFT OFFICE USER SPECIALIST -<br>OPTION 1            | 0         | 2    | 0         | 0    | 0         | 0    | 2     |
| MICROSOFT OFFICE USER SPECIALIST -<br>OPTION 2            | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| MICROSOFT OFFICE USER SPECIALIST -<br>OPTION 5            | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| MICROSOFT OFFICE USER SPECIALIST -<br>OPTION 6            | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| MUSIC   | 0         | 0    | 0         | 1    | 0         | 2    | 3     |
| PHOTOGRAPHY   | 0         | 5    | 0         | 2    | 1         | 2    | 10    |
| REAL ESTATE   | 1         | 3    | 1         | 11   | 1         | 10   | 27    |
| REAL ESTATE APPRAISAL                                     | 0         | 2    | 0         | 2    | 0         | 3    | 7     |
| RECEPTIONIST/OFFICE CLERK                                 | 0         | 28   | 0         | 12   | 0         | 13   | 53    |
| REGISTERED NURSING  | 97        | 10   | 93        | 5    | 87        | 2    | 294   |
| RESTAURANT MANAGEMENT                                     | 0         | 1    | 1         | 2    | 0         | 1    | 5     |
| RESTAURANT SUPERVISION                                    | 0         | 2    | 0         | 0    | 0         | 0    | 2     |
| RETAIL MANAGEMENT   | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| SPECIALIST IN ALCOHOL/DRUG STUDIES                        | 3         | 25   | 3         | 27   | 0         | 12   | 70    |
| TAX PREPARER  | 0         | 1    | 0         | 7    | 0         | 6    | 14    |
| TELEVISION PRODUCTION - MASS MEDIA                        | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| TELEVISION PRODUCTION - VIDEOGRAPHY                       | 0         | 1    | 0         | 0    | 0         | 2    | 3     |
| TELEVISION PRODUCTION-CORPORATE<br>TELEVISION             | 0         | 1    | 0         | 0    | 0         | 0    | 1     |
| UNIX SYSTEM ADMINISTRATOR                                 | 0         | 0    | 0         | 0    | 0         | 1    | 1     |
| WEB DEVELOPMENT   | 0         | 2    | 0         | 3    | 2         | 4    | 11    |
| WEB GRAPHICS  | 0         | 4    | 0         | 1    | 0         | 0    | 5     |
| WELDING, OCCUPATIONAL (COMBINATION<br>WELDER)             | 0         | 4    | 1         | 2    | 0         | 3    | 10    |
| Grand Total   | 183       | 289  | 169       | 238  | 190       | 354  | 1423  |

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 5.2 years for degrees completed in 2011-2012, representing a decrease from about 5.5 years in the mid 1990s. Time to certificates has also decreased since the late 1990s.

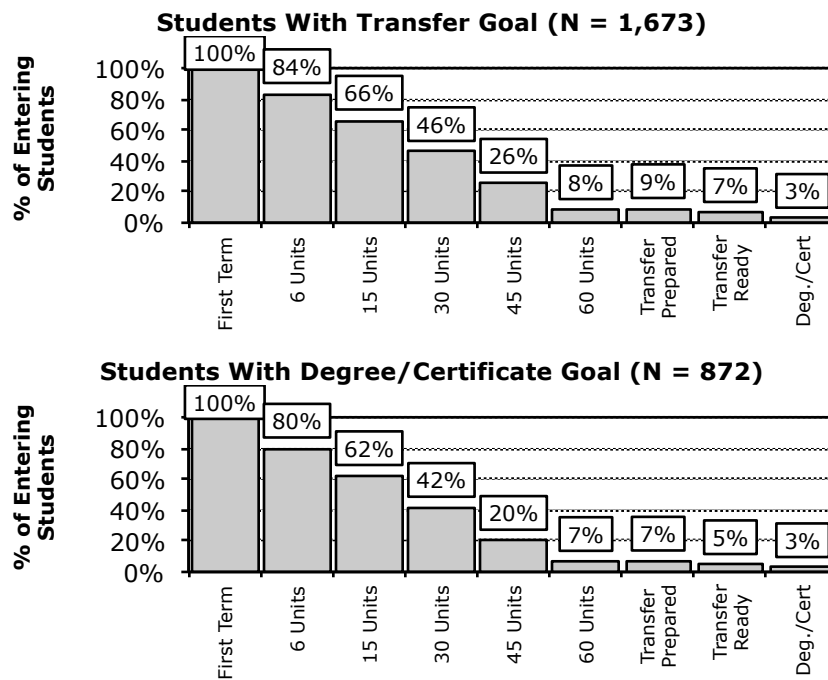
**Figure 2-15. Mean Entry to Degree Time (Years)**



source: GCC PeopleSoft database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2008. 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 2008 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**

|   | 2009-2010 | 2010-2011 | 2011-2012 |
|---|-----------|-----------|-----------|
| Students obtaining GED                                  | 102       | 90        | 49        |
| Students completing high school diploma                 | 10        | 4         | 8         |
| Successful student completions of high school courses   |           | 192       | 192       |
| CASAS Benchmarks  |           |           |           |
| Students earning ESL CASAS benchmarks                   | 2,933     | 2,603     | 2,572     |
| Students earning Adult Basic Education CASAS benchmarks | 145       | 98        | 84        |

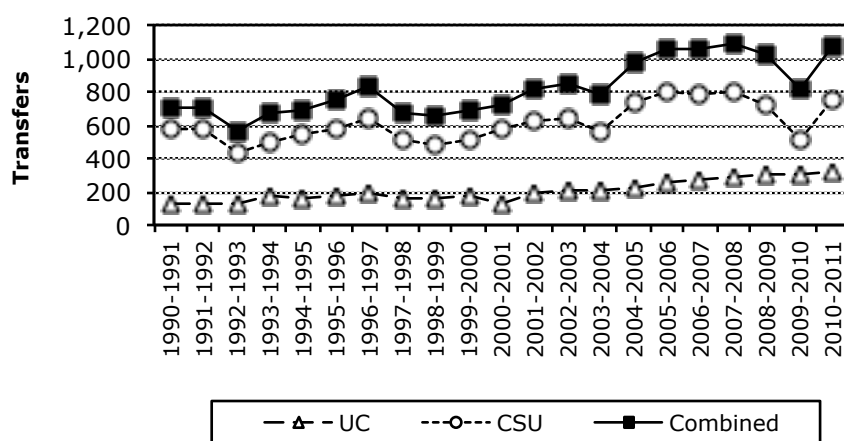
source: GCC Continuing and Community Education Program

Note: The decline of the number of students obtaining a GED in 2011-2012 was due at least in part to the lack of Summer and Winter noncredit sessions.

### 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 |
|-----------|-------|--------|------------------|----------------------|-----------------|-------------|
| 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    | --               | 298                  | 113             | 1,220       |
| 2010-2011 | 318   | 755    | --               |                      |                 |             |

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 | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------|-----------|-----------|-----------|
| CSU                  |           |           |           |
| Northridge           | 360       | 296       | 354       |
| Los Angeles          | 237       | 125       | 259       |
| Pomona               | 45        | 28        | 45        |
| Long Beach           | 30        | 1         | 27        |
| Dominguez Hills      | 10        | 19        | 15        |
| Fullerton            | 14        | 10        | 9         |
| San Diego            | 7         | 0         | 7         |
| Other CSU            | 25        | 33        | 39        |
| CSU Total            | 728       | 512       | 755       |
| UC                   |           |           |           |
| Los Angeles          | 145       | 146       | 102       |
| Irvine               | 53        | 39        | 52        |
| Santa Barbara        | 20        | 27        | 21        |
| Berkeley             | 27        | 29        | 38        |
| San Diego            | 41        | 35        | 67        |
| Riverside            | 9         | 11        | 21        |
| Other UC             | 6         | 10        | 17        |
| UC Total             | 301       | 297       | 318       |

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 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---|-----------|-----------|-----------|-----------|
| Number of CSU Transfers from GCC          | 415       | 464       | 595       | 586       |
| Pre-Admission GPA of Transfers from GCC   | 2.97      | 2.91      | 2.99      | 2.85      |
| Fall-to-Fall Persistence of GCC Transfers | 88%       | 89%       | 89%       |           |
| Persistence of All CC Transfers           | 85%       | 86%       | 88%       |           |
| CSU GPA of Persisters from GCC            | 2.98      | 2.96      | 3.08      |           |
| CSU GPA of Persisters from All CC's       | 2.99      | 2.98      | 3.03      |           |

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 2003-2004 and 2006-2007. 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 |           |           |           |
|---|-------------------|-----------|-----------|-----------|
|   | 2003-2004         | 2004-2005 | 2005-2006 | 2006-2007 |
| <b>All First-Time Students</b>                    |                   |           |           |           |
| Number of Students                                | 4,069             | 4,384     | 4,509     | 4,636     |
| Percent Enrolling at a Public 4-Year Institution  | 23%               | 24%       | 24%       | 25%       |
| Percent Enrolling at a Private 4-Year Institution | 8%                | 9%        | 9%        | 9%        |
| Percent Enrolling at Any 4-Year Institution       | 29%               | 31%       | 31%       | 32%       |
|   |                   |           |           |           |
| <b>First-Time Students with Transfer Goal</b>     |                   |           |           |           |
| Number of Students                                | 1,825             | 2,012     | 2,092     | 2,246     |
| Percent Enrolling at a Public 4-Year Institution  | 29%               | 28%       | 28%       | 30%       |
| Percent Enrolling at a Private 4-Year Institution | 9%                | 9%        | 11%       | 10%       |
| Percent Enrolling at Any 4-Year Institution       | 36%               | 35%       | 36%       | 37%       |

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 2003-2004 through 2006-2007.

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

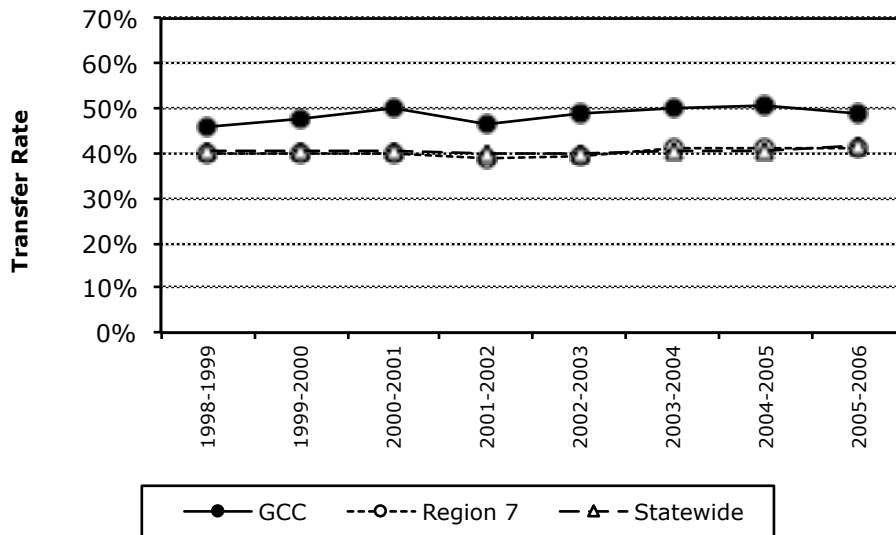
| Four-Year Institution   | Number of Transfer Students by Year Entering GCC |           |           |           |
|-------------------------|--|-----------|-----------|-----------|
|                         | 2003-2004  | 2004-2005 | 2005-2006 | 2006-2007 |
| CSU Northridge          | 261  | 330       | 359       | 388       |
| CSU Los Angeles         | 118  | 150       | 154       | 181       |
| UCLA                    | 132  | 153       | 136       | 165       |
| UC Irvine               | 42   | 67        | 92        | 76        |
| USC                     | 58   | 78        | 78        | 77        |
| University of Phoenix   | 30   | 41        | 70        | 61        |
| Cal Poly Pomona         | 37   | 53        | 56        | 41        |
| UC San Diego            | 38   | 38        | 54        | 61        |
| Woodbury University     | 27   | 50        | 51        | 68        |
| UC Santa Barbara        | 26   | 28        | 38        | 28        |
| CSU Fullerton           | 1  | 22        | 23        | 17        |
| ITT Technical Institute | 15   | 14        | 21        | 19        |
| CSU Long Beach          | 13   | 26        | 20        | 27        |
| DeVry University        | 5  | 10        | 18        | 16        |
| UC Berkeley             | 57   | 54        | 17        | 25        |
| UC Davis                | 9  | 7         | 13        | 16        |

source: National Student Clearinghouse data files

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 |           |           |           |
|----------------------------|-----------------|-----------|-----------|-----------|
|                            | 2002-2003       | 2003-2004 | 2004-2005 | 2005-2006 |
| Transfer Rate              |                 |           |           |           |
| Glendale Community College | 48.6%           | 50.0%     | 50.7%     | 49.1%     |
| Region 7 Colleges          | 39.3%           | 41.2%     | 41.2%     | 41.4%     |
| All California Colleges    | 40.2%           | 40.7%     | 40.6%     | 41.6%     |



### 2.03.04. Accountability Reporting for the Community Colleges (ARCC)

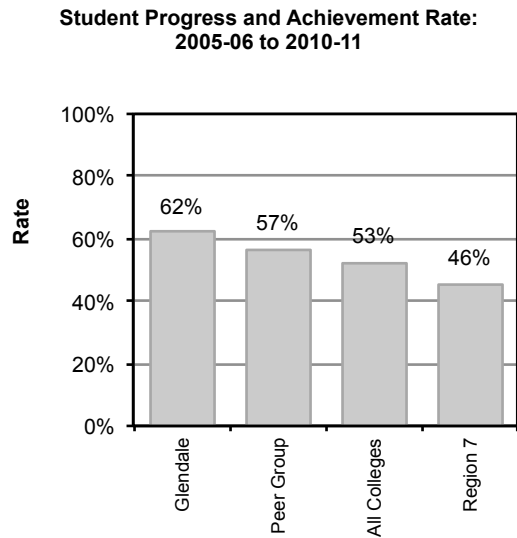
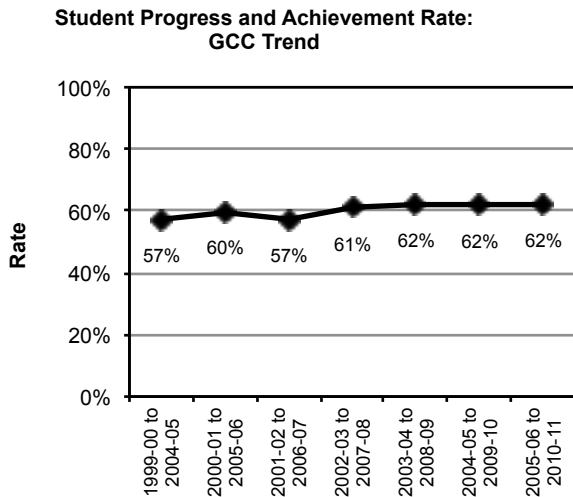
Accountability Reporting for the Community Colleges (ARCC) is an accountability reporting system created in response to Assembly Bill 1417 in 2004. The first report on the performance of community colleges in California was released in January 2007. The following figures summarize GCC's performance on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

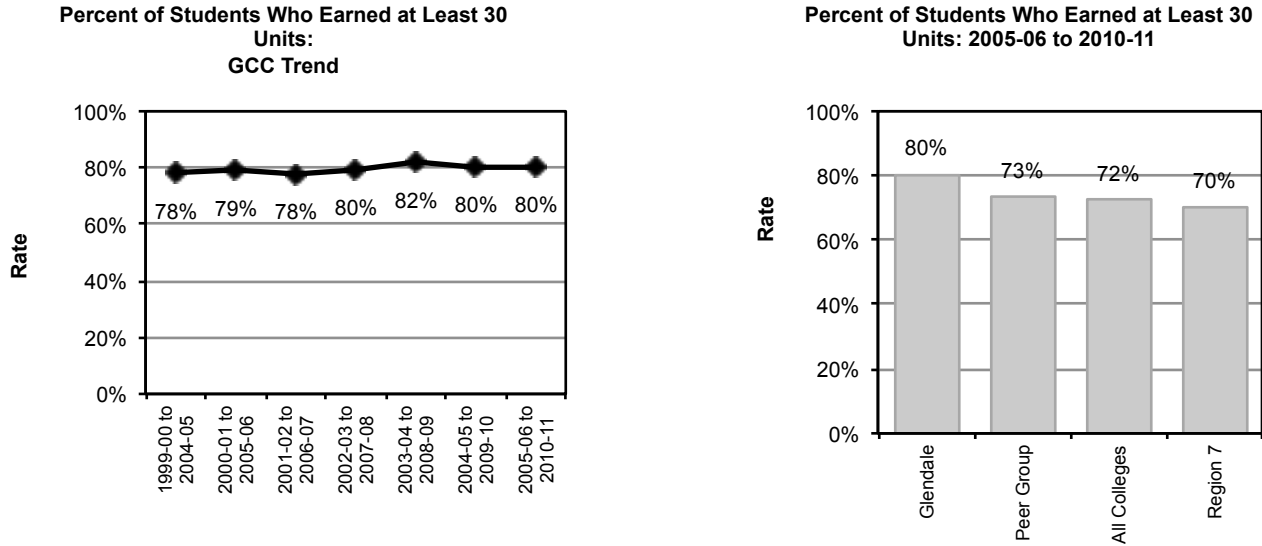
GCC ranks 6<sup>th</sup> out of the 23 colleges in the state-defined peer group for Indicator A, and 15<sup>th</sup> out of the 109 colleges in California for which data were reported. GCC ranks 1<sup>st</sup> out of the 14 colleges in Region 7.



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**

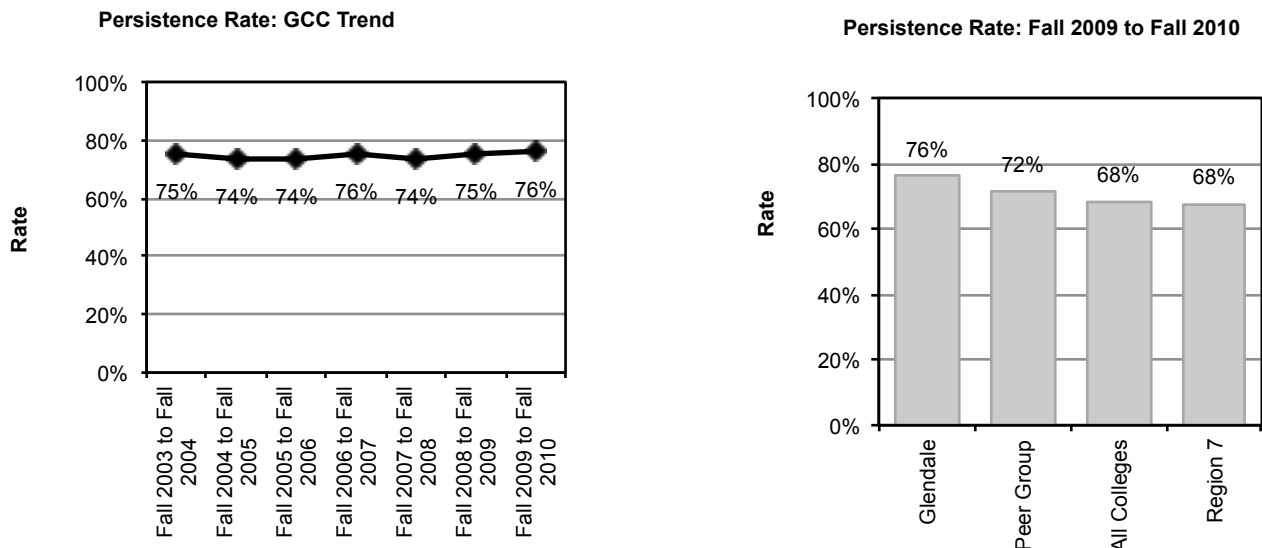
“Percent of Students Who Earned at Least 30 Units” is the percentage of first-time students who showed intent to complete and earned at least 30 units in the California community college system. GCC ranks 3<sup>rd</sup> out of the 38 colleges in the state-defined peer group for Indicator A, and 6<sup>th</sup> out of the 109 colleges in California for which data were reported. GCC ranks 1<sup>st</sup> out of the 14 colleges in Region 7.



source: Chancellor’s Office “Focus on Results” Report ARCC Reports

**Figure 2-27. ARCC Indicator C: Persistence Rate**

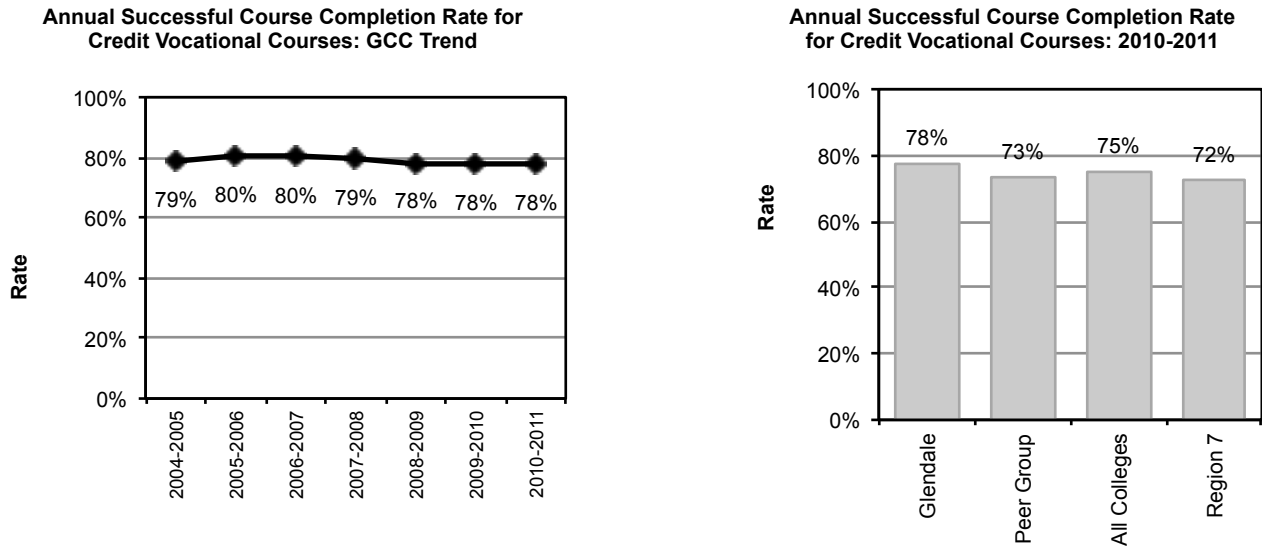
“Persistence Rate” is the percentage of first-time students with a minimum of six units earned in a Fall term who enrolled in the subsequent Fall term anywhere in the California community college system. GCC ranks 9<sup>th</sup> out of the 24 colleges in the state-defined peer group for Indicator A, and 29<sup>th</sup> out of the 111 colleges in California for which data were reported. GCC ranks 5<sup>th</sup> out of the 14 colleges in Region 7.



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**

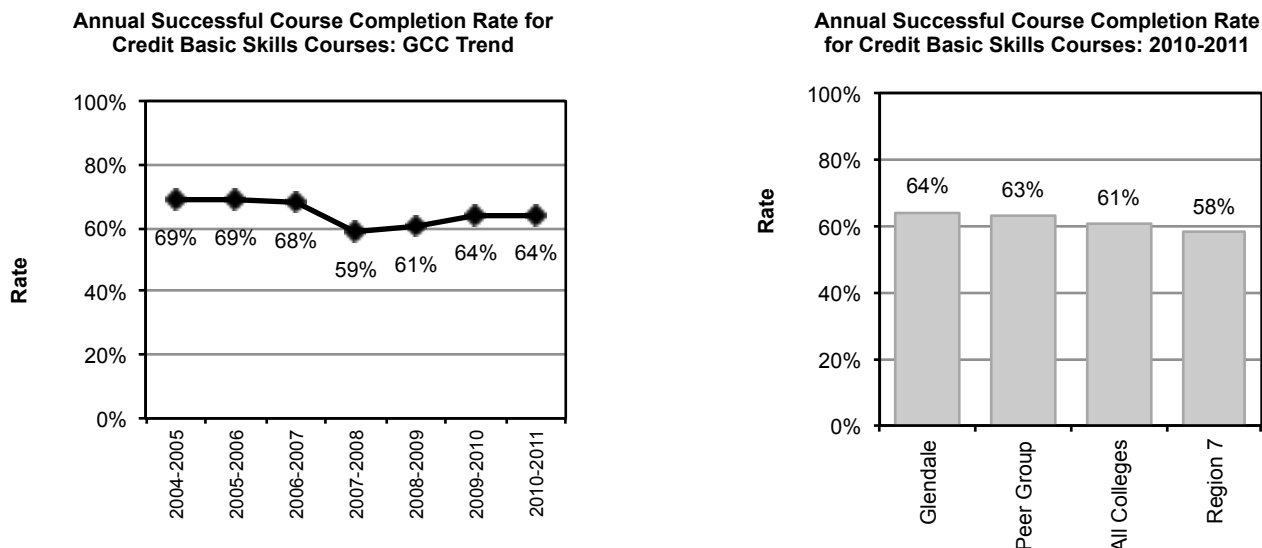
“Annual Successful Course Completion Rate for Credit Vocational Courses” is the percentage of credit vocational course enrollments that were passed with a grade of A, B, C, or CR. GCC ranks 5<sup>th</sup> out of the 41 colleges in the state-defined peer group for Indicator A, and 27<sup>th</sup> out of the 113 colleges in California for which data were reported. GCC ranks 2<sup>nd</sup> out of the 14 colleges in Region 7.



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**

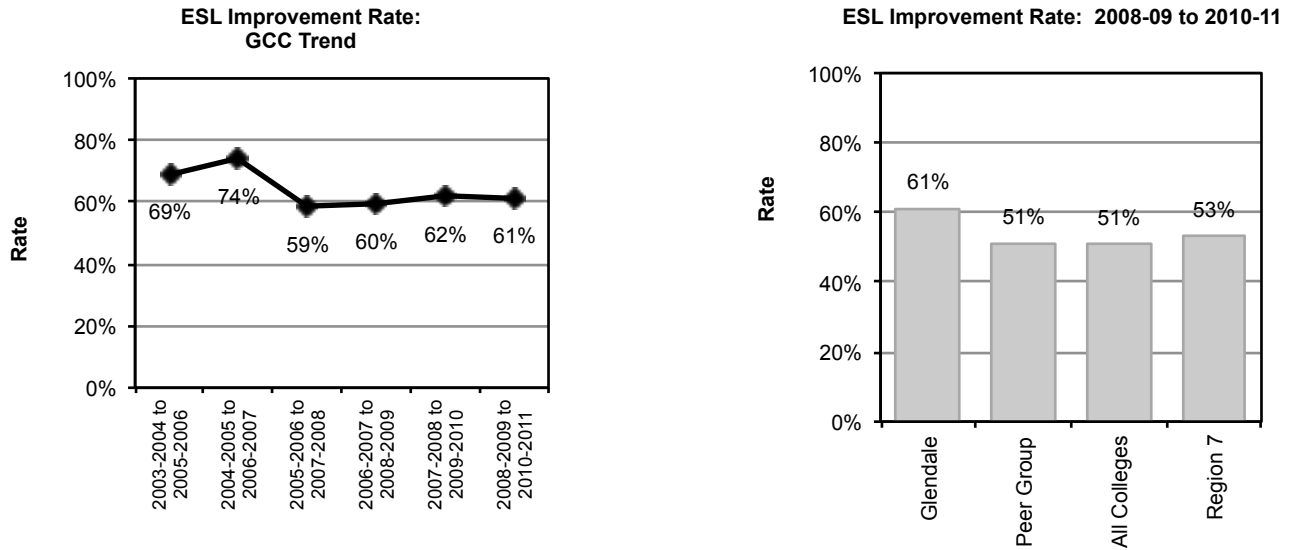
“Annual Successful Course Completion Rate for Credit Basic Skills Courses” is the percentage of credit basic skills course enrollments that were passed with a grade of A, B, C, or CR. GCC ranks 6<sup>th</sup> out of the 13 colleges in the state-defined peer group for Indicator A, and 41<sup>st</sup> out of the 113 colleges in California for which data were reported. GCC ranks 4<sup>th</sup> out of the 14 colleges in Region 7.



source: Chancellor’s Office “Focus on Results” Report ARCC Reports

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

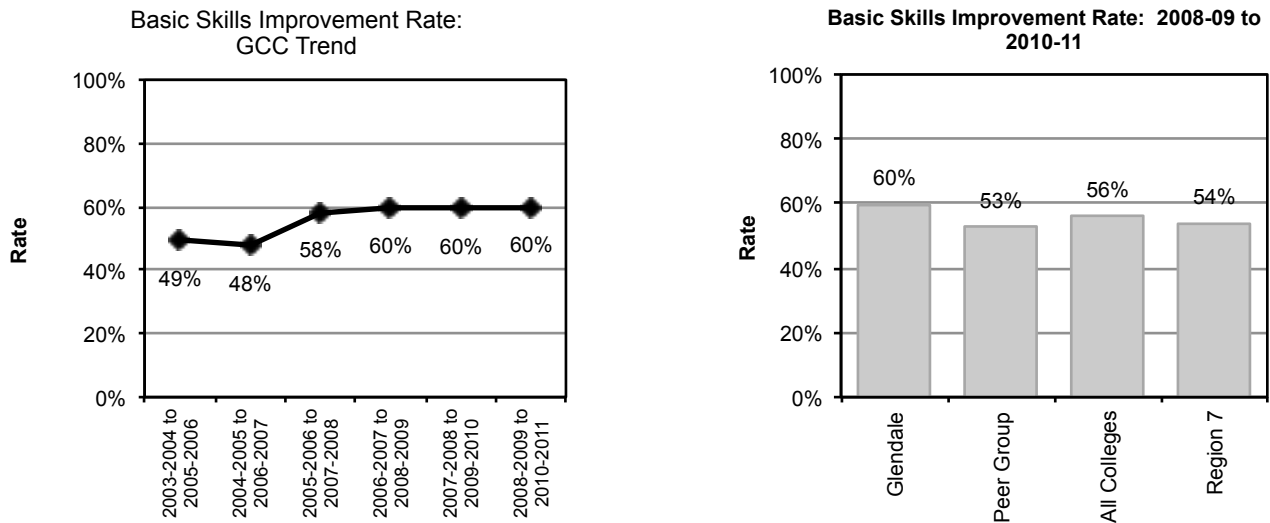
“ESL Improvement Rate” is the percentage of students successfully completing a credit ESL course who subsequently passed a higher-level ESL course or a college-level English course within three years. The initial course is two or more levels below a transfer-level course. In the 2012 ARCC report, GCC ranks 7<sup>th</sup> out of the 19 colleges in its state-defined peer group and 23<sup>rd</sup> out of the 101 colleges in the state for which data were available. GCC ranks 5<sup>th</sup> among the 14 colleges in Region 7 on this measure.



source: Chancellor’s Office “Focus on Results” Report ARCC Reports

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

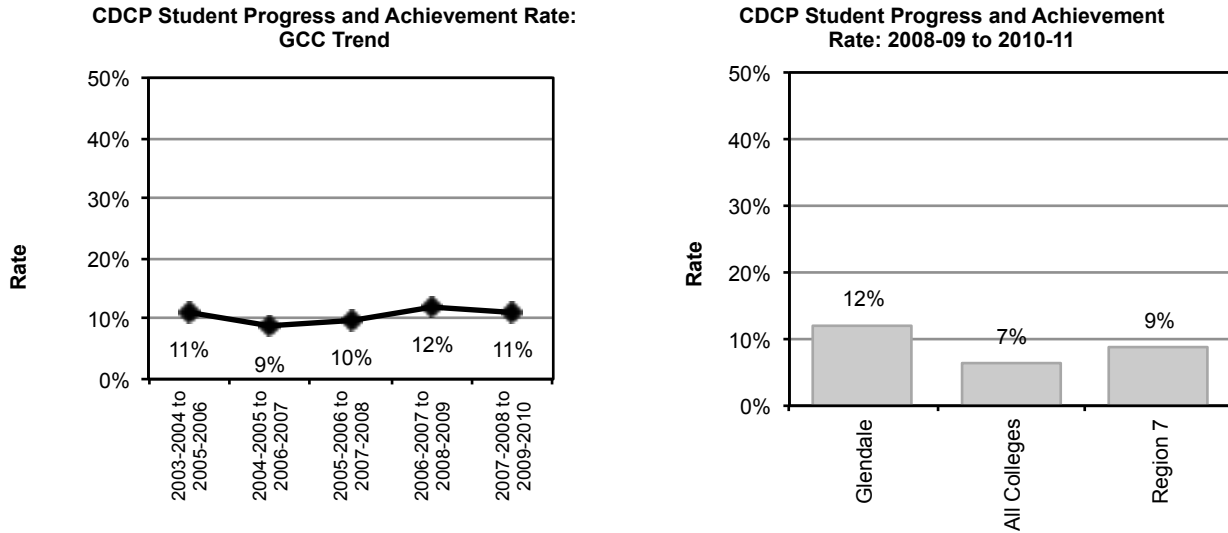
“Basic Skills Improvement Rate” is the percentage of students successfully completing a credit basic skills English or Math course who subsequently passed a higher-level course in the same discipline within three years. The initial course is two or more levels below a transfer-level course. In the 2012 ARCC report, GCC ranks 3<sup>rd</sup> among the 15 colleges in its state-defined peer group and 41<sup>st</sup> among the 111 colleges for which data were available. GCC ranks 4<sup>th</sup> out of the 14 colleges in Region 7.



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 7<sup>th</sup> among the 41 colleges with available data. GCC ranks 3<sup>rd</sup> 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**

| <b>Glendale Community College</b> |                  |               |            |
|-----------------------------------|------------------|---------------|------------|
| 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%        |
| Entering Fall 2008                |                  | 14%           | 25%        |

| <b>Statewide (All California Community Colleges)</b> |                  |               |            |
|--|------------------|---------------|------------|
| 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%        |
| Entering Fall 2008                                   |                  | 16%           | 28%        |



### 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 |           |           |
|------------------------------|----------------|-----------|-----------|
|                              | 2009-2010      | 2010-2011 | 2011-2012 |
|                              | Data Year      |           |           |
|                              | 2007-2008      | 2008-2009 | 2009-2010 |
| <b>Workforce Placement</b>   |                |           |           |
| Leavers & Completers         | 673            | 641       | 673       |
| Number Placed                | 501            | 550       | 510       |
| Percentage Placed            | 74%            | 86%       | 76%       |
| Negotiated Performance Level | 75%            | 75%       | 81%       |
| Difference                   | -1%            | +11%      | -5%       |

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**

|                                | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Number Taking Test             |           |           |           |           |           |
| Glendale Students              | 94        | 90        | 94        | 115       | 98        |
| All Community College Students | 5,165     | 5,453     | 6,078     | 6,165     | 5,962     |
| Pass Rate                      |           |           |           |           |           |
| Glendale Students              | 87.2%     | 95.6%     | 88.3%     | 93.0%     | 91.8%     |
| All Community College Students | 88.5%     | 86.0%     | 87.9%     | 89.0%     | 89.0%     |

source: California Board of Registered Nursing

Glendale Community College  
Campus Profile 2012

**Section 3**  
**STAFF COMPOSITION**

3.01. Faculty & Staff

|         |                                       |
|---------|---------------------------------------|
| Page 53 | 3.01.01. Faculty & Staff Demographics |
| Page 55 | 3.01.02. Workload                     |

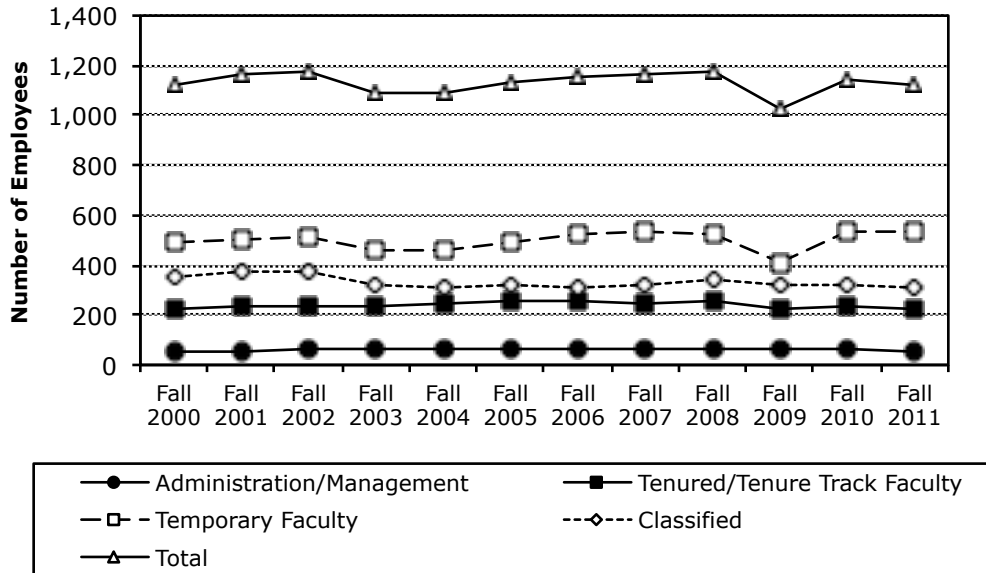


### 3.01. Faculty & Staff

#### 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 2011**

| Category                | Male       |            | Female     |            | Total        |             |
|-------------------------|------------|------------|------------|------------|--------------|-------------|
|                         | Number     | Percent    | Number     | Percent    | Number       | Percent     |
| Management              |            |            |            |            |              |             |
| Academic Management     | 10         | 37%        | 17         | 63%        | 27           | 100%        |
| Classified Management   | 15         | 52%        | 14         | 48%        | 29           | 100%        |
| Faculty                 |            |            |            |            |              |             |
| Tenured/Tenure Track    | 107        | 47%        | 120        | 53%        | 227          | 100%        |
| Temporary (Adjunct)     | 249        | 47%        | 282        | 53%        | 531          | 100%        |
| Classified              |            |            |            |            |              |             |
| Classified/Professional | 2          | 15%        | 11         | 85%        | 13           | 100%        |
| Classified/Support      | 103        | 34%        | 196        | 66%        | 299          | 100%        |
| <b>Total</b>            | <b>486</b> | <b>43%</b> | <b>640</b> | <b>57%</b> | <b>1,126</b> | <b>100%</b> |

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

**Figure 3-3. Staff Composition by Ethnicity, Fall 2011**

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         | 22         | 2          | 1         | 0        | 27           |
| Classified Management   | 0               | 2         | 1         | 20         | 5          | 0         | 1        | 29           |
| Faculty                 |                 |           |           |            |            |           |          |              |
| Regular (Full-Time)     | 3               | 22        | 4         | 167        | 21         | 8         | 2        | 227          |
| Temporary (Adjunct)     | 4               | 53        | 16        | 397        | 54         | 6         | 1        | 531          |
| Classified              |                 |           |           |            |            |           |          |              |
| Classified/Professional | 0               | 2         | 1         | 9          | 1          | 0         | 0        | 13           |
| Classified/Support      | 0               | 15        | 15        | 176        | 75         | 15        | 3        | 299          |
| <b>Total</b>            | <b>7</b>        | <b>95</b> | <b>38</b> | <b>791</b> | <b>158</b> | <b>30</b> | <b>7</b> | <b>1,126</b> |

| Category                | American Indian | Asian     | Black     | White      | Hispanic   | Filipino  | Unknown   | Total       |
|-------------------------|-----------------|-----------|-----------|------------|------------|-----------|-----------|-------------|
| Management              |                 |           |           |            |            |           |           |             |
| Academic Management     | 0%              | 4%        | 4%        | 81%        | 7%         | 4%        | 0%        | 100%        |
| Classified Management   | 0%              | 7%        | 3%        | 69%        | 17%        | 0%        | 3%        | 100%        |
| Faculty                 |                 |           |           |            |            |           |           |             |
| Regular (Full-Time)     | 1%              | 10%       | 2%        | 74%        | 9%         | 4%        | 1%        | 100%        |
| Temporary (Adjunct)     | 1%              | 10%       | 3%        | 75%        | 10%        | 1%        | 0%        | 100%        |
| Classified              |                 |           |           |            |            |           |           |             |
| Classified/Professional | 0%              | 15%       | 8%        | 69%        | 8%         | 0%        | 0%        | 100%        |
| Classified/Support      | 0%              | 5%        | 5%        | 59%        | 25%        | 5%        | 1%        | 100%        |
| <b>Total</b>            | <b>1%</b>       | <b>8%</b> | <b>3%</b> | <b>70%</b> | <b>14%</b> | <b>3%</b> | <b>1%</b> | <b>100%</b> |

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                 | 2009-2010 |       |               | 2010-2011 |       |               | 2011-2012 |       |               |
|--------------------------|-----------|-------|---------------|-----------|-------|---------------|-----------|-------|---------------|
|                          | WSCH      | FTEF  | WSCH Per FTEF | WSCH      | FTEF  | WSCH Per FTEF | WSCH      | FTEF  | WSCH Per FTEF |
| Biology                  | 19,403    | 27.3  | 711           | 18,963    | 31.2  | 607           | 18,924    | 30.1  | 628           |
| Business                 | 42,146    | 77.5  | 544           | 45,610    | 84.6  | 539           | 39,866    | 83.2  | 479           |
| English                  | 36,034    | 72.7  | 496           | 34,418    | 76.2  | 451           | 35,470    | 76.9  | 461           |
| ESL (Credit)             | 39,738    | 66.4  | 598           | 36,447    | 68.9  | 529           | 36,157    | 69.0  | 524           |
| Health & PE              | 22,136    | 34.4  | 643           | 21,236    | 30.9  | 687           | 19,838    | 30.4  | 653           |
| Health Sciences          | 14,776    | 21.3  | 694           | 10,871    | 22.8  | 477           | 10,673    | 21.0  | 508           |
| Language Arts            | 30,167    | 50.5  | 597           | 28,094    | 52.0  | 540           | 28,044    | 51.4  | 546           |
| Mathematics              | 54,638    | 78.1  | 700           | 50,310    | 77.6  | 648           | 49,536    | 77.8  | 637           |
| Physical Sciences        | 29,330    | 42.5  | 690           | 25,800    | 49.2  | 524           | 26,047    | 48.4  | 538           |
| Social Sciences          | 64,397    | 76.2  | 845           | 58,455    | 81.6  | 716           | 65,780    | 80.9  | 702           |
| Technology & Aviation    | 24,347    | 45.4  | 536           | 21,481    | 44.8  | 480           | 23,487    | 50.4  | 466           |
| Visual & Performing Arts | 42,293    | 76.4  | 554           | 39,170    | 79.5  | 493           | 40,208    | 87.8  | 458           |
| Credit                   | 419,405   | 668.7 | 627           | 392,966   | 705.5 | 557           | 385,031   | 707.5 | 544           |

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 2012

## **Section 4**

# **FISCAL CONDITION**

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- 4.03. Funded and Unfunded FTES
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## 4.01. Revenues

### 4.01.01. Revenue Sources

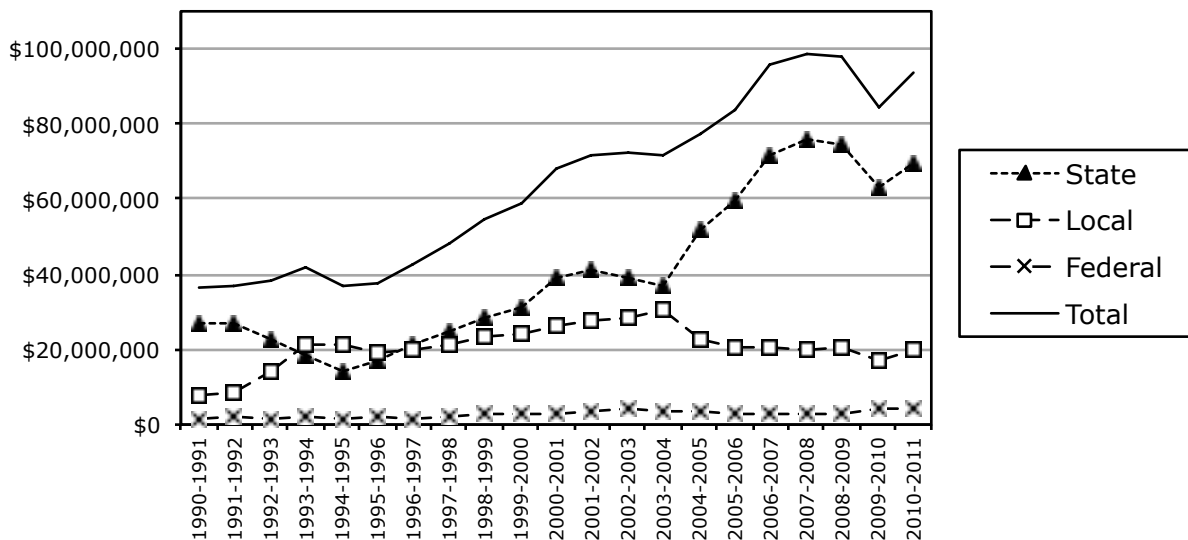
The tables below show GCC's revenue sources. About 75% of GCC's general fund revenues come from state sources, compared to about 20% from local sources and 3% from federal sources. The increase in state revenues from 2003-2004 onward is due in part to an accounting shift of \$200 million from deferred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

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

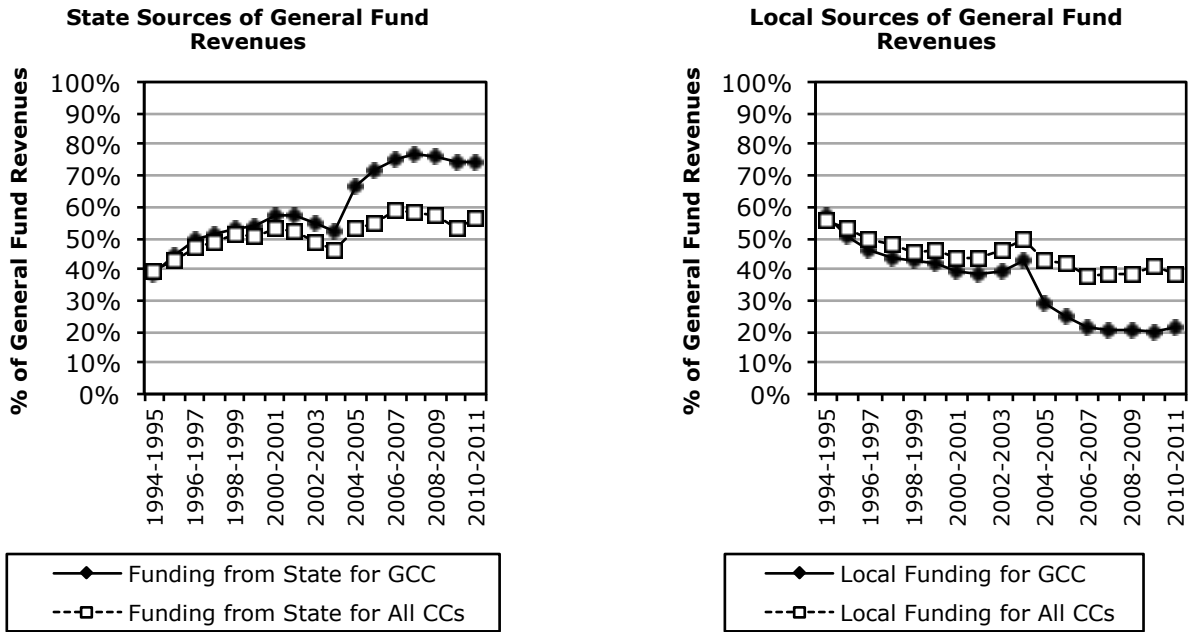
| Year      | State        | Local        | Federal     | Total        |
|-----------|--------------|--------------|-------------|--------------|
| 1993-1994 | \$18,613,602 | \$21,520,265 | \$1,957,797 | \$42,091,664 |
| 1994-1995 | \$14,148,430 | \$21,089,306 | \$1,685,822 | \$36,923,558 |
| 1995-1996 | \$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**



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, 2010-2011**

| Source                           | Amount              | % of Total  | % State-Wide |
|----------------------------------|---------------------|-------------|--------------|
| <b>Federal</b>                   |                     |             |              |
| Forest Reserve                   | \$0                 | 0%          | 0%           |
| Higher Education Act             | \$0                 | 0%          | 1%           |
| Workforce Investment Act         | \$7,929             | 0%          | 1%           |
| TANF (Temp. Assist. Needy Fam.)  | \$264,770           | 0%          | 0%           |
| Student Financial Aid            | \$462,979           | 0%          | 0%           |
| Veterans Education               | \$1,148             | 0%          | 0%           |
| Vocational Education Act (VTEA)  | \$737,531           | 1%          | 1%           |
| Other Federal Revenues           | \$2,647,026         | 3%          | 2%           |
| <b>Federal Total</b>             | <b>\$4,121,383</b>  | <b>4%</b>   | <b>5%</b>    |
| <b>State</b>                     |                     |             |              |
| State General Apportionment      | \$0                 | 0%          | 6%           |
| Apprenticeship Apportionment     | \$61,115,039        | 65%         | 42%          |
| Other General Apportionments     | \$565,940           | 1%          | 0%           |
| Child Development                | \$45,314            | 0%          | 0%           |
| EOPS                             | \$632,370           | 1%          | 1%           |
| DSPS                             | \$971,446           | 1%          | 1%           |
| TANF (Temp. Assist. Needy Fam.)  | \$10,723            | 0%          | 0%           |
| CalWORKS                         | \$1,051,159         | 1%          | 0%           |
| TTIP (Telecom & Tech. Infrastr.) | \$0                 | 0%          | 0%           |
| Other Categorical Apportionments | \$2,286,274         | 2%          | 2%           |
| Instr. Improvement Grant         | \$0                 | 0%          | 0%           |
| Other Reimbursed Cat. Prog.      | \$232,615           | 0%          | 1%           |
| Homeowners Property Tax Relief   | \$71,753            | 0%          | 0%           |
| Timber Yield Tax                 | \$0                 | 0%          | 0%           |
| Other Tax Relief Subventions     | \$0                 | 0%          | 0%           |
| State Lottery Proceeds           | \$2,282,964         | 2%          | 2%           |
| State Mandated Costs             | \$515,832           | 1%          | 0%           |
| Other State Non-Tax Revenues     | \$0                 | 0%          | 0%           |
| Other State Revenues             | \$0                 | 0%          | 0%           |
| <b>State Total</b>               | <b>\$69,781,429</b> | <b>74%</b>  | <b>57%</b>   |
| <b>Local</b>                     |                     |             |              |
| Prop. Tax (Sec/Sup/Unsec/ERAF)   | \$9,449,009         | 10%         | 27%          |
| Redevelopment Agency Funds       | \$0                 | 0%          | 0%           |
| Contr/Gifts/Grants/Endowments    | \$388,463           | 0%          | 0%           |
| Contract Instructional Services  | \$0                 | 0%          | 0%           |
| Other Contract Services          | \$647,557           | 1%          | 0%           |
| Sales & Commissions              | \$110,274           | 0%          | 0%           |
| Rentals and Leases               | \$29,702            | 0%          | 0%           |
| Interest/Investment Income       | \$204,881           | 0%          | 0%           |
| Student Fees/Charges             | \$8,829,425         | 9%          | 9%           |
| Community Service Class          | \$749,890           | 1%          | 0%           |
| Dormitory                        | \$0                 | 0%          | 0%           |
| Enrollment                       | \$3,606,474         | 4%          | 4%           |
| Field Trips/Nondist. Fac.        | \$44,934            | 0%          | 0%           |
| Health Services                  | \$647,978           | 1%          | 1%           |
| Instr. Mat. Fees/Sales           | \$204,918           | 0%          | 0%           |
| Insurance                        | \$0                 | 0%          | 0%           |
| Student Records                  | \$193,026           | 0%          | 0%           |
| Nonresident Tuition              | \$2,737,805         | 3%          | 2%           |
| Parking Services                 | \$161,698           | 0%          | 1%           |
| Other Student Fees               | \$482,702           | 1%          | 0%           |
| Other Local Revenues             | \$147,834           | 0%          | 1%           |
| <b>Local Total</b>               | <b>\$19,807,145</b> | <b>21%</b>  | <b>38%</b>   |
| <b>Total Revenues</b>            | <b>\$93,709,957</b> | <b>100%</b> | <b>100%</b>  |

source: Chancellor's Office Fiscal Data Abstracts

## 4.02. Expenditures

### 4.02.01. General Fund Activity

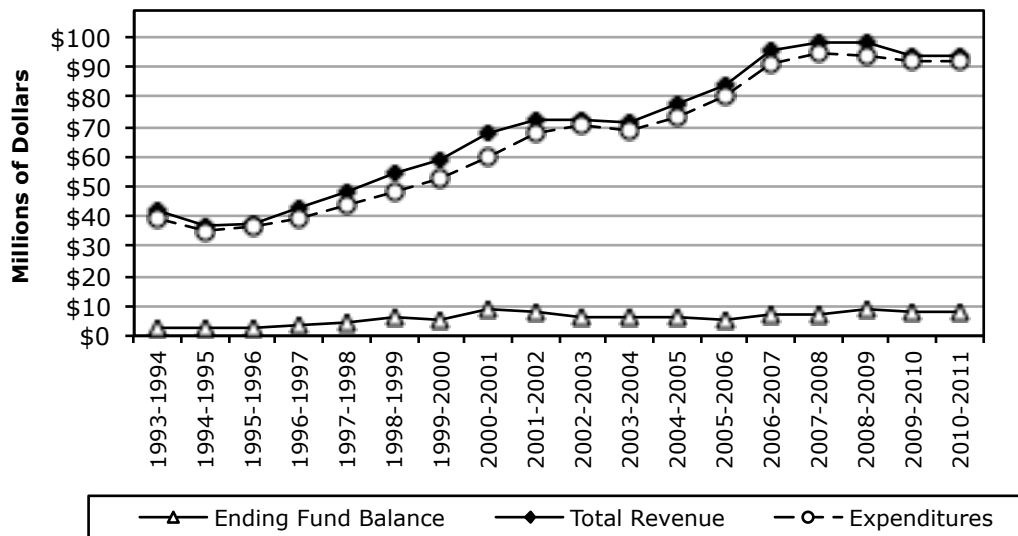
The table and graph below show revenues, expenditures, and ending fund balance since 1996-1997. Expenditures data do not include capital outlay.

**Figure 4-4. GCC Fiscal Activity**

| Fiscal Year | Attendance FTES | Ending Fund Balance (millions) | Total Revenue (millions) | Expenditures (1000-5000) (millions) |
|-------------|-----------------|--------------------------------|--------------------------|-------------------------------------|
| 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                             |
| 2010-2011   | 15,974          | \$7.74                         | \$93.71                  | \$91.75                             |

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 | 2008-2009           | 2009-2010           | 2010-2011           |
|--|------|---------------------|---------------------|---------------------|
| <b>INSTRUCTION</b>                     |      |                     |                     |                     |
| Agric. & Natural Resources             | 0100 | \$0                 | \$0                 | \$0                 |
| Architecture & Environ. Design         | 0200 | \$225,186           | \$208,026           | \$243,684           |
| Environmental Sci. & Technology        | 0399 | \$0                 | \$0                 | \$0                 |
| Biological Science                     | 0400 | \$1,497,269         | \$1,437,587         | \$1,457,630         |
| Business & Management                  | 0500 | \$3,520,563         | \$3,379,184         | \$3,192,865         |
| Communications                         | 0600 | \$482,257           | \$519,341           | \$530,913           |
| Computer & Information Systems         | 0700 | \$1,938,545         | \$1,446,758         | \$1,347,002         |
| Education                              | 0800 | \$2,610,979         | \$2,522,553         | \$2,432,079         |
| Engineering & Related Tech.            | 0900 | \$984,984           | \$1,042,826         | \$1,381,644         |
| Fine & Applied Arts                    | 1000 | \$4,262,736         | \$4,204,739         | \$4,338,119         |
| Foreign Language                       | 1100 | \$1,386,486         | \$1,473,536         | \$1,419,743         |
| Health                                 | 1200 | \$2,453,418         | \$2,336,000         | \$2,296,444         |
| Consumer Ed. & Home Econ.              | 1300 | \$2,092,251         | \$2,027,358         | \$2,314,818         |
| Law                                    | 1400 | \$0                 | \$0                 | \$0                 |
| Humanities                             | 1500 | \$11,177,094        | \$11,145,333        | \$11,426,717        |
| Library Science                        | 1600 | \$6,084             | \$14,041            | \$5,020             |
| Mathematics                            | 1700 | \$4,211,275         | \$4,172,597         | \$3,750,654         |
| Military Studies                       | 1800 | \$0                 | \$0                 | \$0                 |
| Physical Science                       | 1900 | \$2,217,036         | \$2,146,164         | \$2,088,434         |
| Psychology                             | 2000 | \$456,953           | \$469,421           | \$450,928           |
| Public Affairs & Services              | 2100 | \$774,293           | \$802,095           | \$820,567           |
| Social Sciences                        | 2200 | \$3,719,797         | \$3,707,353         | \$3,454,174         |
| Commercial Services                    | 3000 | \$388,453           | \$436,041           | \$421,462           |
| Interdisciplinary Studies              | 4900 | \$1,925,544         | \$2,088,708         | \$2,302,982         |
| Instr. Staff Ret. Benefits             | 5900 | \$0                 | \$0                 | \$0                 |
| <b>INSTRUCTION SUBTOTAL</b>            |      | <b>\$46,331,203</b> | <b>\$45,579,661</b> | <b>\$45,675,879</b> |
| <b>ADMINISTRATIVE/SUPPORT</b>          |      |                     |                     |                     |
| Instructional Administration           | 6000 | \$3,750,473         | \$3,535,753         | \$3,525,230         |
| Instructional Support Services         | 6100 | \$4,481,340         | \$4,077,164         | \$4,189,504         |
| Admissions & Records                   | 6200 | \$1,764,808         | \$1,801,366         | \$1,822,915         |
| Counseling & Guidance                  | 6300 | \$4,527,874         | \$5,038,519         | \$4,593,621         |
| Other Student Services                 | 6400 | \$8,361,731         | \$7,448,502         | \$7,650,850         |
| Operation/Maintenance of Plant         | 6500 | \$6,963,872         | \$6,287,740         | \$6,236,597         |
| Planning & Policy Making               | 6600 | \$2,575,769         | \$2,532,294         | \$2,721,650         |
| Gen. Inst'l. Support Services          | 6700 | \$12,362,580        | \$11,836,885        | \$11,781,167        |
| <b>ADMINISTRATIVE/SUPPORT SUBTOTAL</b> |      | <b>\$37,446,877</b> | <b>\$44,788,447</b> | <b>\$42,558,223</b> |
| <b>OTHER ACTIVITIES</b>                |      |                     |                     |                     |
| Community Services                     | 6800 | \$1,103,316         | \$1,140,561         | \$951,663           |
| Ancillary Services                     | 6900 | \$1,198,610         | \$1,283,728         | \$1,319,709         |
| Auxiliary Operations                   | 7000 | \$597,440           | \$1,017,676         | \$1,161,007         |
| Physical Prop./Related Acquis.         | 7100 | \$32,003            | \$29,051            | \$21,594            |
| Long-Term Debt                         | 7200 | \$82,698            | \$118,477           | \$95,810            |
| Transfers/Student Aid/Other            | 7300 | \$0                 | \$0                 | \$0                 |
| <b>OTHER ACTIVITIES SUBTOTAL</b>       |      | <b>\$3,014,067</b>  | <b>\$3,589,493</b>  | <b>\$3,549,783</b>  |
| <b>TOTAL</b>                           |      | <b>\$94,133,717</b> | <b>\$91,727,377</b> | <b>\$91,747,196</b> |

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 2010-2011, 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**

| CATEGORY                                | Glendale    |             |             | Statewide   |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
|   | 2008-2009   | 2009-2010   | 2010-2011   | 2008-2009   | 2009-2010   | 2010-2011   |
| <b>Objects 1000-6000</b>                |             |             |             |             |             |             |
| Certificated Salaries                   | 44%         | 44%         | 42%         | 42%         | 42%         | 41%         |
| Classified Salaries                     | 26%         | 27%         | 26%         | 23%         | 24%         | 23%         |
| Employee Benefits                       | 19%         | 18%         | 19%         | 19%         | 20%         | 20%         |
| Supplies & Materials/Operating Expenses | 11%         | 10%         | 10%         | 14%         | 13%         | 14%         |
| Capital Outlay                          | 1%          | 1%          | 2%          | 2%          | 2%          | 2%          |
| <b>Total</b>                            | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |
| <b>Administrative/Support</b>           |             |             |             |             |             |             |
| Instructional Administration            | 4%          | 4%          | 4%          | 6%          | 6%          | 6%          |
| Instructional Support Services          | 5%          | 4%          | 5%          | 4%          | 4%          | 4%          |
| Admissions & Records                    | 2%          | 2%          | 2%          | 2%          | 2%          | 2%          |
| Counseling & Guidance                   | 5%          | 5%          | 5%          | 5%          | 4%          | 4%          |
| Other Student Services                  | 9%          | 8%          | 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            | 13%         | 13%         | 13%         | 13%         | 13%         | 14%         |
| <b>% of All Expenditures</b>            | <b>48%</b>  | <b>46%</b>  | <b>46%</b>  | <b>48%</b>  | <b>48%</b>  | <b>48%</b>  |

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<br>(millions of dollars) |            |            | Statewide<br>(billions of dollars) |            |            |
|---|-----------------------------------|------------|------------|------------------------------------|------------|------------|
|   | 2008-2009                         | 2009-2010  | 2010-2011  | 2008-2009                          | 2009-2010  | 2010-2011  |
| Current Expense of Education              | \$74.3                            | \$73.0     | \$72.7     | \$5.8                              | \$5.5      | \$5.5      |
| Salaries of Classroom Instructors         | \$37.8                            | \$37.8     | \$36.6     | \$3.0                              | \$2.9      | \$2.8      |
| <b>% Expended for Instructor Salaries</b> | <b>51%</b>                        | <b>52%</b> | <b>50%</b> | <b>52%</b>                         | <b>52%</b> | <b>51%</b> |

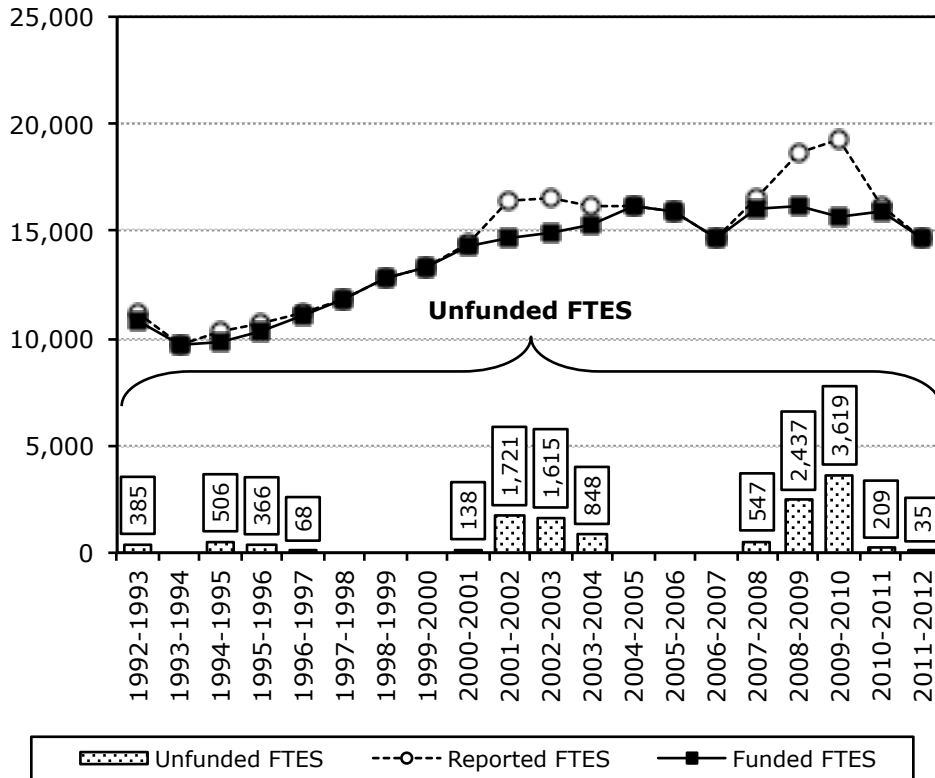
source: Chancellor's Office Fiscal Data Abstracts

### 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

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|  |         |   |       |
|--|---------|---|-------|
| AB 540 Students  | 7       | CSU Transfer  | 40-42 |
| Academic Challenge (Community College Survey of Student Engagement)                | 21      | Day/Evening Status, Credit Students                     | 6     |
| Accountability Reporting for the Community Colleges (ARCC)                         | 44-48   | Degrees Awarded   | 34-38 |
| Active and Collaborative Learning (Community College Survey of Student Engagement) | 20      | Demographics, Educational Development Goal Students     | 32-33 |
| Age, Credit Students   | 4       | Demographics, Transfer Goal Students                    | 32-33 |
| Age, Non-Credit Students   | 12      | Demographics, Vocational Goal Students                  | 32-33 |
| Assessment Results   | 15      | Dependent Children, Credit Students                     | 9     |
| Attendance FTES  | 3, 65   | Dependent Children, Noncredit Students                  | 14    |
| Attendance Hours, Non-Credit Students  | 28      | Difficulty Getting Classes                              | 22    |
| Awards (Degrees & Certificates)  | 34-38   | Division Fill Rate                                      | 23    |
| Basic Skills Course Completion   | 19, 46  | Educational Development Goal Student Demographics       | 32-33 |
| Basic Skills Offerings   | 19      | Educational Development Goal Students                   | 32-33 |
| Birth Country, International Students  | 8       | Educational Goal  | 31    |
| BOG Waivers (Financial Aid)  | 16      | Efficiency, Faculty (Workload)                          | 55    |
| Born in United States (Credit Students)  | 9       | Effort (Community College Survey of Student Engagement) | 20    |
| Born in United States (Noncredit Students)   | 13      | Employment Hours, Credit Students                       | 6     |
| Budget, Expenditures   | 62-64   | Engagement, Student                                     | 20-21 |
| Budget, Revenues   | 59-61   | English Placement Test Results                          | 15    |
| Cal Grants (Financial Aid)   | 16      | Enrollment of GCC Students at Other Colleges            | 23    |
| CASAS Benchmarks, Noncredit Students   | 39      | Enrollment, Credit                                      | 3-4   |
| Certificates Awarded   | 34-38   | Enrollment, Headcount                                   | 3-4   |
| Challenge (Community College Survey of Student Engagement)                         | 21      | Enrollment, Noncredit                                   | 3     |
| Chemistry Placement Test Results   | 15      | Entry to Degree Time                                    | 38    |
| Children (Dependent), Credit Students  | 9       | EOPS Grants (Financial Aid)                             | 16    |
| Citizenship, Credit Students   | 7       | Equity Measures   | 29    |
| Classroom Fill Rate  | 23      | ESL Placement Test Results                              | 15    |
| Community College Survey of Student Engagement (CCSE)                              | 20-21   | Ethnicity, Credit Students                              | 5     |
| Completion, Cohort   | 38      | Ethnicity, Faculty                                      | 54    |
| Completion, Course   | 46      | Ethnicity, Non-Credit Students                          | 13    |
| Computer Access, Credit Students   | 17      | Ethnicity, Staff  | 54    |
| Computer Access, Noncredit Students  | 17      | Expenditures  | 62-64 |
| Country of Birth, International Students   | 8       | Expense of Education                                    | 64    |
| Course Completion  | 46      | Faculty Demographics                                    | 53-54 |
| Course Load, Credit Students   | 8       | Faculty Ethnicity                                       | 54    |
| Course Scheduling  | 22-23   | Faculty Gender  | 53    |
| Credit FTES  | 3, 65   | Faculty Sex   | 53    |
| Credit Student Age   | 4       | Faculty Workload  | 55    |
| Credit Student Citizenship   | 7       | Federal Work Study (Financial Aid)                      | 16    |
| Credit Student Computer Access   | 17      | Feeder High Schools                                     | 11    |
| Credit Student Course Load   | 8       | Fill Rate   | 23    |
| Credit Student Day/Evening Status  | 6       | Financial Aid   | 16    |
| Credit Student Employment Hours  | 6       | First Language, Credit Students                         | 9     |
| Credit Student Enrollment  | 3-4, 27 | First Language, Noncredit Students                      | 13    |
| Credit Student Ethnicity   | 5       | First-Generation Credit Students                        | 10    |
| Credit Student Gender  | 4       | First-Generation Noncredit Students                     | 14    |
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