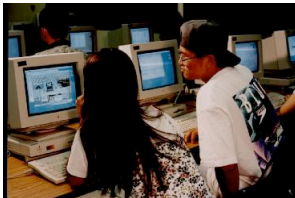


Campus Profile

2004

Glendale Community College



Campus Profile 2004



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Materials making up *Campus Profile 2004* were collected, tabulated, analyzed, and formatted by the Research & Planning Unit staff with the assistance of various campus units, especially Administrative Information Systems.

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 state-wide 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.

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.

The *Campus Profile* is also intended to be a tool for evaluation and planning. As part of the college's master planning process, Key Performance Indicators (KPI's) have been identified. KPI's described in the *Campus Profile* are indicated by a key symbol:



See the appendix beginning on page 55 for a complete list of KPI's from the most recent approved educational master plan.

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.

In addition to the *Campus Profile*, Research & Planning provides an annually updated *Institutional History* for new staff members and for individuals seeking greater knowledge of the college's history. We look forward to your feedback regarding both publications.

Research & Planning
September 2004

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Glendale Community College
Campus Profile 2004

Section 1
COMMUNITY PROFILE

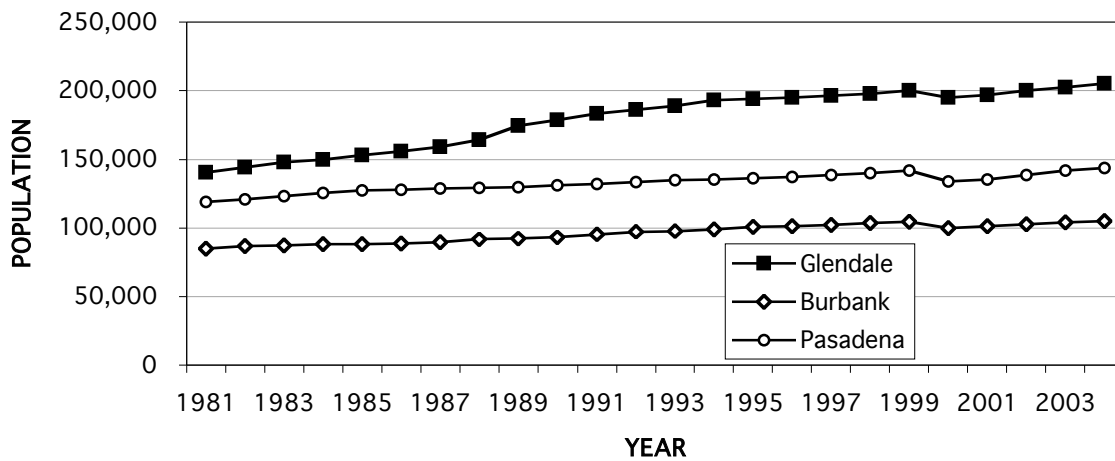
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1.01. Glendale Profile

1.01.01. Glendale Housing & Population

The 2000 United States Census indicated that Glendale’s population grew in size and diversity from previous periods. However, growth in Glendale has slowed considerably. During the 1980s, Glendale’s population grew by almost 30%, compared to 17% for Los Angeles County as a whole. During this decade, Glendale grew almost three times as quickly as Burbank and Pasadena, and almost twice as quickly as the city of Los Angeles. During the 1990s, however, Glendale grew by only 8.3%. The 1990 Census showed Glendale with 180,038 residents; the 2000 Census showed Glendale with 194,973 residents. Glendale’s population is nearly 43% higher than that of Pasadena and 94% higher than that of Burbank.

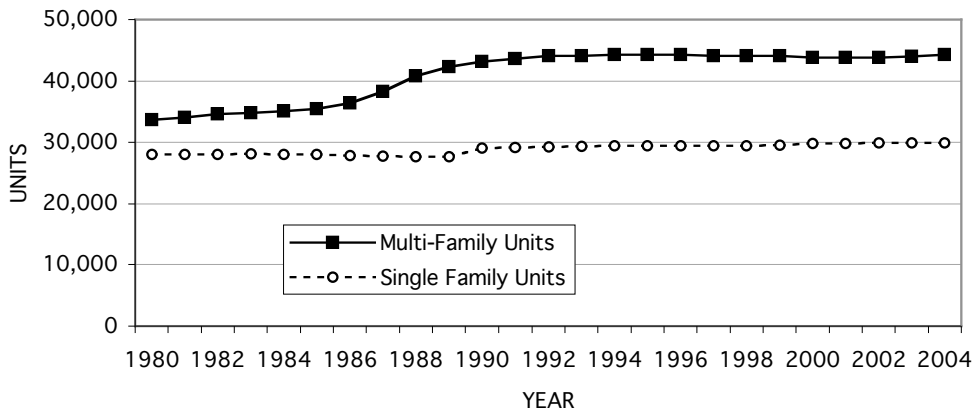
Figure 1-1. Glendale, Burbank, and Pasadena Population Trends



source: California Demographics Research Unit

Growth in the 1980s changed the city of Glendale in a qualitative way. Most of the growth occurred with the addition of multiple-family units (apartments and condominiums). Growth in the 1990s was driven by the addition of 1,500 housing units and a small increase in the average number of people in each household (from 2.59 to 2.64).

Figure 1-2. Housing Units Available in Glendale



source: California Demographics Research Unit

Glendale has become much more diverse in terms of ethnicity over the past 25 years. In 1980, 74% of Glendale residents were non-Hispanic Caucasians. By 1990, non-Hispanic Caucasians accounted for 53% of the population. In the 2000 Census, the percentage of non-Hispanic Caucasians remained approximately the same, 54%.

The following table shows the ethnic distribution of Glendale, according to the United States Census. The true magnitude of Glendale’s diversity is camouflaged, as at least one-third of the Caucasian population of Glendale consists of immigrant Armenians. (Note that ethnicity reporting changed for the 2000 Census to separate race and Hispanic/Latino status. In the table all respondents indicating Hispanic/Latino status, regardless of race, are counted in the “Hispanic” category.)

Figure 1-3. City of Glendale Ethnicity

Ethnicity	1980		1990		2000	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Non-Hispanic	102,904	74%	95,539	53%	105,597	54%
Hispanic	24,613	18%	37,731	21%	38,452	20%
African-American	695	1%	2,334	1%	2,230	1%
American Indian	681	1%	629	0%	293	0%
Asian/Pacific Islander	7,787	6%	25,453	14%	31,370	16%
Other/Multiple Races	2,364	2%	18,352	10%	17,031	9%
Total	139,044	100%	180,038	100%	194,973	100%

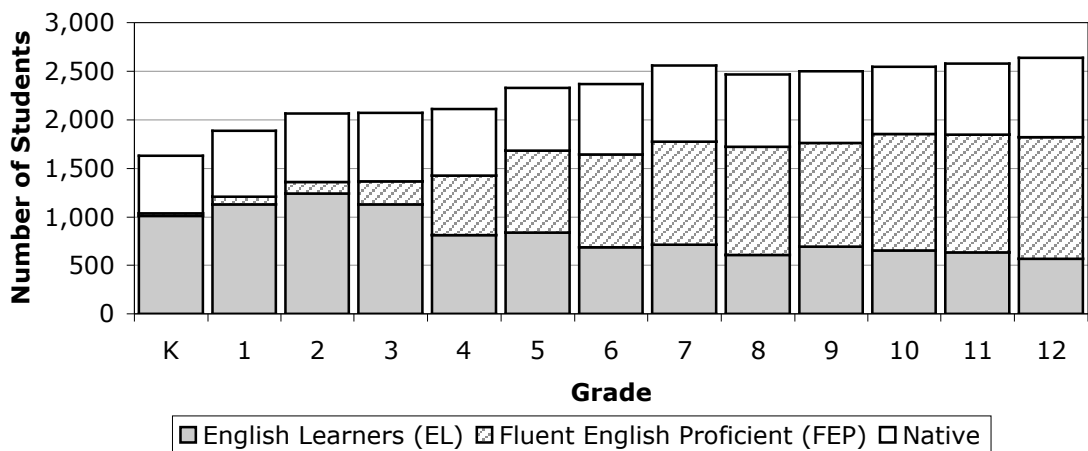
source: United States Census

1.02. Area School Information

1.02.01. Glendale Unified School District Demographics

The diversity of the Glendale Unified School District reflects the diversity of the community. About 70% of students in the school district are non-native English speakers. Students are classified as English Learners (EL) if they lack the English skills to succeed in the regular curriculum; they are classified as Fluent English Proficient (FEP) if they are non-native speakers but are proficient in English. As the graph below shows, about 30% of students in grade 12 are English Learners (i.e., not fluent in English).

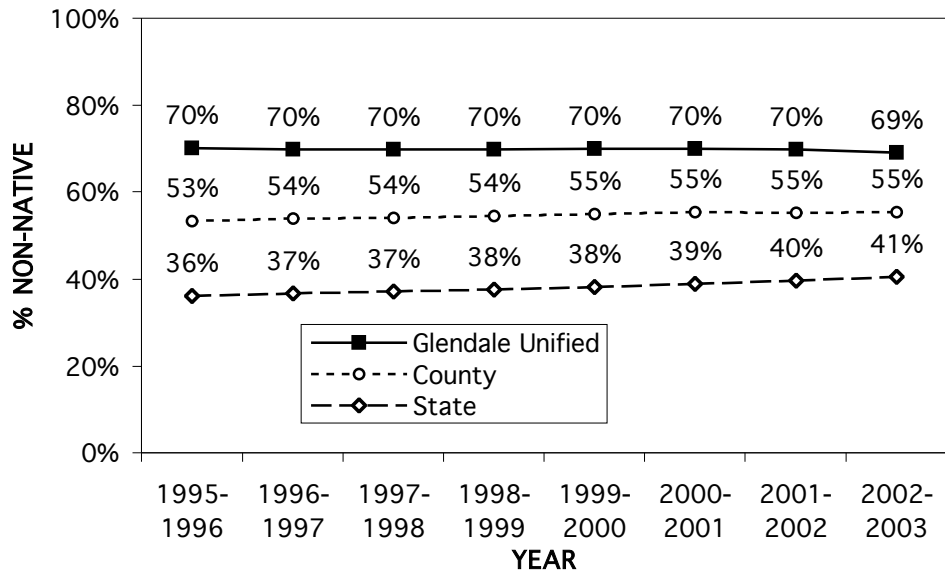
Figure 1-4. Glendale Unified School District English Learners, 2002-2003



source: California Department of Education

The Glendale Unified School District has a higher percentage of non-native English speakers than either Los Angeles County or the state of California. Approximately 70% of Glendale Unified students are non-native English speakers, compared to 55% for Los Angeles County and 40% for California. This pattern has been consistent for the past decade.

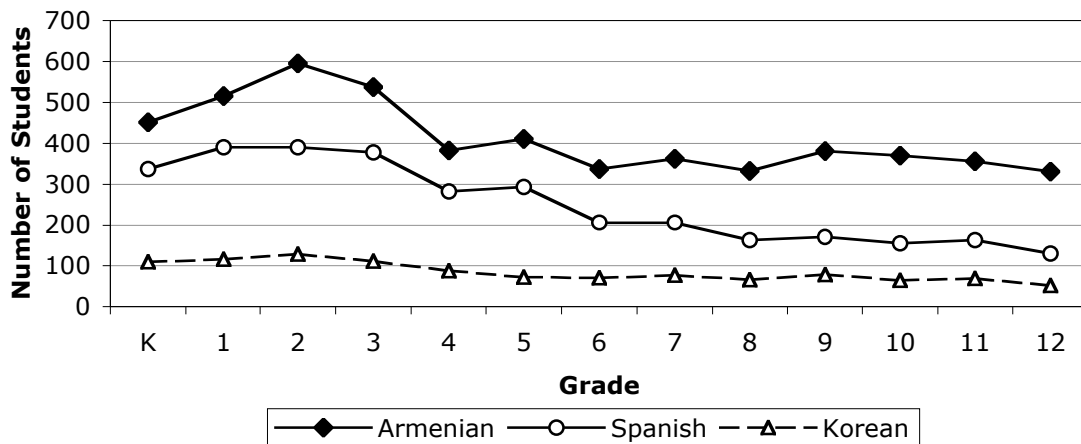
Figure 1-5. Non-Native English Speaker Percentage



source: California Department of Education

Armenian and Spanish are the most common native languages of Glendale Unified School District English Learners. By grade 12, 332 Armenian speakers, 130 Spanish speakers, and 52 Korean speakers were classified as English Learners.

Figure 1-6. Primary Language of GUSD English Learners, 2002-2003



source: California Department of Education

1.02.02. High School Articulation

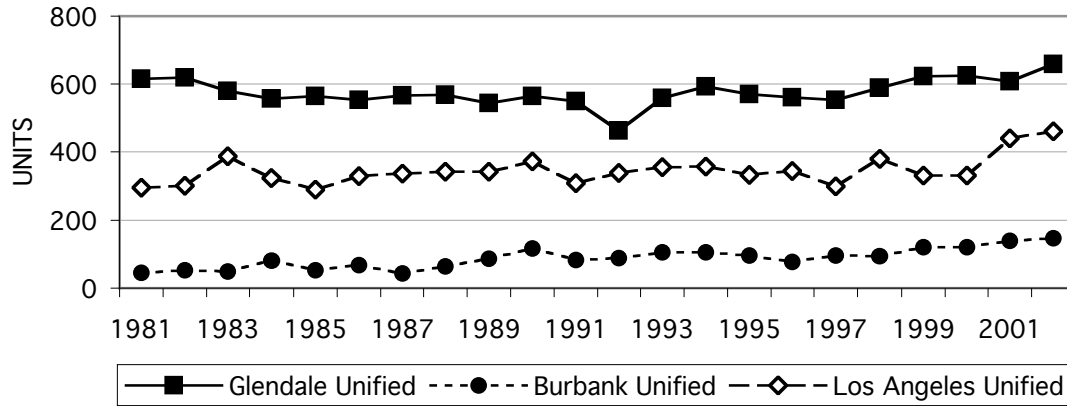
Figure 1-7. GCC Fall Freshmen by High School of Origin

School	Fall 1981	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Change from 4-Year Mean
Glendale District							
Glendale	231	278	355	268	293	321	+8%
Hoover	174	195	209	189	160	229	+22%
Crescenta Valley	195	119	137	153	117	119	-10%
Clark Magnet	0	0	0	0	55	111	--
Daily	16	18	19	24	23	21	+0%
Burbank District							
Burbank	45	61	78	82	99	101	+26%
Burroughs	33	57	58	46	50	63	+19%
Los Angeles District							
Belmont	10	43	49	43	47	53	+16%
Eagle Rock	72	47	68	41	45	30	-40%
Fairfax	5	5	3	7	3	7	+56%
Francis Poly	1	2	11	7	9	12	+66%
Franklin	58	33	42	46	63	46	+0%
Grant	1	0	6	3	9	8	+78%
Hollywood	12	17	19	14	26	19	+0%
Lincoln	4	9	15	10	11	11	-2%
Los Angeles High School	0	3	0	3	3	4	+78%
LA Center for Enriched Studies	0	14	5	17	16	6	-54%
Marshall	68	53	80	100	82	61	-23%
North Hollywood	2	4	5	10	10	17	+134%
Roosevelt	0	6	25	10	20	1	-93%
Verdugo Hills	43	25	42	60	40	40	-4%
Other LA District	--	51	59	64	70	53	-13%
Other Public Schools							
Alhambra	0	11	15	3	8	5	-46%
La Cañada	5	10	12	9	7	12	+26%
Muir	0	5	13	3	4	7	+12%
Private Schools							
Alex Pilibos	0	0	11	5	17	9	+9%
Bellarmino-Jefferson	21	25	10	8	5	5	-58%
Glendale Academy	10	9	6	3	6	5	-17%
Holy Family	25	10	2	7	9	11	+57%
Notre Dame	0	4	3	4	1	1	-67%
Providence	4	10	13	7	7	11	+19%
Ribet Academy	0	4	1	4	4	3	-8%
Sacred Heart	1	4	0	2	2	0	-100%
St. Francis	18	5	19	5	14	8	-26%
Village Christian	0	7	6	8	17	7	-26%
Other Private Schools	17	33	15	18	25	22	-3%
Total Freshmen	1,274	1,344	1,604	1,581	1,650	1,700	+10%
% from Glendale USD	48%	45%	45%	40%	39%	47%	+5%
% from Private Schools	8%	8%	5%	4%	6%	5%	-1%

source: GCC Student Master Record database

Before 1982, community college students were not allowed to attend a college outside their district of residence without special permission. After the passage of Prop. 13, the state allowed students to attend any community college district. As a result, about 53% of Glendale College students reside outside the Glendale Community College District. The graph below shows the history of freshmen entering GCC from the college's three major feeder districts.

Figure 1-8. Number of Incoming Fall Freshmen from K-12 School Districts



source: GCC Student Master Record database

1.02.03. California High School Exit Exam Results

The California High School Exit Examination (CAHSEE) consists of a mathematics test and an English language arts (ELA) test. Students may take the exam starting in grade 10. If they do not pass all parts of both tests, they may retake those parts not passed at another administration of the exam. The table below shows the percentage of passing administrations of the exam for students from GCC's major feeder high schools.

Figure 1-9. Percentage of Passing Administrations of CAHSEE, Major Feeder High Schools

High School	Math		English Language Arts	
	2001-2002	2002-2003	2001-2002	2002-2003
Glendale	31%	52%	44%	72%
Hoover	39%	54%	54%	62%
Crescenta Valley	68%	87%	69%	91%
Clark Magnet	36%	90%	65%	97%
Burbank	33%	57%	49%	74%
Burroughs	34%	57%	65%	82%
Marshall	29%	34%	48%	65%
Franklin	15%	26%	43%	54%
Belmont	24%	29%	41%	54%
Eagle Rock	25%	44%	37%	68%

source: California Department of Education

Glendale Community College
Campus Profile 2004

Section 2

STUDENT ACCESS

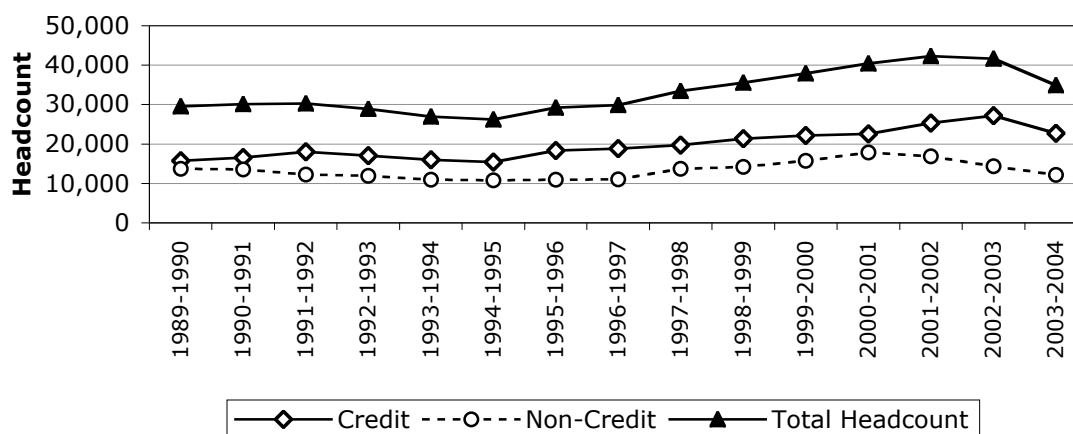
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2.01. Enrollment & Demographics

2.01.01. Credit & Non-Credit Enrollment Trends

Mirroring California's budget difficulties, both credit and non-credit enrollment decreased from 2001-2002 to 2003-2004. Historically, annual enrollment has followed cycles of growth and decline. The last two peaks were in 1991-1992 and 2001-2002.

Figure 2-1. Credit & Non-Credit Headcount Enrollment, Academic Years



source: GCC SMR and AED databases

Figure 2-2. Headcount Enrollment, Academic Years

Category	2001-2002		2002-2003		2003-2004	
Credit Headcount	25,350	60%	27,224	64%	22,718	65%
Non-Credit Headcount	16,913	40%	15,208	36%	12,210	35%
Total	40,457	100%	42,263	100%	34,928	100%

source: GCC SMR and AED databases

California community colleges receive apportionment funding from the state based on reported Full-Time Equivalent Students (FTES) served. Funding is received only for students who are residents of the state. The table below shows FTES claimed by the college for the past three years.

Figure 2-3. Full-Time Equivalent Students (FTES), Academic Years

Category	2001-2002		2002-2003		2003-2004	
Credit FTES	13,663.6	80%	14,117.0	82%	13,224.9	79%
<i>Resident</i>	12,722.1	74%	13,273.7	77%	12,452.9	74%
<i>Non-Resident</i>	941.5	5%	843.4	5%	772.0	5%
Non-Credit FTES	3,522.5	20%	3,163.4	18%	3,530.8	21%
Total	17,186.0	100%	17,280.5	100%	16,755.7	100%

source: CCFS 320 Apportionment Attendance Reports

Fall semester enrollment has followed annual enrollment and tends to be higher than Spring semester enrollment. While the enrollment of full-time credit students has remained steady, much of the growth since 2000 is attributable to an increase in the number of part-time credit students.

Figure 2-4. Headcount Enrollment, Fall Semesters

Category	Fall 2001		Fall 2002		Fall 2003	
Credit Headcount	17,160	65%	17,555	67%	15,877	68%
<i>Full-Time</i>	4,702	18%	4,472	17%	4,766	21%
<i>Part-Time</i>	12,458	47%	13,083	50%	11,111	48%
Non-Credit Headcount	9,144	35%	8,556	33%	7,326	32%
Total	26,304	100%	26,111	100%	23,203	100%

source: GCC SMR and AED databases

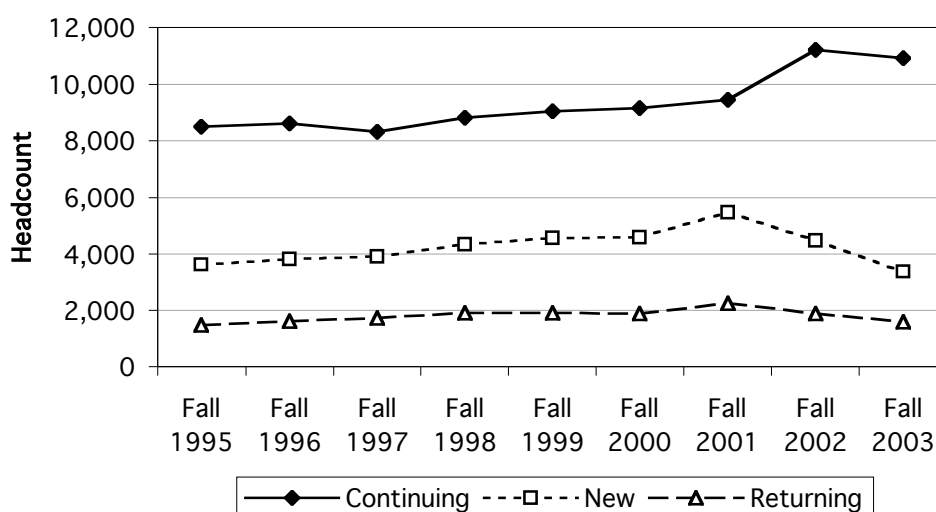
2.01.02. Credit Student Demographics

Credit student demographics have remained relatively stable for the past five years. Female students outnumber males by 60% to 40%, and over half of all credit students are under age 25.

With class cuts, the number of continuing students has increased relative to new and returning students.

Figure 2-5. Enrollment Status of Credit Students

Category	Fall 2001		Fall 2002		Fall 2003	
Continuing	9,453	55%	11,198	64%	10,913	69%
New	5,461	32%	4,483	26%	3,373	21%
<i>First College</i>	3,307	19%	2,661	15%	2,106	13%
<i>From Other College</i>	2,154	13%	1,822	10%	1,267	8%
Returning	2,246	13%	1,874	11%	1,591	10%
<i>Return Transfer</i>	547	3%	495	3%	415	3%
<i>Return After Absence</i>	1,699	10%	1,379	8%	1,176	7%
Total	17,160	100%	17,555	100%	15,877	100%



source: GCC SMR database

Mirroring a general trend in higher education, GCC serves more female students than male students. The ratio has been 60% female to 40% male since the mid 1990s. In the late 1990s, the ratio was approximately 50% to 50% for younger students, but older students were more likely to be female. Since 2000, females have outnumbered males in all age groups.

Figure 2-6. Gender of Credit Students

Gender	Fall 2001		Fall 2002		Fall 2003	
	Count	Percentage	Count	Percentage	Count	Percentage
Male	6,864	40%	7,124	41%	6,578	41%
Female	10,296	60%	10,431	59%	9,299	59%
Total	17,160	100%	17,555	100%	15,877	100%

source: GCC SMR database

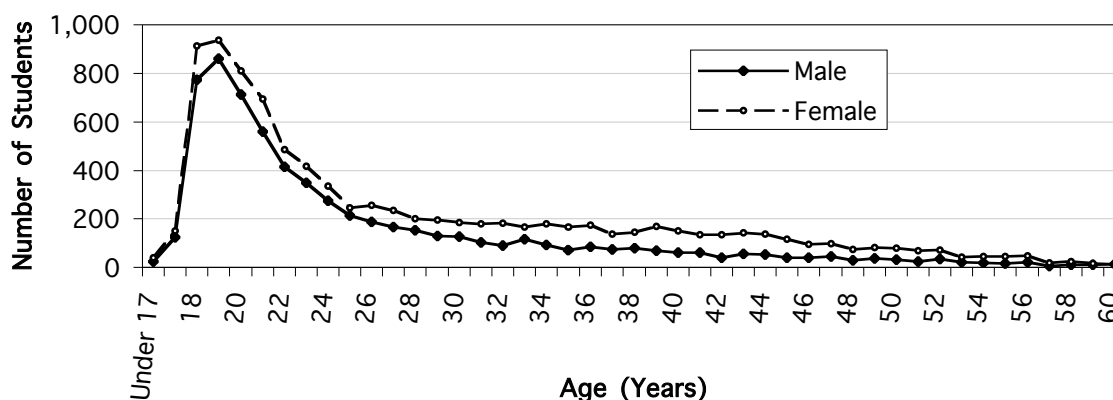
Figure 2-7. Age of Credit Students

Age Group	Fall 2001		Fall 2002		Fall 2003	
	Count	Percentage	Count	Percentage	Count	Percentage
20 & Under	5,502	32%	5,700	32%	5,348	34%
21 to 25	4,126	24%	4,297	24%	3,992	25%
26 to 30	2,064	12%	2,038	12%	1,829	12%
31 to 50	4,662	27%	4,688	27%	4,001	25%
50 & Over	806	5%	832	5%	707	4%
Total Students	17,160	100%	17,555	100%	15,877	100%
Mean Age	28.0		27.9		27.5	
Median Age	24.0		23.0		23.0	

source: GCC SMR database

The graph below shows the age distribution of credit students. Although the average age of students is between 27 and 28 years, the college serves relatively few students in that age group. Because the distribution is skewed, the median age (23 years) is a more accurate estimate of the student population's age. About one-third of all credit students are under age 21.

Figure 2-8. Age Distribution of Credit Students by Gender, Fall 2003

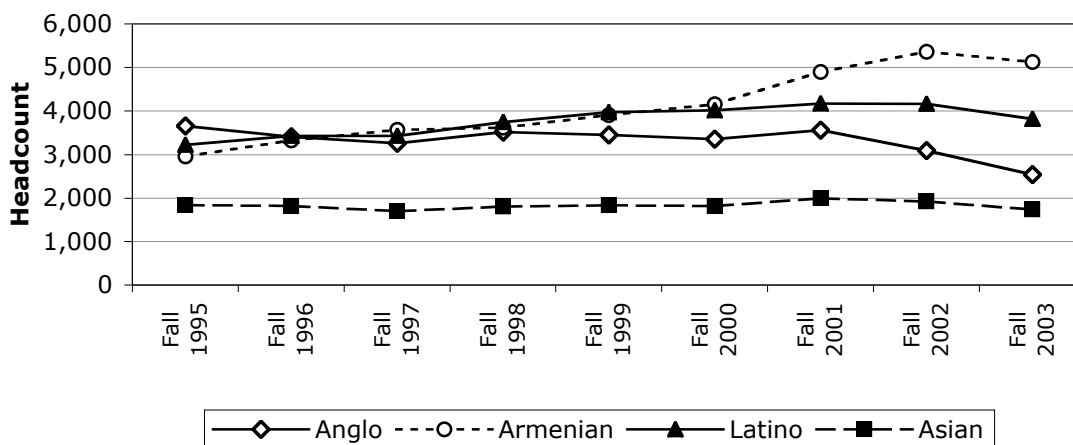


source: GCC SMR and PI_REC databases

The ethnic distribution of credit students changed dramatically with the waves of immigrants to Glendale in the 1980s, but ethnicity has been relatively stable since the mid 1990s. The percentage of credit students of Armenian origin has increased somewhat, from 29% to 32%, in the past three years; the percentage of credit students of European origin (“Anglos”) has decreased somewhat in the same time period.

Figure 2-9. Ethnicity of Credit Students

Ethnicity	Fall 2001		Fall 2002		Fall 2003	
	Count	%	Count	%	Count	%
Caucasian/European/Anglo	3,559	21%	3,095	18%	2,543	16%
Caucasian/Armenian	4,896	29%	5,360	31%	5,128	32%
Latino/Hispanic	4,172	24%	4,161	24%	3,821	24%
Asian/Pacific Islander	2,000	12%	1,923	11%	1,737	11%
Filipino	969	6%	963	5%	852	5%
Black/African American	442	3%	533	3%	482	3%
American Indian	76	0%	72	0%	66	0%
Other	803	5%	809	5%	718	5%
Unknown	243	1%	639	4%	530	3%
Total	17,160	100%	17,555	100%	15,877	100%



source: GCC SMR and PI_REC databases

There is only a small distinction between day and evening programs. Nearly 40% of credit students take both day and evening classes. About one-fourth take evening classes only.

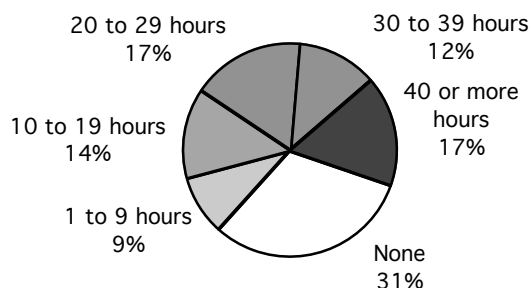
Figure 2-10. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2001		Fall 2002		Fall 2003	
	Count	%	Count	%	Count	%
Day Classes Only	6,579	38%	6,586	38%	5,869	37%
Evening Classes Only	4,729	28%	4,521	26%	3,820	24%
Both	5,852	34%	6,448	37%	6,188	39%
Total	17,160	100%	17,555	100%	15,877	100%

source: GCC SMR database

According to student surveys, approximately 70% of credit students work. About 17% work at least 40 paid hours per week, and about 40% work between 20 and 39 paid hours per week. About 2% of credit students (300 per semester) are full-time students and work at least 40 hours per week.

Figure 2-11. Employed Hours of Credit Students, Spring 2004



source: Spring 2004 Student Survey

Less than half of all credit students reside in the Glendale Community College District. About 42% reside in the Los Angeles Community College District, 7% reside in other community college districts in California (including the Pasadena, Venture, Santa Clarita, and Santa Monica districts), and 3% are international students.

Figure 2-12. District Status of Credit Students

District	Fall 2001		Fall 2002		Fall 2003	
Local (GCC District)	7,959	46%	8,285	47%	7,470	47%
Los Angeles CC District	7,354	43%	7,514	43%	6,650	42%
Other California Districts	1,078	6%	1,011	6%	1,083	7%
Out of State	98	1%	121	1%	93	1%
International	557	3%	515	3%	506	3%
Other Foreign	212	1%	109	1%	75	0%
Total	17,160	100%	17,555	100%	15,877	100%

source: GCC SMR database

Most credit students (about 60%) are United States citizens. Nearly 20% are permanent residents. The percentage of permanent residents increased from the mid 1980s through about 1996, then began to decrease.

Figure 2-13. Citizenship/Visa Status of Credit Students

Citizenship/Visa Status	Fall 2001		Fall 2002		Fall 2003	
U.S. Citizen	10,051	59%	10,443	59%	9,481	60%
No Visa	158	1%	191	1%	195	1%
Permanent Resident	3,968	23%	3,488	20%	2,908	18%
Parolee	832	5%	1,296	7%	1,218	8%
Student Visa	543	3%	519	3%	514	3%
Other Visa	1,059	6%	1,253	7%	1,407	9%
Amnesty	25	0%	22	0%	14	0%
Unknown	524	3%	343	2%	140	1%
Total	17,160	100%	17,555	100%	15,877	100%

source: GCC SMR database

GCC serves over 500 international students every Fall semester, over 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 2-14. Countries of Birth of International Students

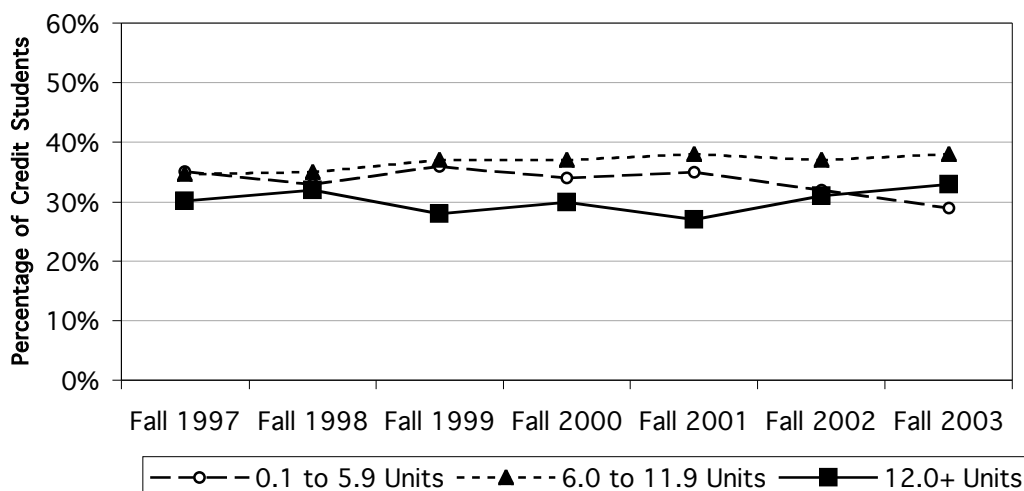
Country	Fall 2001		Fall 2002		Fall 2003	
	Count	Percentage	Count	Percentage	Count	Percentage
Japan	195	36%	180	35%	179	35%
South Korea	93	17%	92	18%	115	22%
Taiwan	26	5%	21	4%	20	4%
Indonesia	23	4%	14	3%	16	3%
China	17	3%	15	3%	16	3%
Kenya	16	3%	21	4%	15	3%
Philippines	13	2%	13	3%	17	3%
Thailand	12	2%	13	3%	12	2%
Hong Kong	7	1%	10	2%	5	1%
Total International	543	100%	519	100%	514	100%

source: GCC SMR database

A majority of credit students (nearly 70%) are part-time students, attempting fewer than 12 units in a semester. The average student attempts about 9 units in a semester and completes about 6 units. The percentage of full-time students has increased somewhat in the past three years, and the percentage of students attempting under 6 units has decreased.

Figure 2-15. Unit Load of Credit Students

Units	Fall 2001		Fall 2002		Fall 2003	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
0	0%	19%	0%	17%	0%	16%
0.1 to 5.9	35%	34%	32%	33%	29%	30%
6.0 to 11.9	38%	31%	37%	33%	38%	35%
12.0 or More	27%	16%	31%	18%	33%	19%
Mean Units	7.9	5.7	8.3	6.1	8.5	6.3
Median Units	7.0	5.0	8.0	6.0	9.0	6.0



source: GCC MIS data files

2.01.03. Non-Credit Student Demographics

Non-credit enrollment does not require a standardized student application where definitive information about the student is collected. Student information is collected with each class registration, resulting in more variation and inaccuracy than credit student information.

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

Figure 2-16. Gender of Non-Credit Students

Gender	Fall 2001		Fall 2002		Fall 2003	
Male	2,575	28%	2,378	28%	2,174	29%
Female	5,806	63%	5,487	64%	4,992	66%
Unknown	763	8%	691	8%	373	5%
Total	9,144	100%	8,556	100%	7,539	100%

source: GCC Adult Education (AED) database

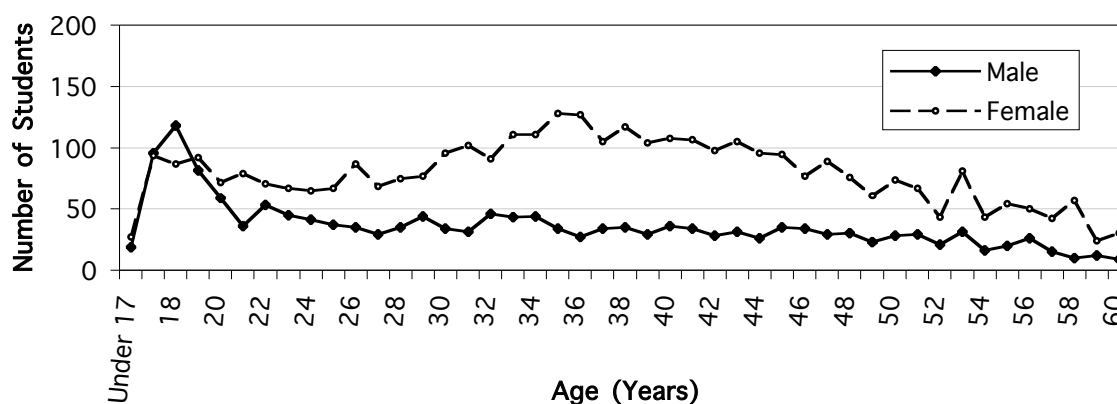
Non-credit students tend to be older than credit students. The median age of non-credit students was 39 years in Fall 2003, compared to 28 years for credit students. The mean age of non-credit students has decreased from 48 years in 1995 to 41 years in 2003.

Figure 2-17. Age of Non-Credit Students

Age Group	Fall 2001		Fall 2002		Fall 2003	
20 & Under	894	10%	935	11%	758	10%
21 to 25	734	8%	587	7%	565	7%
26 to 30	806	9%	672	8%	585	8%
31 to 50	3,139	34%	2,982	35%	2,663	35%
50 & Over	1,754	19%	1,607	19%	1,677	22%
Unknown	1,817	20%	1,773	21%	1,291	17%
Total Students	9,144	100%	8,556	100%	7,620	100%
Mean Age	40.5		40.1		41.5	
Median Age	37.0		37.0		39.0	

source: GCC Adult Education (AED) database

Figure 2-18. Age Distribution of Non-Credit Students by Gender, Fall 2003

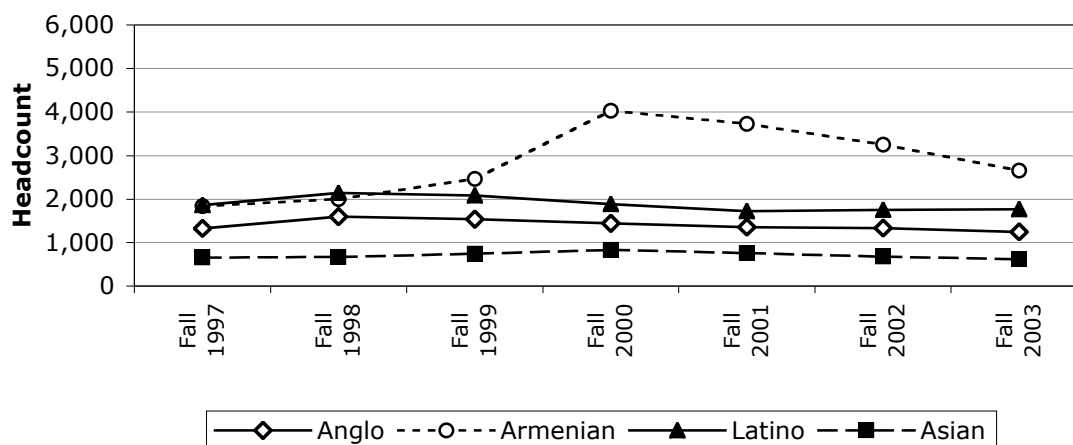


source: GCC Adult Education (AED) database

The ethnicity of the non-credit population parallels that of the credit population. Armenian students make up about 35% of non-credit students, and Caucasian students of European descent ("Anglos") make up about 17%. The Latino non-credit population, which decreased to 19% in 2001, has recently increased to 23%. As the graph below shows, non-credit enrollment of most ethnic groups has remained flat, but growth in the early 2000s was driven by increasing numbers of Armenian students.

Figure 2-19. Ethnicity of Non-Credit Students

Ethnicity	Fall 2001		Fall 2002		Fall 2003	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
American Indian	6	0%	11	0%	13	0%
Asian/Pacific Islander	760	8%	675	8%	616	8%
Black/African-American	53	1%	68	1%	64	1%
Caucasian/Anglo	1,359	15%	1,336	16%	1,248	17%
Caucasian/Armenian	3,731	41%	3,253	38%	2,660	35%
Latino/Hispanic	1,727	19%	1,756	21%	1,770	23%
Filipino	208	2%	263	3%	296	4%
Other	343	4%	270	3%	270	4%
Unknown	957	10%	924	11%	602	8%
Total	9,144	100%	8,556	100%	7,539	100%



source: GCC Non-Credit Registration database

In terms of citizenship/visa status, the largest group of non-credit students consists of United States citizens (37%), followed by permanent residents (20%). The table below shows citizenship for the past three years.

Figure 2-20. Citizenship/Visa Status of Non-Credit Students

Citizenship/Visa Status	Fall 2001		Fall 2002		Fall 2003	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
U.S. Citizen	2,796	31%	2,784	33%	2,827	37%
Permanent Resident	1,576	17%	1,628	19%	1,494	20%
Temporary Resident	396	4%	337	4%	276	4%
Refugee/Asylee	1,649	18%	1,234	14%	870	12%
Student Visa	105	1%	91	1%	61	1%
Other Visa	1,556	17%	1,487	17%	1,332	18%
Unknown	1,066	12%	995	12%	679	9%
Total	9144	100%	8,556	100%	7,539	100%

Source: GCC Adult Education (AED) database

Figure 2-21. District Status of Non-Credit Students

District	Fall 2001		Fall 2002		Fall 2003	
Local (GCC District)	6,795	74%	6,264	73%	5,501	73%
Other	1,572	17%	1,536	18%	1,670	22%
Unknown	777	8%	756	9%	368	5%
Total	9,144	100%	8,556	100%	7,539	100%

source: GCC Adult Education (AED) database

2.02. Student Needs

2.02.01. Assessment & Placement Results

Figure 2-22. Percentage of Students Placed into English, ESL, Math, and Chemistry

English Composition	2001-2002	2002-2003	2003-2004
Level 6 (ENGL 101)	34%	33%	36%
Level 5 (ENGL 120)	43%	43%	37%
Level 4 (ENGL 191)	8%	8%	16%
Level 3 (ENGL 189)	14%	15%	10%
LEVEL 2 (ENGL 187)	2%	1%	2%
Missing Placement	0%	0%	6%
Total Placed	5,278	4,989	4,175

ESL Grammar/Composition	2001-2002	2002-2003	2003-2004	ESL Listening/Speaking	2001-2002	2002-2003	2003-2004
Level 5 (ESL 151)	0%	0%	0%	Level 5 (ESL 155)	12%	9%	13%
Level 4 (ESL 141)	16%	9%	11%	Level 4 (ESL 145)	17%	17%	19%
Level 3 (ESL 133)	26%	18%	21%	Level 3 (ESL 135)	20%	19%	23%
Level 2 (ESL 123)	32%	27%	30%	Level 2 (ESL 125)	31%	31%	28%
Level 1 (ESL 111)	26%	46%	38%	Level 1 (ESL 115)	20%	24%	18%
Undetermined	0%	0%	0%	Undetermined	0%	0%	0%
Total Placed	3,708	2,201	1,935	Total Placed	3,419	2,220	1,936

Mathematics	2001-2002	2002-2003	2003-2004
Level 6 (Math 103)	6%	4%	6%
Level 5 (Math 100, 102, 110, 111, 112, 135, 136)	11%	11%	10%
Level 4 (Math 101, 140, 115)	17%	15%	15%
Level 3 (Math 141, 145)	30%	23%	28%
Level 2 (Math 153)	15%	19%	17%
Level 1 (Math 151, 152)	23%	25%	22%
Unknown	0%	3%	3%
Total Placed	5,769	5,883	5,179

Chemistry	2001-2002	2002-2003	2003-2004
Chem 101	55%	71%	75%
Chem 110	45%	29%	24%
Total Placed	244	153	186

Source: GCC Assessment Center, placement test data files

2.02.02. Financial Aid

Annually, about 40% 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 and health services fees and is available to California residents demonstrating financial need. Nearly 40% of students receive BOG waivers every year.

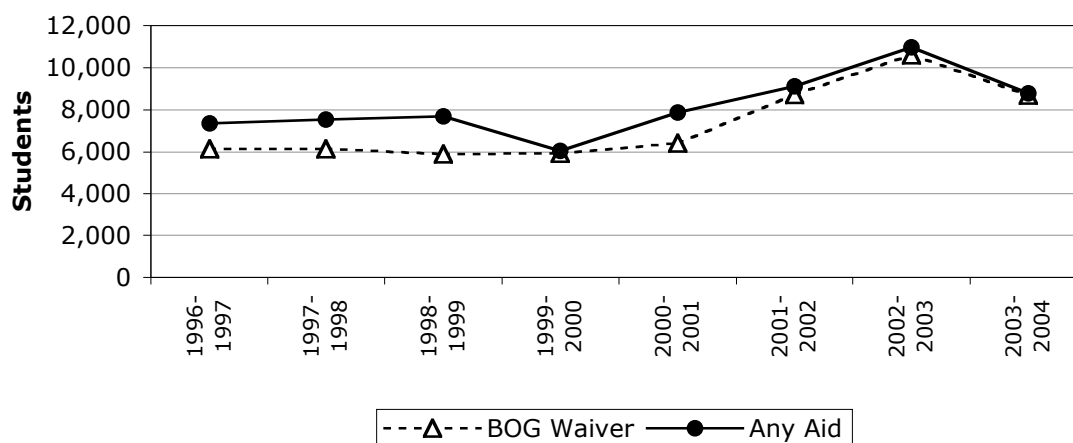
Figure 2-23. Financial Aid Awards

Award Category	2001-2002		2002-2003		2003-2004	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	4,523	\$10,012,470	5,111	\$10,266,241	4,965	\$10,913,022
Federal SEOG	1,564	\$454,459	1,646	\$524,473	2,212	\$674,751
EOPS Grant	648	\$323,425	484	\$217,136	1,073	\$283,044
Student Loan	271	\$684,936	239	\$897,280	280	\$976,693
Federal Work Study	536	\$438,579	550	\$500,000	400	\$760,000
BOG Waiver	8,725	\$1,555,432	10,602	\$2,336,094	8,685	\$5,189,648
Cal Grant	717	\$754,667	892	\$996,929	986	\$1,038,035
Total (Unduplicated)	9,120	\$14,223,968	10,962	\$15,521,017	8,785	\$19,835,193

source: GCC Financial Aid Office

Figure 2-24. Percentage of Credit Students Receiving Financial Aid

Category	2001-2002	2002-2003	2003-2004
BOG Waivers: Number of Students	8,725	10,602	8,685
BOG Waivers: Percentage of Credit Students	34%	39%	38%
Any Financial Aid: Number of Students	9,120	10,962	8,785
Any Financial Aid: Percentage of Credit Students	35%	40%	38%

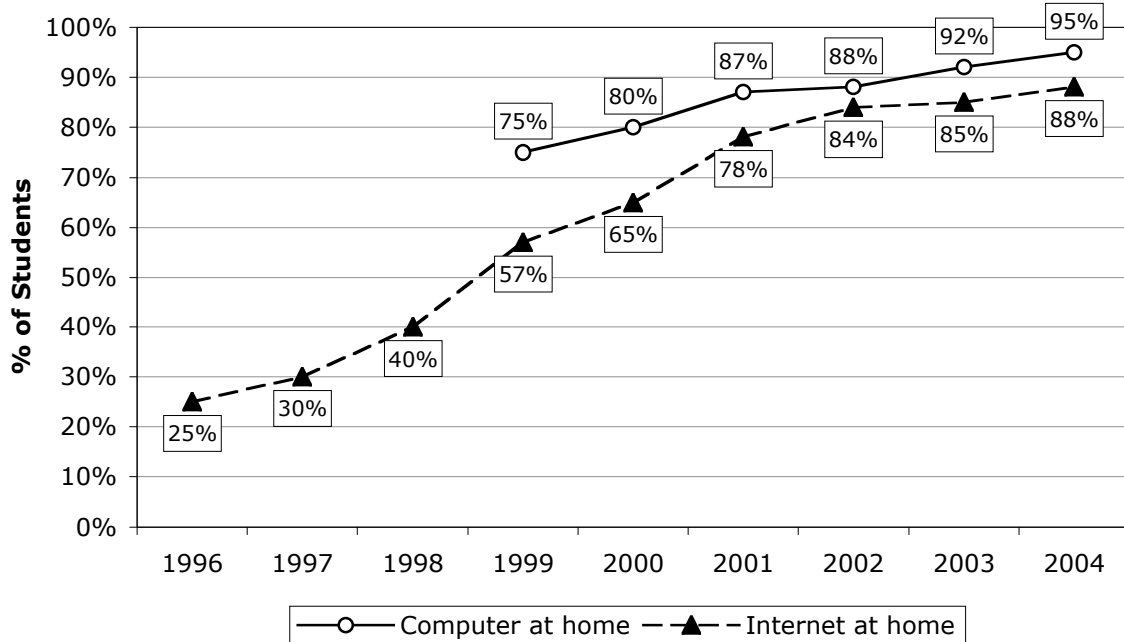


source: GCC Financial Aid Office

2.02.03. Student Access to Technology

The college has tracked Internet access since 1996. Almost 90% of credit students report that they have Internet access from home.

Figure 2-25. Credit Student Computer and Internet Access



source: Spring Student Surveys

2.02.04. Programs Designed to Increase Access & Success

Glendale College offers many services to students. Every three years, the annual Spring Student Survey asks students to rate their experiences with the available services. The table below 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.

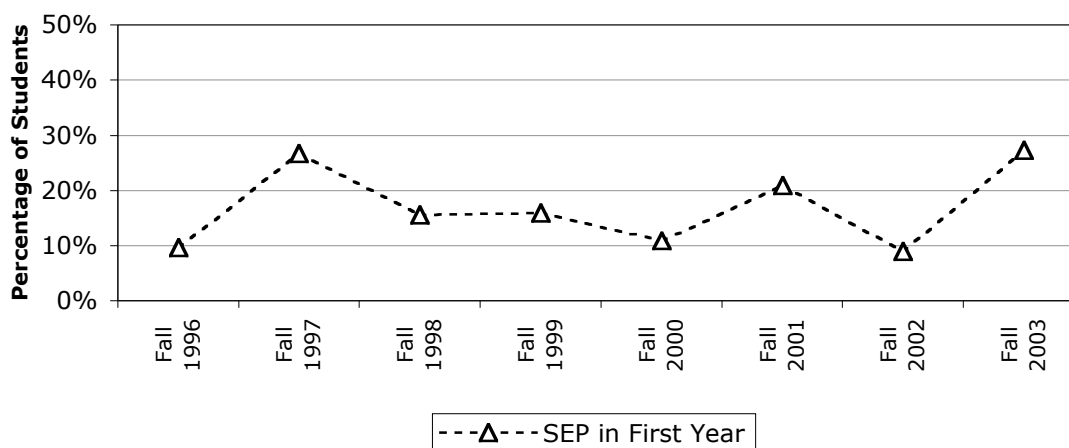
Figure 2-26. Student Services Recognition, Use, and Satisfaction

Service	Recognition			Use			Satisfaction		
	1998	2001	2004	1998	2001	2004	1998	2001	2004
Academic Counseling	89%	92%	92%	58%	62%	63%	73%	68%	73%
Admissions & Records	92%	93%	93%	74%	76%	76%	88%	86%	84%
Adult Education/ACTC	59%	59%	57%	10%	15%	17%	77%	79%	72%
Adult Re-Entry Center	48%	54%	46%	6%	11%	11%	78%	73%	64%
AMP (Alliance for Minority Paric.)	50%	30%	28%	29%	7%	9%	93%	69%	56%
Assessment Center/Testing	75%	75%	86%	39%	75%	64%	80%	80%	81%
Baja Calif. Field Studies Program	--	--	55%	--	--	11%	--	--	64%
Bookstore	--	--	96%	--	--	89%	--	--	88%
CalWORKs	--	--	60%	--	--	20%	--	--	74%
Career Center	76%	86%	86%	34%	40%	38%	80%	78%	76%
Ctr. For Students w/Disabilities	66%	68%	63%	14%	11%	13%	80%	74%	74%
Collaborative Learning/SI	53%	58%	55%	17%	27%	26%	83%	78%	79%
Computer Lab (San Gabriel)	--	--	88%	--	--	60%	--	--	90%
Computer Lab (San Rafael)	--	--	87%	--	--	57%	--	--	90%
English Lab	79%	79%	82%	35%	35%	47%	87%	81%	88%
EOPS Office	73%	72%	73%	31%	31%	35%	85%	83%	79%
ESL/Foreign Language Lab	71%	71%	72%	25%	28%	32%	83%	75%	79%
Financial Aid Office	84%	91%	91%	41%	46%	56%	81%	79%	82%
Health Center	79%	81%	84%	29%	29%	33%	91%	87%	85%
Information Counter (AD Bldg.)	81%	84%	73%	54%	58%	48%	89%	90%	85%
Instructional Assistance Center	--	--	49%	--	--	15%	--	--	69%
Job Placement Center	76%	83%	78%	28%	29%	29%	80%	76%	66%
Learning Center	78%	82%	79%	31%	33%	40%	88%	86%	86%
Writing Center	69%	72%	76%	19%	22%	30%	81%	83%	81%
CAI Lab	--	--	49%	--	--	13%	--	--	72%
Tutoring Center	74%	77%	79%	22%	22%	32%	83%	80%	80%
Library	94%	94%	94%	68%	75%	80%	93%	92%	94%
Math/Science Center	68%	77%	79%	17%	22%	32%	81%	81%	81%
Mental Health Counseling	--	52%	48%	--	8%	10%	--	72%	64%
MyGCC	--	--	84%	--	--	67%	--	--	91%
Orientation	--	--	73%	--	--	32%	--	--	79%
PACE	48%	47%	48%	5%	9%	10%	72%	76%	64%
Scholars Program	60%	67%	63%	7%	13%	14%	74%	65%	60%
Scholarship Office	59%	69%	63%	9%	15%	15%	71%	67%	65%
Service Learning Center	51%	63%	59%	9%	16%	19%	84%	77%	81%
Student Activities Office	54%	58%	57%	10%	11%	12%	80%	69%	67%
Study Abroad Office	57%	60%	57%	6%	10%	10%	75%	73%	65%
Telecourses	59%	57%	47%	12%	11%	10%	74%	72%	68%
Transfer Center	72%	78%	80%	26%	27%	32%	81%	74%	77%

source: Spring Student Surveys

The following graph shows the percentage of first-time college students in Fall semesters who complete a Student Educational Plan (SEP) in their first year at GCC.

Figure 2-27. SEP Completion of First-Time College Students



source: Semester Application, SMR, and Matriculation Data Files

2.02.05. 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 2003-2004, the following courses were considered precollegiate basic skills courses: ENGL 150, 151, 182, 183, 184, 185, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 117, 118, 125, 127, and 123; and MATH 155, 190, and 255.

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

Figure 2-28. Precollegiate Credit Basic Skills Enrollment, Retention, and Success

Measure	Fall 2001	Fall 2002	Fall 2003
Basic Skills Census Enrollments	1,642	1,657	2,431
Basic Skills Course Success Rates	90%	91%	90%
Basic Skills Course Retention Rates	68%	71%	70%

source: GCC MIS data files

2.02.06. Transition from Non-Credit to Credit

Figure 2-29. Number of Students Transitioning from Non-Credit to Credit

	Fall 2003
Total Non-Credit Students	7,538
Concurrently Enrolled in Credit Classes	4%
Enrolled in Credit Classes in Next Spring Semester	6%

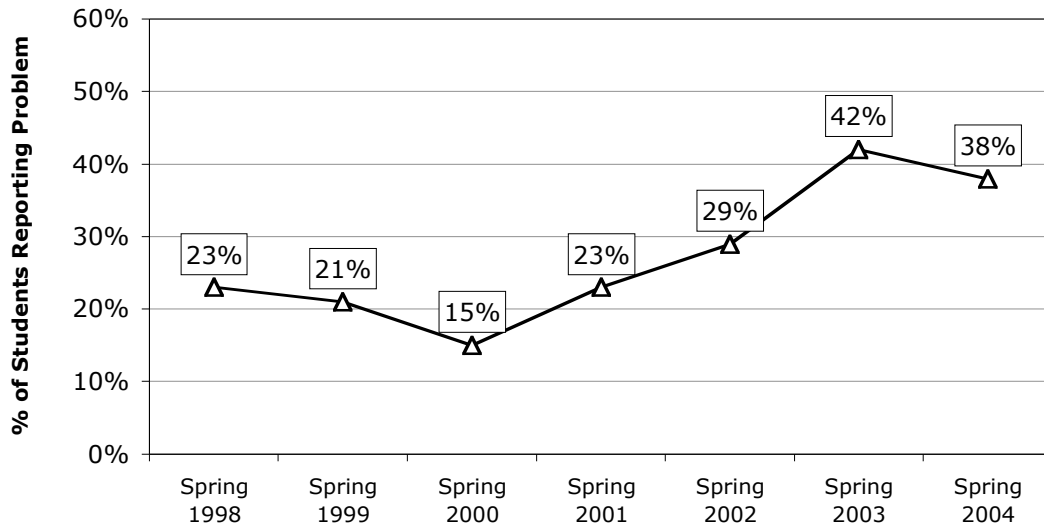
source: GCC Non-Credit Registration and Student Master Record data files

2.03. Class Availability & Scheduling

2.03.01. 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, then decreased to 38% in Spring 2004. The most commonly reported problems are that a class the student needed was full, and that two classes the student needed were scheduled at the same time.

Figure 2-30. Percentage of Credit Students Having Problems Getting Classes



source: Spring Student Surveys

Figure 2-31. Scheduling Problems Identified by Students

Problem	Spring 2002	Spring 2003	Spring 2004
Class full	22%	33%	30%
Class not offered at time student wanted it	10%	14%	13%
Class scheduled at same time as another class student needed	--	--	16%
Class not offered this semester	5%	9%	8%
Other problem	4%	5%	3%

source: Spring Student Surveys

2.03.02. 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 2003, the highest number of class sections is scheduled to begin between 6:00 pm and 6:59 pm (aggregating across days of the week). In the figure, the darkest shading indicates that at least 65% of the highest number of sections is scheduled to begin in that time block. No shading indicates that 20% or less of the highest number of sections is scheduled to begin in that time block. Classrooms are occupied most during time blocks with dark shading, and are occupied least during time blocks with no shading.

Figure 2-32. Scheduling Density for Credit Classes by Time of Day

Start Time	Fall 2001	Fall 2002	Fall 2003
6:00 am – 6:59 am	33	16	11
7:00 am – 7:59 am	49	63	40
8:00 am – 8:59 am	244	291	271
9:00 am – 9:59 am	234	187	168
10:00 am – 10:59 am	126	170	165
11:00 am – 11:59 am	169	9	4
12:00 noon – 12:59 pm	95	177	147
1:00 pm – 1:59 pm	138	197	314
2:00 pm – 2:59 pm	130	61	63
3:00 pm – 3:59 pm	52	82	57
4:00 pm – 4:59 pm	110	107	94
5:00 pm – 5:59 pm	90	60	49
6:00 pm – 6:59 pm	316	364	311
7:00 pm – 7:59 pm	71	59	65
8:00 pm – 8:59 pm	12	10	9
9:00 pm – 9:59 pm	0	1	0

source: GCC Class Master data files

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

Figure 2-33. Credit Division Fill Rate

Division	Fall 2001	Fall 2002	Fall 2003
Allied Health	70%	72%	80%
Biology	86%	102%	109%
Business	79%	83%	84%
College Services	70%	78%	91%
English	95%	99%	103%
ESL (Credit)	105%	105%	96%
Health & PE	68%	73%	76%
Language Arts	84%	91%	99%
Mathematics	101%	99%	107%
Physical Science	90%	98%	100%
Social Science	85%	96%	104%
Technology & Aviation	68%	74%	85%
Visual & Performing Arts	93%	94%	94%
Total Credit	85%	90%	95%

source: GCC Class Master data files

Glendale Community College
Campus Profile 2004

Section 3

STUDENT SUCCESS

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3.01. Student & Course Outcomes

3.01.01. 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.

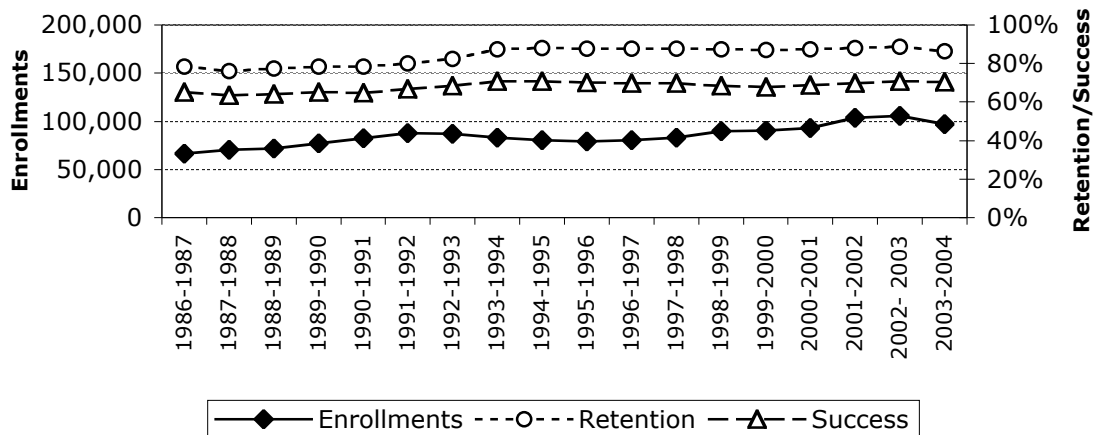
Figure 3-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

Division	Census Enrollments			Retention Rate			Success Rate		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Allied Health	734	674	721	92%	91%	90%	79%	80%	83%
Biology	1,062	1,110	1,025	87%	85%	79%	70%	65%	65%
Business	5,651	5,355	4,790	86%	89%	87%	72%	72%	75%
College Services	1,131	1,229	970	93%	93%	91%	77%	75%	70%
English	4,665	4,092	4,517	84%	85%	86%	62%	66%	69%
ESL (Credit)	3,209	3,530	3,264	94%	95%	92%	76%	77%	74%
Health & PE	3,689	3,800	3,568	91%	91%	90%	69%	68%	71%
Language Arts	2,292	2,493	2,349	86%	88%	87%	73%	74%	75%
Mathematics	4,294	4,100	4,217	82%	82%	75%	55%	53%	55%
Physical Sciences	1,750	1,826	1,841	88%	90%	85%	71%	71%	71%
Social Sciences	8,019	8,341	8,230	85%	86%	86%	62%	63%	66%
Technology & Aviation	2,239	1,993	2,180	88%	90%	90%	74%	77%	78%
Visual & Performing Arts	4,622	4,499	4,179	86%	85%	84%	70%	70%	71%
Total Credit	43,357	43,042	41,851	87%	88%	86%	67%	68%	69%

source: GCC Grade Detail data file

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 has remained flat since 1993-1994.

Figure 3-2. Enrollment, Retention, and Success by Academic Year



source: GCC Grade Detail data file

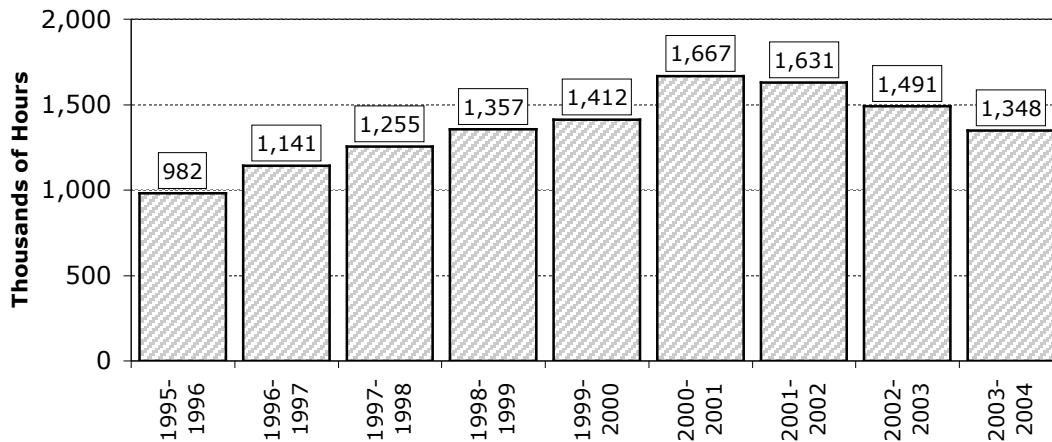
Non-credit classes are funded by the positive attendance accounting method, in which hours of attendance are recorded. One Full-Time Equivalent Student (FTES) is equivalent to 525 hours of attendance. In 2003-2004, the non-credit program counted over 1,300,000 hours of attendance.

Figure 3-3. Fall Non-Credit Attendance: Total Hours and Students Enrolled

Department	Total Hours			Students Enrolled		
	2001	2002	2003	2001	2002	2003
Developmental Skills Lab (DSL)	26,913	25,863	28,730	728	665	718
ESL (Non-Credit)	452,362	410,746	353,551	3,361	3,049	2,581
Home Arts	612	780	1,003	23	33	40
Lifelong Learning	27,039	26,975	24,249	965	958	853
Business	78,931	81,148	73,021	1,058	1,020	889
NCECT & NCSOT	0	0	246	0	0	12
Parent Education	18,990	19,667	16,492	511	528	548
Special Education	2,286	2,531	2,422	40	42	42
Total Non-Credit	607,133	567,710	499,714	6,471	6,114	5,519

Source: GCC MIS data files

Figure 3-4. Total Non-Credit Positive Attendance Hours (Thousands of Hours)



source: GCC MIS data files

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 3-5:

- NUM The total number of students in the group
- MEAN UNITS ATT The average number of units students attempted in Fall 2003
- MEAN UNITS COMP The average number of units students completed in Fall 2003
- SPRG PERS The percentage of Fall 2003 students persisting to Spring 2004
- COMPL TERM GPA The Fall 2003 GPA of students who completed more than zero units
- COMPL PERS The percentage of Fall 2003 students completing more than zero units who persisted to Spring 2004.
- COMPL NUM The total number of students in the group completing more than zero units

Figure 3-5. Fall 2003 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	14,833	8.5		6.3		68%		2.71		75%		12,122
American Indian	66	8.5	√	4.9	-	56%	√	2.66	√	69%	√	48
Asian	1,568	9.6	+	7.7	+	68%	√	2.80	+	73%	√	1,346
Black	453	8.4	√	5.4	√	55%	√	2.50	√	64%	√	335
Caucasian Citizen	4,261	8.2	√	6.0	√	66%	√	2.86	+	73%	√	3,477
Caucasian Resident	1,520	8.7	+	6.7	+	73%	+	2.71	√	78%	+	1,275
Latino Citizen	2,663	8.0	√	5.2	√	64%	√	2.46	√	73%	√	2,009
Latino Resident	555	7.6	√	5.1	√	64%	√	2.57	√	71%	√	431
Latino Other	408	8.3	√	5.9	√	70%	+	2.49	√	77%	+	325
Filipino	801	8.4	√	6.1	√	67%	√	2.66	√	74%	√	655
Others	2,538	9.1	+	7.4	+	74%	+	2.78	+	80%	+	2,221
Male	6,199	8.6	+	6.1	√	65%	√	2.65	√	73%	√	4,940
Female	8,496	8.4	√	6.5	+	70%	+	2.76	+	76%	+	7,065
Male Under 25	3,897	9.8	+	6.7	+	69%	+	2.49	√	77%	+	3,123
Male Over 24	2,302	6.7	-	5.0	√	58%	√	2.92	+	65%	√	1,817
Female Under 25	4,431	9.8	+	7.2	+	74%	+	2.57	√	80%	+	3,689
Female Over 24	4,056	7.0	√	5.7	√	66%	√	2.96	+	72%	√	3,376
With Disability	523	7.7	√	5.2	√	76%	+	2.66	√	80%	+	397
Student Visa	495	12.8	+	11.3	+	76%	+	2.79	+	78%	+	474
EOPS	1,884	11.7	+	9.9	+	89%	+	2.77	+	91%	+	1,807

Group	First-Time Students Attempting Units											
	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	2,040	9.5		6.7		72%		2.46		80%		1,572
American Indian	7	8.8	√	5.2	-	71%	√	2.36	√	83%	+	5
Asian	220	10.7	+	8.4	+	76%	+	2.64	+	83%	+	176
Black	72	10.2	+	6.4	√	68%	√	2.21	√	82%	+	49
Caucasian Citizen	511	10.1	+	7.3	+	74%	+	2.52	+	83%	+	413
Caucasian Resident	184	8.8	√	6.2	√	76%	+	2.49	+	81%	+	141
Latino Citizen	424	9.4	√	5.5	√	69%	√	2.28	√	79%	√	295
Latino Resident	57	7.8	√	6.1	√	72%	√	2.38	√	77%	√	45
Latino Other	102	8.9	√	6.3	√	76%	+	2.21	√	79%	√	82
Filipino	107	9.0	√	5.9	√	69%	√	2.17	√	79%	√	80
Others	356	8.8	√	6.8	+	69%	√	2.61	+	77%	√	286
Male	1,006	9.5	√	6.3	√	67%	√	2.37	√	77%	√	745
Female	1,024	9.5	√	7.1	+	78%	+	2.53	+	84%	+	819
Male Under 25	858	10.0	+	6.6	√	69%	√	2.32	√	79%	√	647
Male Over 24	148	6.5	-	4.6	-	50%	-	2.72	+	65%	√	98
Female Under 25	777	10.2	+	7.5	+	81%	+	2.47	+	87%	+	628
Female Over 24	247	7.1	-	5.7	√	67%	√	2.74	+	75%	√	191
With Disability	68	7.9	√	4.6	-	78%	+	2.31	√	79%	√	43
Student Visa	80	13.2	+	11.5	+	74%	+	2.72	+	78%	√	76
EOPS	210	13.0	+	10.5	+	94%	+	2.54	+	95%	+	199

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.

3.01.02. Success of Students Receiving Additional Services

Students completing orientation and their 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 3-6. Success and Persistence of New Students Completing Orientation, SEP, and Assessment

	Fall 2003
Course Success Rate	
<i>All new students</i>	61%
New students completing orientation	63%
New students completing SEP	75%
New students completing assessment	62%
Persistence to Spring	
<i>All new students</i>	67%
New students completing orientation	74%
New students completing SEP	86%
New students completing assessment	72%

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

The college offers many nontraditional learning opportunities. The table below shows the course success and persistence rates of students completing service learning hours through the college Service Learning Center. It also shows course success and persistence rates of students enrolled in classes offering Supplemental Instruction (SI).

Figure 3-7. Success and Persistence of Students Participating in Nontraditional Learning Opportunities

	Fall 2003
Course Success Rate	
<i>Overall</i>	67%
Students completing Service Learning	79%
Students enrolled in classes with SI	68%
Persistence to Spring	
<i>Overall</i>	70%
Students completing Service Learning	72%
Students enrolled in classes with SI	81%

source: Service Learning Center, SI Office, Grade Detail and Student Master Record data files

3.01.03. Student Satisfaction

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

Figure 3-8. Student Satisfaction Survey Results

% of Credit Students Responding "Excellent" or "Good"	Spring 2002	Spring 2003	Spring 2004
The education you are getting at GCC	80%	80%	82%
Campus friendliness to students	--	69%	71%
Transition from high school to GCC	--	--	71%

source: Spring Student Surveys

3.02. Educational Goals

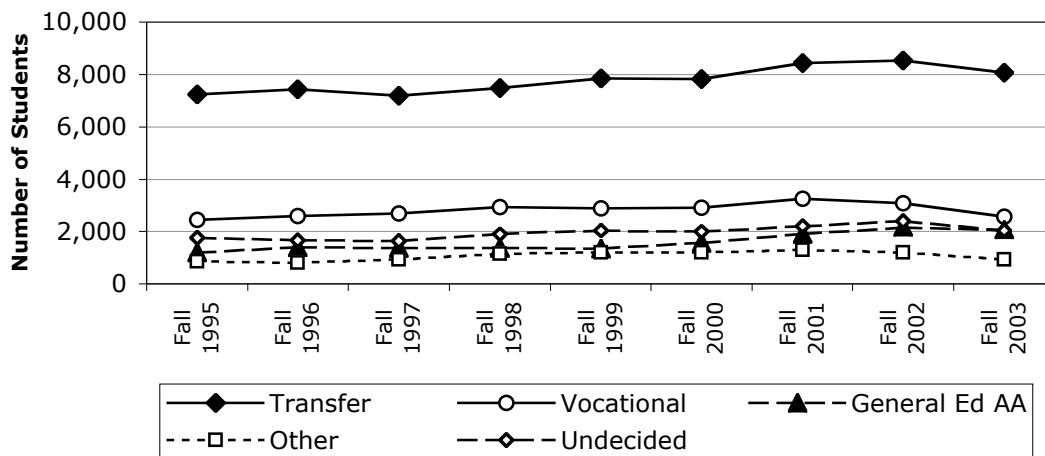
3.02.01. Student Characteristics by Educational Goal

About half of all credit students indicate that their goal is to transfer (with or without an associate’s degree). This represents a small decrease from the mid 1990s, when nearly 55% of credit students indicated a transfer goal.

About 17% of credit students have a vocational goal; this represents a small drop from about 20% in 1998. The number of students whose goal is an associate’s degree (without transfer) has increased somewhat, from 9% in 1995 to 13% in 2003.

Figure 3-9. Credit Enrollment by Educational Goal

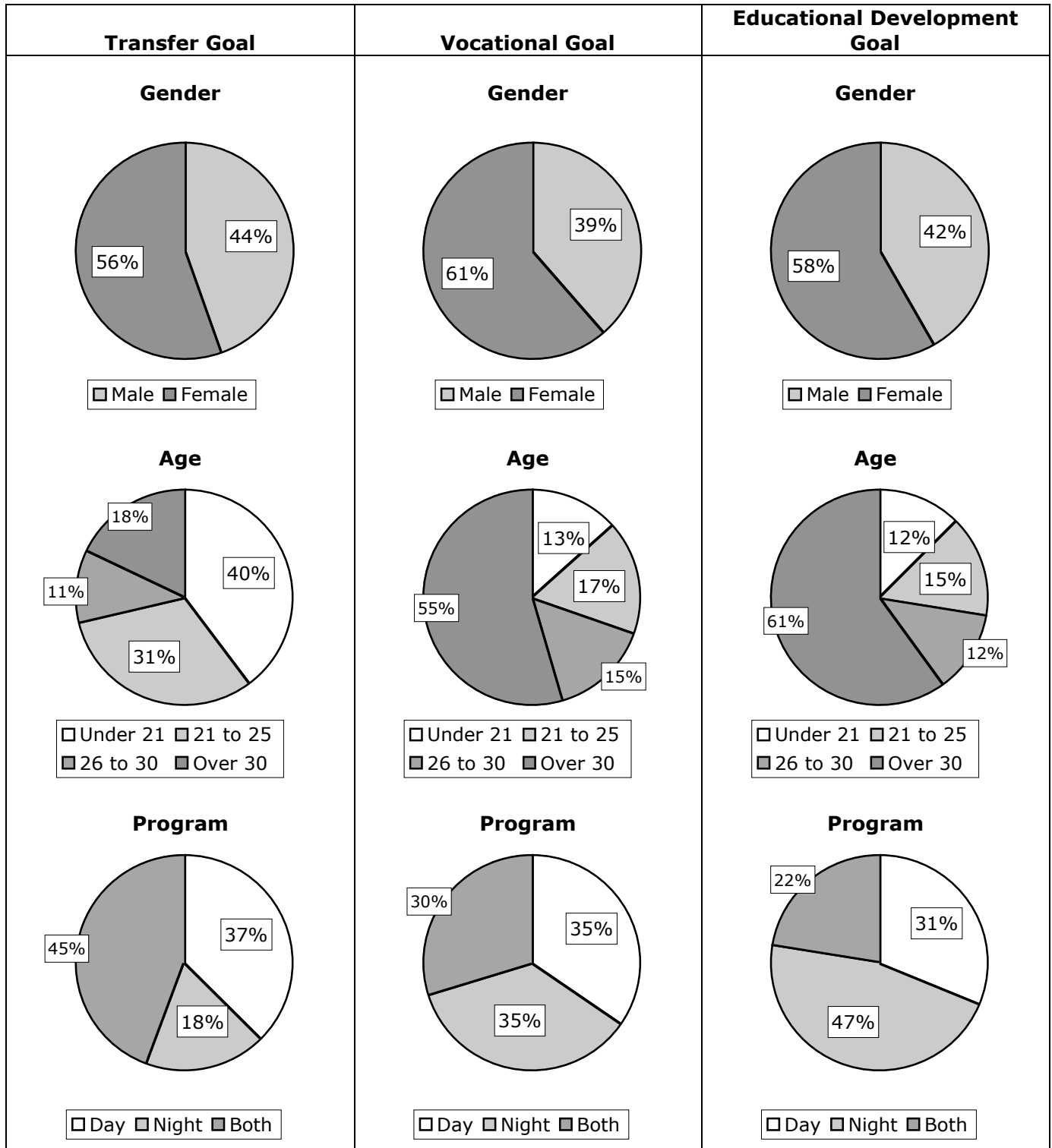
Goal	Fall 2001		Fall 2002		Fall 2003	
Transfer with AA	5,627	33%	5,564	32%	5,220	33%
Transfer without AA	2,821	16%	2,961	17%	2,861	18%
Associate’s degree	1,904	11%	2,178	12%	2,075	13%
Vocational degree	455	3%	401	2%	321	2%
Certificate	756	4%	738	4%	591	4%
Discover career interests	572	3%	511	3%	447	3%
Prepare for new career	680	4%	663	3%	590	4%
Advance current job	575	3%	548	3%	383	2%
Maintain licensure	227	1%	241	1%	264	2%
Educational development	901	5%	817	5%	627	4%
Improve English, Math	245	1%	200	1%	175	1%
Complete GED/diploma	143	1%	179	1%	134	1%
Undecided	2,208	13%	2,404	14%	2,057	13%
Unknown Goal	46	0%	150	1%	132	1%
Total	17,160	100%	17,555	100%	15,877	100%



source: GCC Semester Application database

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

Figure 3-10. Characteristics of Credit Students by Goal, Fall 2003



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

Transfer Goal	Vocational Goal	Educational Development Goal
<p>Citizenship</p> <p>Legend: US Citizen, Perm Res, Student, Other</p>	<p>Citizenship</p> <p>Legend: US Citizen, Perm Res, Student, Other</p>	<p>Citizenship</p> <p>Legend: US Citizen, Perm Res, Student, Other</p>
<p>Units Attempted</p> <p>Legend: 0 to 5.9 units, 6.0 to 11.9 units, 12.0 or more units</p>	<p>Units Attempted</p> <p>Legend: 0 to 5.9 units, 6.0 to 11.9 units, 12.0 or more units</p>	<p>Units Attempted</p> <p>Legend: 0 to 5.9 units, 6.0 to 11.9 units, 12.0 or more units</p>
<p>Units Completed</p> <p>Legend: 0 units, 0.1 to 5.9, 6.0 to 11.9, 12.0+</p>	<p>Units Completed</p> <p>Legend: 0 units, 0.1 to 5.9, 6.0 to 11.9, 12.0+</p>	<p>Units Completed</p> <p>Legend: 0 units, 0.1 to 5.9, 6.0 to 11.9, 12.0+</p>

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

The tables below show student ethnicity by credit educational goal. Students whose goal is transfer tend to mirror the ethnic diversity of the credit student population. Vocational students are somewhat more likely to be Anglo than the overall credit population. Educational development students are much more likely to be Anglo than students with other educational goals.

Figure 3-11. Ethnicity of Transfer Goal Students

Ethnicity	Fall 2001		Fall 2002		Fall 2003	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	1,407	17%	1,305	15%	1,104	14%
Caucasian/Armenian	2,548	30%	2,802	33%	2,848	35%
Latino/Hispanic	2,124	25%	2,103	25%	2,013	25%
Asian	1,039	12%	978	11%	902	11%
Filipino	521	6%	495	6%	450	6%
African-American	238	3%	270	3%	246	3%
American Indian	25	0%	28	0%	25	0%
Other	446	5%	441	5%	412	5%
Unknown	100	1%	103	1%	81	1%
Total	8,448	100%	8,525	100%	8,081	100%

Source: GCC Semester Application and Student Master Record databases

Figure 3-12. Ethnicity of Vocational Goal Students

Ethnicity	Fall 2001		Fall 2002		Fall 2003	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	874	27%	753	24%	597	23%
Caucasian/Armenian	877	27%	868	28%	718	28%
Latino/Hispanic	736	23%	669	22%	575	22%
Asian	336	10%	331	11%	282	11%
Filipino	152	5%	152	5%	130	5%
African-American	84	3%	96	3%	91	4%
American Indian	20	1%	22	1%	22	1%
Other	127	4%	141	5%	106	4%
Unknown	59	2%	70	2%	75	3%
Total	3,265	100%	3,102	100%	2,596	100%

Source: GCC Semester Application and Student Master Record databases

Figure 3-13. Ethnicity of Educational Development Goal Students

Ethnicity	Fall 2001		Fall 2002		Fall 2003	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	394	44%	317	39%	242	39%
Caucasian/Armenian	115	13%	111	14%	87	14%
Latino/Hispanic	137	15%	134	16%	99	16%
Asian	129	14%	116	14%	96	15%
Filipino	40	4%	42	5%	26	4%
African-American	24	3%	28	3%	21	3%
American Indian	4	0%	4	0%	3	0%
Other	35	4%	39	5%	29	5%
Unknown	23	3%	26	3%	24	4%
Total	901	100%	817	100%	627	100%

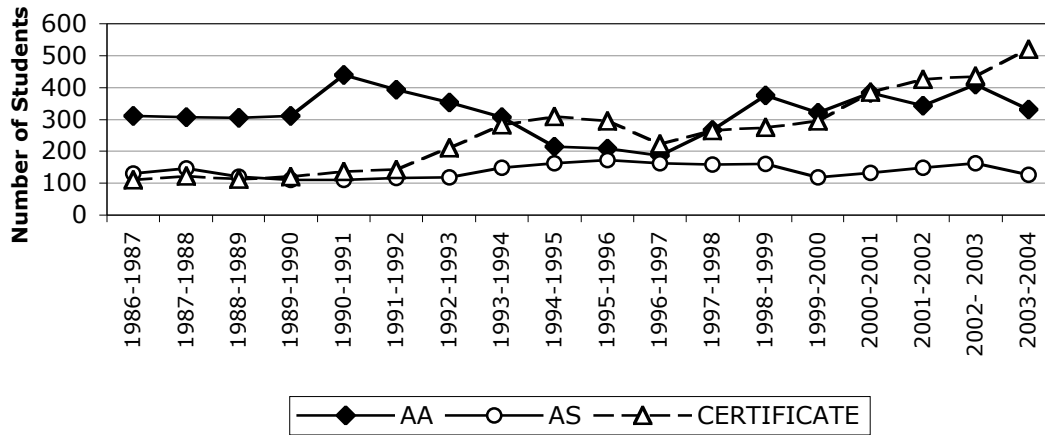
Source: GCC Semester Application and Student Master Record databases

3.03. Student Completion

3.03.01. Degrees & Certificates Awarded

Degree and certificate awards have increased from a low point in 1996-1997. Although the number of AS degrees awarded has been flat, both AA degrees and certificates have increased substantially since the mid 1990s.

Figure 3-14. Number of Degrees and Certificates Awarded by Academic Year



source: GCC Graduation database

Figure 3-15. Degrees and Certificates Awarded by Gender

Gender	AA Degrees			AS Degrees			Certificates		
	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Male	35%	33%	33%	20%	16%	18%	33%	35%	26%
Female	65%	67%	67%	80%	84%	82%	67%	65%	74%
Total	339	409	331	153	128	124	461	408	519

source: GCC Graduation database

Figure 3-16. Degrees and Certificates Awarded by Ethnicity

Ethnicity	AA Degrees			AS Degrees			Certificates		
	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Caucasian/Anglo	20%	19%	16%	14%	9%	16%	18%	15%	13%
Caucasian/Armenian	28%	31%	33%	40%	35%	35%	45%	50%	53%
Latino/Hispanic	22%	23%	23%	14%	18%	17%	18%	13%	17%
Asian	18%	11%	12%	20%	23%	21%	9%	11%	5%
Filipino	7%	8%	7%	11%	11%	9%	4%	3%	3%
African-American	2%	3%	4%	0%	2%	0%	1%	2%	3%
American Indian	0%	1%	0%	0%	0%	0%	0%	0%	0%
Other	3%	4%	4%	1%	2%	2%	5%	6%	5%
Total	339	409	331	153	128	124	461	408	519

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. The General Education/Transfer Studies AA continues to be the most popular degree; 246 were awarded in 2003-2004. The associate's degrees in Business Administration, Health Science, and Social Science are also frequently awarded.

The most awarded certificates are the Communications, General Office, and Receptionist/Office Clerk certificates. The most awarded AS degrees are in Registered Nursing, General Office, Child Development: Teacher, and Accounting.

Figure 3-17. Associate in Arts (AA) Degrees Awarded

Major	2001-2002	2002-2003	2003-2004	3-Year Total
Applied Arts	2	0	0	2
Biological Science	2	2	0	4
Business Administration	44	35	28	107
Choreographic Studies & Dance Techniques	1	0	0	1
English	6	3	0	9
Foreign Language: French	2	0	0	2
Foreign Language: Spanish	2	0	1	3
Foreign Language: Two Languages	3	5	2	10
General Education Transfer Studies	220	297	246	763
Health Science	7	13	16	36
Humanities	1	1	1	3
Interdisciplinary Humanities: American Response	0	0	0	0
Interdisciplinary Humanities: Creativity	0	0	0	0
Interdisciplinary Humanities: East-West Culture	0	0	0	0
Liberal Arts	3	0	0	3
Mathematics	2	2	0	4
Media/Communications	1	0	0	1
Music	1	1	0	2
Physical Education	1	1	0	2
Physical Science	3	1	0	4
Social Science	29	37	30	96
Speech/Communication	3	1	1	5
Theatre Arts	1	0	0	1
Visual Arts: Art History	0	2	0	2
Visual Arts: Graphic Arts	2	4	2	8
Visual Arts: Three Dimensional	2	0	1	3
Visual Arts: Two Dimensional	0	2	2	4
Visual Arts: Photography	0	0	0	0
Visual Arts: Animation	1	0	0	1
Visual Arts: Media Arts	0	0	1	1
Visual Arts: Advertising Art	0	2	0	2
Total	339	409	331	1,079

source: GCC Graduation database

Figure 3-18. Certificates and Associate in Science (AS) Degrees Awarded

Major	2001-2002		2002-2003		2003-2004		Total
	AS	Cert	AS	Cert	AS	Cert	
Accounting	22	28	18	14	15	32	129
Administration of Justice	3	6	0	5	4	6	24
Advertising Art	2	4	5	7	2	2	22
Aircraft Powerplant & Airframe	1	16	1	22	2	17	59
Animation: Classical Animation	0	2	1	5	0	2	10
Animation: Digital Animation	1	5	0	7	3	1	17
Architectural Drafting & Design	2	2	0	0	1	0	5
Art History	0	1	0	0	0	0	1
Art: Three Dimensional	0	1	0	1	0	0	2
Art: Two Dimensional	2	0	0	4	0	1	7
Aviation & Transportation: Aviation Administration	3	2	1	1	1	0	8
Aviation & Transportation: Flight Attendant	4	5	7	2	5	4	27
Aviation & Transportation: Pilot Training	2	1	1	2	1	3	10
Aviation & Transportation: Powerplant	0	23	0	22	0	10	55
Bookkeeping	0	9	0	7	0	16	32
Business Admin.: Financial Planning/Investment	0	0	0	0	0	1	1
Business Administration: General Business	2	2	3	0	3	2	12
Business Administration: International Business	2	0	1	1	2	0	6
Business Administration: Small Business	0	0	0	2	1	2	5
Business Office Tech: Administrative Assistant	1	3	0	3	0	3	10
Business Office Tech: Executive Secretary	1	1	0	1	0	0	3
Business Office Tech: General Office	15	30	8	65	13	47	178
Business Office Tech: Legal Secretary	2	0	0	0	0	2	4
Business Office Tech: Secretary	0	1	0	0	1	0	2
Ceramics	0	1	0	1	0	0	2
Certified Tax Preparer	0	12	0	2	0	17	31
Child Development/Teaching: Admin./Superv.	0	1	0	0	0	0	1
Child Development/Teaching: Infant/Toddler	1	2	3	2	0	5	13
Child Development/Teaching: Nursery School	6	4	2	1	2	1	16
Child Development/Teaching: School Age	3	2	1	0	0	1	7
Child Development: Master Teacher	1	2	1	4	1	3	12
Child Development: Site Supervisor	0	1	0	0	0	1	2
Child Development: Teacher	7	10	11	15	14	13	70
Choreographic Studies & Dance Techniques	1	1	3	2	0	0	7
Clerical Trainee	0	1	0	4	0	1	6
Communications	0	56	0	46	0	59	161
Computer Aided Manufacturing	0	5	1	2	0	1	9
Computerized Accounting Specialist	0	8	0	8	0	16	32
Computer Information Systems	6	5	4	2	5	7	29
Computer Operations Technician	0	0	0	1	0	0	1
Computer Operator	0	7	0	4	0	1	12
Computer Programmer	0	7	0	1	0	4	12
Computer Science	1	2	2	1	3	3	12
Computer Software Technician	2	7	0	1	1	2	13
Computer Support Technician	0	9	0	4	0	0	13
Cosmetology	0	1	0	0	0	0	1
Culinary Arts	0	10	0	10	0	10	30
Desktop Publishing	0	1	0	0	2	2	5
Desktop Publishing Technician	0	1	0	0	0	1	2

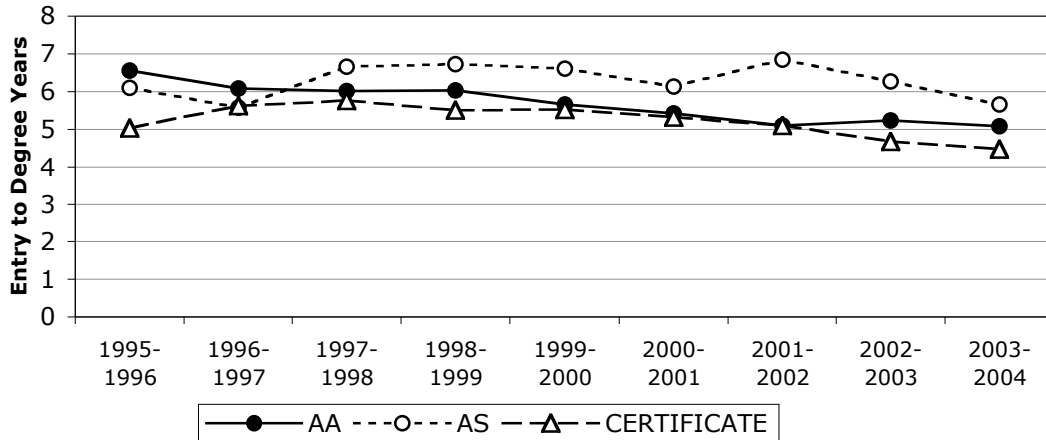
Section 3. Student Success

Major	2001-2002		2002-2003		2003-2004		Total
	AS	Cert	AS	Cert	AS	Cert	
Dietary Service Supervisor	0	10	3	10	0	9	32
Electronics & Comp. Tech: Automation Systems	0	1	0	0	0	0	1
Electronics & Comp. Tech: Computer Systems	3	3	0	1	2	3	12
Electronics & Comp. Tech: Computer Repair	0	10	0	0	0	6	16
Electronics & Comp. Tech: Electronics Engineering	2	4	2	4	1	2	15
Electronics & Comp. Tech: Elect. Tech. Apprentice	0	1	0	0	0	0	1
Electronics & Computer Technology	1	0	0	0	0	0	1
Engineering/Electro-Mech. Design: Drafting/CAD	0	1	0	2	0	0	3
Engineering/Electro-Mech. Design: Electr. Design	0	1	0	2	0	0	3
Engineering/Electro-Mech. Design: Mech. Design	0	0	0	1	0	1	2
Engineering/Electro-Mechanical Design	2	2	0	1	0	0	5
Fashion Design Merchandising	2	3	0	1	0	0	6
Fire Technology	0	1	0	0	0	4	5
Fitness Specialist	0	0	1	1	2	4	8
Hotel/Restaurant Management	1	2	3	1	2	3	12
International Business Specialist	0	2	0	2	0	0	4
Management	1	4	1	2	1	2	11
Marketing	0	0	0	0	0	2	2
Marketing Specialist	0	1	0	0	0	1	2
Mass Communications	0	0	0	1	1	0	2
Medical Admin. Services: Medical Front Office	2	5	1	5	1	5	19
Medical Admin. Services: Medical Secretary	0	0	0	0	0	1	1
Medical Admin. Services: Medical Transcription	0	0	0	1	0	0	1
Microsoft Office Specialist (MOS) – Option 1	0	13	0	1	0	5	19
Microsoft Office Specialist (MOS) – Option 2	0	6	0	5	0	1	12
Microsoft Office Specialist (MOS) – Option 3	0	5	0	1	0	6	12
Microsoft Office Specialist (MOS) – Option 4	0	8	0	10	0	16	34
Microsoft Office Specialist (MOS) – Option 5	0	7	0	6	0	12	25
Microsoft Office Specialist (MOS) – Option 6	0	0	0	0	0	0	0
Microsoft Office Specialist (MOS) – Option 7	0	0	0	2	0	5	7
Music	0	0	0	1	1	1	3
Office Administration: Admin. Assistant	0	0	0	0	0	0	0
Office Administration: General Office	3	0	1	0	1	0	5
Office Administration: General Secretary	1	0	0	0	0	0	1
Photography	1	1	0	1	0	1	4
Public Relations	0	0	0	0	0	2	2
Real Estate	1	9	2	3	1	8	24
Receptionist/Office Clerk	0	0	0	12	0	53	65
Registered Nursing	34	27	36	15	25	37	174
Retail Management	0	0	0	1	0	0	1
Small Business Specialist	0	0	0	1	0	1	2
Specialist in Alcohol/Drug Studies	3	18	1	17	2	20	61
Television Production: Mass Media	0	0	0	0	0	1	1
Television Production: Videography	0	0	0	1	2	0	3
Theater Arts	0	0	0	1	0	1	2
Vocational Nursing	1	11	1	3	0	0	16
Web Graphics	0	6	0	4	0	4	14
Web Publishing Specialist	1	0	2	3	0	1	7
Welding, Occupational (Combination Welder)	1	1	0	3	0	2	7
Total	153	461	128	408	124	519	1,793

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 5.1 years for degrees completed in 2003-2004, representing a decrease from over 6 years in the mid 1990s. Time to AS degrees and certificates has also decreased.

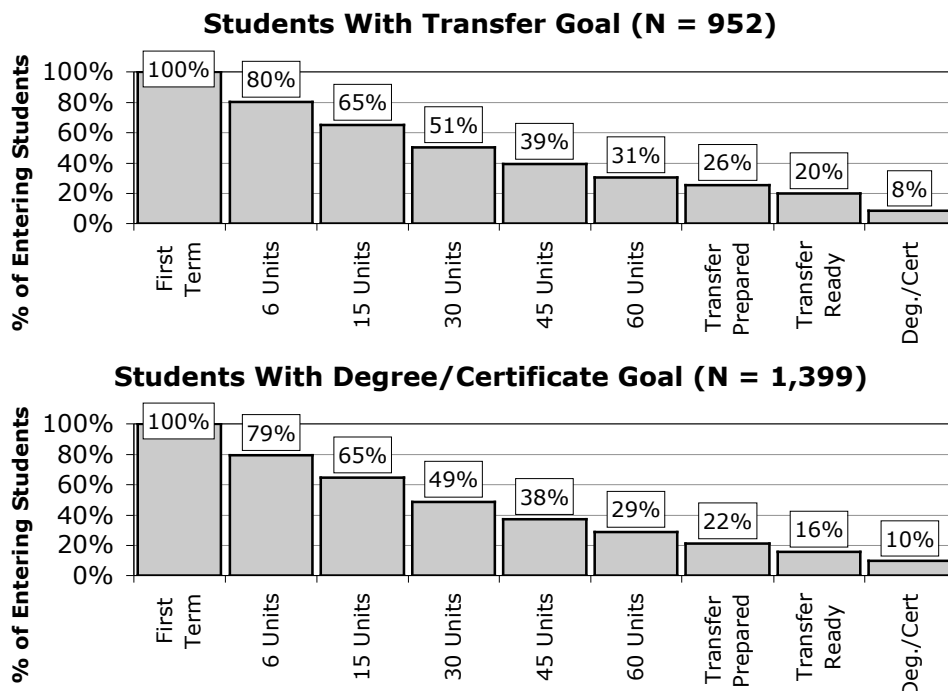
Figure 3-19. Mean Entry to Degree Time (Years)



source: GCC Graduation database

The graphs below show success benchmarks for students entering GCC as first-time college students in Fall 2000. The percentage of entering students reaching each benchmark within four years is shown. Transfer prepared students have completed at least 56 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 3-20. Percentage of Fall 2000 Entering Cohort Achieving Success Within 4 Years



source: GCC Grade Detail, Dictionary, and Graduation data files

3.03.02. Continuing and Community Education Student Completion

The GCC Continuing and Community Education department offers 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 3-21. Continuing and Community Education Student Completion

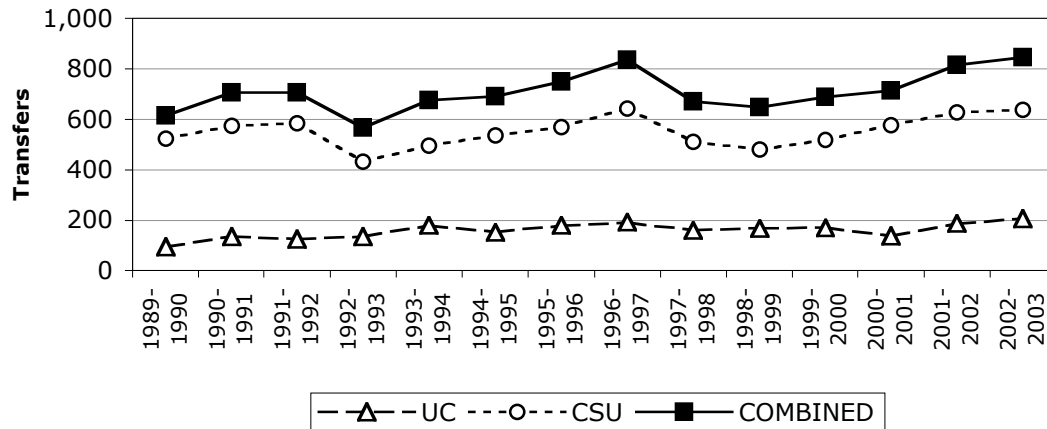
	2003-2004
Students obtaining GED	75
Students completing high school diploma	5
Successful student completions of high school courses	321
CASAS Benchmarks	
Students earning ESL CASAS benchmarks	1,483
Students earning Adult Basic Education CASAS benchmarks	14

source: GCC Continuing and Community Education Program

3.03.03. 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 been increasing since 1998. Transfers to UC institutions have increased almost 25% since 1998-1999.

Figure 3-22. Transfers from GCC to UC and CSU



source: California Postsecondary Education Commission (CPEC)

Figure 3-23. Transfer History

Year	Transfers To UC	Transfers To CSU	Transfers To Independents*	Total
1990-1991	133	574	56	763
1991-1992	123	584	106	813
1992-1993	133	433	33	599
1993-1994	180	495	48	723
1994-1995	153	537	39	729
1995-1996	181	569	55	805
1996-1997	192	644	20	856
1997-1998	160	512	35	707
1998-1999	167	482	39	688
1999-2000	170	518	39	727
2000-2001	136	577	107	820
2001-2002	188	628	91	907
2002-2003	208	638	--	--

source: California Postsecondary Education Commission (CPEC)

* Transfers to independent institutions are reported for students entering in the Fall semester only. Transfers to UC and CSU institutions are reported for students entering at any time during the academic year. Data on transfers to independent institutions have not been made available yet for 2002-2003.

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 3-24. Number of Transfers to Senior Institutions

Transfer Institution	2000-2001	2001-2002	2002-2003
CSU			
Northridge	312	328	344
Los Angeles	151	185	187
Pomona	40	43	30
Long Beach	22	24	32
Dominguez Hills	12	11	10
San Diego	5	4	3
Fullerton	10	10	8
Other CSU	25	23	24
CSU Total	577	628	638
UC			
Los Angeles	72	100	91
Irvine	14	35	47
Santa Barbara	13	18	24
Other UC	37	35	46
UC Total	136	188	208

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.

Figure 3-25. Performance of Upper-Division Students Transferring to CSU

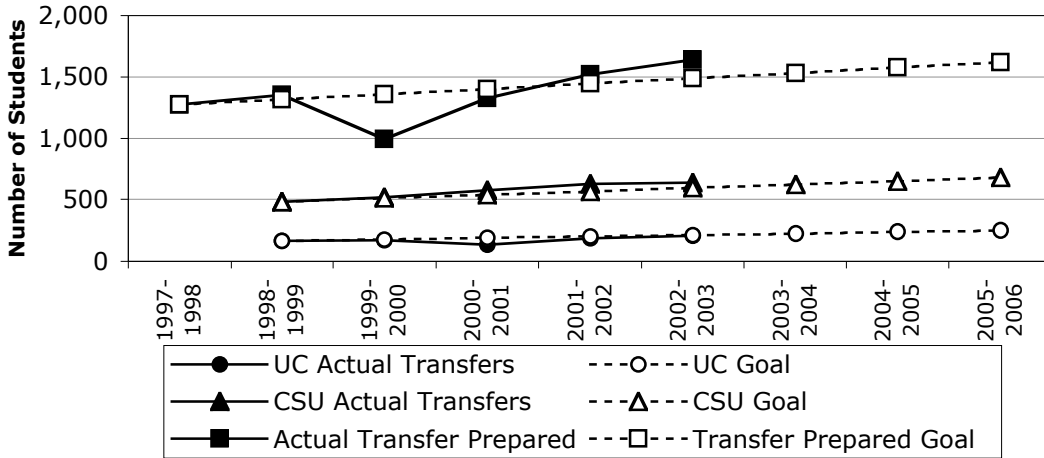
Performance Measure	Fall 2000	Fall 2001	Fall 2002
Number of Transfers Enrolled at CSU	296	322	323
Pre-Admission GPA	2.88	2.89	2.91
Fall-to-Fall Persistence	89%	86%	87%
Persistence of All CC Transfers	86%	86%	86%
CSU GPA of Persisters	2.86	2.90	2.94
CSU GPA of All Persisting Transfers	2.90	2.94	2.93

source: CSU Academic Performance Reports

3.03.04. Partnership for Excellence Goals

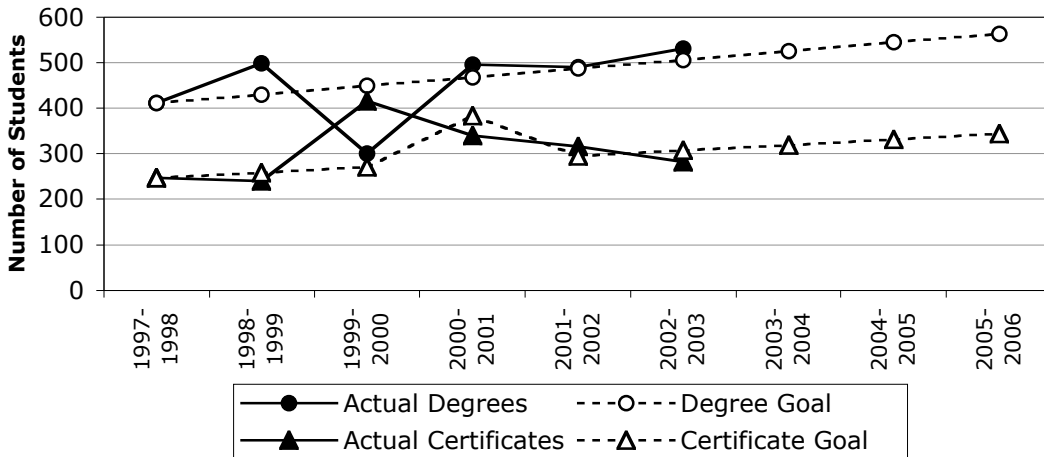
The Partnership for Excellence (PFE) was an agreement between the California Community Colleges and the California state legislature which provided increased funding in order to improve student success in five areas: transfer, degrees and certificates, successful course completion, workforce development, and basic skills improvement. The graphs below show GCC's progress toward statewide goals, assuming GCC's percentage growth should match the statewide percentage growth goal.

Figure 3-26. PFE Goal One: Transfer



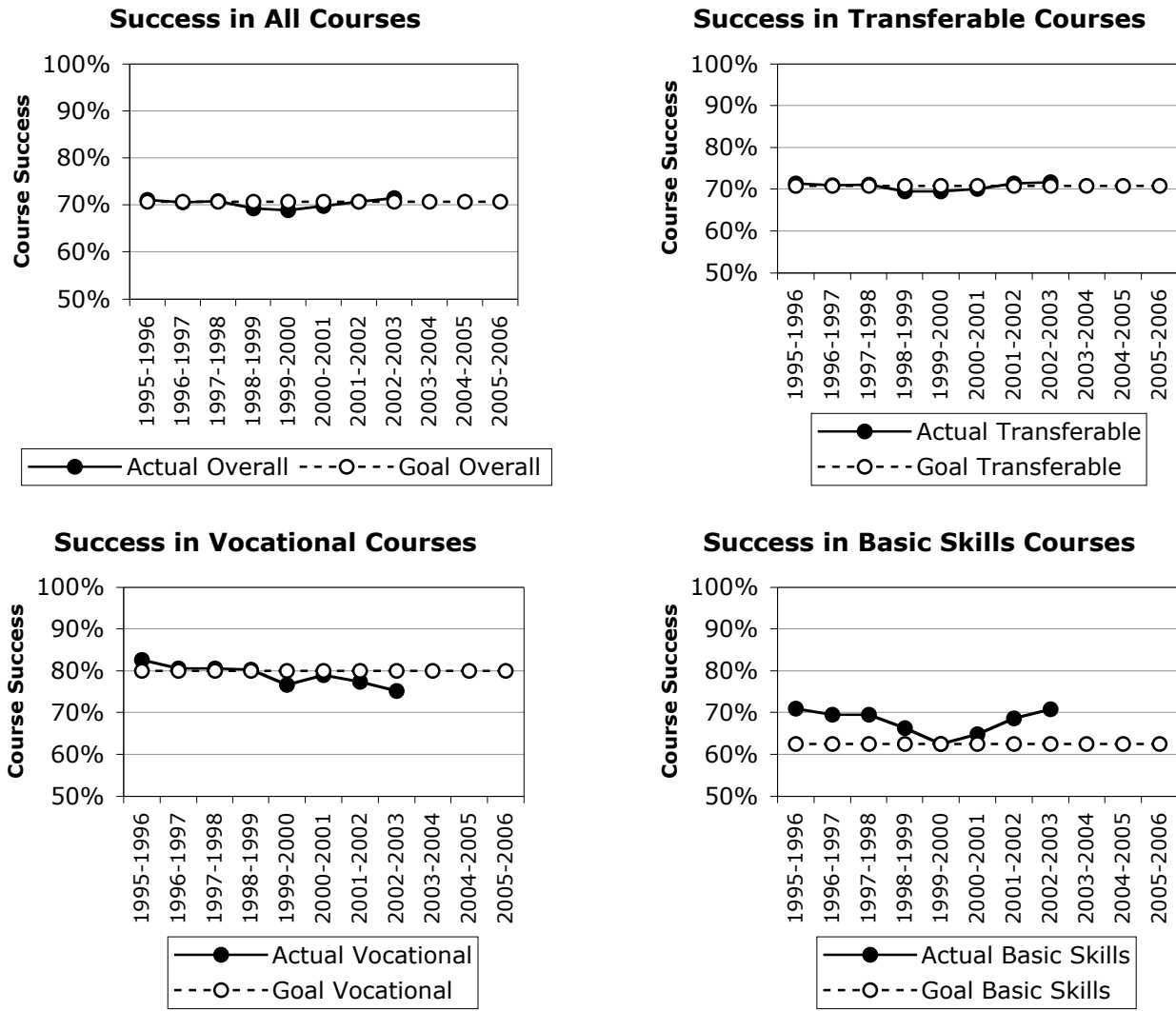
source: Chancellor's Office

Figure 3-27. PFE Goal Two: Degrees and Certificates



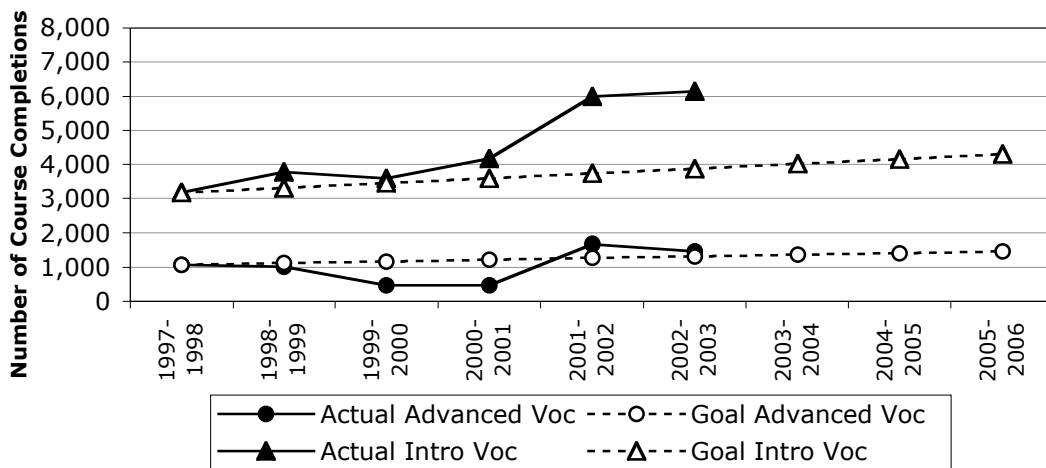
source: Chancellor's Office

Figure 3-28. PFE Goal Three: Successful Course Completion



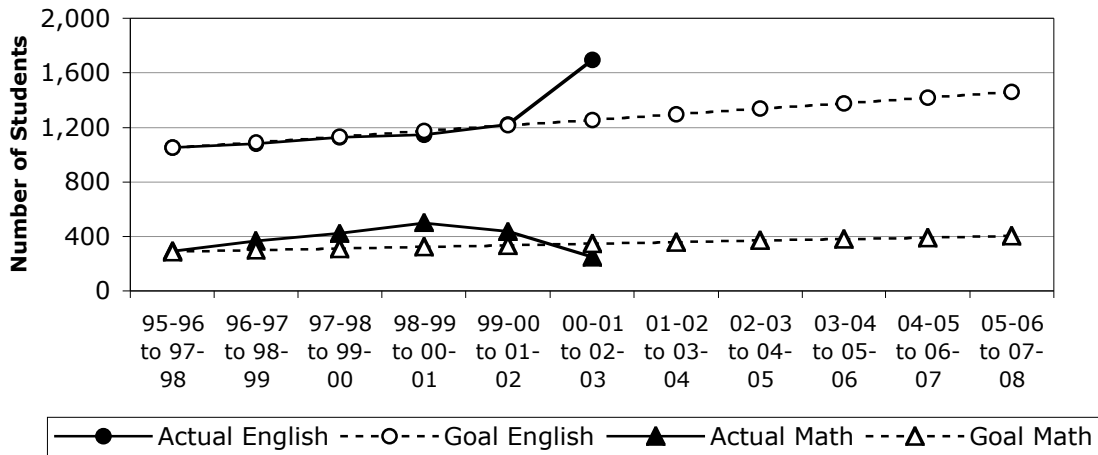
source: Chancellor's Office

Figure 3-29. PFE Goal Four: Workforce Development (Successful Vocational Course Completion)



source: Chancellor's Office

Figure 3-30. PFE Goal Five: Basic Skills Improvement



source: Chancellor's Office

3.03.05. 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, resulting in a larger entering cohort for Glendale.)

"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 3-31. Students Completing Goals Within 3 Years (150% of Normal Time)

Glendale Community College					
Entering Cohort	Number in Cohort	Non-Completers			Completers
		Still Enrolled	Not Enrolled	Transfers Out	Completers in 3 Years
Entering Fall 1997	513	27%	39%	17%	35%
Entering Fall 1998	495	31%	41%	19%	30%
Entering Fall 1999	369	24%	43%	25%	33%
Entering Fall 2000	726	22%	38%	20%	39%

Statewide (All California Community Colleges)					
Entering Cohort	Number in Cohort	Non-Completers			Completers
		Still Enrolled	Not Enrolled	Transfers Out	Completers in 3 Years
Entering Fall 1997	40,973	27%	41%	26%	33%
Entering Fall 1998	42,415	27%	44%	27%	31%
Entering Fall 1999	37,593	25%	40%	24%	35%
Entering Fall 2000	39,807	24%	41%	22%	34%

3.03.06. Workforce Placement of Students in Vocational Programs

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, also including transfer to a UC or CSU institution) and workforce retention (employment for three consecutive quarters after initial employment). The placement and retention 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.

The state has defined performance goals for placement and retention rates. These goals, and the differences between the goals and GCC's rates, are shown in the table. All data are aggregated across all vocational programs at GCC. In the table, "n.r." means not reported.

Figure 3-32. Workforce Placement and Retention of GCC Vocational Students

	Reporting Year		
	2002-2003	2003-2004	2004-2005
Workforce Placement			
Leavers & Completers	n.r.	496	591
Number Placed	n.r.	386	451
Percentage Placed	76%	78%	76%
State Performance Goal	83%	83%	83%
Difference	-3%	-8%	-7%
Workforce Retention			
Leavers & Completers	n.r.	306	379
Number Retained	n.r.	249	310
Percentage Retained	83%	81%	82%
State Performance Goal	83%	83%	83%
Difference	0%	-2%	-1%

source: Chancellor's Office Core Indicator Reports

Section 4

STAFF COMPOSITION

4.01. Faculty & Staff

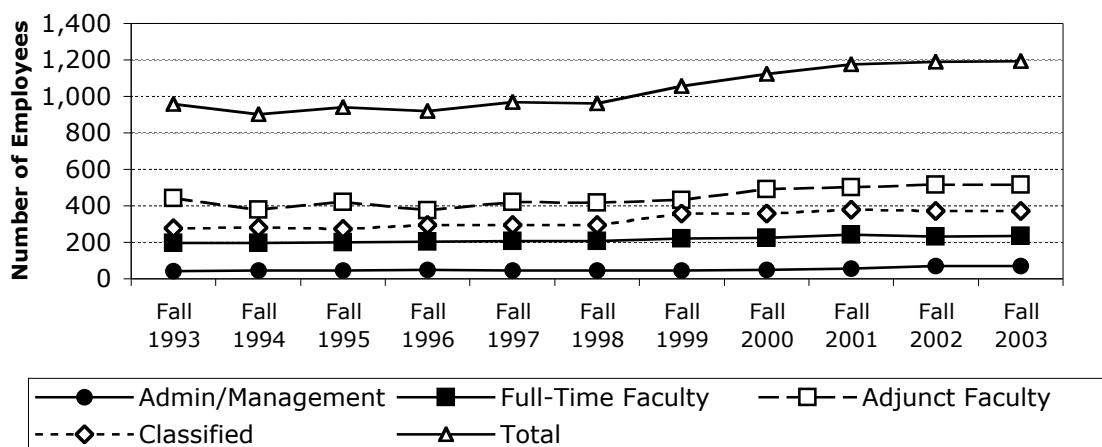
Page 45	4.01.01. Faculty & Staff Demographics
Page 47	4.01.02. Workload

4.01. Faculty & Staff

4.01.01. Faculty & Staff Demographics

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

Figure 4-1. Staff Composition by Employment Category



source: GCC Human Resources Office

Figure 4-2. Staff Composition by Gender, 2003-2004

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	11	33%	22	67%	33	100%
Classified Management	17	47%	19	53%	36	100%
Faculty						
Regular (Full-Time)	118	50%	117	50%	235	100%
Temporary (Adjunct)	267	52%	249	48%	516	100%
Professional/Non-Faculty	1	9%	10	91%	11	100%
Clerical/Secretarial	20	12%	144	88%	164	100%
Technical/Paraprofessional	48	38%	80	62%	128	100%
Skilled Crafts	6	100%	0	0%	6	100%
Service/Maintenance	39	61%	25	39%	64	100%
Total	527	44%	666	56%	1,193	100%

source: GCC Human Resources Office

Figure 4-3. Staff Composition by Ethnicity, 2003-2004

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	Total
Management							
Academic Management	0	1	2	30	0	0	33
Classified Management	0	1	4	23	6	2	36
Faculty							
Regular (Full-Time)	4	20	8	187	16	0	235
Temporary (Adjunct)	2	49	18	419	25	3	516
Professional/Non-Faculty	0	2	0	9	0	0	11
Clerical/Secretarial	1	10	3	119	24	7	164
Technical/Paraprofessional	1	5	9	81	25	7	128
Skilled Crafts	0	0	1	2	2	1	6
Service/Maintenance	0	1	6	19	36	2	64
Total	8	89	51	889	134	22	1,193

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Total
Management							
Academic Management	0%	3%	6%	91%	0%	0%	100%
Classified Management	0%	3%	11%	64%	17%	5%	100%
Faculty							
Regular (Full-Time)	2%	8%	3%	80%	7%	0%	100%
Temporary (Adjunct)	0%	9%	3%	81%	5%	1%	100%
Professional/Non-Faculty	0%	18%	0%	82%	0%	0%	100%
Clerical/Secretarial	1%	6%	2%	73%	15%	4%	100%
Technical/Paraprofessional	1%	4%	7%	63%	20%	5%	100%
Skilled Crafts	0%	0%	17%	33%	33%	17%	100%
Service/Maintenance	0%	1%	9%	30%	56%	3%	100%
Total	1%	7%	4%	75%	11%	2%	100%

source: GCC Human Resources Office

4.01.02. Workload

The standard measure of faculty workload is called load and is defined as Weekly Student Contact Hours (WSCH) divided by Full-Time Equivalent Faculty (FTEF). The following table shows instructional load by credit division. Because of some inflexibility in the coding of FTEF for certain lab classes, the FTEF reported in the Biology and Physical Sciences divisions are incorrect. Also note that the WSCH data for the load calculation includes enrollments in classes with weekly, daily, and positive attendance accounting methods.

Figure 4-4. Faculty Workload by Division

Division	2001-2002			2002-2003			2003-2004		
	WSCH	FTEF	Load	WSCH	FTEF	Load	WSCH	FTEF	Load
Allied Health	10,027	17.3	580	9,350	16.2	577	9,182	17.1	537
Biology	17,307	32.2	537	18,544	29.7	624	17,727	26.3	674
Business	57,004	88.1	647	54,579	85.5	638	49,160	85.2	577
College Services	3,401	3.8	895	3,593	3.6	998	3,049	2.3	1,326
English	43,933	82.8	531	43,098	79.4	543	41,132	79.4	518
ESL (Credit)	43,681	73.3	596	44,322	74.0	599	41,426	71.5	579
Health & PE	24,116	40.5	595	29,225	45.3	645	21,407	36.3	590
Language Arts	26,813	51.3	523	28,781	49.9	577	25,833	45.2	572
Mathematics	53,018	81.0	655	49,918	78.2	638	51,311	75.6	679
Physical Sciences	23,133	50.6	457	24,380	45.0	542	25,070	41.5	604
Social Sciences	70,075	99.0	708	73,615	97.6	754	57,393	88.8	646
Technology & Aviation	29,305	80.7	363	26,030	60.6	430	23,623	48.0	492
Visual & Performing Arts	50,493	82.8	610	50,009	78.5	637	44,798	73.9	606
Credit	452,306	783.4	577	455,444	743.5	613	411,111	691.1	595

Source: CCFS 320 and Class Master data files

Glendale Community College
Campus Profile 2004

Section 5

FISCAL CONDITION

- 5.01. Revenues
 - Page 49 5.01.01. Revenue Sources

- 5.02. Expenditures
 - Page 51 5.02.01. General Fund Activity
 - Page 53 5.02.02. Expenditure Comparison to Statewide Averages

- 5.03. Funded and Unfunded FTES
 - Page 54 5.03.01. Funded and Unfunded FTES

5.01. Revenues

5.01.01. Revenue Sources

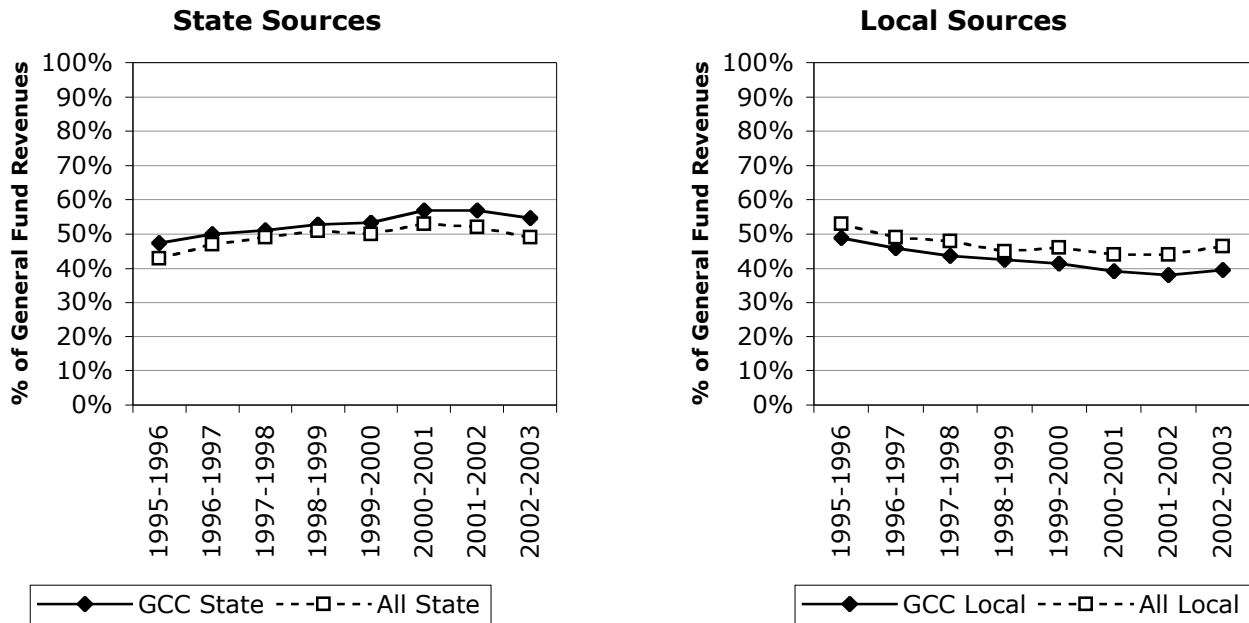
The tables below show GCC's revenue sources. Over half of GCC's general fund revenues come from state sources, compared to about 40% from local sources and 5% from federal sources.

Figure 5-1. General Fund Revenues, Glendale Community College

Year	State	Local	Federal	Total
1991-1992	\$26,661,275	\$8,671,499	\$1,847,618	\$37,180,392
1992-1993	\$22,462,608	\$14,086,900	\$1,530,518	\$38,080,026
1993-1994	\$21,621,010	\$24,860,781	\$1,957,797	\$48,439,588
1994-1995	\$14,148,430	\$21,089,306	\$1,685,822	\$36,923,558
1995-1996	\$24,803,517	\$25,653,537	\$1,940,246	\$52,397,300
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

source: Chancellor's Office Fiscal Data Abstracts

Figure 5-2. Percentage of General Fund Revenues by Source, Glendale College



source: Chancellor's Office Fiscal Data Abstracts

Figure 5-3. Specific Revenue Sources for GCC, 2002-2003

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	\$0	0%	1%
Higher Education Act	\$0	0%	1%
Workforce Investment Act	\$60,501	0%	0%
TANF (Temp. Assist. Needy Fam.)	\$0	0%	0%
Student Financial Aid	\$619,240	1%	0%
Veterans Education	\$932	0%	0%
Vocational Education Act (VTEA)	\$648,560	1%	1%
Other Federal Revenues	\$2,835,155	4%	2%
Federal Total	\$4,164,388	6%	5%
State			
State General Apportionment	\$26,279,045	36%	32%
Apprenticeship Apportionment	\$0	0%	1%
Other General Apportionments	\$4,868,440	7%	5%
Child Development	\$37,654	0%	0%
EOPS	\$785,847	1%	1%
DSPS	\$1,522,471	2%	1%
TANF (Temp. Assist. Needy Fam.)	\$191,434	0%	0%
CalWORKS	\$1,158,579	2%	1%
TTIP (Telecom & Tech. Infrastr.)	\$119,380	0%	0%
Other Categorical Apportionments	\$1,097,484	2%	2%
Instr. Improvement Grant	\$392,431	1%	0%
Other Reimbursed Cat. Prog.	\$463,271	1%	2%
Homeowners Property Tax Relief	\$69,923	0%	0%
Timber Yield Tax	\$0	0%	0%
Other Tax Relief Subventions	\$0	0%	0%
State Lottery Proceeds	\$2,357,751	3%	3%
State Mandated Costs	\$0	0%	0%
Other State Revenues	\$0	0%	1%
State Total	\$39,343,710	55%	49%
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	\$20,022,028	28%	36%
Contr/Gifts/Grants/Endowments	\$434,971	1%	0%
Contract Instructional Services	\$19,100	0%	0%
Other Contract Services	\$662,689	1%	0%
Sales & Commissions	\$168,363	0%	0%
Rentals and Leases	\$18,373	0%	0%
Interest/Investment Income	\$327,883	0%	0%
Student Fees/Charges			
Community Service Class	\$1,186,700	2%	1%
Dormitory	\$0	0%	0%
Enrollment	\$1,883,458	3%	3%
Field Trips/Nondist. Fac.	\$0	0%	0%
Health Services	\$302,721	0%	0%
Instr. Mat. Fees/Sales	\$203,459	0%	0%
Insurance	\$0	0%	0%
Student Records	\$130,905	0%	0%
Nonresident Tuition	\$2,371,598	3%	2%
Parking Services	\$251,259	0%	1%
Other Student Fees	\$378,688	1%	0%
Other Local Revenues	\$174,483	0%	1%
Local Total	\$28,536,678	40%	46%
Total Revenues	\$72,044,776	100%	100%

source: Chancellor's Office Fiscal Data Abstracts

5.02. Expenditures

5.02.01. General Fund Activity

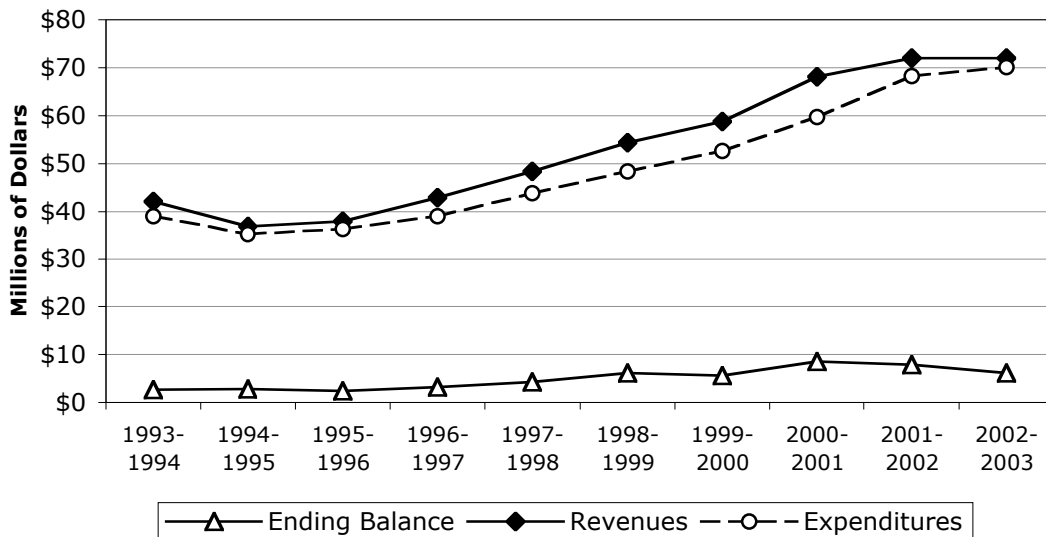
The table and graph below show revenues, expenditures, and ending fund balance since 1993-1994. Expenditures data do not include capital outlay.

Figure 5-4. GCC Fiscal Activity

FISCAL YEAR	ATTENDANCE FTES	ENDING FUND BALANCE (millions)	TOTAL REVENUE (millions)	EXPENDITURES (1000-5000) (millions)
1993-1994	10,730	\$2.70	\$42.09	\$38.97
1994-1995	11,028	\$2.77	\$36.92	\$35.21
1995-1996	10,977	\$2.35	\$37.87	\$36.33
1996-1997	11,765	\$3.15	\$42.86	\$39.01
1997-1998	12,587	\$4.28	\$48.28	\$43.79
1998-1999	13,648	\$6.09	\$54.30	\$48.31
1999-2000	14,132	\$5.59	\$58.77	\$52.69
2000-2001	15,251	\$8.58	\$68.06	\$59.65
2001-2002	17,320	\$7.94	\$71.96	\$68.19
2002-2003	17,407	\$6.10	\$72.04	\$70.15

source: Chancellor's Office Fiscal Data Abstracts

Figure 5-5. GCC Revenues, Expenditures, and Ending Fund Balance



source: Chancellor's Office Fiscal Data Abstracts

Figure 5-6. Glendale Community College General Fund Expenditures

CATEGORY	CODE	2000-2001	2001-2002	2002-2003
INSTRUCTION				
Agric. & Natural Resources	0100	\$0	\$0	\$0
Architecture & Environ. Design	0200	\$33,593	\$30,234	\$73,567
Biological Science	0400	\$880,459	\$933,026	\$995,248
Business & Management	0500	\$1,727,111	\$2,290,415	\$2,161,837
Communications	0600	\$283,963	\$377,312	\$367,565
Computer & Information Systems	0700	\$1,747,419	\$1,911,302	\$2,106,424
Education	0800	\$1,733,201	\$2,094,386	\$2,450,946
Engineering & Related Tech.	0900	\$1,437,690	\$1,364,876	\$1,183,842
Fine & Applied Arts	1000	\$2,574,422	\$2,874,682	\$2,988,826
Foreign Language	1100	\$552,191	\$718,640	\$786,497
Health	1200	\$1,011,478	\$1,233,410	\$1,230,519
Consumer Ed. & Home Econ.	1300	\$1,172,695	\$1,314,392	\$1,389,918
Law	1400	\$67,433	\$74,985	\$80,311
Humanities	1500	\$7,467,211	\$8,484,172	\$8,633,606
Library Science	1600	\$0	\$0	\$0
Mathematics	1700	\$1,957,824	\$2,440,919	\$2,687,179
Military Studies	1800	\$0	\$0	\$0
Physical Science	1900	\$1,403,835	\$1,595,723	\$1,616,987
Psychology	2000	\$400,067	\$446,173	\$466,137
Public Affairs & Services	2100	\$416,927	\$459,282	\$381,752
Social Sciences	2200	\$2,179,758	\$2,534,676	\$2,610,609
Commercial Services	3000	\$277,084	\$353,482	\$306,854
Interdisciplinary Studies	4900	\$1,123,080	\$1,550,637	\$1,245,112
Instr. Staff Ret. Benefits	5900	\$0	\$0	\$0
INSTRUCTION SUBTOTAL		\$28,447,441	\$33,082,724	\$33,763,736
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	\$3,268,019	\$3,803,479	\$3,969,111
Instructional Support Services	6100	\$4,297,242	\$4,870,452	\$4,686,528
Admissions & Records	6200	\$1,372,971	\$1,554,326	\$1,581,840
Counseling & Guidance	6300	\$3,004,451	\$3,313,378	\$3,721,397
Other Student Services	6400	\$4,788,554	\$5,282,602	\$5,342,163
Operation/Maintenance of Plant	6500	\$4,565,623	\$5,031,103	\$234,887
Planning & Policy Making	6600	\$1,982,108	\$1,943,635	\$14,244
Gen. Inst'l. Support Services	6700	\$7,315,305	\$7,966,962	\$4,999,863
ADMINISTRATIVE/SUPPORT SUBTOTAL		\$30,594,273	\$33,765,937	\$24,550,033
OTHER ACTIVITIES				
Community Services	6800	\$863,433	\$976,597	\$1,058,115
Ancillary Services	6900	\$884,311	\$930,672	\$959,834
Auxiliary Operations	7000	\$652,367	\$902,256	\$142,490
Physical Prop./Related Acquis.	7100	\$152,962	\$118,763	\$654,075
Long-Term Debt	7200	\$309,886	\$149,306	\$39,898
Transfers/Student Aid/Other	7300	\$0	\$0	\$5,910
OTHER ACTIVITIES SUBTOTAL		\$2,862,959	\$3,077,594	\$2,860,322
TOTAL		\$61,904,673	\$69,926,255	\$61,174,091

source: Chancellor's Office Fiscal Data Abstracts

5.02.02. 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 2002-2003, GCC spent 40% of general fund expenditures on administrative and support functions, compared to a statewide average of 45%.

Figure 5-7. General Fund Expenditures as Percentage of Total Expenditures

CATEGORY	Glendale			Statewide		
	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003
Objects 1000-6000						
Certificated Salaries	45%	46%	45%	42%	43%	43%
Classified Salaries	28%	28%	29%	24%	24%	24%
Employee Benefits	12%	12%	13%	13%	14%	16%
Supplies & Materials/ Operating Expenses	12%	12%	11%	15%	15%	14%
Capital Outlay	4%	2%	2%	5%	4%	2%
Total	100%	100%	100%	100%	100%	100%
Administrative/Support						
Instructional Administration	5%	5%	6%	7%	6%	6%
Instructional Support Services	7%	7%	8%	4%	4%	4%
Admissions & Records	2%	2%	3%	2%	2%	2%
Counseling & Guidance	5%	5%	6%	5%	4%	4%
Other Student Services	8%	8%	9%	7%	7%	6%
Plant Operation/Maintenance	8%	7%	0%	9%	8%	7%
Planning & Policy Making	3%	3%	0%	4%	3%	3%
Gen. Inst'l Support Services	12%	11%	8%	13%	13%	13%
% of All Expenditures	51%	48%	40%	50%	46%	45%

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 5-8. Current Expense of Education

	Glendale (millions of dollars)			Statewide (billions of dollars)		
	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003
Current Expense of Education	\$46.0	\$53.4	\$54.6	\$3.7	\$4.1	\$4.3
Salaries of Classroom Instructors	\$23.3	\$26.9	\$27.4	\$1.9	\$2.2	\$2.2
% Expended for Instructor Salaries	51%	50%	50%	52%	52%	52%

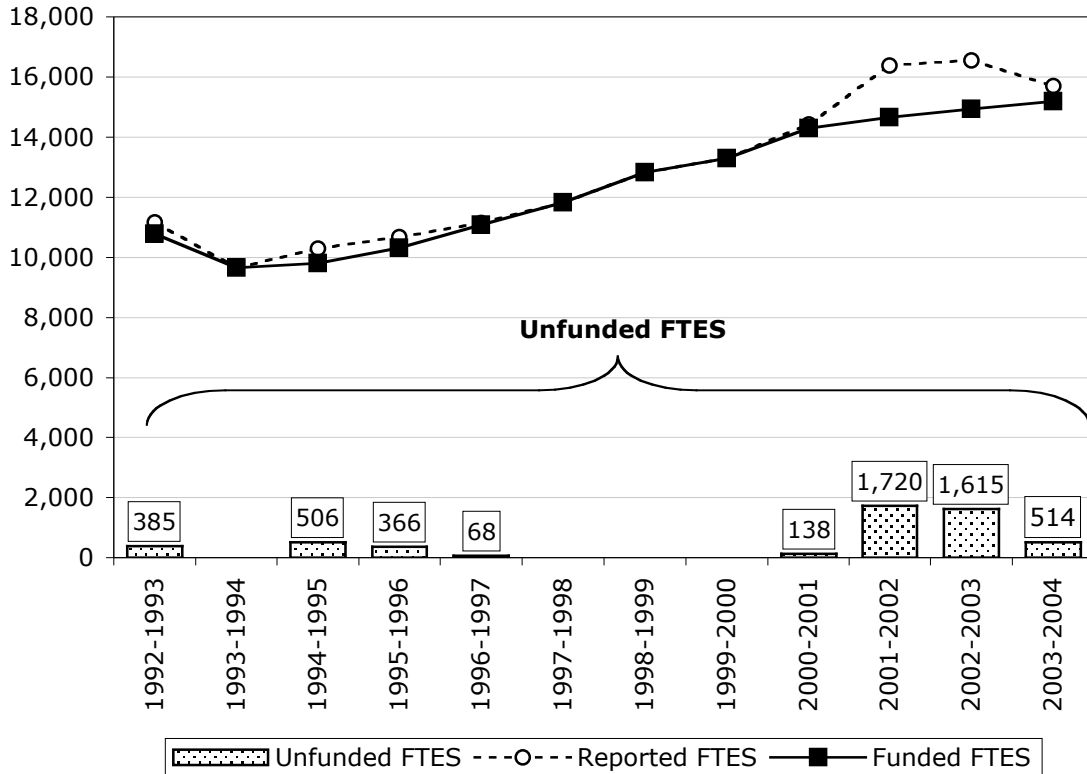
source: Chancellor's Office Fiscal Data Abstracts

5.03. Funded and Unfunded FTES

5.03.01. 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 5-9. Funded and Unfunded Resident FTES History



source: Annual GCC Budgets

Glendale Community College
Campus Profile 2004

Appendix

KEY PERFORMANCE INDICATORS



Key Performance Indicators

As part of its Master Plan, GCC has defined 10 goals, each including Key Performance Indicators (KPIs). The Campus Profile includes information addressing many of the KPIs.

Goal One: Focus the educational program on core competencies throughout the curriculum

KPI 1-1: Percentage of students with at least 45 units who meet the following competency requirements: reading, writing, critical thinking, quantitative reasoning, oral communication, information competency, study skills

Goal Two: Increase the quantity and variety of learning opportunities that promote student success

KPI 2-1: Course success rates overall and in sections using various learning opportunities [**page 26**]

KPI 2-2: Persistence rates overall and in sections using various learning opportunities [**page 26**]

KPI 2-3: Completion rates overall and in sections using various learning opportunities

KPI 2-4: Satisfaction of students overall and in sections using various learning opportunities

KPI 2-5: Faculty satisfaction with technological resources and support available for instruction

Goal Three: Make the college more responsive to student needs

KPI 3-1: Student satisfaction with course scheduling [**page 20**]

KPI 3-2: Percentage of students reporting no conflict in class schedules [**page 20**]

KPI 3-3: Percentage of students reporting no problem with class availability [**page 20**]

KPI 3-4: Student time to goal completion [**pages 36, 42**]

KPI 3-5: Average ratings of student satisfaction with campus friendliness [**page 27**]

KPI 3-6: Ratings of GCC student engagement using the National Survey of Student Engagement

Goal Four: Streamline the delivery of student services and increase student success by focusing on preventive services

KPI 4-1: Success and persistence rates of students completing orientation [**page 26**]

KPI 4-2: Success and persistence rates of students completing assessment [**page 26**]

KPI 4-3: Success and persistence rates of P1 (first semester on probation) students receiving preventive interventions

KPI 4-5: Satisfaction of students with student services as measured through surveys and focus groups [**page 18**]

Goal Five: Expand educational programs and services through the South Glendale complex

KPI 5-1: Number student-hours served per semester at the South Glendale complex [**page 24**]

KPI 5-2: Success rate in courses taught at the South Glendale complex

KPI 5-3: Number of GCC non-credit students receiving GEDs and/or skills awards per semester [**page 37**]

KPI 5-4: Percentage of GCC non-credit students taking GCC credit courses concurrently or the following semester [**page 19**]

KPI 5-5: Student satisfaction with services offered at the South Glendale complex

Goal Six: Increase collaboration with the K-12 system and the college's GED program to provide a seamless transition from high school to college

- KPI 6-1: Initial placement of students coming from high schools through outreach partnerships with the college or through the college's GED program
- KPI 6-2: First semester success rates of students coming from the college's GED program or from high schools involved in outreach partnerships
- KPI 6-3: Student satisfaction with transition from high school or GED to college **[page 27]**

Goal Seven: Increase faculty and staff excellence in all aspects of college operations

- KPI 7-1: Administration, faculty, and staff satisfaction with staff development activities and offerings
- KPI 7-2: Faculty satisfaction with division life
- KPI 7-3: Administration, faculty, and staff satisfaction with governance leadership and effectiveness
- KPI 7-4: Administration, faculty, and staff satisfaction with the role of evaluation and recognition in encouraging excellence
- KPI 7-5: Administration, faculty, and staff satisfaction with hiring procedures
- KPI 7-6: Administration, faculty, and staff satisfaction with IT training, assistance, and support

Goal Eight: Improve the efficiency of administrative services and the revenue generation ability of the college

- KPI 8-1: Amount of revenues generated by grants and business partnerships
- KPI 8-2: Percentage of technology purchases that include provision for Total Cost of Ownership
- KPI 8-3: Decrease in operating costs due to reengineered processes and ERP implementation
- KPI 8-4: Employee satisfaction with the efficiency of administrative services

Goal Nine: Improve the data collection and integration of the planning and budgeting process

- KPI 9-1: Administration, faculty, and staff satisfaction with the integration between research planning and budgeting
- KPI 9-2: Administration, faculty, and staff satisfaction with the availability of necessary data
- KPI 9-3: Percentage of Master Plan KPIs measured
- KPI 9-4: Administration, faculty, and staff satisfaction with the integration between facilities planning and educational planning

Goal Ten: Upgrade the college's information technology infrastructure and its management information system

- KPI 10-1: Administration, faculty, staff, and student satisfaction with the ERP system
- KPI 10-2: Administration, faculty, staff, and student satisfaction with network availability, performance, and security

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