Campus Profile

2005

Glendale Community College

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Glendale Community College

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Research & Planning

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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.

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 57 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
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Section 1
COMMUNITY PROFILE

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
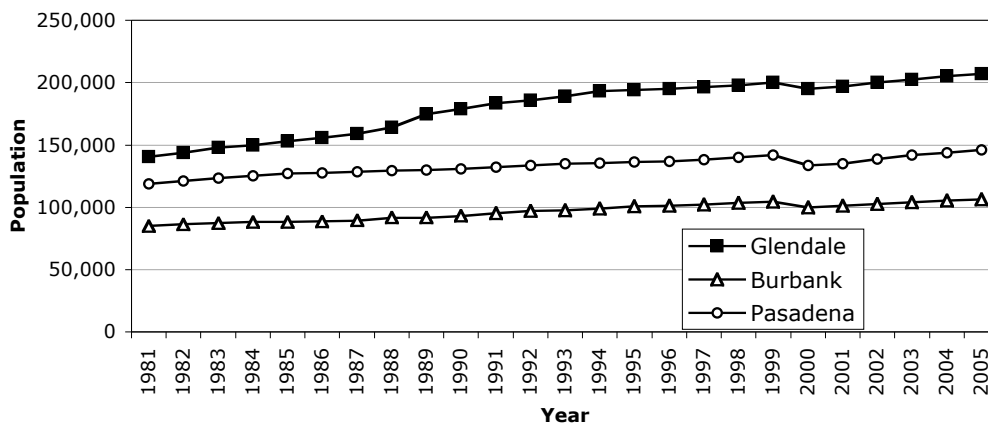
source: California Demographics Research Unit

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
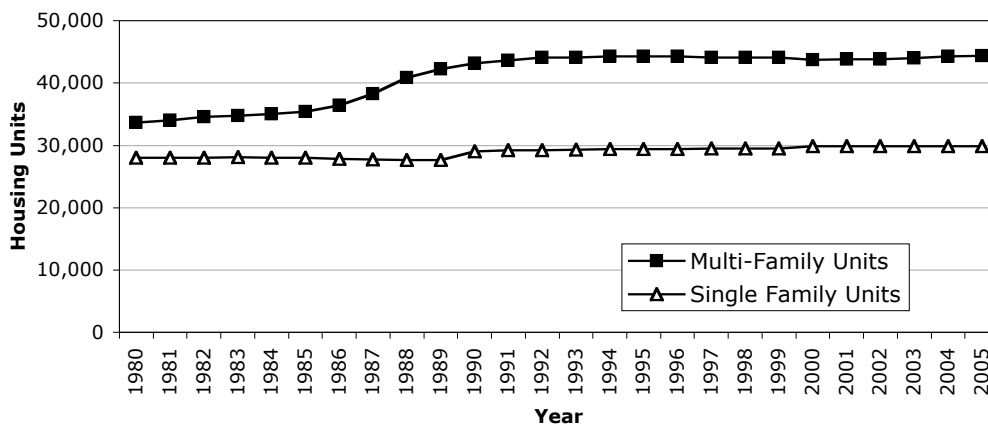
source: California Demographics Research Unit

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	
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, 2003-2004

☐ English Learners (EL) ☐ Fluent English Proficient (FEP) ☐ Native English Speakers
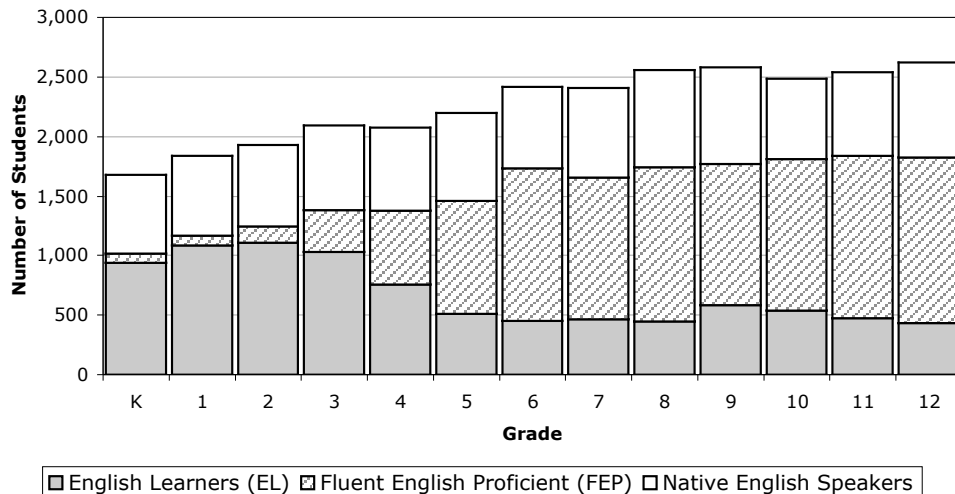
The Glendale Unified School District has a higher percentage of non-native English speakers than the average for school districts in Los Angeles County and the state of California. Approximately 70% of Glendale Unified students are non-native English speakers, compared to 56% for Los Angeles County and 40% for California. This pattern has been consistent for the past decade.

Figure 1-5. Percentage of Non-Native English Speakers in School Districts
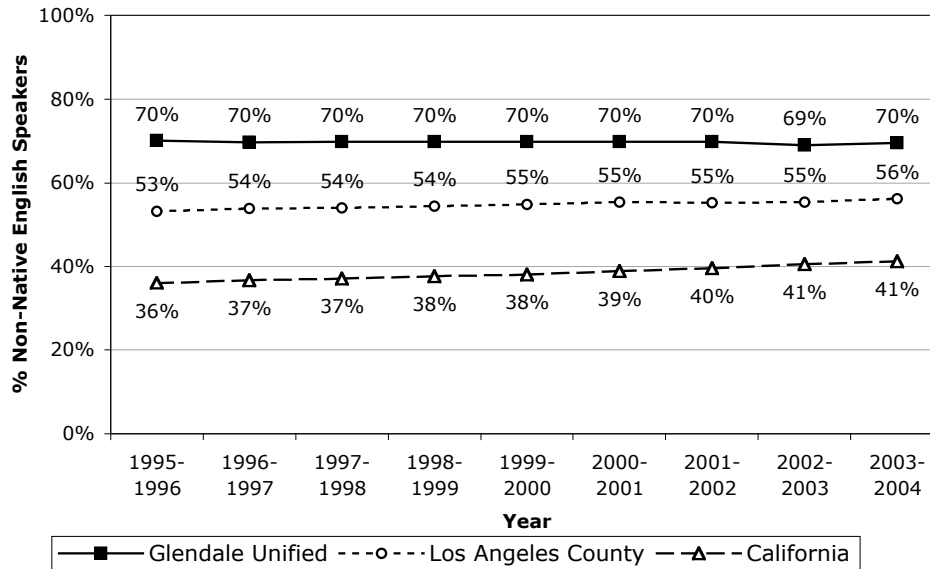
Armenian and Spanish are the most common native languages of Glendale Unified School District English Learners. By grade 12, 245 Armenian speakers, 87 Spanish speakers, and 41 Korean speakers were classified as English Learners.

Figure 1-6. Primary Language of GUSD English Learners, 2003-2004
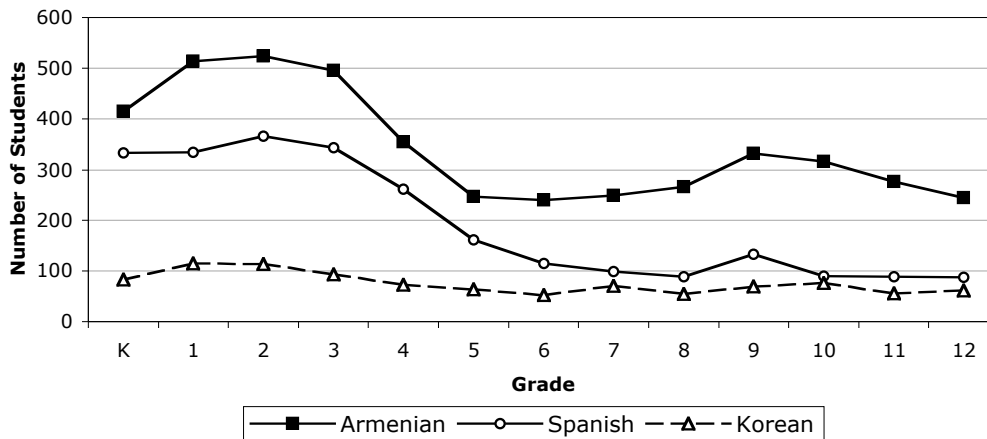
1.02.02. High School Articulation

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

School	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Change: 2000-2003 to 2004
Glendale District							
Glendale	231	355	268	293	321	290	-6%
Hoover	174	209	189	160	229	224	+14%
Crescenta Valley	195	137	153	117	119	130	-1%
Clark Magnet	0	0	0	55	111	88	+6%
Daily	16	19	24	23	21	11	-49%
Burbank District							
Burbank	45	78	82	99	101	131	+46%
Burroughs	33	58	46	50	63	55	+1%
Los Angeles District							
Belmont	10	49	43	47	53	53	+10%
Eagle Rock	72	68	41	45	30	39	-15%
Fairfax	5	3	7	3	7	6	+20%
Francis Poly	1	11	7	9	12	8	-18%
Franklin	58	42	46	63	46	54	+10%
Grant	1	6	3	9	8	8	+23%
Hollywood	12	19	14	26	19	13	-33%
Lincoln	4	15	10	11	11	34	+189%
Los Angeles High School	0	0	3	3	4	14	+460%
LA Center for Enriched Studies	0	5	17	16	6	3	-73%
Marshall	68	80	100	82	61	77	-5%
North Hollywood	2	5	10	10	17	12	+14%
Roosevelt	0	25	10	20	1	7	-50%
Verdugo Hills	43	42	60	40	40	84	+85%
Other LA District	--	59	64	70	53	59	-4%
Other Public Schools							
Alhambra	0	15	3	8	5	9	+16%
La Cañada	5	12	9	7	12	11	+10%
Muir	0	13	3	4	7	4	-41%
Private Schools							
Alex Pilibos	0	11	5	17	9	10	-5%
Bellarmine-Jefferson	21	10	8	5	5	6	-14%
Glendale Academy	10	6	3	6	5	5	+0%
Holy Family	25	2	7	9	11	7	-3%
Notre Dame	0	3	4	1	1	4	+78%
Providence	4	13	7	7	11	11	+16%
Ribet Academy	0	1	4	4	3	7	+133%
Sacred Heart	1	0	2	2	0	3	+200%
St. Francis	18	19	5	14	8	9	-22%
Village Christian	0	6	8	17	7	8	-16%
Other Private Schools	17	15	18	25	22	23	+15%
Total Freshmen	1,274	1,604	1,581	1,650	1,700	1,787	+9%
% from Glendale USD	48%	45%	40%	39%	47%	42%	-1%
% from Private Schools	8%	5%	4%	6%	5%	5%	+0%

source: GCC Semester Application 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
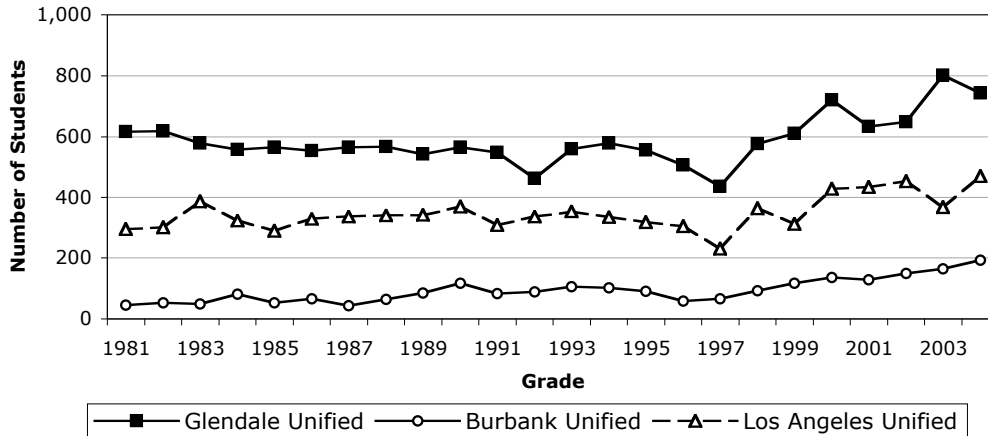
source: GCC Semester Application database

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	2003-2004	2001-2002	2002-2003	2003-2004
Glendale	31%	52%	81%	44%	72%	76%
Hoover	39%	54%	86%	54%	62%	79%
Crescenta Valley	68%	87%	96%	69%	91%	94%
Clark Magnet	36%	90%	99%	65%	97%	98%
Burbank	33%	57%	84%	49%	74%	80%
Burroughs	34%	57%	90%	65%	82%	89%
Marshall	29%	34%	70%	48%	65%	71%
Franklin	15%	26%	55%	43%	54%	55%
Belmont	24%	29%	45%	41%	54%	22%
Eagle Rock	25%	44%	72%	37%	68%	74%

source: California Department of Education

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Section 2
STUDENT ACCESS

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
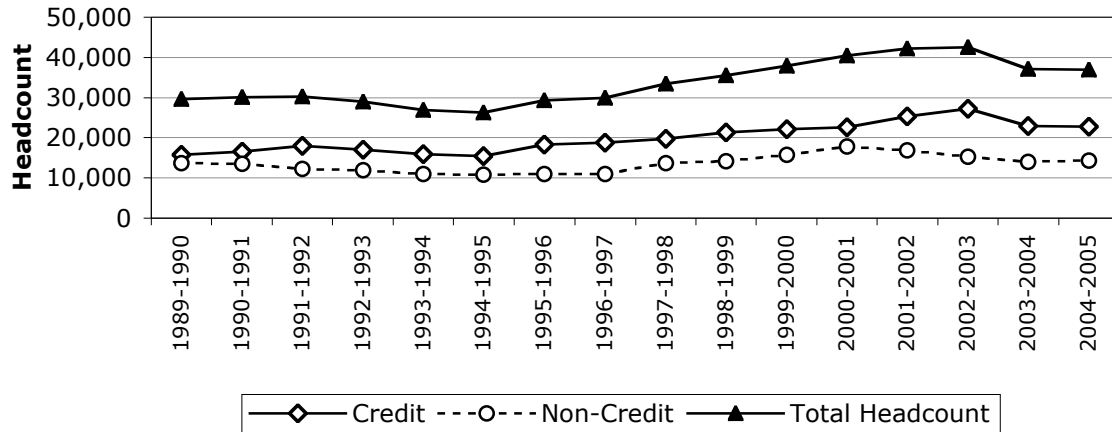
source: GCC SMR and AED databases

Figure 2-2. Headcount Enrollment, Academic Years

Category	2002-2003		2003-2004		2004-2005	
Credit Headcount	27,232	64%	22,942	62%	22,717	61%
Non-Credit Headcount	15,208	36%	14,091	38%	14,278	39%
Total	42,440	100%	37,033	100%	36,995	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	2002-2003		2003-2004		2004-2005	
Credit FTES	14,117.0	82%	13,224.9	79%	13,287.4	79%
Resident	*13,273.7*	*77%*	*12,452.9*	*74%*	*12,431.8*	*74%*
Non-Resident	*843.4*	*5%*	*772.0*	*5%*	*855.6*	*5%*
Non-Credit FTES	3,163.4	18%	3,530.8	21%	3,573.2	21%
Total	17,280.5	100%	16,755.7	100%	16,860.6	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 2002		Fall 2003		Fall 2004	
Credit Headcount	17,555	67%	15,877	68%	15,784	68%
Full-Time	*4,472*	*17%*	*4,766*	*21%*	*4,873*	*21%*
Part-Time	*13,083*	*50%*	*11,111*	*48%*	*10,894*	*47%*
Non-Credit Headcount	8,556	33%	7,326	32%	7,313	32%
Total	26,111	100%	23,203	100%	23,097	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 2002		Fall 2003		Fall 2004	
Continuing	11,198	64%	10,913	69%	9,469	60%
New	4,483	26%	3,373	21%	4,268	27%
First College	*2,661*	*15%*	*2,106*	*13%*	*2,706*	*17%*
From Other College	*1,822*	*10%*	*1,267*	*8%*	*1,562*	*10%*
Returning	1,874	11%	1,591	10%	2,041	13%
Return Transfer	*495*	*3%*	*415*	*3%*	*552*	*3%*
Return After Absence	*1,379*	*8%*	*1,176*	*7%*	*1,489*	*9%*
Total	17,555	100%	15,877	100%	15,784	100%
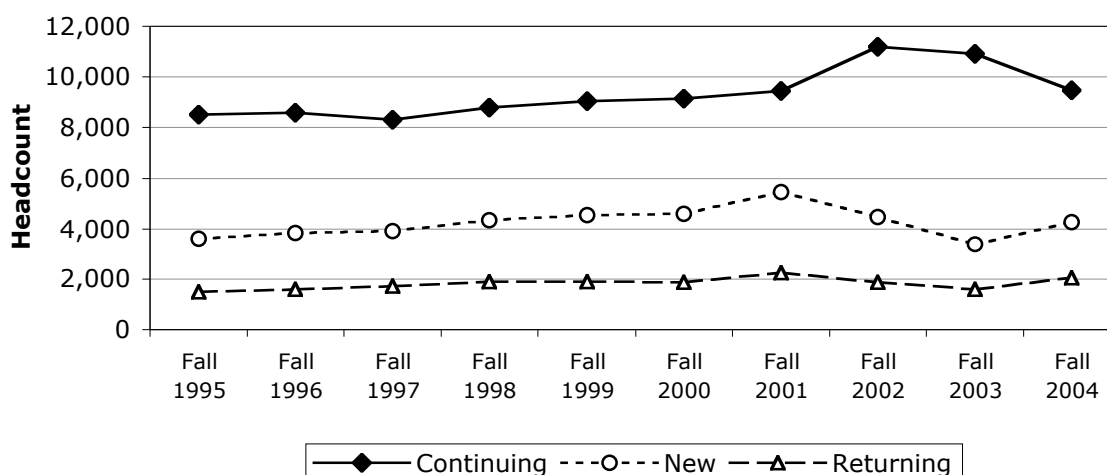
source: GCC SMR database

Mirroring a general trend in higher education, GCC serves more female students than male students. The ratio has been 60% female to 40% female 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 2002		Fall 2003		Fall 2004	
Male	7,124	41%	6,578	41%	6,513	41%
Female	10,431	59%	9,299	59%	9,271	59%
Total	17,555	100%	15,877	100%	15,784	100%

source: GCC SMR database

Figure 2-7. Age of Credit Students

Age Group	Fall 2002		Fall 2003		Fall 2004	
20 & Under	5,700	32%	5,348	34%	5,623	36%
21 to 25	4,297	24%	3,992	25%	4,030	26%
26 to 30	2,038	12%	1,829	12%	1,728	11%
31 to 50	4,688	27%	4,001	25%	3,718	24%
51 & Over	832	5%	707	4%	685	4%
Total Students	17,555	100%	15,877	100%	15,784	100%
Mean Age	27.9		27.5		27.1	
Median Age	23.0		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 2004
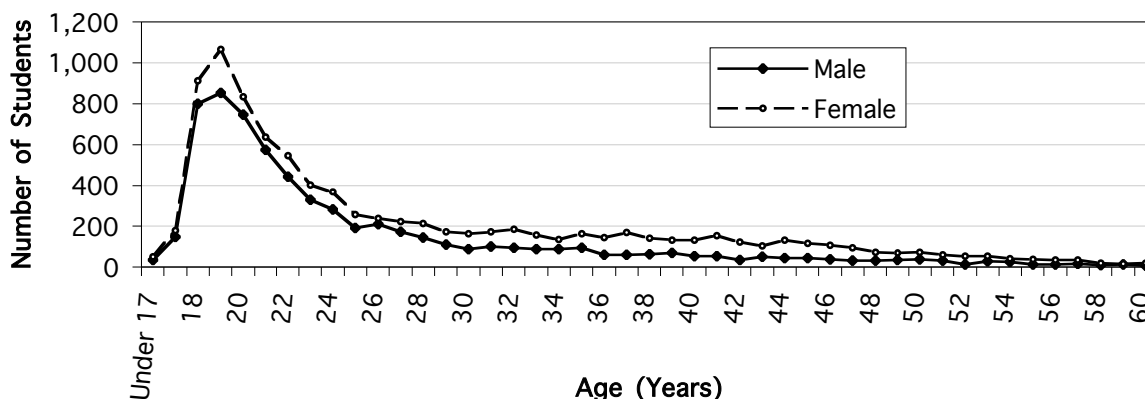
source: GCC SMR and PI_REC databases

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 2002		Fall 2003		Fall 2004	
Caucasian/European/Anglo	3,095	18%	2,543	16%	2,607	17%
Caucasian/Armenian	5,360	31%	5,128	32%	5,179	33%
Latino/Hispanic	4,161	24%	3,821	24%	3,801	24%
Asian/Pacific Islander	1,923	11%	1,737	11%	1,766	11%
Filipino	963	5%	852	5%	876	6%
Black/African American	533	3%	482	3%	456	3%
American Indian	72	0%	66	0%	72	0%
Other	809	5%	718	5%	664	4%
Unknown	639	4%	530	3%	363	2%
Total	17,555	100%	15,877	100%	15,784	100%
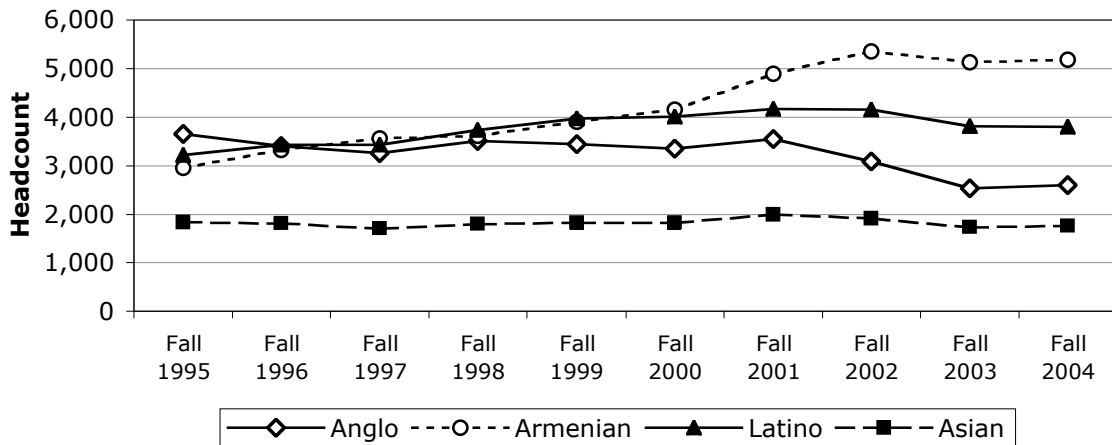
source: GCC SMR and PI_REC databases

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 2002		Fall 2003		Fall 2004	
Day Classes Only	6,586	38%	5,869	37%	5,854	37%
Evening Classes Only	4,521	26%	3,820	24%	3,935	25%
Both	6,448	37%	6,188	39%	5,995	39%
Total	17,555	100%	15,877	100%	15,784	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
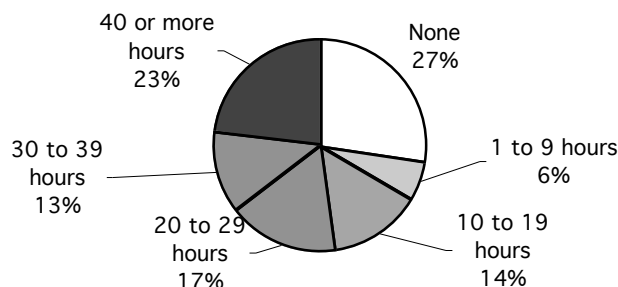
source: Spring 2004 Student Survey

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, Ventura, Santa Clarita, and Santa Monica districts), and 3% are international students.

Figure 2-12. District Status of Credit Students

District	Fall 2002		Fall 2003		Fall 2004	
Local (GCC District)	8,285	47%	7,470	47%	7,310	46%
Los Angeles CC District	7,514	43%	6,650	42%	6,831	43%
Other California Districts	1,011	6%	1,083	7%	900	6%
Out of State	121	1%	93	1%	114	1%
International	515	3%	506	3%	540	3%
Other Foreign	109	1%	75	0%	89	1%
Total	17,555	100%	15,877	100%	15,784	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 2002		Fall 2003		Fall 2004	
U.S. Citizen	10,443	59%	9,481	60%	9,612	61%
No Visa	191	1%	195	1%	231	1%
Permanent Resident	3,488	20%	2,908	18%	2,636	17%
Parolee	1,296	7%	1,218	8%	1,040	7%
Student Visa	519	3%	514	3%	540	3%
Other Visa	1,253	7%	1,407	9%	1,496	9%
Amnesty	22	0%	14	0%	15	0%
Unknown	343	2%	140	1%	214	1%
Total	17,555	100%	15,877	100%	15,784	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 2002		Fall 2003		Fall 2004	
Japan	180	35%	179	35%	214	40%
South Korea	92	18%	115	22%	101	19%
Sweden	0	0%	6	1%	23	4%
Taiwan	21	4%	20	4%	18	3%
Indonesia	14	3%	16	3%	7	1%
China	15	3%	16	3%	13	2%
Kenya	21	4%	15	3%	14	3%
Philippines	13	3%	17	3%	20	4%
Thailand	13	3%	12	2%	9	2%
Hong Kong	10	2%	5	1%	8	1%
Total International	519	100%	514	100%	540	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	Units Attempted			Units Completed		
	Fall 2002	Fall 2003	Fall 2004	Fall 2002	Fall 2003	Fall 2004
0	0%	0%	0%	17%	16%	16%
0.1 to 5.9	32%	29%	29%	33%	30%	31%
6.0 to 11.9	37%	38%	36%	33%	35%	34%
12.0 or More	31%	33%	34%	18%	19%	20%
Mean Units	8.3	8.5	8.6	6.1	6.3	6.4
Median Units	8.0	9.0	9.0	6.0	6.0	6.0
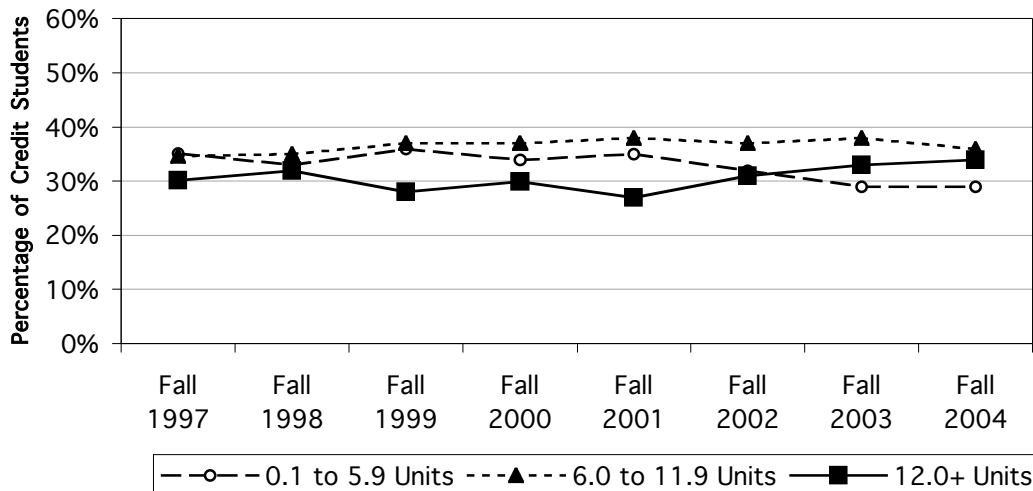
source: GCC MIS data files

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 2002		Fall 2003		Fall 2004	
Male	2,378	28%	2,174	29%	2,047	28%
Female	5,487	64%	4,992	66%	4,902	67%
Unknown	691	8%	373	5%	364	5%
Total	8,556	100%	7,539	100%	7,313	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 2002		Fall 2003		Fall 2004	
20 & Under	935	11%	758	10%	687	9%
21 to 25	587	7%	565	7%	493	7%
26 to 30	672	8%	585	8%	563	8%
31 to 50	2,982	35%	2,663	35%	2,590	35%
50 & Over	1,607	19%	1,677	22%	1,616	22%
Unknown	1,773	21%	1,291	17%	1,364	19%
Total Students	8,556	100%	7,539	100%	7,313	100%
Mean Age	40.1		41.5		42.0	
Median Age	37.0		39.0		39.0	

source: GCC Adult Education (AED) database

Figure 2-18. Age Distribution of Non-Credit Students by Gender, Fall 2004
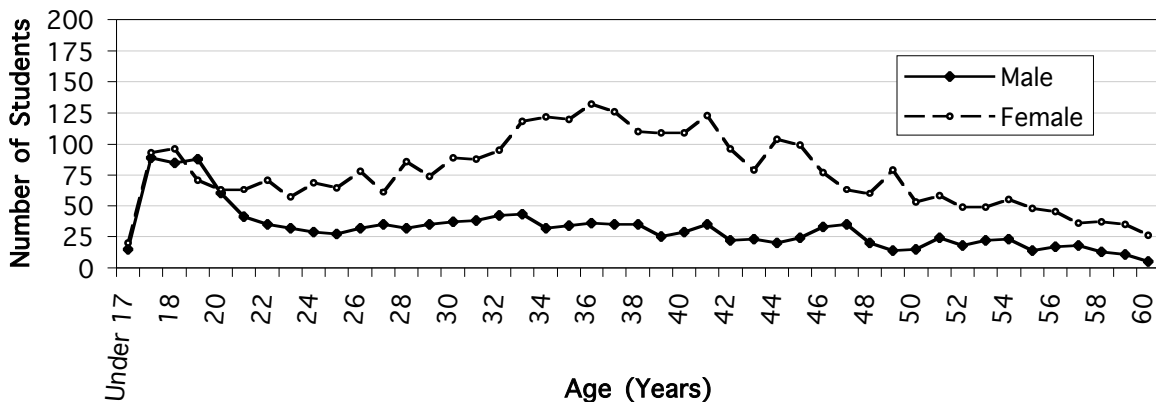
source: GCC Adult Education (AED) database

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 2002		Fall 2003		Fall 2004	
American Indian	11	0%	13	0%	9	0%
Asian/Pacific Islander	675	8%	616	8%	677	9%
Black/African-American	68	1%	64	1%	88	1%
Caucasian/Anglo	1,336	16%	1,248	17%	1,201	16%
Caucasian/Armenian	3,253	38%	2,660	35%	2,349	32%
Latino/Hispanic	1,756	21%	1,770	23%	1,872	26%
Filipino	263	3%	296	4%	262	4%
Other	270	3%	270	4%	242	3%
Unknown	924	11%	602	8%	613	8%
Total	8,556	100%	7,539	100%	7,313	100%
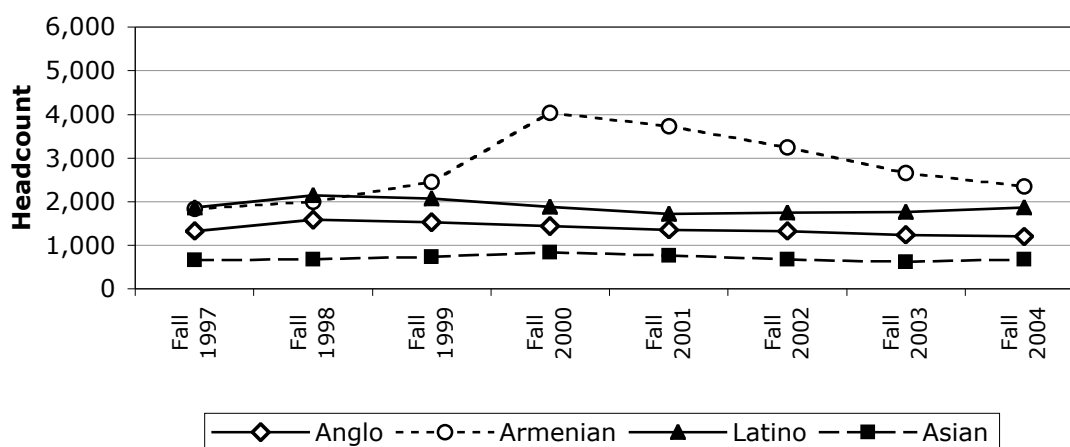
source: GCC Non-Credit Registration database

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 2002		Fall 2003		Fall 2004	
U.S. Citizen	2,784	33%	2,827	37%	2,692	37%
Permanent Resident	1,628	19%	1,494	20%	1,520	21%
Temporary Resident	337	4%	276	4%	320	4%
Refugee/Asylee	1,234	14%	870	12%	603	8%
Student Visa	91	1%	61	1%	85	1%
Other Visa	1,487	17%	1,332	18%	1,336	18%
Unknown	995	12%	679	9%	757	10%
Total	8,556	100%	7,539	100%	7,313	100%

Source: GCC Adult Education (AED) database

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

District	Fall 2002		Fall 2003		Fall 2004	
Local (GCC District)	6,264	73%	5,501	73%	5,200	71%
Other	1,536	18%	1,670	22%	1,678	23%
Unknown	756	9%	368	5%	435	6%
Total	8,556	100%	7,539	100%	7,313	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	2002-2003	2003-2004	2004-2005
Level 6 (ENGL 101)	31%	34%	39%
Level 5 (ENGL 120)	40%	34%	34%
Level 4 (ENGL 191)	7%	15%	16%
Level 3 (ENGL 189)	14%	9%	4%
LEVEL 2 (ENGL 187)	1%	2%	2%
Missing Placement	8%	6%	5%
Total Placed	4,989	4,176	4,047

ESL Grammar/ Composition	2002-2003	2003-2004	2004-2005	ESL Listening/ Speaking	2002-2003	2003-2004	2004-2005
Level 5 (ESL 151)	0%	0%	0%	Level 5 (ESL 155)	9%	13%	16%
Level 4 (ESL 141)	9%	11%	12%	Level 4 (ESL 145)	17%	19%	20%
Level 3 (ESL 133)	18%	21%	20%	Level 3 (ESL 135)	19%	23%	22%
Level 2 (ESL 123)	27%	30%	28%	Level 2 (ESL 125)	31%	28%	24%
Level 1 (ESL 111)	46%	38%	39%	Level 1 (ESL 115)	24%	18%	18%
Undetermined	0%	0%	0%	Undetermined	0%	0%	0%
Total Placed	2,201	1,935	1,793	Total Placed	2,220	1,936	1,792

Mathematics	2002-2003	2003-2004	2004-2005
Level 6 (Math 103)	4%	6%	5%
Level 5 (Math 100, 102, 110, 111, 112, 135, 136)	11%	10%	11%
Level 4 (Math 101, 140, 115)	15%	15%	17%
Level 3 (Math 141, 145)	23%	28%	28%
Level 2 (Math 153)	19%	17%	16%
Level 1 (Math 151, 152)	25%	22%	22%
Unknown	3%	3%	1%
Total Placed	5,883	5,179	5,267

Chemistry	2002-2003	2003-2004	2004-2005
Chem 101	71%	75%	70%
Chem 110	29%	24%	30%
Total Placed	153	186	182

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	2002-2003		2003-2004		2004-2005	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	5,015	$10,062,950	4,997	$10,930,454	5,017	$11,201,145
Federal SEOG	1,646	$524,473	2,212	$674,651	2,160	$672,186
Student Loan	239	$897,280	255	$993,693	238	$963,766
Federal Work Study	550	$500,000	300	$650,000	496	$872,395
BOG Waiver	8,816	$1,616,516	8,776	$2,580,180	9,096	$3,889,821
Cal Grant	892	$996,929	954	$1,044,627	1,814	$1,178,323
Total (Unduplicated)	8,916	$14,598,148	9,169	$16,873,605	9,305	$18,777,636

source: GCC Financial Aid Office

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

Category	2002-2003	2003-2004	2004-2005
BOG Waivers: Number of Students	8,816	8,776	9,096
BOG Waivers: Percentage of Credit Students	32%	38%	40%
Any Financial Aid: Number of Students	8,916	9,169	9,305
Any Financial Aid: Percentage of Credit Students	33%	40%	41%
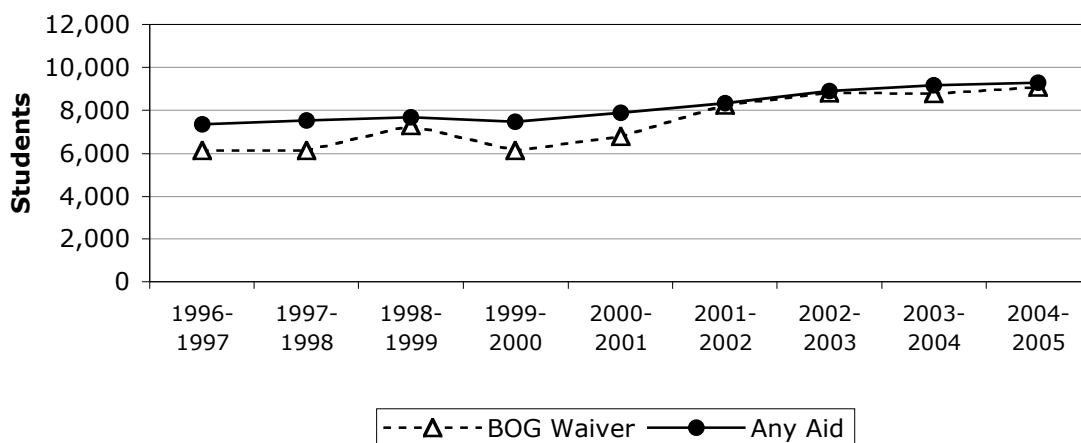
source: GCC Financial Aid Office

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

Computer & Internet Access
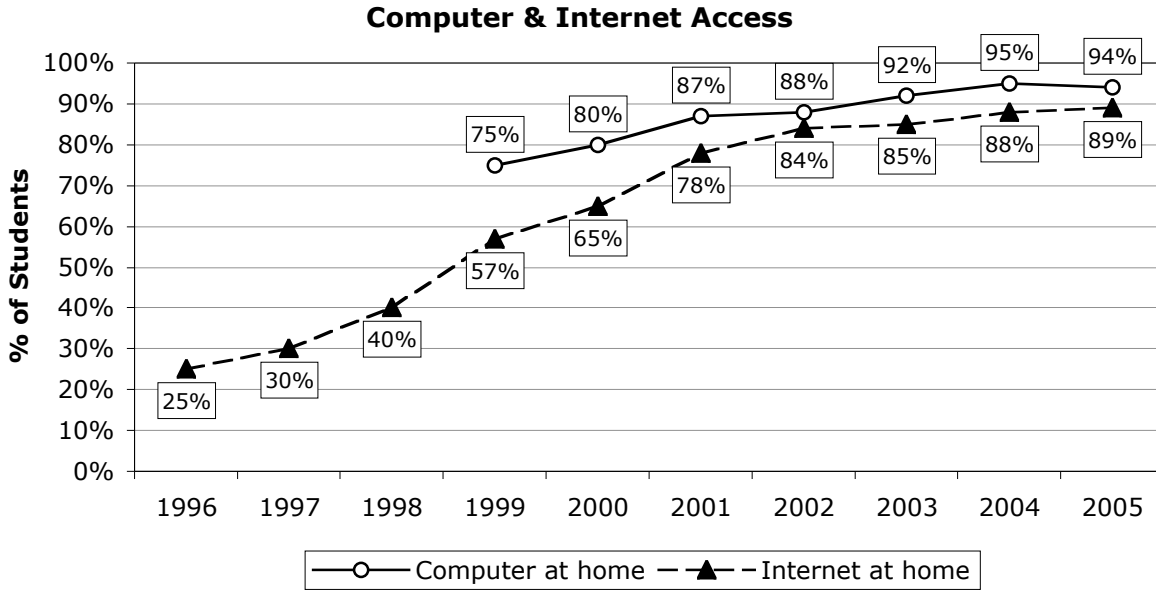
source: Spring Student Surveys

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
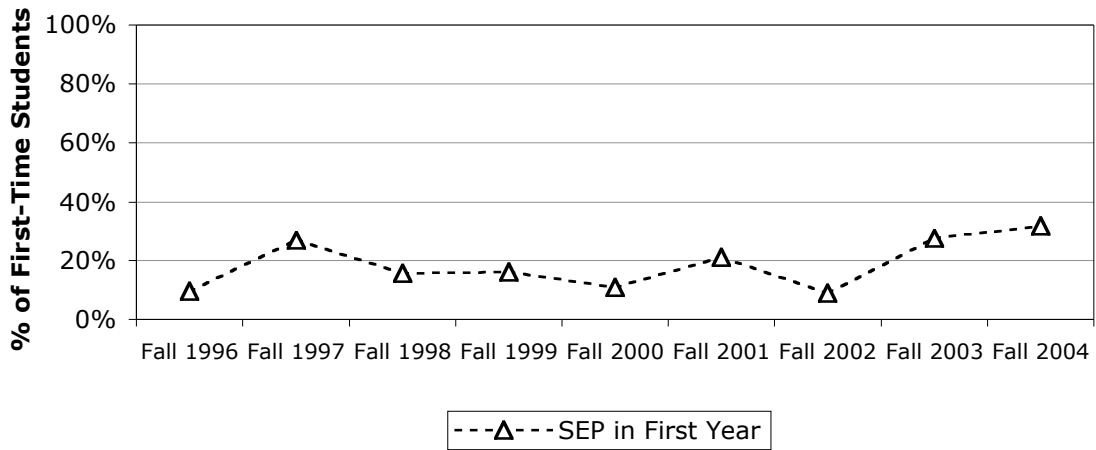
source: Semester Application, SMR, and Matriculation Data Files

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 2004-2005, 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 128; MATH 155, 190, and 255; and TECH ED 142.

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 2002	Fall 2003	Fall 2004
Basic Skills Census Enrollments	2,536	2,431	2,508
Basic Skills Course Retention Rates	91%	90%	90%
Basic Skills Course Success Rates	68%	70%	69%

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	Fall 2004
Total Non-Credit Students	7,538	7,313
Concurrently Enrolled in Credit Classes	3%	2%
Enrolled in Credit Classes in Next Spring Semester	5%	4%

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 and to 33% in Spring 2005. 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
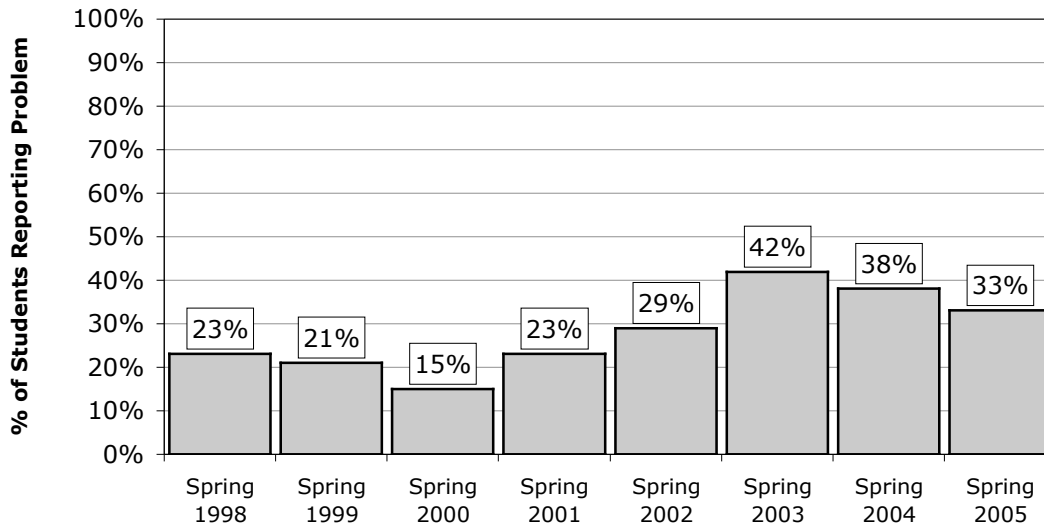
source: Spring Student Surveys

Figure 2-31. Scheduling Problems Identified by Students

Problem	Spring 2003	Spring 2004	Spring 2005
Class full	33%	30%	24%
Class not offered at time student wanted it	14%	13%	13%
Class scheduled at same time as another class student needed	--	16%	14%
Class not offered this semester	9%	8%	6%
Other problem	5%	3%	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 2004, 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 2002	Fall 2003	Fall 2004
6:00 am – 6:59 am	16	11	7
7:00 am – 7:59 am	63	40	44
8:00 am – 8:59 am	291	271	261
9:00 am – 9:59 am	187	168	171
10:00 am – 10:59 am	170	165	178
11:00 am – 11:59 am	9	4	6
12:00 noon – 12:59 pm	177	147	140
1:00 pm – 1:59 pm	197	314	203
2:00 pm – 2:59 pm	61	63	65
3:00 pm – 3:59 pm	82	57	65
4:00 pm – 4:59 pm	107	94	65
5:00 pm – 5:59 pm	60	49	78
6:00 pm – 6:59 pm	364	311	321
7:00 pm – 7:59 pm	59	65	59
8:00 pm – 8:59 pm	10	9	13
9:00 pm – 9:59 pm	1	0	1

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 2002	Fall 2003	Fall 2004
Allied Health	72%	80%	74%
Biology	102%	109%	114%
Business	83%	84%	76%
College Services	78%	91%	91%
English	99%	103%	99%
ESL (Credit)	105%	96%	92%
Health & PE	73%	76%	70%
Language Arts	91%	99%	93%
Mathematics	99%	107%	107%
Physical Science	98%	100%	97%
Social Science	96%	104%	92%
Technology & Aviation	74%	85%	79%
Visual & Performing Arts	94%	94%	93%
Total Credit	90%	95%	89%

source: GCC Class Master data files

Glendale Community College
Campus Profile 2005

Section 3
STUDENT SUCCESS

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

	Census Enrollments			Retention Rate			Success Rate		
Division	2002	2003	2004	2002	2003	2004	2002	2003	2004
Allied Health	712	721	686	91%	90%	93%	77%	83%	85%
Biology	1,156	1,025	1,038	85%	79%	82%	66%	65%	68%
Business	5,518	4,790	4,615	89%	87%	89%	73%	75%	75%
College Services	1,233	970	1,119	93%	91%	95%	75%	70%	75%
English	4,478	4,517	4,295	86%	86%	86%	67%	69%	69%
ESL (Credit)	3,536	3,264	3,298	95%	92%	92%	77%	74%	76%
Health & PE	3,977	3,568	3,315	91%	90%	90%	68%	71%	73%
Language Arts	2,587	2,349	2,416	88%	87%	85%	75%	75%	74%
Mathematics	4,222	4,217	4,553	83%	75%	77%	54%	55%	55%
Physical Sciences	1,834	1,841	1,946	90%	85%	87%	71%	71%	69%
Social Sciences	8,857	8,230	7,971	86%	86%	84%	64%	66%	65%
Technology & Aviation	2,119	2,180	2,004	90%	90%	94%	78%	78%	81%
Visual & Performing Arts	4,644	4,179	4,426	85%	84%	83%	70%	71%	70%
Total Credit	44,873	41,851	41,682	88%	86%	86%	69%	70%	70%

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
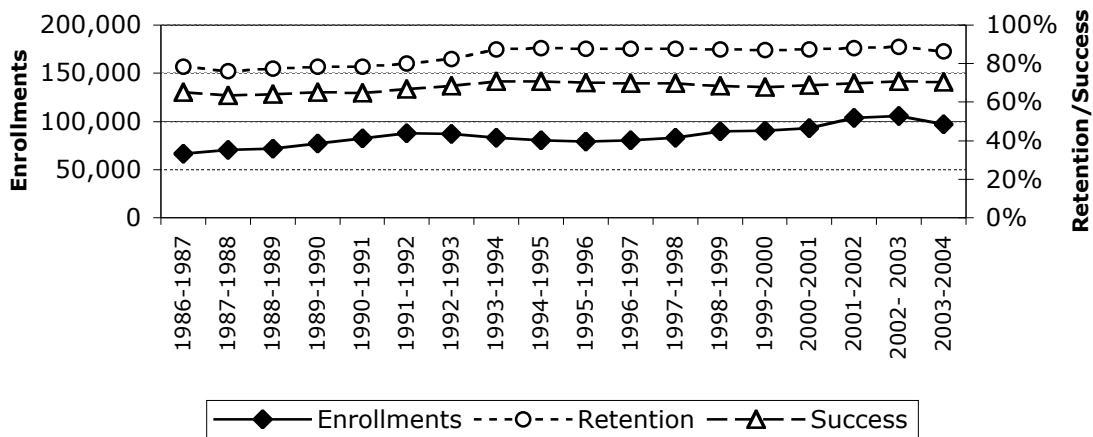

source: GCC Grade Detail data file

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		
	2002	2003	2004	2002	2003	2004
Developmental Skills Lab (DSL)	25,863	28,730	27,582	665	718	703
ESL (Non-Credit)	410,746	353,551	337,179	3,049	2,581	2,337
Home Arts	780	1,003	674	33	40	27
Lifelong Learning	26,975	24,249	21,894	958	853	744
Business	81,148	73,021	66,520	1,020	889	860
NCECT & NCSOT	0	246	0	0	12	0
Parent Education	19,667	16,492	17,589	528	548	565
Special Education	2,531	2,422	2,365	42	42	40
Total Non-Credit	567,710	499,714	473,801	6,114	5,519	5,007

Source: GCC MIS data files

Figure 3-4. Total Non-Credit Positive Attendance Hours (Thousands of Hours)
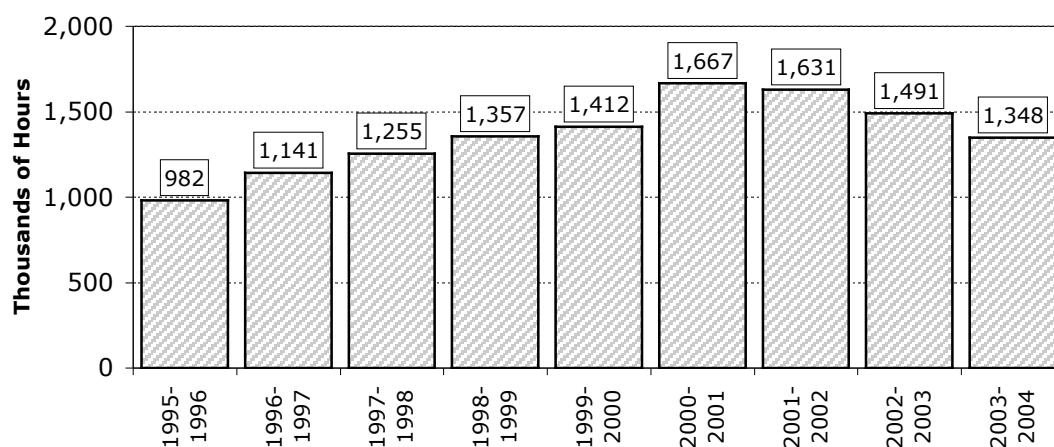
source: GCC MIS data files

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 2004 Success Comparison (Student Equity Measures)

Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
All Students Attempting Units												
Collegewide	14,766	8.6		6.4		67%		2.73		74%		12,422
American Indian	66	8.4	√	5.8	√	64%	√	3.01	+	76%	+	50
Asian	1,646	9.4	+	7.2	+	65%	√	2.82	+	71%	√	1,384
Black	419	8.4	√	5.1	√	54%	√	2.42	√	64%	√	318
Caucasian Citizen	4,399	8.2	√	6.1	√	66%	√	2.84	+	73%	√	3,723
Caucasian Resident	1,377	8.8	+	6.8	+	72%	+	2.73	√	78%	+	1,194
Latino Citizen	2,686	8.1	√	5.3	√	64%	√	2.48	√	72%	√	2,117
Latino Resident	460	7.7	√	5.6	√	69%	+	2.36	√	75%	+	412
Latino Other	406	8.5	√	6.1	√	70%	+	2.41	√	76%	+	345
Filipino	803	8.6	+	6.3	√	66%	√	2.70	√	73%	√	669
Others	2,474	9.3	+	7.6	+	75%	+	2.84	+	80%	+	2,210
Male	6,112	8.7	+	6.2	√	65%	√	2.66	√	72%	√	5,025
Female	8,552	8.5	√	6.5	+	69%	+	2.77	+	75%	+	7,307
Male Under 25	3,983	9.8	+	6.8	+	70%	+	2.50	√	77%	+	3,294
Male Over 24	2,129	6.6	-	4.9	-	56%	√	2.95	+	63%	√	1,731
Female Under 25	4,667	9.8	+	7.1	+	72%	+	2.57	√	79%	+	3,950
Female Over 24	3,885	7.0	√	5.7	√	66%	√	3.01	+	71%	√	3,357
With Disability	461	8.5	√	5.9	√	75%	+	2.65	√	81%	+	393
Student Visa	540	13.0	+	11.4	+	72%	+	2.77	+	74%	√	521
EOPS	1,930	11.8	+	10.0	+	89%	+	2.77	+	90%	+	1,877
18-24, No High School Diploma	328	8.4	√	5.0	-	69%	+	2.51	√	81%	+	227

Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
First-Time Students Attempting Units												
Collegewide	2,512	10.1		7.2		75%		2.49		83%		2,103
American Indian	9	9.0	√	5.6	-	56%	-	3.04	+	83%	√	6
Asian	276	11.3	+	8.7	+	78%	+	2.75	+	84%	+	233
Black	63	9.3	√	4.8	-	48%	-	2.17	√	68%	√	40
Caucasian Citizen	725	10.3	+	7.4	+	77%	+	2.52	+	84%	+	626
Caucasian Resident	244	10.1	√	7.6	+	81%	+	2.55	+	85%	+	213
Latino Citizen	521	9.5	√	6.0	√	71%	√	2.26	√	80%	√	404
Latino Resident	71	8.6	√	5.4	-	69%	√	2.30	√	78%	√	55
Latino Other	97	9.2	√	6.8	√	77%	+	2.40	√	85%	+	85
Filipino	120	10.8	+	7.7	+	80%	+	2.42	√	87%	+	102
Others	386	10.2	+	7.9	+	76%	+	2.58	+	83%	√	339
Male	1,187	9.9	√	6.7	√	73%	√	2.42	√	82%	√	957
Female	1,322	10.3	+	7.7	+	77%	+	2.54	+	84%	+	1,143
Male Under 25	1,060	10.2	+	6.9	√	75%	√	2.38	√	83%	√	851
Male Over 24	144	7.3	-	5.1	-	60%	√	2.78	+	75%	√	106
Female Under 25	1,060	10.7	+	7.8	+	79%	+	2.47	√	86%	+	905
Female Over 24	274	8.7	√	7.1	√	68%	√	2.82	+	76%	√	238
With Disability	105	8.5	√	5.0	-	75%	√	2.47	√	90%	+	80
Student Visa	132	13.6	+	12.2	+	82%	+	2.83	+	82%	√	128
EOPS	335	13.1	+	10.6	+	91%	+	2.60	+	94%	+	325
18-24, No High School Diploma	117	7.9	-	4.3	-	64%	√	2.41	√	76%	√	76

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	Fall 2004
Course Success Rate		
All new students	*61%*	*63%*
New students completing orientation	63%	69%
New students completing SEP	75%	77%
New students completing assessment	62%	65%
Persistence to Spring		
All new students	*67%*	*72%*
New students completing orientation	74%	81%
New students completing SEP	86%	91%
New students completing assessment	72%	79%

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	
Overall	*67%*
Students completing Service Learning	79%
Students enrolled in classes with SI	68%
Persistence to Spring	
Overall	*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 2003	Spring 2004	Spring 2005
The education you are getting at GCC	80%	82%	86%
Campus friendliness to students	69%	71%	73%
Transition from high school to GCC	--	71%	--

source: Spring Student Surveys
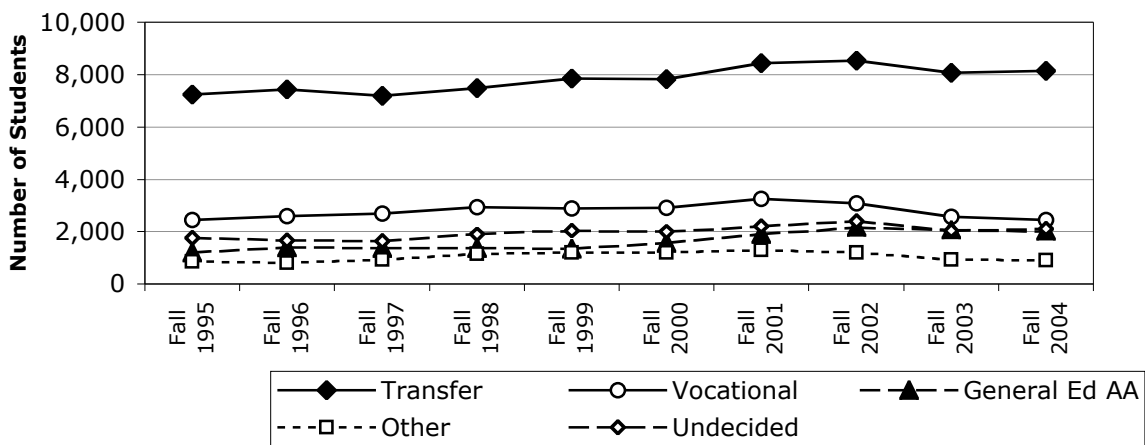
3.02. Educational Goals

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.

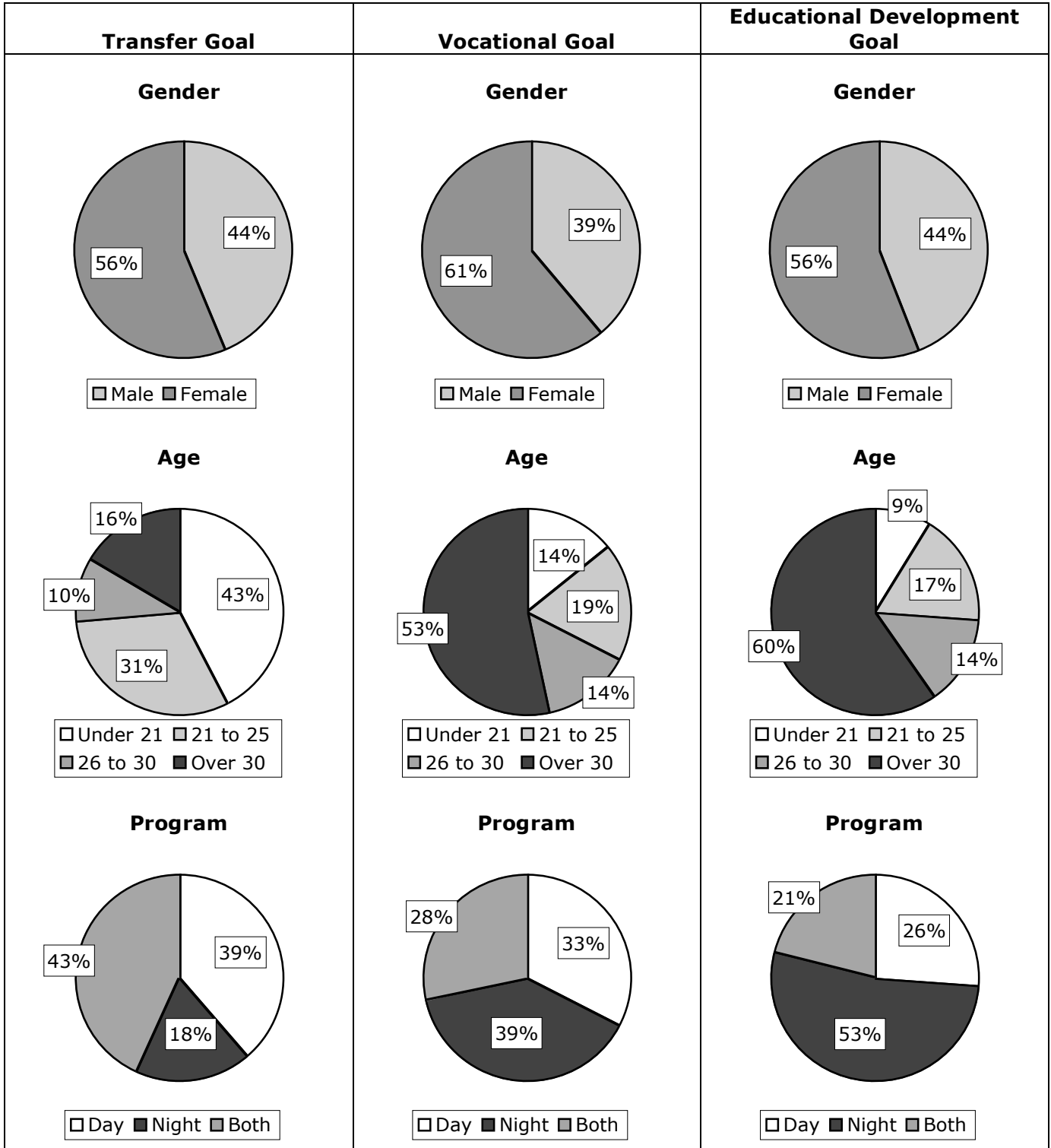**Figure 3-9. Credit Enrollment by Educational Goal**

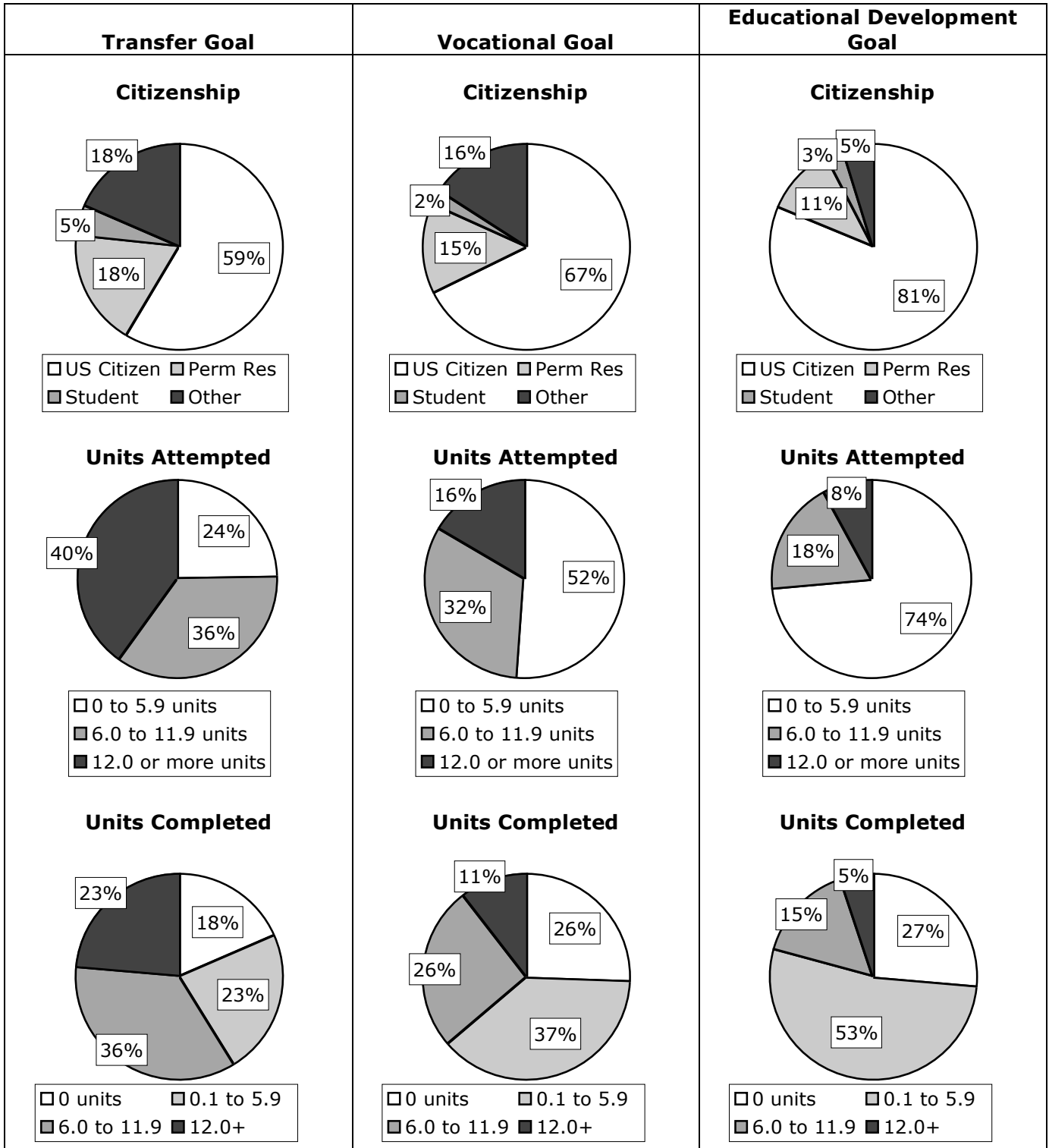| Goal	Fall 2002		Fall 2003		Fall 2004	
Transfer with AA	5,564	32%	5,220	33%	5,427	34%
Transfer without AA	2,961	17%	2,861	18%	2,714	17%
Associate's degree	2,178	12%	2,075	13%	2,035	13%
Vocational degree	401	2%	321	2%	339	2%
Certificate	738	4%	591	4%	462	3%
Discover career interests	511	3%	447	3%	450	3%
Prepare for new career	663	3%	590	4%	586	4%
Advance current job	548	3%	383	2%	358	2%
Maintain licensure	241	1%	264	2%	277	2%
Educational development	817	5%	627	4%	604	4%
Improve English, Math	200	1%	175	1%	165	1%
Complete GED/diploma	179	1%	134	1%	143	1%
Undecided	2,404	14%	2,057	13%	2,122	13%
Unknown Goal	150	1%	132	1%	102	1%
Total	17,555	100%	15,877	100%	15,784	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 2004

Transfer Goal	Vocational Goal	Educational Development Goal
Gender	**Gender**	**Gender**
44% / 56% — Male, Female	39% / 61% — Male, Female	44% / 56% — Male, Female
Age	**Age**	**Age**
43% / 31% / 10% / 16% — Under 21, 21 to 25, 26 to 30, Over 30	14% / 19% / 14% / 53% — Under 21, 21 to 25, 26 to 30, Over 30	9% / 17% / 14% / 60% — Under 21, 21 to 25, 26 to 30, Over 30
Program	**Program**	**Program**
39% / 18% / 43% — Day, Night, Both	33% / 39% / 28% — Day, Night, Both	26% / 53% / 21% — Day, Night, Both

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

Transfer Goal	Vocational Goal	Educational Development Goal

Citizenship (Transfer Goal)

18%
5%
18%
59%

□ US Citizen □ Perm Res
■ Student ■ Other

Citizenship (Vocational Goal)

16%
2%
15%
67%

□ US Citizen □ Perm Res
■ Student ■ Other

Citizenship (Educational Development Goal)

3% 5%
11%
81%

□ US Citizen □ Perm Res
■ Student ■ Other

Units Attempted (Transfer Goal)

24%
40%
36%

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

Units Attempted (Vocational Goal)

16%
52%
32%

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

Units Attempted (Educational Development Goal)

8%
18%
74%

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

Units Completed (Transfer Goal)

23%
18%
23%
36%

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

Units Completed (Vocational Goal)

11%
26%
26%
37%

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

Units Completed (Educational Development Goal)

5%
15%
27%
53%

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

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 2002		Fall 2003		Fall 2004	
Caucasian/Anglo	1,305	15%	1,104	14%	1,058	13%
Caucasian/Armenian	2,802	33%	2,848	35%	2,974	37%
Latino/Hispanic	2,103	25%	2,013	25%	1,988	24%
Asian	978	11%	902	11%	903	11%
Filipino	495	6%	450	6%	452	6%
African-American	270	3%	246	3%	252	3%
American Indian	28	0%	25	0%	31	0%
Other	441	5%	412	5%	381	5%
Unknown	103	1%	81	1%	102	1%
Total	8,525	100%	8,081	100%	8,141	100%

Source: GCC Semester Application and Student Master Record databases

Figure 3-12. Ethnicity of Vocational Goal Students

Ethnicity	Fall 2002		Fall 2003		Fall 2004	
Caucasian/Anglo	753	24%	597	23%	589	24%
Caucasian/Armenian	868	28%	718	28%	630	25%
Latino/Hispanic	669	22%	575	22%	566	23%
Asian	331	11%	282	11%	275	11%
Filipino	152	5%	130	5%	157	6%
African-American	96	3%	91	4%	73	3%
American Indian	22	1%	22	1%	11	0%
Other	141	5%	106	4%	93	4%
Unknown	70	2%	75	3%	78	3%
Total	3,102	100%	2,596	100%	2,472	100%

Source: GCC Semester Application and Student Master Record databases

Figure 3-13. Ethnicity of Educational Development Goal Students

| Ethnicity	Fall 2002		Fall 2003		Fall 2004	
Caucasian/Anglo	317	39%	242	39%	230	38%
Caucasian/Armenian	111	14%	87	14%	74	12%
Latino/Hispanic	134	16%	99	16%	88	15%
Asian	116	14%	96	15%	97	16%
Filipino	42	5%	26	4%	31	5%
African-American	28	3%	21	3%	18	3%
American Indian	4	0%	3	0%	7	1%
Other	39	5%	29	5%	28	5%
Unknown	26	3%	24	4%	31	5%
Total	817	100%	627	100%	604	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
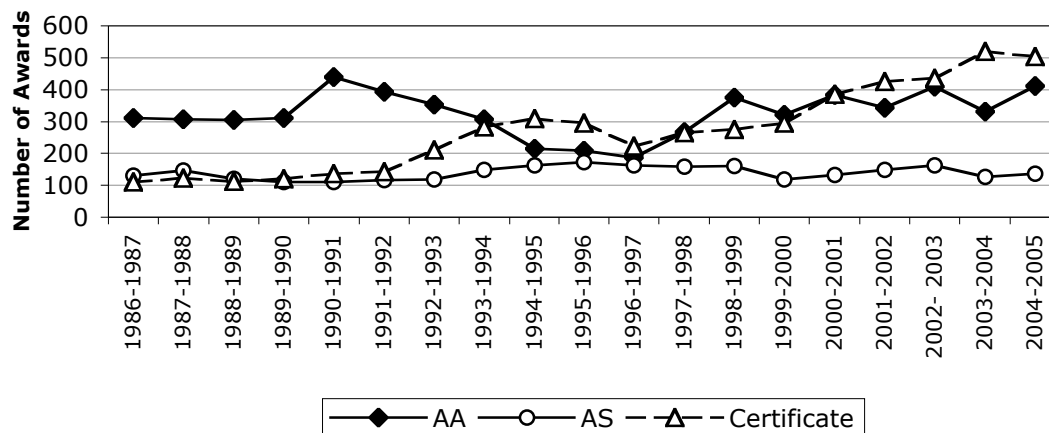
source: GCC Graduation database

Figure 3-15. Degrees and Certificates Awarded by Gender

Gender	AA Degrees			AS Degrees			Certificates		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Male	33%	33%	30%	16%	18%	26%	35%	26%	29%
Female	67%	67%	71%	84%	82%	74%	65%	74%	71%
Total	409	331	411	128	124	136	408	519	503

source: GCC Graduation database

Figure 3-16. Degrees and Certificates Awarded by Ethnicity

Ethnicity	AA Degrees			AS Degrees			Certificates		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Caucasian/Anglo	19%	16%	18%	9%	16%	20%	15%	13%	16%
Caucasian/Armenian	31%	33%	35%	35%	35%	30%	50%	53%	56%
Latino/Hispanic	23%	23%	20%	18%	17%	23%	13%	17%	14%
Asian	11%	12%	12%	23%	21%	14%	11%	5%	4%
Filipino	8%	7%	6%	11%	9%	6%	3%	3%	4%
African-American	3%	4%	3%	2%	0%	2%	2%	3%	0%
American Indian	1%	0%	1%	0%	0%	0%	0%	0%	0%
Other	4%	4%	5%	2%	2%	5%	6%	5%	6%
Total	409	331	411	128	124	136	408	519	503

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; 283 were awarded in 2004-2005. 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, and Accounting.

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

Major	2002-2003	2003-2004	2004-2005	3-Year Total
Biological Science	2	0	2	4
Business Administration	35	28	32	95
Choreographic Studies & Dance Techniques	0	0	0	0
English	3	0	2	5
Foreign Language: French	0	0	1	1
Foreign Language: Spanish	0	1	1	2
Foreign Language: Two Languages	5	2	12	19
General Education Transfer Studies	297	246	283	826
Health Science	13	16	26	55
Humanities	1	1	3	5
Interdisciplinary Humanities: American Response	0	0	0	0
Interdisciplinary Humanities: Creativity	0	0	0	0
Interdisciplinary Humanities: East-West Culture	0	0	0	0
Mass Communications	0	0	0	0
Mathematics	2	0	2	4
Music	1	0	2	3
Physical Education	1	0	0	1
Physical Science	1	0	0	1
Social Science	37	30	32	99
Speech/Communication	1	1	2	4
Theatre Arts	0	0	0	0
Visual Arts: Art History	2	0	1	3
Visual Arts: Graphic Arts	4	2	7	13
Visual Arts: Three Dimensional	0	1	0	1
Visual Arts: Two Dimensional	2	2	0	4
Visual Arts: Photography	0	0	2	2
Visual Arts: Animation	0	0	0	0
Visual Arts: Media Arts	0	1	1	2
Visual Arts: Advertising Art	2	0	0	2
Total	409	331	411	1,151

source: GCC Graduation database

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

Major	2002-2003 AS	2002-2003 Cert	2003-2004 AS	2003-2004 Cert	2004-2005 AS	2004-2005 Cert	Total
Accounting	18	14	15	32	19	24	122
Administration of Justice	0	5	4	6	4	4	23
Advertising Art	5	7	2	2	1	1	18
Aircraft Powerplant & Airframe	1	22	2	17	0	8	50
Animation: Classical Animation	1	5	0	2	0	1	9
Animation: Digital Animation	0	7	3	1	1	3	15
Architectural Drafting & Design	0	0	1	0	1	3	5
Art History	0	0	0	0	0	0	0
Art: Three Dimensional	0	1	0	0	0	0	1
Art: Two Dimensional	0	4	0	1	1	2	8
Aviation & Transportation: Aviation Administration	1	1	1	0	2	1	6
Aviation & Transportation: Flight Attendant	7	2	6	4	6	0	25
Aviation & Transportation: Pilot Training	1	2	1	3	2	5	14
Aviation & Transportation: Powerplant	0	22	0	10	0	7	39
Bookkeeping	0	7	0	16	0	12	35
Business Admin.: Financial Planning/Investment	0	0	0	1	0	1	2
Business Administration: General Business	3	0	2	2	2	2	11
Business Administration: International Business	1	1	2	0	3	0	7
Business Administration: Small Business	0	2	1	2	0	0	5
Business Office Tech: Administrative Assistant	0	3	0	3	2	3	11
Business Office Tech: Executive Secretary	0	1	0	0	0	0	1
Business Office Tech: General Office	8	65	13	44	17	52	199
Business Office Tech: Legal Secretary	0	0	0	2	0	1	3
Ceramics	0	1	0	0	0	3	4
Certified Tax Preparer	0	2	0	17	0	14	33
Child Development/Teaching: Infant/Toddler	3	2	0	5	3	6	19
Child Development/Teaching: Nursery School	2	1	2	1	0	0	6
Child Development/Teaching: School Age	1	0	0	1	0	1	3
Child Development: Master Teacher	1	4	1	3	0	6	15
Child Development: Site Supervisor	0	0	0	1	0	3	4
Child Development: Teacher	11	15	14	14	9	25	88
Choreographic Studies & Dance Techniques	3	2	0	0	1	1	7
Clerical Trainee	0	4	0	0	0	0	4
Communications	0	46	0	59	0	51	156
Computer Aided Manufacturing	1	2	0	1	0	1	5
Computerized Accounting Specialist	0	8	0	16	0	27	51
Computer Information Systems	4	2	5	7	3	0	21
Computer Operations Technician	0	1	0	0	0	0	1
Computer Operator	0	4	0	1	0	0	5
Computer Programmer	0	1	0	4	1	2	8
Computer Science	2	1	3	3	4	0	13
Computer Software Technician	0	1	1	1	0	1	4
Computer Support Technician	0	4	0	0	0	0	4
Culinary Arts	0	10	0	10	1	24	45
Desktop Publishing	0	0	2	2	0	1	5
Desktop Publishing Technician	0	0	0	1	0	2	3
Dietary Service Supervisor	3	10	0	9	0	15	37
Electronics & Comp. Tech: Automation Systems	0	0	0	0	1	1	2
Electronics & Comp. Tech: Computer Engineering	0	1	2	4	0	2	9

Major	2002-2003		2003-2004		2004-2005		
	AS	Cert	AS	Cert	AS	Cert	Total
Electronics & Comp. Tech: Computer Repair	0	0	0	6	0	5	11
Electronics & Comp. Tech: Electronics Engineering	2	4	1	2	0	0	9
Engineering/Electro-Mech. Design: Drafting/CAD	0	2	0	0	0	2	4
Engineering/Electro-Mech. Design: Electr. Design	0	2	0	0	0	0	2
Engineering/Electro-Mech. Design: Mech. Design	0	1	0	1	0	0	2
Engineering/Electro-Mechanical Design	0	1	0	0	0	1	2
Fashion Design Merchandising	0	1	0	0	1	0	2
Fire Technology	0	0	0	4	6	6	16
Fitness Specialist	1	1	2	4	1	4	13
Hotel/Restaurant Management	3	1	2	3	1	2	12
International Business Specialist	0	2	0	1	0	0	3
Management	1	2	1	1	2	1	8
Marketing	0	0	0	2	0	0	2
Marketing Specialist	0	0	0	1	0	1	2
Mass Communications	0	1	1	0	0	1	3
Medical Admin. Services: Medical Front Office	1	5	1	5	1	4	17
Medical Admin. Services: Medical Secretary	0	0	0	1	0	0	1
Medical Admin. Services: Medical Transcription	0	1	0	0	0	0	1
Microsoft Office Specialist (MOS) – Option 1	0	1	0	5	0	3	9
Microsoft Office Specialist (MOS) – Option 2	0	5	0	1	0	1	7
Microsoft Office Specialist (MOS) – Option 3	0	1	0	6	0	0	7
Microsoft Office Specialist (MOS) – Option 4	0	10	0	17	0	10	37
Microsoft Office Specialist (MOS) – Option 5	0	6	0	12	0	0	18
Microsoft Office Specialist (MOS) – Option 6	0	0	0	0	0	1	1
Microsoft Office Specialist (MOS) – Option 7	0	2	0	5	0	1	8
Music	0	1	1	1	1	1	5
Office Administration: General Office	1	0	1	0	0	0	2
Photography	0	1	0	1	0	1	3
Public Relations	0	0	0	2	0	3	5
Real Estate	2	3	1	8	4	10	28
Receptionist/Office Clerk	0	12	0	52	0	71	135
Registered Nursing	36	15	25	37	27	26	166
Retail Management	0	1	0	0	0	1	2
Small Business Specialist	0	1	0	1	0	0	2
Specialist in Alcohol/Drug Studies	1	17	2	20	4	22	66
Technical Graphics	0	0	0	0	0	1	1
Television Production: Corporate Television	0	0	0	0	0	1	1
Television Production: Mass Media	0	0	0	1	0	0	1
Television Production: Videography	0	1	2	0	0	0	3
Theater Arts	0	1	0	1	0	1	3
Vocational Nursing	1	3	0	0	0	0	4
Web Graphics	0	4	0	4	0	4	12
Web Publishing Specialist	2	3	0	1	3	1	10
Welding, Occupational (Combination Welder)	0	3	0	2	1	1	7
Total	128	408	123	516	136	503	1,814

source: GCC Graduation database

Time between entry and degree completion has decreased slightly in the past three years. The average time between entry and AA completion was 5.0 years for degrees completed in 2004-2005, representing a decrease from about 5.5 years in the mid 1990s. Time to AS degrees and certificates has also decreased.

Figure 3-19. Mean Entry to Degree Time (Years)
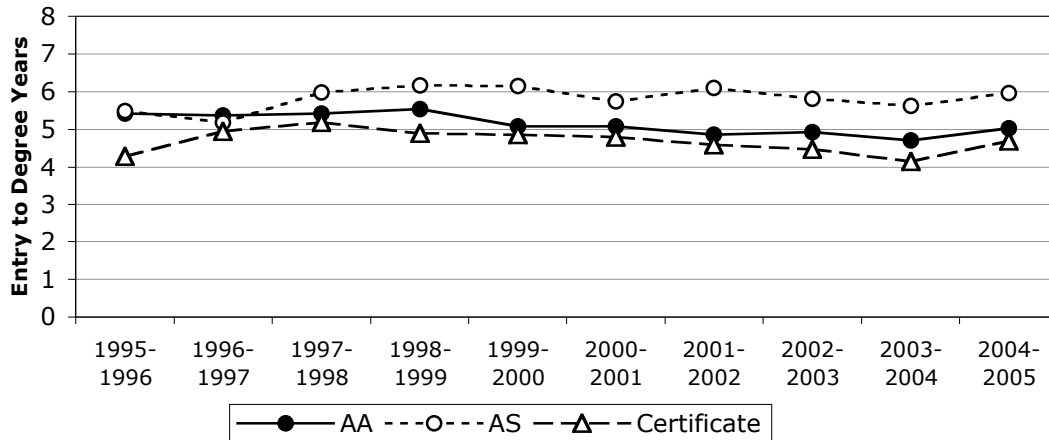
source: GCC Graduation database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2001. The percentage of entering students reaching each milestone 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 2001 Entering Cohort Achieving Success Within 4 Years

Students With Transfer Goal (N = 1,568)

Students With Degree/Certificate Goal (N = 1,185)
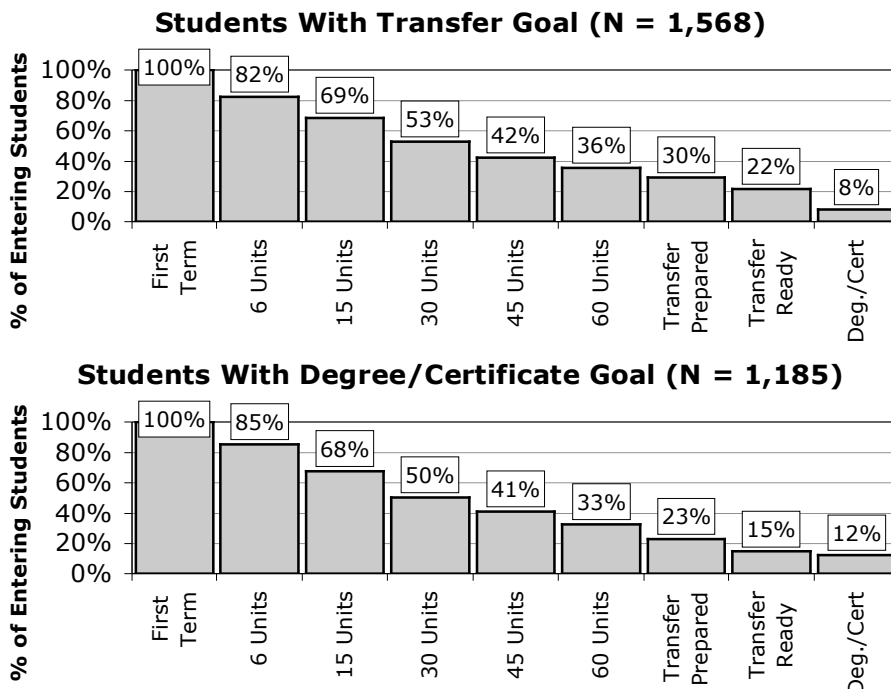
source: GCC Grade Detail, Dictionary, and Graduation data files

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	2004-2005
Students obtaining GED	75	70
Students completing high school diploma	5	8
Successful student completions of high school courses	321	331
CASAS Benchmarks		
Students earning ESL CASAS benchmarks	1,483	1,815
Students earning Adult Basic Education CASAS benchmarks	14	60

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
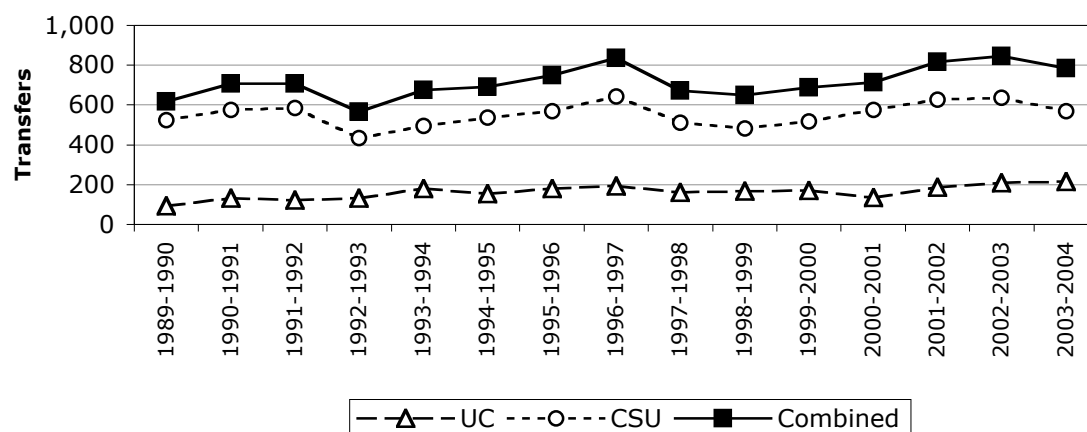
source: California Postsecondary Education Commission (CPEC)

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	--	--
2003-2004	216	568	--	--

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 by CPEC for 2002-2003 or 2003-2004.

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	2001-2002	2002-2003	2003-2004
CSU			
Northridge	328	344	290
Los Angeles	185	187	188
Pomona	43	30	34
Long Beach	24	32	21
Dominguez Hills	11	10	6
Fullerton	10	8	6
San Diego	4	3	1
Other CSU	23	24	22
CSU Total	628	638	568
UC			
Los Angeles	100	91	110
Irvine	35	47	37
Santa Barbara	18	24	15
Berkeley	10	13	21
San Diego	7	13	13
Riverside	10	14	10
Other UC	8	6	10
UC Total	188	208	216

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 CSU Transfers from GCC	296	322	323
Pre-Admission GPA of Transfers from GCC	2.88	2.89	2.91
Fall-to-Fall Persistence of GCC Transfers	89%	86%	87%
Persistence of All CC Transfers	86%	86%	86%
CSU GPA of Persisters from GCC	2.86	2.90	2.94
CSU GPA of Persisters from All CC's	2.90	2.94	2.93

source: CSU Academic Performance Reports

Note: Performance data for Fall 2003 transfers to CSU were not available before October 2005.

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
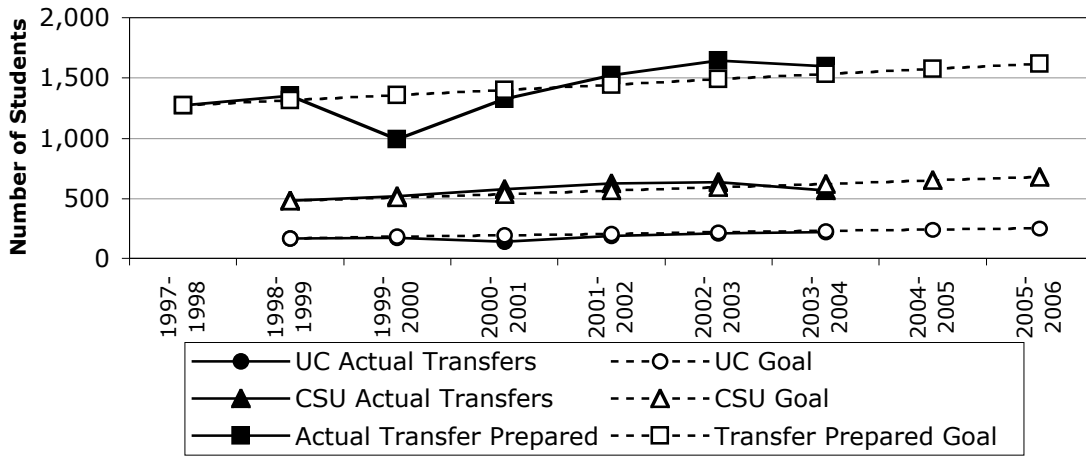
source: Chancellor's Office

Figure 3-27. PFE Goal Two: Degrees and Certificates
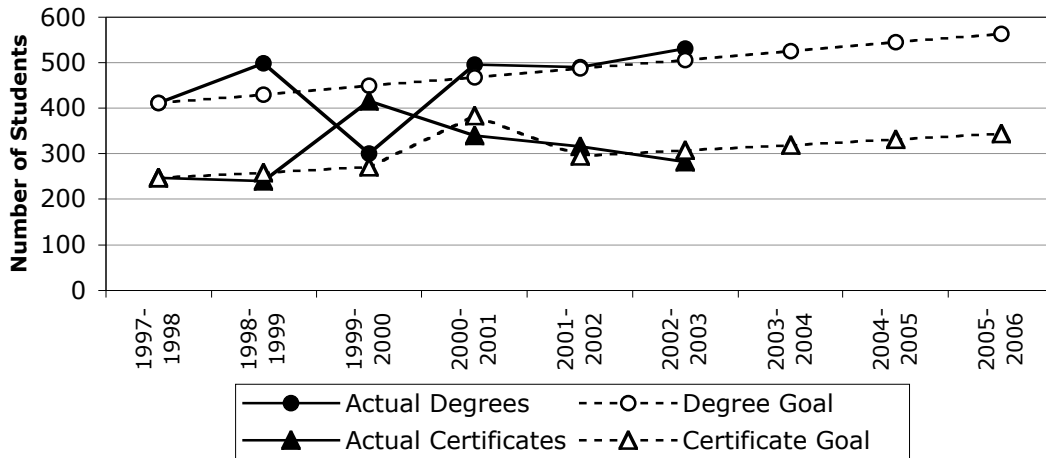
source: Chancellor's Office

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

Success in All Courses

Actual Overall ---O--- Goal Overall

Success in Transferable Courses

Actual Transferable
---O--- Goal Transferable

Success in Vocational Courses

Actual Vocational
---O--- Goal Vocational

Success in Basic Skills Courses

Actual Basic Skills
---O--- Goal Basic Skills
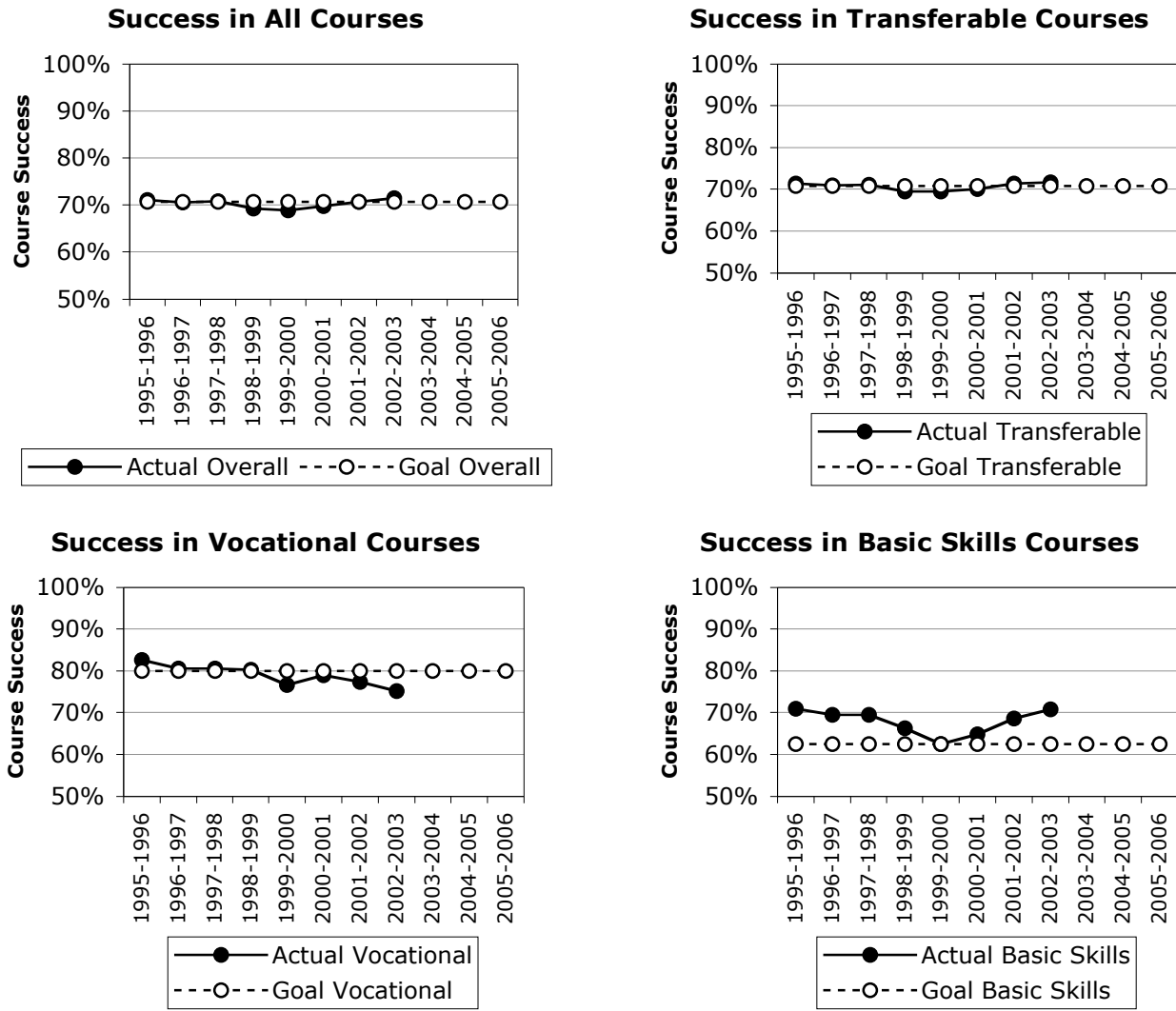
source: Chancellor's Office

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

Actual Advanced Voc ---O--- Goal Advanced Voc
Actual Intro Voc ---△--- Goal Intro Voc
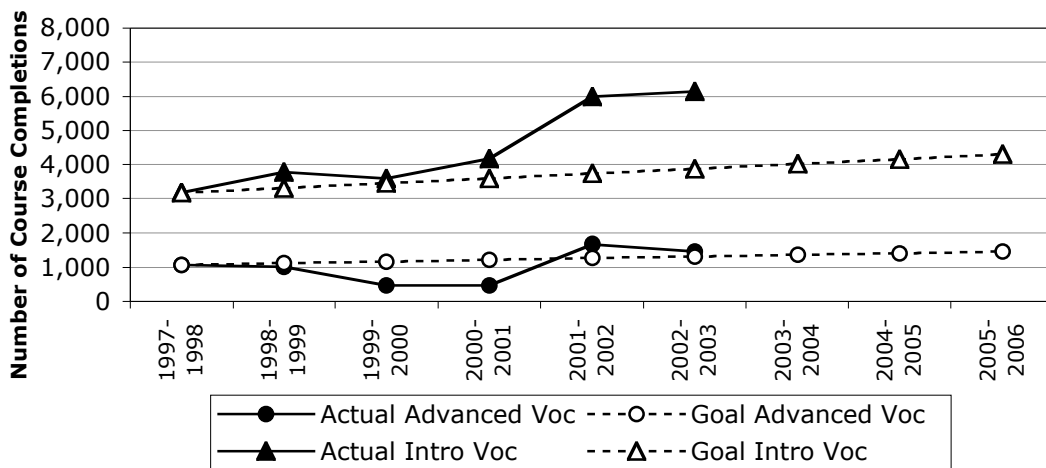
source: Chancellor's Office

Figure 3-30. PFE Goal Five: Basic Skills Improvement
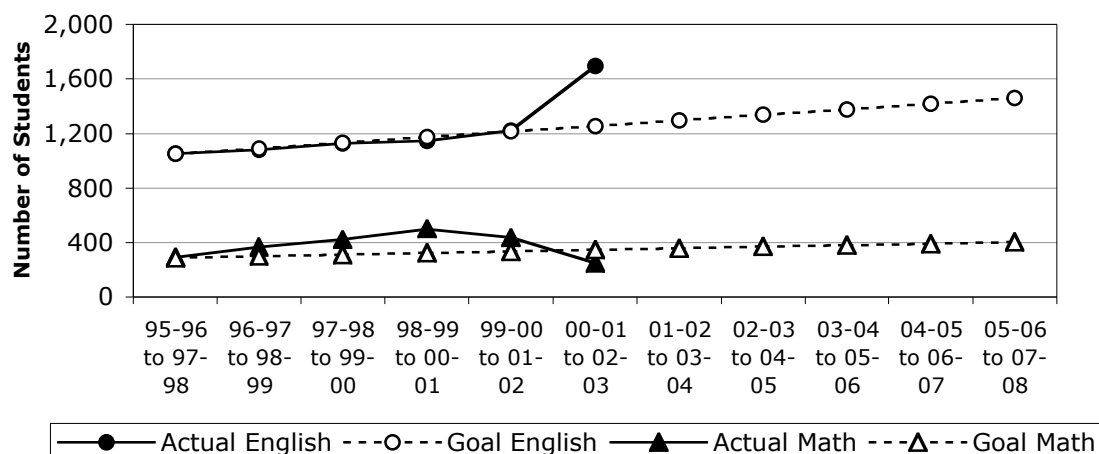
3.03.05. Time to Goal Completion (Student Right-to-Know Data)

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		Non-Completers			Completers
Entering Cohort	Number in Cohort	Still Enrolled	Not Enrolled	Transfers Out	Completers in 3 Years
Entering Fall 1998	495	31%	41%	19%	30%
Entering Fall 1999	369	24%	43%	25%	33%
Entering Fall 2000	726	22%	38%	20%	39%
Entering Fall 2001	667	21%	38%	21%	41%

Statewide (All California Community Colleges		Non-Completers			Completers
Entering Cohort	Number in Cohort	Still Enrolled	Not Enrolled	Transfers Out	Completers in 3 Years
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%
Entering Fall 2001	37,116	18%	28%	17%	39%

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

Glendale Community College
Campus Profile 2005

Section 4
STAFF COMPOSITION

4.01.   Faculty & Staff

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
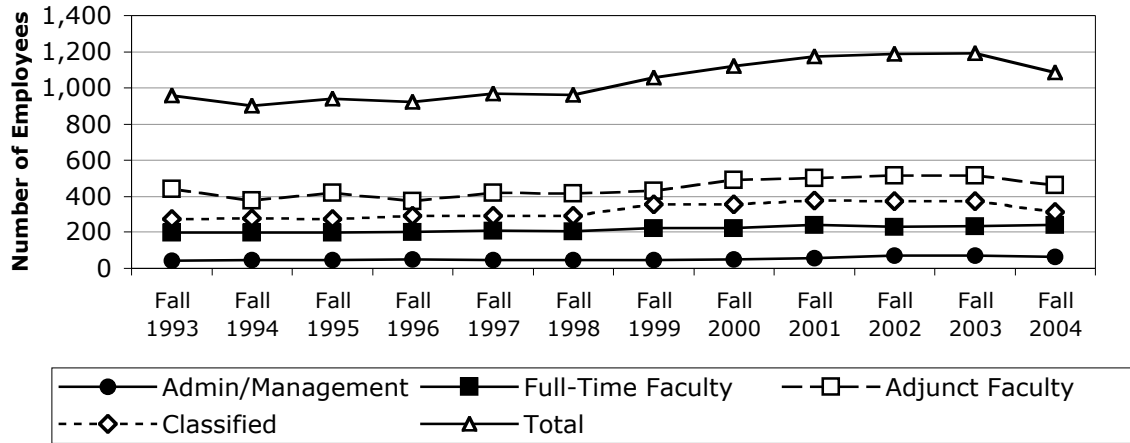
source: GCC Human Resources Office

Figure 4-2. Staff Composition by Gender, 2004-2005

	Male		Female		Total	
Category	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	9	33%	18	67%	27	100%
Classified Management	22	58%	16	42%	38	100%
Faculty						
Regular (Full-Time)	121	50%	120	50%	241	100%
Temporary (Adjunct)	238	51%	226	49%	464	100%
Classified						
Professional/Non-Faculty	0	0%	14	100%	14	100%
Clerical/Secretarial	14	10%	125	90%	139	100%
Technical/Paraprofessional	47	44%	60	56%	107	100%
Skilled Crafts	9	100%	0	0%	9	100%
Service/Maintenance	25	54%	21	46%	46	100%
Total	485	45%	600	55%	1,085	100%

source: GCC Human Resources Office

Figure 4-3. Staff Composition by Ethnicity, 2004-2005

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	1	25	0	0	27
Classified Management	0	2	3	26	6	1	38
Faculty							
Regular (Full-Time)	3	16	8	191	18	5	241
Temporary (Adjunct)	1	44	17	364	32	6	464
Classified							
Professional/Non-Faculty	0	1	0	12	1	0	14
Clerical/Secretarial	0	11	1	98	23	6	139
Technical/Paraprofessional	1	6	4	71	19	6	107
Skilled Crafts	0	0	1	3	4	1	9
Service/Maintenance	0	0	7	10	28	1	46
Total	5	81	42	800	131	26	1,085

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Total
Management							
Academic Management	0%	4%	4%	93%	0%	0%	100%
Classified Management	0%	5%	8%	68%	16%	3%	100%
Faculty							
Regular (Full-Time)	1%	7%	3%	79%	7%	2%	100%
Temporary (Adjunct)	0%	9%	4%	78%	7%	1%	100%
Classified							
Professional/Non-Faculty	0%	7%	0%	86%	7%	0%	100%
Clerical/Secretarial	0%	8%	1%	71%	17%	4%	100%
Technical/Paraprofessional	1%	6%	4%	66%	18%	6%	100%
Skilled Crafts	0%	0%	11%	33%	44%	11%	100%
Service/Maintenance	0%	0%	15%	22%	61%	2%	100%
Total	0%	7%	4%	74%	12%	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 for Fall and Spring semesters only. 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	2002-2003			2003-2004			2004-2005		
	WSCH	FTEF	Load	WSCH	FTEF	Load	WSCH	FTEF	Load
Allied Health	8,370	12.9	648	8,232	13.3	621	9,388	15.3	615
Biology	16,978	29.3	579	16,416	28.8	571	17,135	29.9	573
Business	49,505	75.2	659	45,071	76.7	588	40,045	73.2	547
College Services	2,882	2.2	1,320	2,551	2.0	1,261	2,444	2.2	1,138
English	36,643	63.1	581	36,080	66.7	541	35,163	66.4	530
ESL (Credit)	40,312	65.9	612	37,887	64.8	585	38,266	69.6	550
Health & PE	21,255	32.4	655	18,682	31.6	591	17,651	31.5	560
Language Arts	23,222	38.3	607	21,176	36.2	585	21,768	39.5	551
Mathematics	41,994	64.4	652	44,093	63.7	693	46,730	68.7	680
Physical Sciences	21,150	39.1	541	22,485	38.7	581	22,641	42.1	537
Social Sciences	59,348	77.5	766	56,376	73.0	772	54,282	76.3	711
Technology & Aviation	23,688	66.0	359	21,485	52.2	411	21,176	52.4	404
Visual & Performing Arts	41,610	64.2	648	38,437	62.3	617	37,868	64.1	591
Credit	386,956	630	614	368,970	610	605	364,557	631	577

Source: CCFS 320 and Class Master data files

Glendale Community College
Campus Profile 2005

Section 5
FISCAL CONDITION

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
2003-2004	$37,168,168	$30,694,170	$3,518,934	$71,381,272

source: Chancellor's Office Fiscal Data Abstracts

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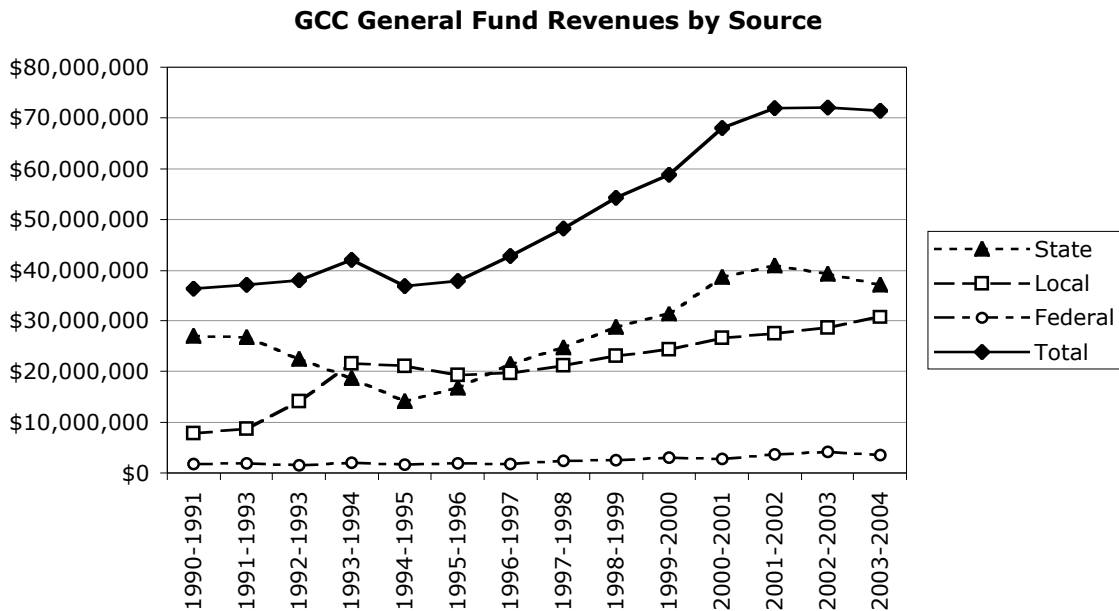
Figure 5-2. Percentage of General Fund Revenues by Source, Glendale College

State Sources of General Fund Revenues

Local Sources of General Fund Revenues
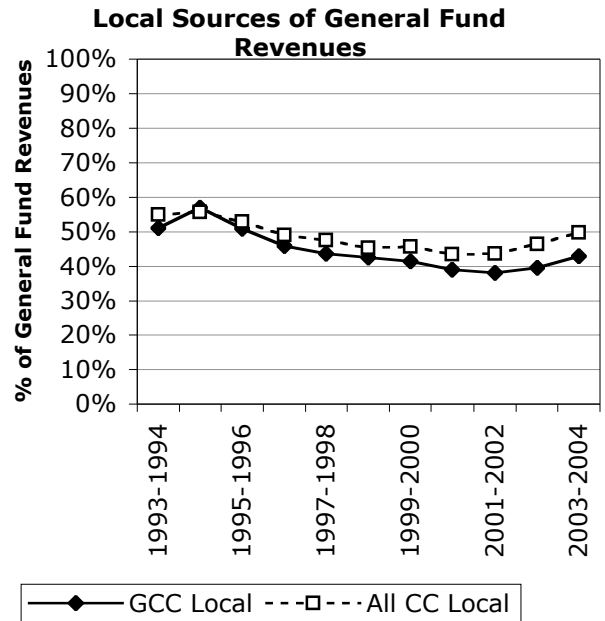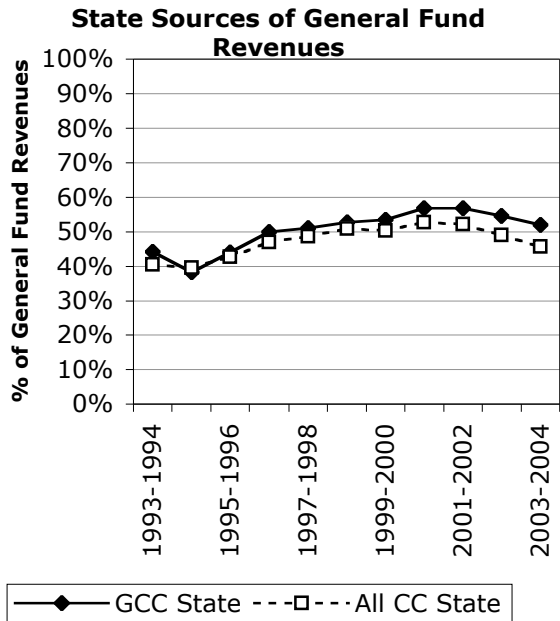
source: Chancellor's Office Fiscal Data Abstracts

Figure 5-3. Specific Revenue Sources for GCC, 2003-2004

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	$0	0%	0%
Higher Education Act	$0	0%	1%
Workforce Investment Act	$132,808	0%	0%
TANF (Temp. Assist. Needy Fam.)	$0	0%	1%
Student Financial Aid	$632,586	1%	0%
Veterans Education	$1,022	0%	0%
Vocational Education Act (VTEA)	$639,089	1%	1%
Other Federal Revenues	$2,113,429	3%	1%
Federal Total	$3,518,934	5%	4%
State			
State General Apportionment	$25,055,527	35%	29%
Apprenticeship Apportionment	$0	0%	1%
Other General Apportionments	$4,723,346	7%	4%
Child Development	$50,765	0%	0%
EOPS	$751,249	1%	1%
DSPS	$1,548,674	2%	1%
TANF (Temp. Assist. Needy Fam.)	$180,697	0%	0%
CalWORKS	$898,601	1%	1%
TTIP (Telecom & Tech. Infrastr.)	$64,234	0%	0%
Other Categorical Apportionments	$1,449,692	2%	2%
Instr. Improvement Grant	$40,519	0%	0%
Other Reimbursed Cat. Prog.	$98,432	0%	1%
Homeowners Property Tax Relief	$69,304	0%	0%
Timber Yield Tax	$0	0%	0%
Other Tax Relief Subventions	$0	0%	0%
State Lottery Proceeds	$2,237,128	3%	3%
State Mandated Costs	$0	0%	0%
Other State Non-Tax Revenues	$0	0%	0%
Other State Revenues	$0	0%	1%
State Total	$37,168,168	52%	46%
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	$22,083,784	31%	38%
Contr/Gifts/Grants/Endowments	$313,725	0%	0%
Contract Instructional Services	$3,500	0%	0%
Other Contract Services	$695,213	1%	0%
Sales & Commissions	$143,089	0%	0%
Rentals and Leases	$25,340	0%	0%
Interest/Investment Income	$137,588	0%	0%
Student Fees/Charges			
Community Service Class	$1,164,931	2%	0%
Dormitory	$0	0%	0%
Enrollment	$2,291,634	3%	4%
Field Trips/Nondist. Fac.	$0	0%	0%
Health Services	$254,726	0%	0%
Instr. Mat. Fees/Sales	$222,952	0%	0%
Insurance	$0	0%	0%
Student Records	$165,355	0%	0%
Nonresident Tuition	$2,310,536	3%	2%
Parking Services	$320,402	0%	1%
Other Student Fees	$354,014	0%	0%
Other Local Revenues	$207,381	0%	2%
Local Total	$30,694,170	43%	50%
Total Revenues	$71,381,272	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
2003-2004	16,890	$5.96	$71.38	$69.01

source: Chancellor's Office Fiscal Data Abstracts

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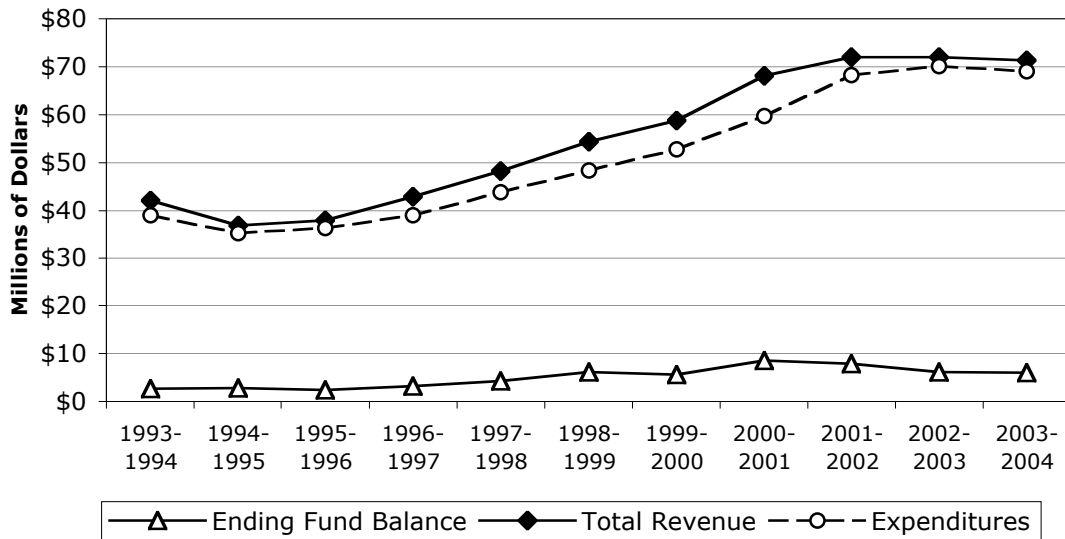
source: Chancellor's Office Fiscal Data Abstracts

Figure 5-6. Glendale Community College General Fund Expenditures

CATEGORY	CODE	2001-2002	2002-2003	2003-2004
INSTRUCTION				
Agric. & Natural Resources	0100	$0	$0	$0
Architecture & Environ. Design	0200	$30,234	$73,567	$67,360
Biological Science	0400	$933,026	$995,248	$1,049,134
Business & Management	0500	$2,290,415	$2,161,837	$2,168,761
Communications	0600	$377,312	$367,565	$390,220
Computer & Information Systems	0700	$1,911,302	$2,106,424	$1,957,182
Education	0800	$2,094,386	$2,450,946	$2,121,504
Engineering & Related Tech.	0900	$1,364,876	$1,183,842	$1,261,399
Fine & Applied Arts	1000	$2,874,682	$2,988,826	$3,018,612
Foreign Language	1100	$718,640	$786,497	$704,214
Health	1200	$1,233,410	$1,230,519	$1,315,113
Consumer Ed. & Home Econ.	1300	$1,314,392	$1,389,918	$1,318,648
Law	1400	$74,985	$80,311	$83,794
Humanities	1500	$8,484,172	$8,633,606	$8,575,609
Library Science	1600	$0	$0	$12,845
Mathematics	1700	$2,440,919	$2,687,179	$2,768,892
Military Studies	1800	$0	$0	$0
Physical Science	1900	$1,595,723	$1,616,987	$1,698,578
Psychology	2000	$446,173	$466,137	$439,316
Public Affairs & Services	2100	$459,282	$381,752	$488,025
Social Sciences	2200	$2,534,676	$2,610,609	$2,718,262
Commercial Services	3000	$353,482	$306,854	$282,462
Interdisciplinary Studies	4900	$1,550,637	$1,245,112	$1,497,250
Instr. Staff Ret. Benefits	5900	$0	$0	$0
INSTRUCTION SUBTOTAL		**$33,082,724**	**$33,763,736**	**$33,937,180**
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	$3,803,479	$3,969,111	$3,757,786
Instructional Support Services	6100	$4,870,452	$4,686,528	$3,652,410
Admissions & Records	6200	$1,554,326	$1,581,840	$1,401,832
Counseling & Guidance	6300	$3,313,378	$3,721,397	$3,917,517
Other Student Services	6400	$5,282,602	$5,342,163	$5,758,691
Operation/Maintenance of Plant	6500	$5,031,103	$234,887	$4,903,739
Planning & Policy Making	6600	$1,943,635	$14,244	$2,021,526
Gen. Inst'l. Support Services	6700	$7,966,962	$4,999,863	$8,534,878
ADMINISTRATIVE/SUPPORT SUBTOTAL		**$33,765,937**	**$24,550,033**	**$33,948,379**
OTHER ACTIVITIES				
Community Services	6800	$976,597	$1,058,115	$1,175,501
Ancillary Services	6900	$930,672	$959,834	$1,049,109
Auxiliary Operations	7000	$902,256	$142,490	$509,218
Physical Prop./Related Acquis.	7100	$118,763	$654,075	$47,050
Long-Term Debt	7200	$149,306	$39,898	$78,531
Transfers/Student Aid/Other	7300	$0	$5,910	$0
OTHER ACTIVITIES SUBTOTAL		**$3,077,594**	**$2,860,322**	**$2,859,409**
TOTAL		**$69,926,255**	**$61,174,091**	**$70,744,968**

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

	Glendale			Statewide		
CATEGORY	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Objects 1000-6000						
Certificated Salaries	46%	45%	44%	43%	43%	42%
Classified Salaries	28%	29%	26%	24%	24%	23%
Employee Benefits	12%	13%	17%	14%	16%	19%
Supplies & Materials/Operating Expenses	12%	11%	10%	15%	14%	14%
Capital Outlay	2%	2%	2%	4%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Administrative/Support						
Instructional Administration	5%	6%	5%	6%	6%	6%
Instructional Support Services	7%	8%	5%	4%	4%	4%
Admissions & Records	2%	3%	2%	2%	2%	2%
Counseling & Guidance	5%	6%	6%	4%	4%	4%
Other Student Services	8%	9%	8%	7%	6%	7%
Plant Operation/Maintenance	7%	0%	7%	8%	7%	8%
Planning & Policy Making	3%	0%	3%	3%	3%	3%
Gen. Inst'l Support Services	11%	8%	12%	13%	13%	14%
% of All Expenditures	**48%**	**40%**	**48%**	**46%**	**45%**	**48%**

source: Chancellor's Office Fiscal Data Abstracts

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

Figure 5-8. Current Expense of Education

	Glendale (millions of dollars)			Statewide (billions of dollars)		
	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Current Expense of Education	$53.4	$54.6	$54.9	$4.1	$4.3	$4.3
Salaries of Classroom Instructors	$26.9	$27.4	$28.0	$2.2	$2.2	$2.2
% Expended for Instructor Salaries	50%	50%	51%	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
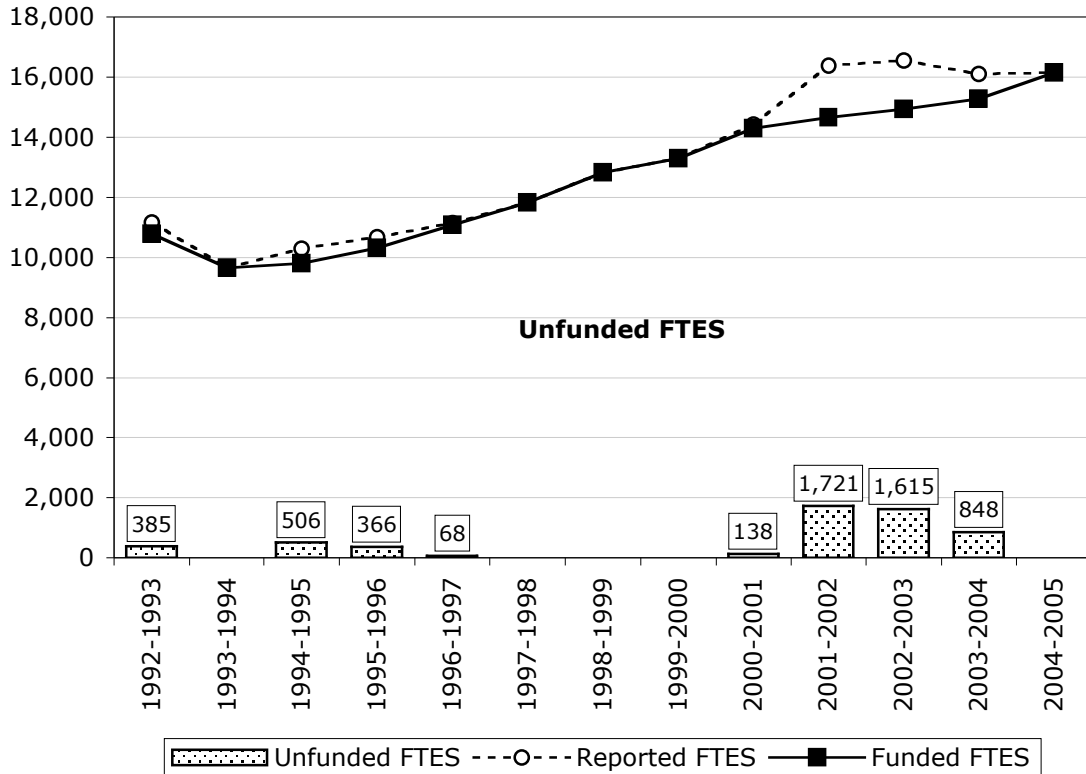
source: Annual GCC Budgets

Glendale Community College
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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