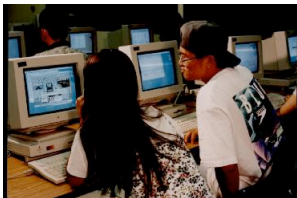




Campus Profile

2006

Glendale Community College



Campus Profile 2006



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Materials making up *Campus Profile 2006* 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 57 for a complete list of KPI's from the most recent approved Strategic 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 2006

TABLE OF CONTENTS

Section 1. Community Profile

1.01. Glendale Profile.....	1
1.01.01. Glendale Housing & Population.....	1
1.02. Area School Information.....	2
1.02.01. Glendale Unified School District Demographics.....	2
1.02.02. High School Articulation.....	4
1.02.03. California High School Exit Exam Results.....	5

Section 2. Student Access

2.01. Enrollment & Demographics.....	7
2.01.01. Credit & Non-Credit Enrollment Trends.....	7
2.01.02. Credit Student Demographics.....	8
2.01.03. Non-Credit Student Demographics.....	13
2.02. Student Needs.....	15
2.02.01. Assessment & Placement Results.....	15
2.02.02. Financial Aid.....	16
2.02.03. Student Access to Technology.....	17
2.02.04. Programs Designed to Increase Student Access and Success.....	18
2.02.05. Precollegiate Basic Skills Course Offerings & Outcomes.....	19
2.02.06. Transition from Non-Credit to Credit.....	19
2.03. Class Availability & Scheduling.....	20
2.03.01. Student Satisfaction with Course Scheduling.....	20
2.03.02. Classroom Occupation, Availability & Fill Rate.....	21

Section 3. Student Success

3.01. Student & Course Outcomes.....	23
3.01.01. Enrollment, Retention, and Success.....	23
3.01.02. Success of Students Receiving Additional Services.....	26
3.01.03. Student Satisfaction.....	27
3.02. Educational Goals.....	28
3.02.01. Student Characteristics by Educational Goal.....	28
3.03. Student Completion.....	32
3.03.01. Degree and Certificates Awarded.....	32
3.03.02. Continuing and Community Education Student Completion.....	37
3.03.03. Transfer.....	38
3.03.04. Partnership for Excellence Goals.....	40
3.03.05. Time to Goal Completion.....	42
3.03.06. Workforce Placement of Students in Vocational Programs.....	43

Section 4. Staff Composition

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

Section 5. Fiscal Condition

5.01. Revenues.....	49
5.01.01. Revenue Sources.....	49
5.02. Expenditures.....	52
5.02.01. General Fund Activity.....	52
5.02.02. Expenditure Comparison to Statewide Averages.....	54
5.03. Funded and Unfunded FTES.....	55
5.03.01. Funded and Unfunded FTES.....	55

Appendix. Key Performance Indicators.....	57
Index.....	59

Glendale Community College
Campus Profile 2006

Section 1
COMMUNITY PROFILE

1.01 Glendale Profile

Page 1 1.01.01. Glendale Housing & Population

1.02 Area School Information

Page 2 1.02.01. Glendale Unified School District Demographics

Page 4 1.02.02. High School Articulation

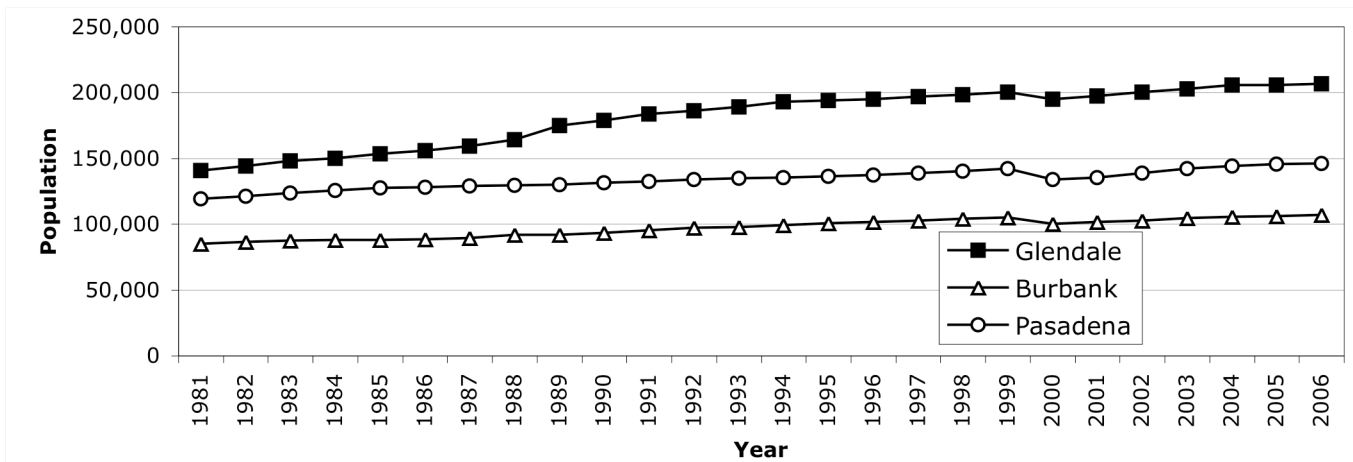
Page 5 1.02.03. California High School Exit Exam (CAHSEE) Results

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.

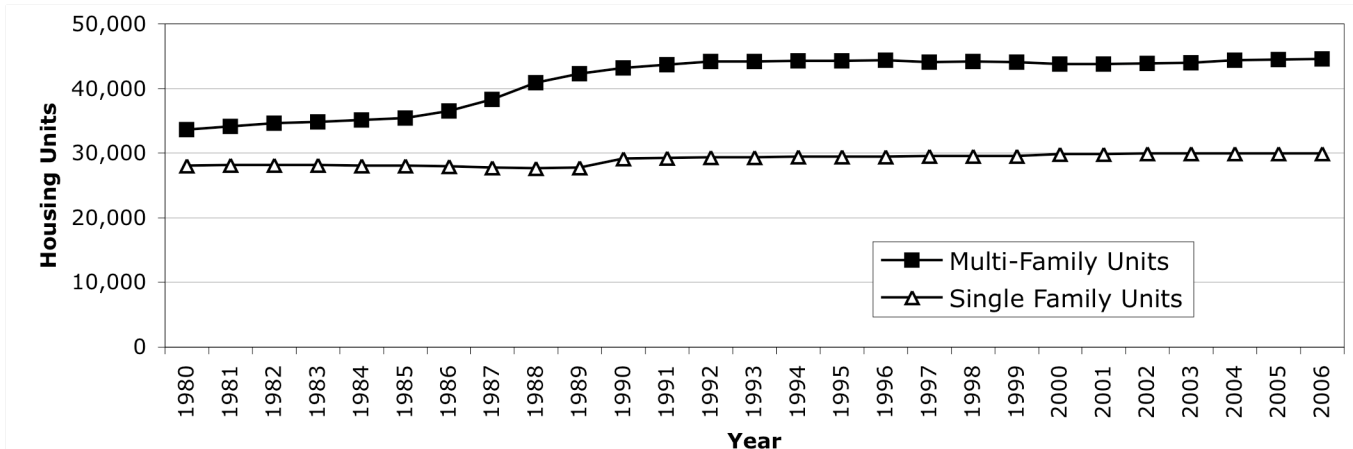
Figure 1-1. Glendale, Burbank, and Pasadena Population Trends



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%

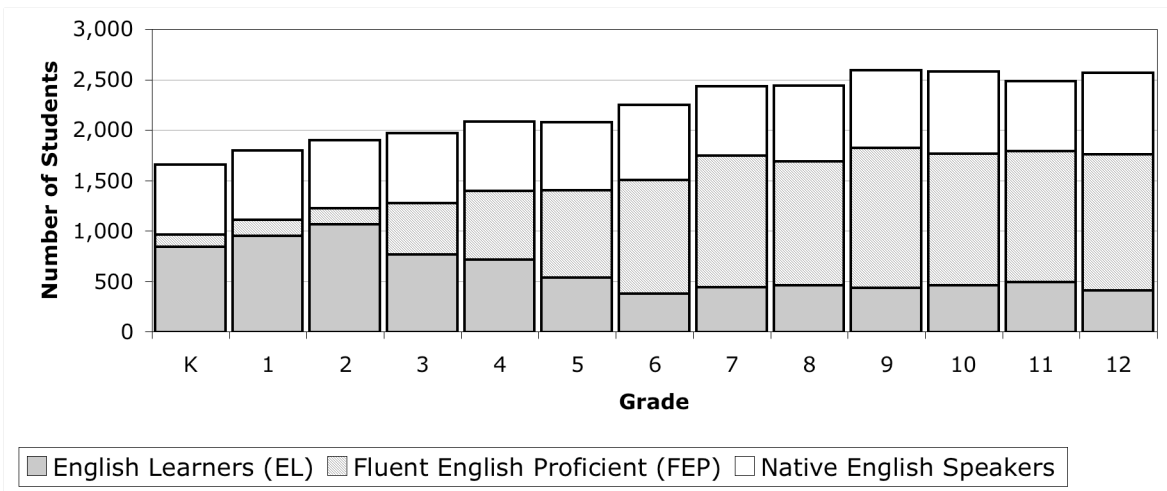
source: United States Census

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).

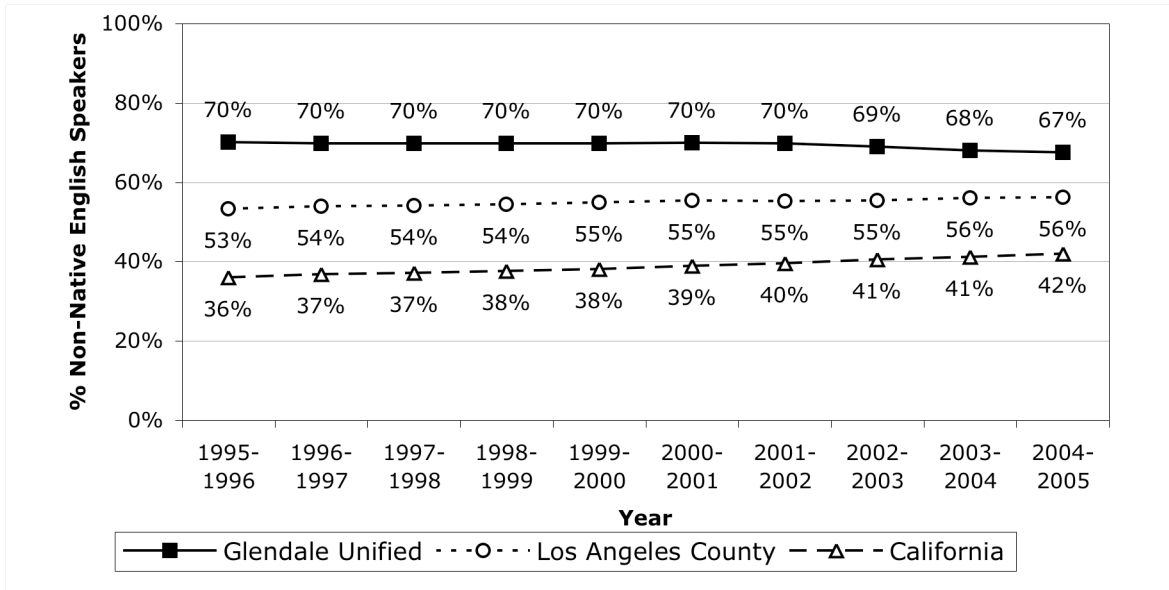
Figure 1-4. Glendale Unified School District English Learners, 2004-2005



source: California Department of Education

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 67% of Glendale Unified students are non-native English speakers, compared to 56% for Los Angeles County and 42% for California. This pattern has been consistent for the past decade, but the percentage of non-native English speakers in Glendale has begun to drop recently.

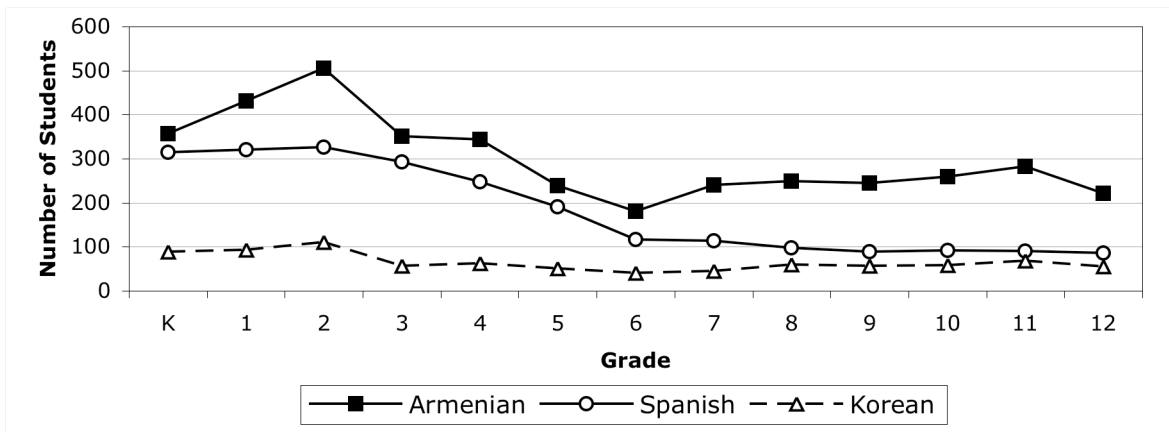
Figure 1-5. Percentage of Non-Native English Speakers in School Districts



source: California Department of Education

Armenian and Spanish are the most common native languages of Glendale Unified School District English Learners. By grade 12, 221 Armenian speakers, 86 Spanish speakers, and 55 Korean speakers were classified as English Learners.

Figure 1-6. Primary Language of GUSD English Learners, 2004-2005



source: California Department of Education

1.02.02. High School Articulation

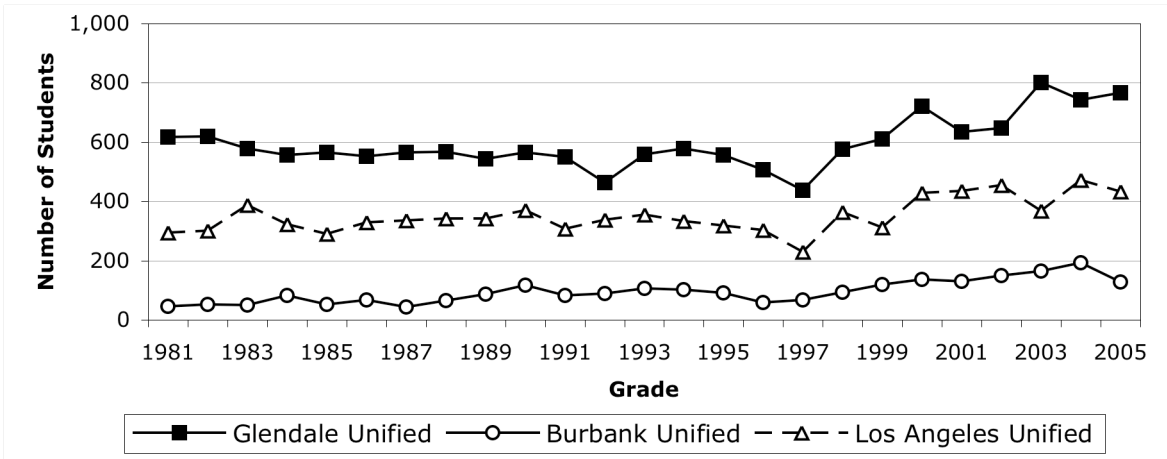
Figure 1-7. GCC Fall Freshmen by High School of Origin

School	Fall 1981	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Change: 2001- 2004 to 2005
Glendale District							
Glendale	231	268	293	321	290	312	+6%
Hoover	174	189	160	229	224	204	+2%
Crescenta Valley	195	153	117	119	130	160	+23%
Clark Magnet	0	0	55	111	88	75	+18%
Daily	16	24	23	21	11	15	-24%
Burbank District							
Burbank	45	82	99	101	131	93	-10%
Burroughs	33	46	50	63	55	31	-42%
Los Angeles District							
Belmont	10	43	47	53	53	46	-6%
Eagle Rock	72	41	45	30	39	33	-15%
Fairfax	5	7	3	7	6	5	-13%
Francis Poly	1	7	9	12	8	8	-11%
Franklin	58	46	63	46	54	70	+34%
Grant	1	3	9	8	8	4	-43%
Hollywood	12	14	26	19	13	14	-22%
Lincoln	4	10	11	11	34	42	+155%
Los Angeles High School	0	3	3	4	14	16	+167%
LA Center for Enriched Studies	0	17	16	6	3	0	-100%
Marshall	68	100	82	61	77	71	-11%
North Hollywood	2	10	10	17	12	11	-10%
Roosevelt	0	10	20	1	7	4	-58%
Verdugo Hills	43	60	40	40	84	59	+5%
Other LA District	--	64	70	53	59	50	-19%
Other Public Schools							
Alhambra	0	3	8	5	9	9	+44%
La Cañada	5	9	7	12	11	16	+64%
Muir	0	3	4	7	4	3	-33%
Private Schools							
Alex Pilibos	0	5	17	9	10	11	+7%
Bellarmino-Jefferson	21	8	5	5	6	11	+83%
Glendale Academy	10	3	6	5	5	3	-37%
Holy Family	25	7	9	11	7	5	-41%
Notre Dame	0	4	1	1	4	1	-60%
Providence	4	7	7	11	11	11	+22%
Ribet Academy	0	4	4	3	7	6	+33%
Sacred Heart	1	2	2	0	3	2	+14%
St. Francis	18	5	14	8	9	7	-22%
Village Christian	0	8	17	7	8	7	-30%
Other Private Schools	17	18	25	22	23	11	-50%
Total Freshmen	1,274	1,581	1,650	1,700	1,787	1,810	+8%
% from Glendale USD	48%	40%	39%	47%	42%	42%	+0%
% from Private Schools	8%	4%	6%	5%	5%	4%	-1%

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		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Glendale	52%	81%	69%	72%	76%	69%
Hoover	54%	86%	77%	62%	79%	65%
Crescenta Valley	87%	96%	95%	91%	94%	93%
Clark Magnet	90%	99%	99%	97%	98%	98%
Burbank	57%	84%	80%	74%	80%	79%
Burroughs	57%	90%	85%	82%	89%	83%
Marshall	34%	70%	55%	65%	71%	64%
Franklin	26%	55%	46%	54%	55%	52%
Belmont	29%	45%	42%	54%	22%	43%
Eagle Rock	44%	72%	69%	68%	74%	72%

source: California Department of Education

Glendale Community College
Campus Profile 2006

Section 2

STUDENT ACCESS

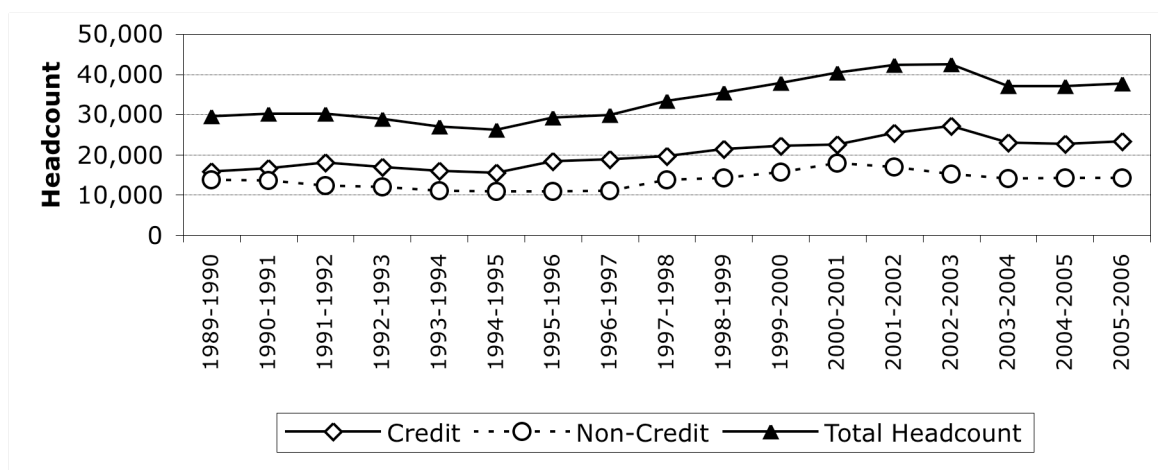
- 2.01. Enrollment & Demographics
- Page 7 2.01.01. Credit & Noncredit Enrollment Trends
Page 8 2.01.02. Credit Student Demographics
Page 13 2.01.03. Noncredit Student Demographics
- 2.02. Student Needs
- Page 15 2.02.01. Assessment & Placement Results
Page 16 2.02.02. Financial Aid
Page 17 2.02.03. Student Access to Technology
Page 18 2.02.04. Programs Designed to Increase Access & Success
Page 19 2.02.05. Precollegiate Basic Skills Offerings & Outcomes
Page 19 2.02.06. Transition from Noncredit to Credit
- 2.03. Class Availability & Scheduling
- Page 20 2.03.01. Student Satisfaction with Course Scheduling
Page 21 2.03.02. Classroom Occupation, Availability & Fill Rate

2.01. Enrollment & Demographics

2.01.01. Credit & Noncredit Enrollment Trends

Mirroring California's budget difficulties, both credit and noncredit enrollment decreased from 2001-2002 to 2005-2006. Historically, annual enrollment has followed cycles of growth and decline. The last two peaks were in 1991-1992 and 2002-2003.

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



source: GCC SMR and AED databases

Figure 2-2. Headcount Enrollment, Academic Years

Category	2003-2004		2004-2005		2005-2006	
	Credit Headcount	22,942	62%	22,717	61%	23,371
Noncredit Headcount	14,091	38%	14,278	39%	14,277	38%
Total	37,033	100%	36,995	100%	37,648	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	2003-2004		2004-2005		2005-2006	
	Credit FTES	13,224.9	79%	13,287.4	79%	14,025.8
<i>Resident</i>	12,452.9	74%	12,431.8	74%	13,126.3	78%
<i>Non-Resident</i>	772.0	5%	855.6	5%	899.4	5%
Noncredit FTES	3,530.8	21%	3,573.2	21%	2,733.78	16%
Total	16,755.7	100%	16,860.6	100%	16,759.5	100%

source: CCFS 320 Apportionment Attendance Reports

Fall semester enrollment has followed annual enrollment and tends to be higher than Spring semester enrollment.

Figure 2-4. Headcount Enrollment, Fall Semesters

Category	Fall 2003		Fall 2004		Fall 2005	
Credit Headcount	15,877	68%	15,784	68%	15,415	68%
<i>Full-Time</i>	4,766	21%	4,873	21%	4,795	21%
<i>Part-Time</i>	11,111	48%	10,894	47%	10,620	47%
Noncredit Headcount	7,326	32%	7,313	32%	7,178	32%
Total	23,203	100%	23,097	100%	22,593	100%

source: GCC SMR and AED databases

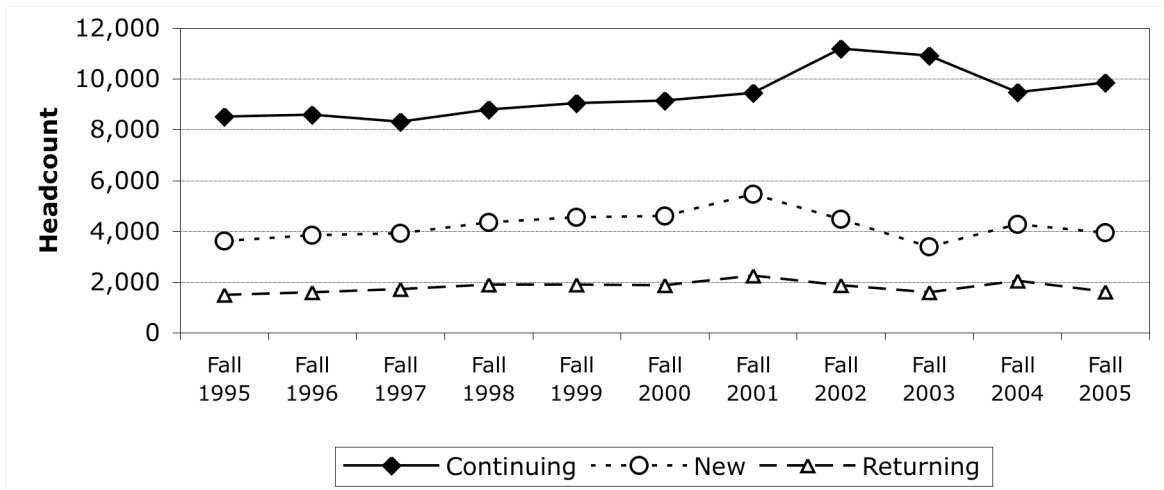
2.01.02. Credit Student Demographics

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 percentage of continuing students has increased relative to new and returning students.

Figure 2-5. Enrollment Status of Credit Students

Category	Fall 2003		Fall 2004		Fall 2005	
Continuing	10,913	69%	9,469	60%	9,859	64%
New	3,373	21%	4,268	27%	3,944	26%
<i>First College</i>	2,106	13%	2,706	17%	2,581	17%
<i>From Other College</i>	1,267	8%	1,562	10%	1,363	9%
Returning	1,591	10%	2,041	13%	1,612	10%
<i>Return Transfer</i>	415	3%	552	3%	432	3%
<i>Return After Absence</i>	1,176	7%	1,489	9%	1,180	8%
Total	15,877	100%	15,784	100%	15,415	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 2003		Fall 2004		Fall 2005	
Male	6,578	41%	6,513	41%	6,432	42%
Female	9,299	59%	9,271	59%	8,983	58%
Total	15,877	100%	15,784	100%	15,415	100%

source: GCC SMR database

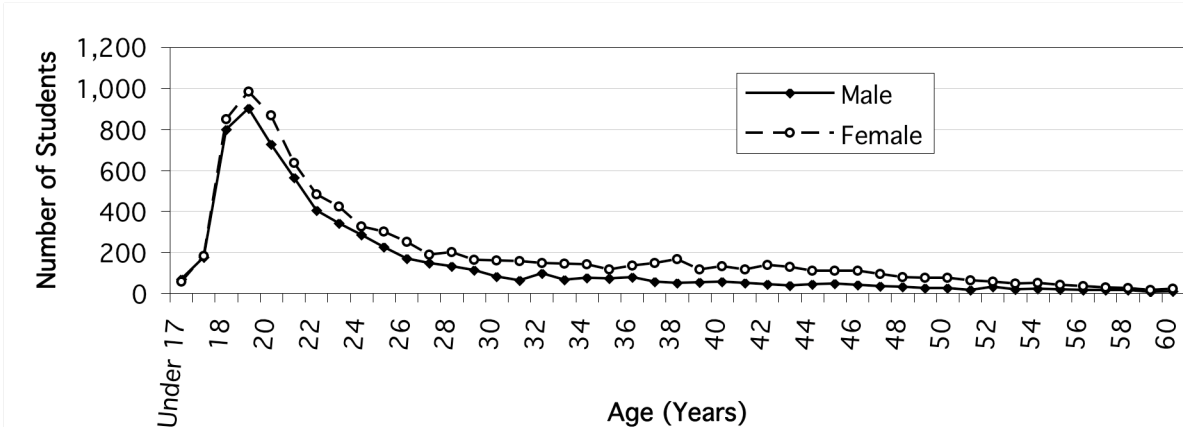
Figure 2-7. Age of Credit Students

Age Group	Fall 2003		Fall 2004		Fall 2005	
20 & Under	5,348	34%	5,623	36%	5,617	36%
21 to 25	3,992	25%	4,030	26%	3,990	26%
26 to 30	1,829	12%	1,728	11%	1,604	10%
31 to 50	4,001	25%	3,718	24%	3,479	23%
51 & Over	707	4%	685	4%	725	5%
Total Students	15,877	100%	15,784	100%	15,415	100%
Mean Age	27.5		27.1		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 2005

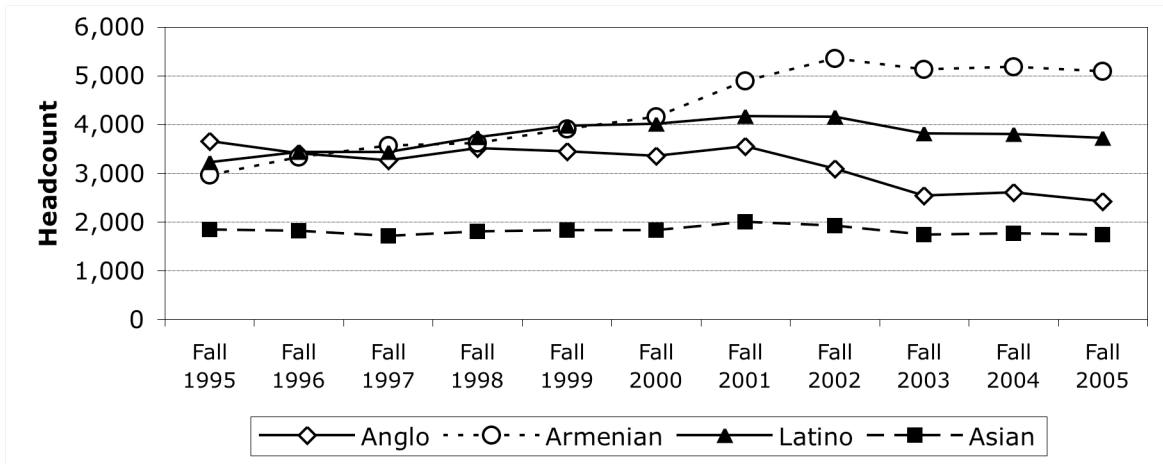


source: GCC SMR and PI_REC databases

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 33%, 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 2003		Fall 2004		Fall 2005	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/European/Anglo	2,543	16%	2,607	17%	2,415	16%
Caucasian/Armenian	5,128	32%	5,179	33%	5,088	33%
Latino/Hispanic	3,821	24%	3,801	24%	3,723	24%
Asian/Pacific Islander	1,737	11%	1,766	11%	1,738	11%
Filipino	852	5%	876	6%	836	5%
Black/African American	482	3%	456	3%	435	3%
American Indian	66	0%	72	0%	74	0%
Other	718	5%	664	4%	729	5%
Unknown	530	3%	363	2%	377	2%
Total	15,877	100%	15,784	100%	15,415	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.

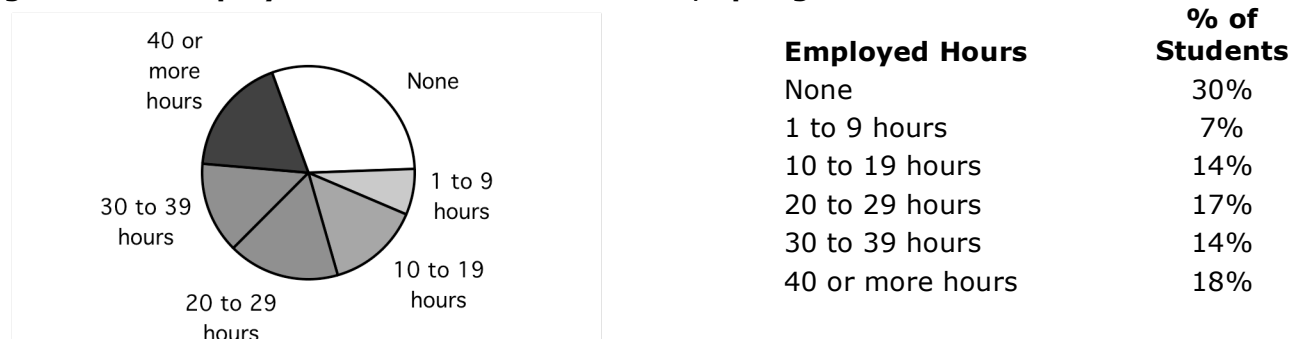
Figure 2-10. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2003		Fall 2004		Fall 2005	
	Count	Percentage	Count	Percentage	Count	Percentage
Day Classes Only	5,869	37%	5,854	37%	5,701	37%
Evening Classes Only	3,820	24%	3,935	25%	3,893	25%
Both	6,188	39%	5,995	39%	5,821	38%
Total	15,877	100%	15,784	100%	15,415	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 2006



source: Spring 2006 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. AB 540 students are nonresident immigrants who have graduated from a California high school and whose nonresident tuition is waived.

Figure 2-12. District Status of Credit Students

District	Fall 2003		Fall 2004		Fall 2005	
Local (GCC District)	7,470	47%	7,310	46%	7,217	47%
Los Angeles CC District	6,480	41%	6,609	42%	6,348	41%
Other California Districts	1,083	7%	900	6%	840	5%
Out of State	93	1%	114	1%	115	1%
International	506	3%	540	3%	541	4%
Other Foreign	75	0%	89	1%	78	1%
AB 540 Students	170	1%	222	1%	276	2%
Total	15,877	100%	15,784	100%	15,415	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 2003		Fall 2004		Fall 2005	
U.S. Citizen	9,481	60%	9,612	61%	9,688	63%
No Visa	195	1%	231	1%	284	2%
Permanent Resident	2,908	18%	2,636	17%	2,552	17%
Parolee	1,218	8%	1,040	7%	812	5%
Student Visa	514	3%	540	3%	545	4%
Other Visa	1,407	9%	1,496	9%	1,481	10%
Amnesty	14	0%	15	0%	13	0%
Unknown	140	1%	214	1%	40	0%
Total	15,877	100%	15,784	100%	15,415	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

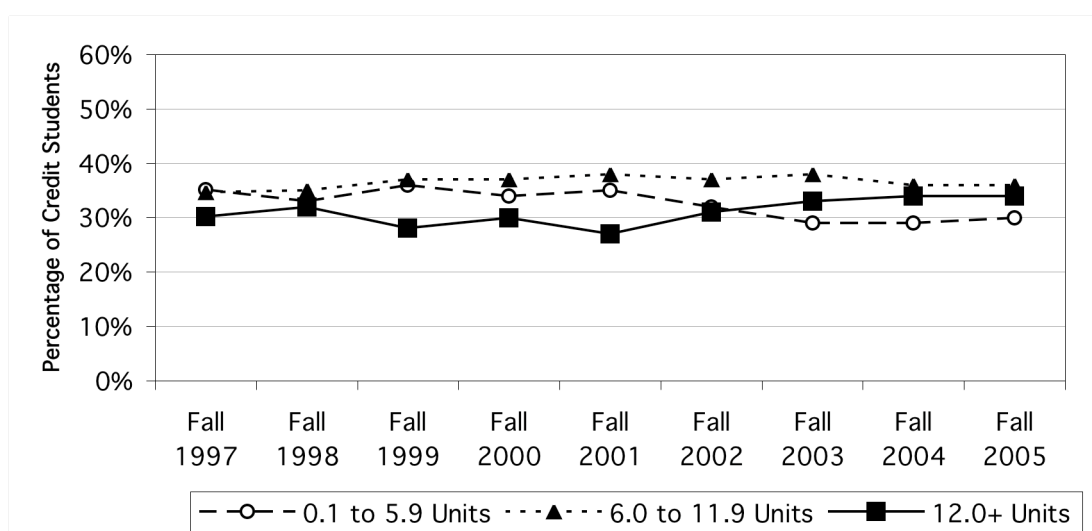
Country	Fall 2003		Fall 2004		Fall 2005	
	Count	Percentage	Count	Percentage	Count	Percentage
Japan	179	35%	214	40%	235	43%
South Korea	115	22%	101	19%	107	20%
Sweden	6	1%	23	4%	27	5%
Taiwan	20	4%	18	3%	14	3%
Vietnam	10	2%	9	2%	16	3%
Indonesia	16	3%	7	1%	7	1%
China	16	3%	13	2%	10	2%
Kenya	15	3%	14	3%	7	1%
Philippines	17	3%	20	4%	16	3%
Total International	514	100%	540	100%	545	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 2003	Fall 2004	Fall 2005	Fall 2003	Fall 2004	Fall 2005
0	--	--	--	16%	16%	17%
0.1 to 5.9	29%	29%	30%	30%	31%	31%
6.0 to 11.9	38%	36%	36%	35%	34%	34%
12.0 or More	33%	34%	34%	19%	20%	19%
Mean Units	8.5	8.6	8.6	6.3	6.4	6.2
Median Units	9.0	9.0	9.0	6.0	6.0	6.0



source: GCC MIS data files

2.01.03. Noncredit Student Demographics

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

Figure 2-16. Gender of Noncredit Students

Gender	Fall 2003		Fall 2004		Fall 2005	
Male	2,174	29%	2,047	28%	2,066	29%
Female	4,992	66%	4,902	67%	4,799	67%
Unknown	373	5%	364	5%	313	4%
Total	7,539	100%	7,313	100%	7,178	100%

source: GCC Adult Education (AED) database

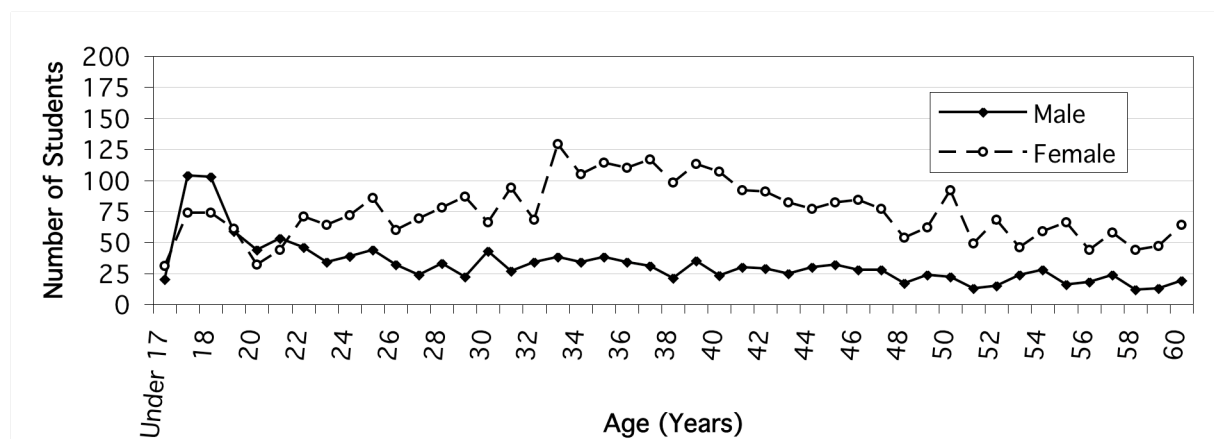
Noncredit students tend to be older than credit students. The median age of noncredit students was 40 years in Fall 2005, compared to 23 years for credit students. The mean age of noncredit students has decreased from 48 years in 1995 to 43 years in 2005.

Figure 2-17. Age of Noncredit Students

Age Group	Fall 2003		Fall 2004		Fall 2005	
20 & Under	758	10%	687	9%	611	9%
21 to 25	565	7%	493	7%	557	8%
26 to 30	585	8%	563	8%	521	7%
31 to 50	2,663	35%	2,590	35%	2,459	34%
50 & Over	1,677	22%	1,616	22%	1,793	25%
Unknown	1,291	17%	1,364	19%	1,237	17%
Total Students	7,539	100%	7,313	100%	7,178	100%
Mean Age	41.5		42.0		42.8	
Median Age	39.0		39.0		40.0	

source: GCC Adult Education (AED) database

Figure 2-18. Age Distribution of Noncredit Students by Gender, Fall 2005

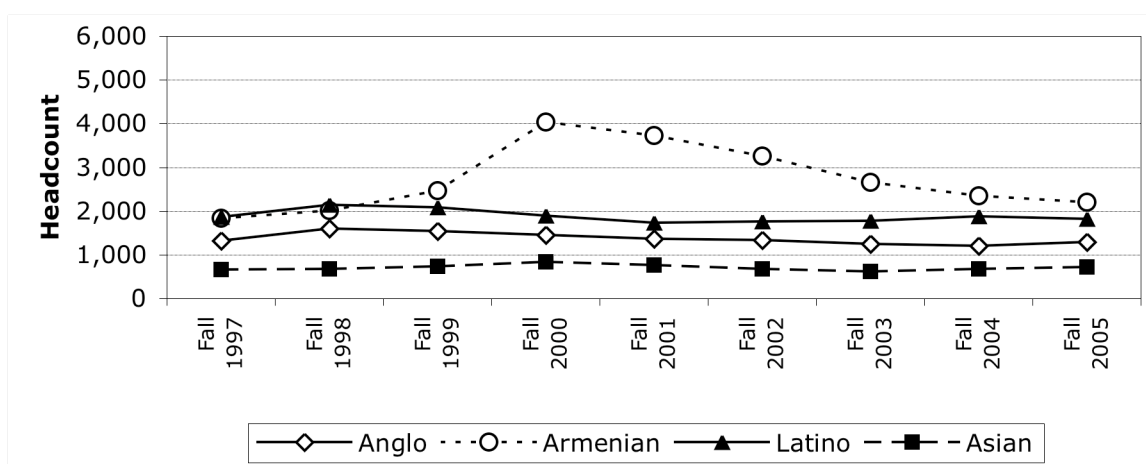


source: GCC Adult Education (AED) database

The ethnicity of the noncredit population parallels that of the credit population. Armenian students make up about 30% of noncredit students, and Caucasian students of European descent (“Anglos”) make up about 18%. The Latino noncredit population, which decreased to 19% in 2001, has recently increased to 25%. As the graph below shows, noncredit enrollment of most ethnic groups has remained flat, but growth in the early 2000s was driven by increasing numbers of Armenian students, but the number of Armenian students has decreased recently.

Figure 2-19. Ethnicity of Noncredit Students

Ethnicity	Fall 2003		Fall 2004		Fall 2005	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian	13	0%	9	0%	12	0%
Asian/Pacific Islander	616	8%	677	9%	714	10%
Black/African-American	64	1%	88	1%	78	1%
Caucasian/Anglo	1,248	17%	1,201	16%	1,291	18%
Caucasian/Armenian	2,660	35%	2,349	32%	2,204	31%
Latino/Hispanic	1,770	23%	1,872	26%	1,814	25%
Filipino	296	4%	262	4%	235	3%
Other	270	4%	242	3%	247	3%
Unknown	602	8%	613	8%	583	8%
Total	7,539	100%	7,313	100%	7,178	100%



source: GCC Noncredit Registration database

In terms of citizenship/visa status, the largest group of noncredit students consists of United States citizens (40%), followed by permanent residents (21%). The table below shows citizenship of noncredit students for the past three years.

Figure 2-20. Citizenship/Visa Status of Noncredit Students

Citizenship/Visa Status	Fall 2003		Fall 2004		Fall 2005	
	Count	Percentage	Count	Percentage	Count	Percentage
U.S. Citizen	2,827	37%	2,692	37%	2,840	40%
Permanent Resident	1,494	20%	1,520	21%	1,495	21%
Temporary Resident	276	4%	320	4%	278	4%
Refugee/Asylee	870	12%	603	8%	421	6%
Student Visa	61	1%	85	1%	76	1%
Other Visa	1,332	18%	1,336	18%	1,311	18%
Unknown	679	9%	757	10%	757	11%
Total	7,539	100%	7,313	100%	7,178	100%

Source: GCC Adult Education (AED) database

Figure 2-21. District Status of Noncredit Students

District	Fall 2003		Fall 2004		Fall 2005	
Local (GCC District)	5,501	73%	5,200	71%	5,094	71%
Other	1,670	22%	1,678	23%	1,744	24%
Unknown	368	5%	435	6%	340	5%
Total	7,539	100%	7,313	100%	7,178	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	2003-2004	2004-2005	2005-2006
Level 6 (ENGL 101)	34%	39%	42%
Level 5 (ENGL 120)	34%	34%	35%
Level 4 (ENGL 191)	15%	16%	13%
Level 3 (ENGL 189)	9%	4%	4%
LEVEL 2 (ENGL 187)	2%	2%	1%
Missing Placement	6%	5%	4%
Total Placed	4,176	4,047	3,967

ESL Grammar/Composition	2003-2004	2004-2005	2005-2006	ESL Listening/Speaking	2003-2004	2004-2005	2005-2006
Level 5 (ESL 151)	0%	0%	0%	Level 5 (ESL 155)	13%	16%	13%
Level 4 (ESL 141)	11%	12%	14%	Level 4 (ESL 145)	19%	20%	23%
Level 3 (ESL 133)	21%	20%	24%	Level 3 (ESL 135)	23%	22%	22%
Level 2 (ESL 123)	30%	28%	28%	Level 2 (ESL 125)	28%	24%	24%
Level 1 (ESL 111)	38%	39%	34%	Level 1 (ESL 115)	18%	18%	19%
Undetermined	0%	0%	0%	Undetermined	0%	0%	0%
Total Placed	1,935	1,793	1,508	Total Placed	1,936	1,792	1,508

Mathematics	2003-2004	2004-2005	2005-2006
Level 6 (Math 103)	6%	5%	6%
Level 5 (Math 100, 102, 110, 111, 112, 135, 136)	10%	11%	12%
Level 4 (Math 101, 140, 115)	15%	17%	21%
Level 3 (Math 141, 145)	28%	28%	29%
Level 2 (Math 153)	17%	16%	14%
Level 1 (Math 151, 152)	22%	22%	17%
Unknown	3%	1%	1%
Total Placed	5,179	5,267	4,888

Chemistry	2003-2004	2004-2005	2005-2006
Chem 101	75%	70%	68%
Chem 110	24%	30%	32%
Total Placed	186	182	201

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 fees and is available to California residents demonstrating financial need. About 40% of students receive BOG waivers every year.

Note: The number of students with BOG waivers in 2005-2006 is an estimate.

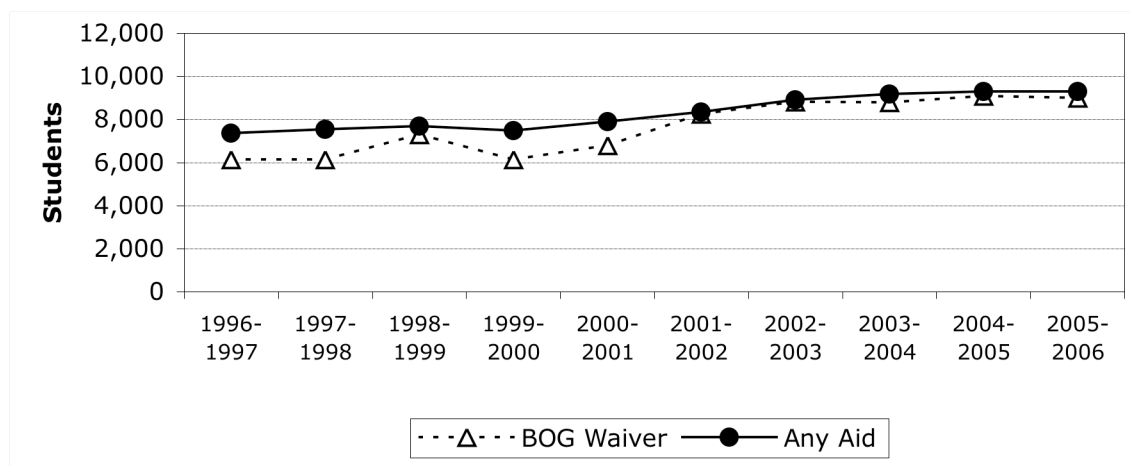
Figure 2-23. Financial Aid Awards

Award Category	2003-2004		2004-2005		2005-2006	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	4,583	\$10,899,671	4,675	\$11,126,665	4,383	\$10,604,263
Federal SEOG	2,212	\$674,651	2,160	\$672,186	1,810	\$626,348
Student Loan	255	\$993,693	238	\$963,766	231	\$831,896
Federal Work Study	300	\$650,000	496	\$872,395	474	\$827,833
BOG Waiver	8,776	\$2,580,180	9,096	\$3,889,821	9,000	\$4,052,056
Cal Grant	954	\$1,044,627	1,314	\$1,178,323	1,442	\$1,216,540
Total (Unduplicated)	9,169	\$16,873,605	9,305	\$18,777,636	9,300	\$18,385,451

source: GCC Financial Aid Office

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

Category	2003-2004	2004-2005	2005-2006
BOG Waivers: Number of Students	8,776	9,096	9,000
BOG Waivers: Percentage of Credit Students	38%	40%	39%
Any Financial Aid: Number of Students	9,169	9,305	9,300
Any Financial Aid: Percentage of Credit Students	40%	41%	40%

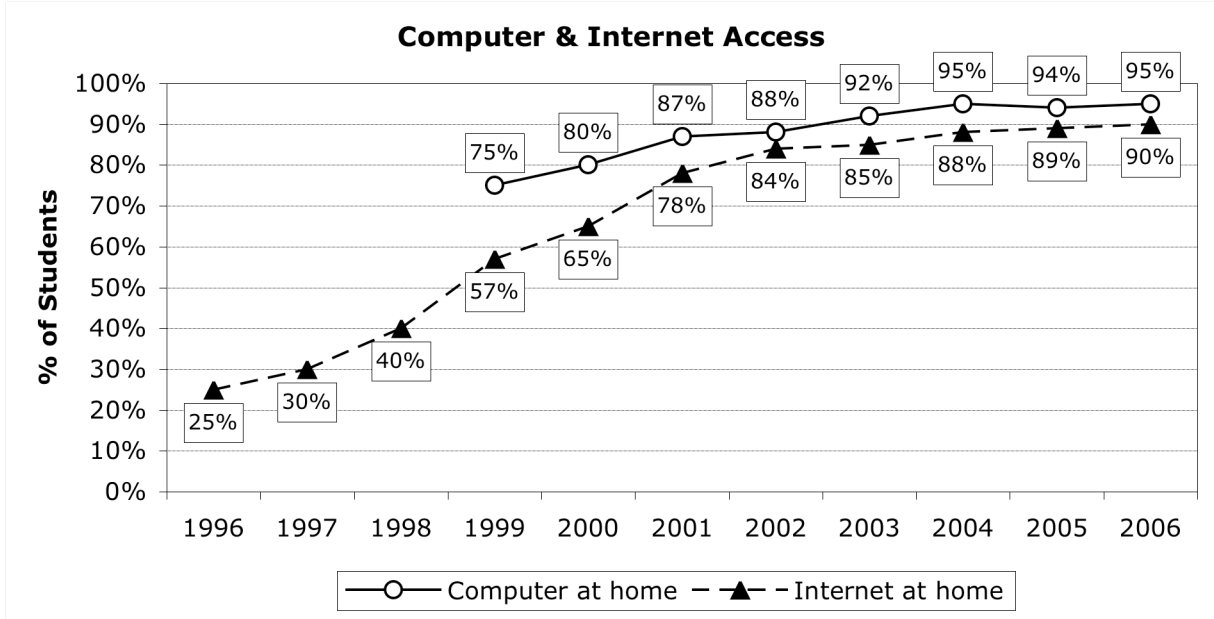


source: GCC Financial Aid Office

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

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 2005-2006, 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 and 190.

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

Figure 2-27. Precollegiate Credit Basic Skills Enrollment, Retention, and Success

Measure	Fall 2003	Fall 2004	Fall 2005
Basic Skills Census Enrollments	2,431	2,508	2,269
Basic Skills Course Retention Rates	90%	90%	88%
Basic Skills Course Success Rates	70%	69%	67%

source: GCC MIS data files

2.02.06. Transition from Noncredit to Credit

Figure 2-28. Number of Students Transitioning from Noncredit to Credit

	Fall 2003	Fall 2004	Fall 2005
Total Noncredit Students	7,538	7,313	7,178
Concurrently Enrolled in Credit Classes	3%	2%	2%
Enrolled in Credit Classes in Next Spring Semester	5%	4%	3%

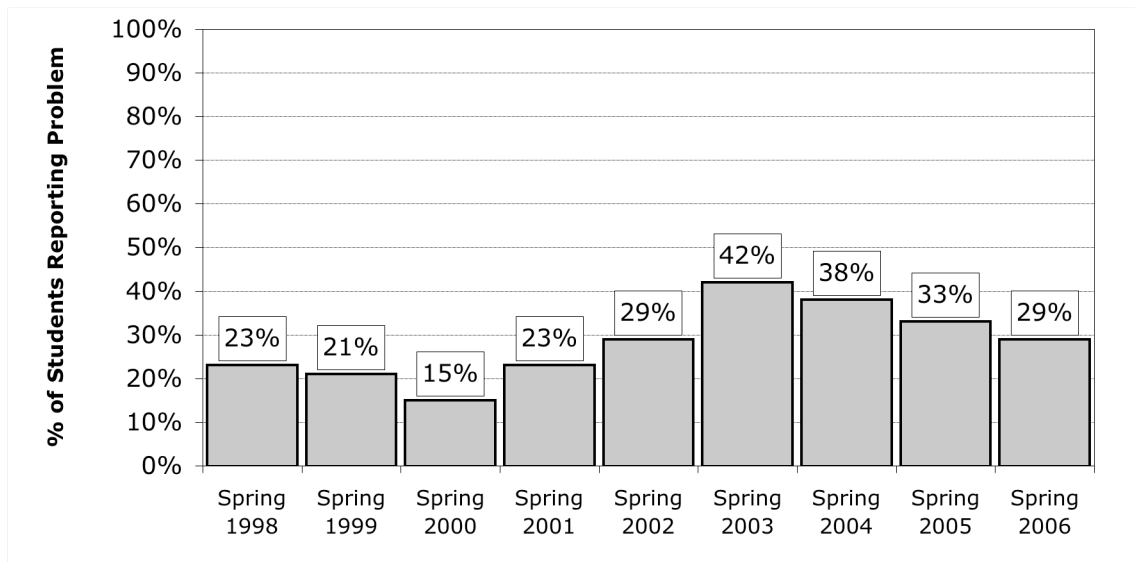
source: GCC Noncredit Registration and Student Master Record data files

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 and has since decreased to 29% in Spring 2006. 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 2-29. Percentage of Credit Students Having Problems Getting Classes



source: Spring Student Surveys

Figure 2-30. Scheduling Problems Identified by Students

Problem	Spring 2004	Spring 2005	Spring 2006
Class full	30%	24%	19%
Class not offered at time student wanted it	13%	13%	9%
Class scheduled at same time as another class student needed	16%	14%	14%
Class not offered this semester	8%	6%	5%
Other problem	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 2005, the highest number of class sections was scheduled to begin between 6:00 pm and 6:59 pm (aggregating across days of the week). In the figure, the darkest shading indicates that at least 65% of the highest number of sections is scheduled to begin in that time block. No shading indicates that 20% or less of the highest number of sections is scheduled to begin in that time block. Classrooms are occupied most during time blocks with dark shading, and are occupied least during time blocks with no shading.

Figure 2-31. Scheduling Density for Credit Classes by Time of Day

Start Time	Fall 2003	Fall 2004	Fall 2005
6:00 am – 6:59 am	11	7	7
7:00 am – 7:59 am	40	44	39
8:00 am – 8:59 am	271	261	243
9:00 am – 9:59 am	168	171	174
10:00 am – 10:59 am	165	178	176
11:00 am – 11:59 am	4	6	8
12:00 noon – 12:59 pm	147	140	138
1:00 pm – 1:59 pm	314	203	204
2:00 pm – 2:59 pm	63	65	62
3:00 pm – 3:59 pm	57	65	71
4:00 pm – 4:59 pm	94	65	68
5:00 pm – 5:59 pm	49	78	73
6:00 pm – 6:59 pm	311	321	322
7:00 pm – 7:59 pm	65	59	69
8:00 pm – 8:59 pm	9	13	12
9:00 pm – 9:59 pm	0	1	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 2-32. Credit Division Fill Rate

Division	Fall 2003	Fall 2004	Fall 2005
Allied Health	80%	74%	77%
Biology	109%	114%	107%
Business	84%	76%	72%
College Services	91%	91%	86%
English	103%	99%	98%
ESL (Credit)	96%	92%	86%
Health & PE	76%	70%	70%
Language Arts	99%	93%	90%
Mathematics	107%	107%	100%
Physical Science	100%	97%	90%
Social Science	104%	92%	92%
Technology & Aviation	85%	79%	83%
Visual & Performing Arts	94%	93%	89%
Total Credit	95%	89%	88%

source: GCC Class Master data files

Glendale Community College
Campus Profile 2006

Section 3

STUDENT SUCCESS

- 3.01. Student & Course Outcomes
- page 23 3.01.01. Enrollment, Retention, and Success
 - page 26 3.01.02. Success of Students Receiving Additional Services
 - page 27 3.01.03. Student Satisfaction
- 3.02. Educational Goals
- page 28 3.02.01. Student Characteristics by Educational Goal
- 3.03. Student Completion
- page 32 3.03.01. Degrees & Certificates Awarded
 - page 37 3.03.02. Continuing & Community Education Completion
 - page 38 3.03.03. Transfer
 - page 40 3.03.04. Partnership for Excellence Goals
 - page 42 3.03.05. Time to Goal Completion
 - page 43 3.03.06. Workforce Placement of Vocational Students

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.

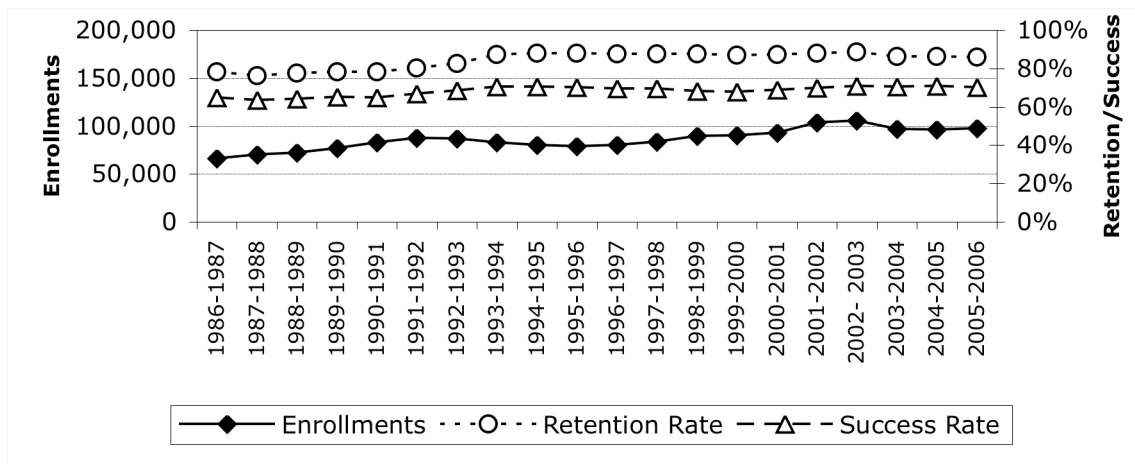
Figure 3-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

Division	Census Enrollments			Retention Rate			Success Rate		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Allied Health	721	686	805	90%	93%	91%	83%	85%	85%
Biology	1,025	1,038	1,084	79%	82%	79%	65%	68%	68%
Business	4,790	4,615	4,324	87%	89%	86%	75%	75%	72%
College Services	970	1,119	1,076	91%	95%	90%	70%	75%	76%
English	4,517	4,295	4,257	86%	86%	85%	69%	69%	69%
ESL (Credit)	3,264	3,298	3,237	92%	92%	90%	74%	76%	74%
Health & PE	3,568	3,315	3,322	90%	90%	90%	71%	73%	74%
Language Arts	2,349	2,416	2,428	87%	85%	85%	75%	74%	74%
Mathematics	4,217	4,553	4,708	75%	77%	75%	55%	55%	51%
Physical Sciences	1,841	1,946	1,816	85%	87%	85%	71%	69%	68%
Social Sciences	8,230	7,971	7,410	86%	84%	83%	66%	65%	63%
Technology & Aviation	2,180	2,004	1,944	90%	94%	90%	78%	81%	80%
Visual & Performing Arts	4,179	4,426	4,185	84%	83%	84%	71%	70%	71%
Total Credit	41,851	41,682	40,596	86%	86%	85%	70%	70%	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 have remained flat since 1993-1994.

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



source: GCC Grade Detail data file

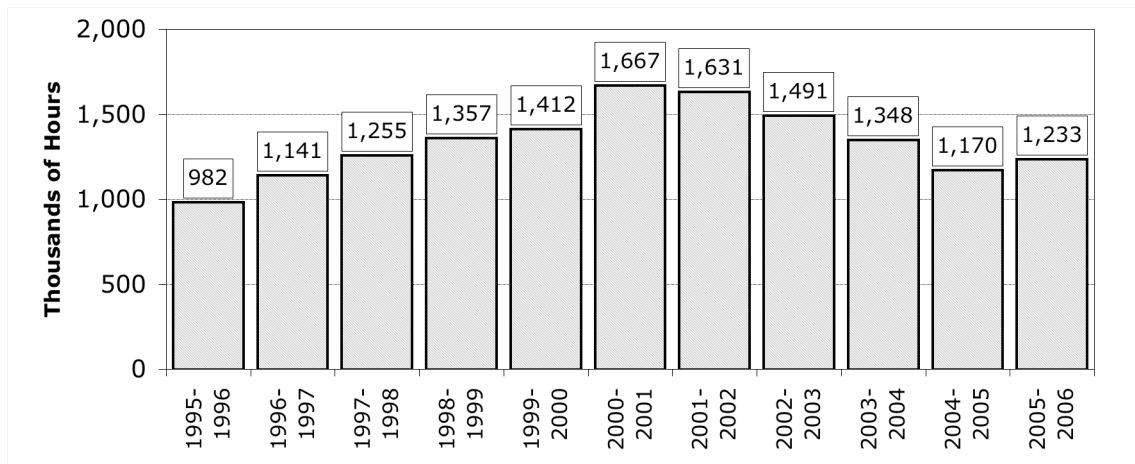
Non-credit classes are funded by the positive attendance accounting method, in which hours of attendance are recorded. One Full-Time Equivalent Student (FTES) is equivalent to 525 hours of attendance. In 2005-2006, the non-credit program counted over 1,200,000 hours of attendance.

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

Department	Total Hours			Students Enrolled		
	2003	2004	2005	2003	2004	2005
Developmental Skills Lab (DSL)	28,730	27,582	30,803	718	703	834
ESL (Non-Credit)	353,551	337,179	322,595	2,581	2,337	3,386
Home Arts	1,003	674	1,216	40	27	71
Lifelong Learning	24,249	21,894	22,671	853	744	1,047
Business	73,021	66,520	71,110	889	860	1,110
NCECT & NCSOT	246	0	0	12	0	0
Parent Education	16,492	17,589	17,728	548	565	694
Special Education	2,422	2,365	2,117	42	40	35
Total Non-Credit	499,714	473,801	468,238	5,519	5,007	6,942

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 2005
- MEAN UNITS COMP The average number of units students completed in Fall 2005
- SPRG PERS The percentage of Fall 2003 students persisting to Spring 2006
- COMPL TERM GPA The Fall 2005 GPA of students who completed more than zero units
- COMPL PERS The percentage of Fall 2005 students completing more than zero units who persisted to Spring 2006
- COMPL NUM The total number of students in the group completing more than zero units

Section 3. Student Success

Figure 3-5. Fall 2005 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	14,382	8.6		6.2		67%		2.72		74%		11,983
American Indian	70	7.7	√	5.4	√	61%	√	2.86	+	67%	√	54
Asian	1,569	9.6	+	7.5	+	67%	√	2.89	+	73%	√	1,355
Black	400	8.2	√	5.0	√	55%	√	2.47	√	66%	√	283
Caucasian Citizen	4,334	8.2	√	5.9	√	65%	√	2.80	+	72%	√	3,651
Caucasian Resident	1,369	9.2	+	7.0	+	73%	+	2.76	+	80%	+	1,176
Latino Citizen	2,636	8.1	√	5.0	√	63%	√	2.49	√	72%	√	2,021
Latino Resident	444	7.7	√	5.2	√	65%	√	2.51	√	74%	√	354
Latino Other	380	8.3	√	5.4	√	73%	+	2.55	√	79%	+	302
Filipino	774	8.5	√	6.3	+	64%	√	2.70	√	68%	√	654
Others	2,406	9.3	+	7.4	+	73%	+	2.78	+	78%	+	2,133
Male	6,031	8.7	+	6.0	√	65%	√	2.64	√	73%	√	4,902
Female	8,240	8.5	√	6.4	+	69%	+	2.78	+	75%	+	6,995
Male Under 25	4,043	9.8	+	6.6	+	69%	+	2.49	√	78%	+	3,303
Male Over 24	1,988	6.5	-	4.8	-	56%	√	2.95	+	63%	√	1,599
Female Under 25	4,492	9.8	+	7.0	+	72%	+	2.58	√	79%	+	3,792
Female Over 24	3,748	7.0	√	5.7	√	64%	√	3.03	+	70%	√	3,203
With Disability	545	8.3	√	5.8	√	76%	+	2.72	√	80%	+	471
Student Visa	535	13.2	+	11.5	+	74%	+	2.86	+	76%	+	514
EOPS	1,850	11.9	+	9.7	+	88%	+	2.72	+	89%	+	1,766
18-24, No High School Diploma	342	8.0	√	4.5	-	62%	√	2.33	√	75%	+	248

Group	First-Time Students Attempting Units											
	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	2,157	10.1		6.7		72%		2.40		82%		1,765
American Indian	13	9.1	√	6.2	√	62%	√	2.20	√	78%	√	9
Asian	209	10.8	+	7.9	+	75%	+	2.63	+	82%	√	180
Black	62	9.5	√	5.4	√	53%	-	2.47	+	70%	√	37
Caucasian Citizen	606	10.2	+	6.9	+	75%	+	2.45	+	84%	+	505
Caucasian Resident	213	10.5	+	7.5	+	77%	+	2.58	+	87%	+	181
Latino Citizen	451	9.7	√	5.6	√	69%	√	2.15	√	82%	√	346
Latino Resident	54	8.0	-	4.9	-	55%	-	2.17	√	64%	-	45
Latino Other	100	8.8	√	5.2	-	72%	√	2.21	√	81%	√	80
Filipino	101	10.5	+	6.6	√	72%	√	2.24	√	82%	√	82
Others	348	10.5	+	7.7	+	73%	+	2.49	+	81%	√	300
Male	1,049	10.2	+	6.4	√	70%	√	2.33	√	81%	√	829
Female	1,102	10.0	√	7.0	+	75%	+	2.46	+	83%	+	930
Male Under 25	915	10.7	+	6.8	+	74%	+	2.28	√	84%	+	736
Male Over 24	134	6.7	-	4.3	-	44%	-	2.71	+	59%	-	93
Female Under 25	846	10.3	+	7.0	+	78%	+	2.33	√	86%	+	716
Female Over 24	256	8.6	√	6.8	+	65%	√	2.92	+	74%	√	214
With Disability	102	8.7	√	5.4	√	75%	+	2.57	+	84%	+	83
Student Visa	102	13.1	+	11.7	+	75%	+	2.96	+	78%	√	99
EOPS	302	12.7	+	9.6	+	86%	+	2.45	+	90%	+	275
18-24, No High School Diploma	103	8.1	√	4.2	-	63%	√	2.14	√	81%	√	73

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	Fall 2005
Course Success Rate			
<i>All new students</i>	61%	63%	61%
New students completing orientation	63%	69%	65%
New students completing SEP	75%	77%	74%
New students completing assessment	62%	65%	60%
Persistence to Spring			
<i>All new students</i>	67%	72%	69%
New students completing orientation	74%	81%	74%
New students completing SEP	86%	91%	93%
New students completing assessment	72%	79%	76%

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 Success Rate</i>	67%
Students completing Service Learning	79%
Students enrolled in classes with SI	68%
Persistence to Spring	
<i>Overall Persistence Rate</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 Strategic Master Plan.

Figure 3-8. Student Satisfaction Survey Results

% of Credit Students Responding "Excellent" or "Good"	Spring 2003	Spring 2004	Spring 2005	Spring 2006
The education you are getting at GCC	80%	82%	86%	86%
Campus friendliness to students	69%	71%	73%	72%
Transition from high school to GCC	--	71%	--	--

source: Spring Student Surveys

3.02. Educational Goals

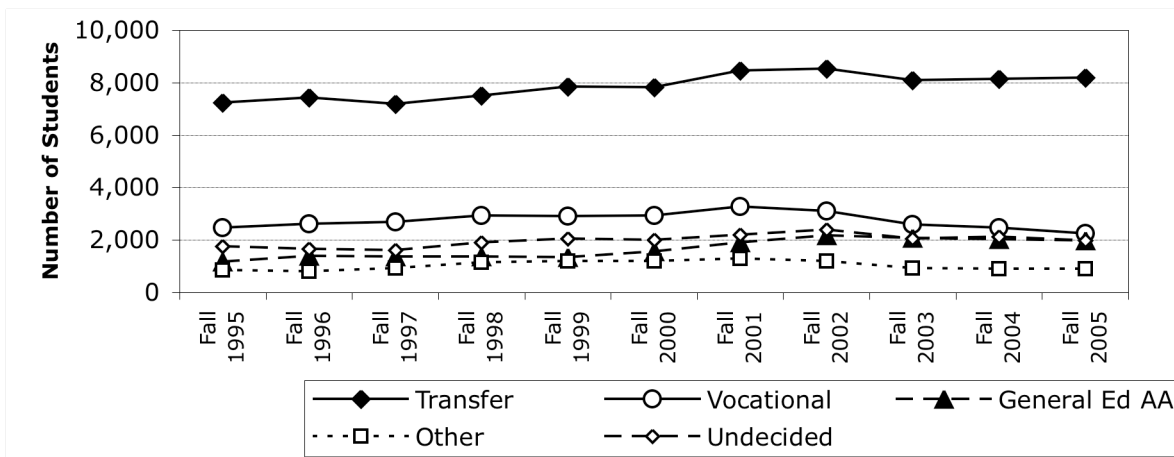
3.02.01. Student Characteristics by Educational Goal

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 2005.

Figure 3-9. Credit Enrollment by Educational Goal

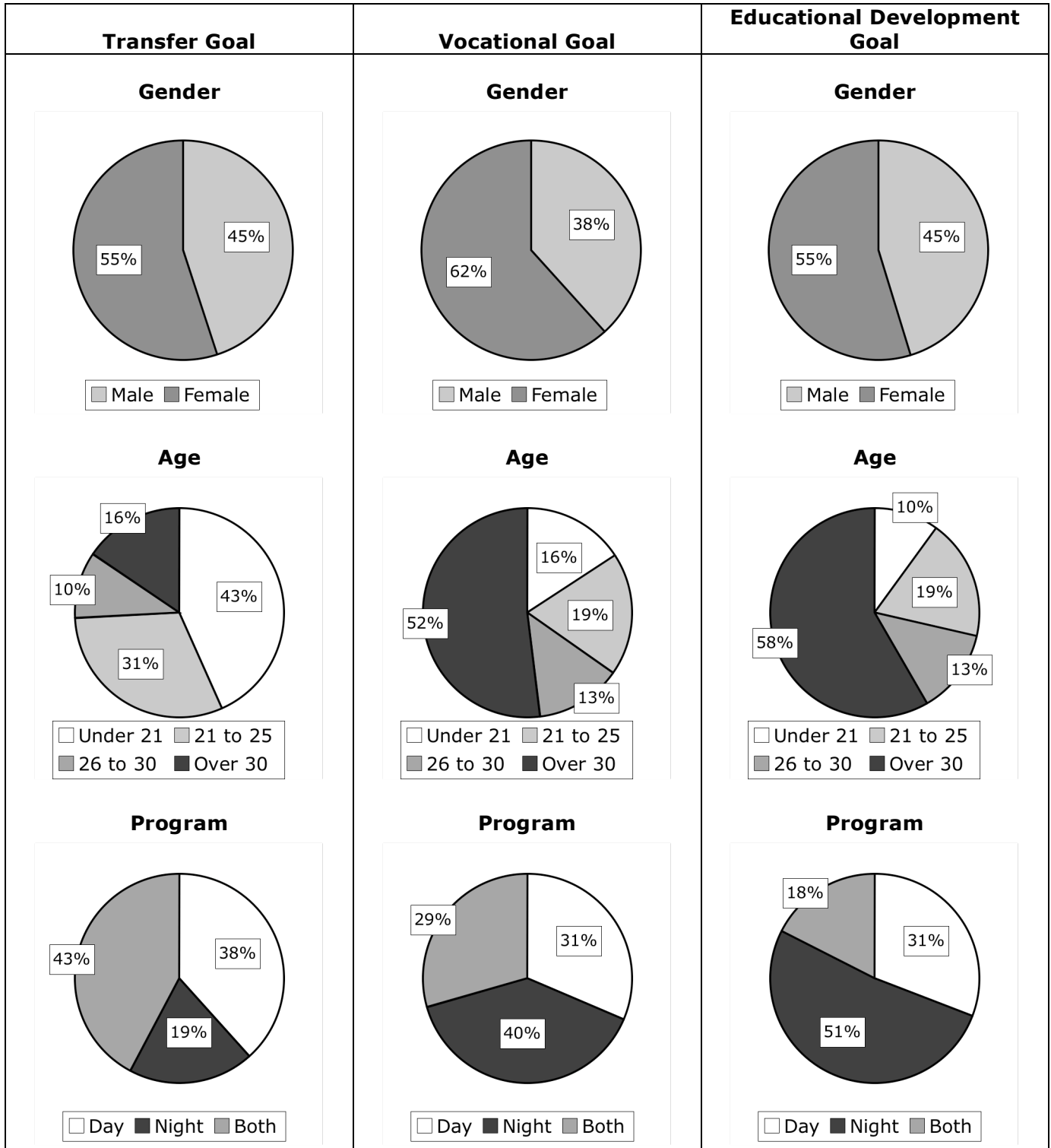
Goal	Fall 2003		Fall 2004		Fall 2005	
Transfer with AA	5,220	33%	5,427	34%	5,562	36%
Transfer without AA	2,861	18%	2,714	17%	2,622	17%
Associate’s degree	2,075	13%	2,035	13%	1,972	13%
Vocational degree	321	2%	339	2%	329	2%
Certificate	591	4%	462	3%	391	3%
Discover career interests	447	3%	450	3%	413	3%
Prepare for new career	590	4%	586	4%	498	3%
Advance current job	383	2%	358	2%	341	2%
Maintain licensure	264	2%	277	2%	280	2%
Educational development	627	4%	604	4%	604	4%
Improve English, Math	175	1%	165	1%	165	1%
Complete GED/diploma	134	1%	143	1%	142	1%
Undecided	2,057	13%	2,122	13%	1,974	13%
Unknown Goal	132	1%	102	1%	122	1%
Total	15,877	100%	15,784	100%	15,874	100%



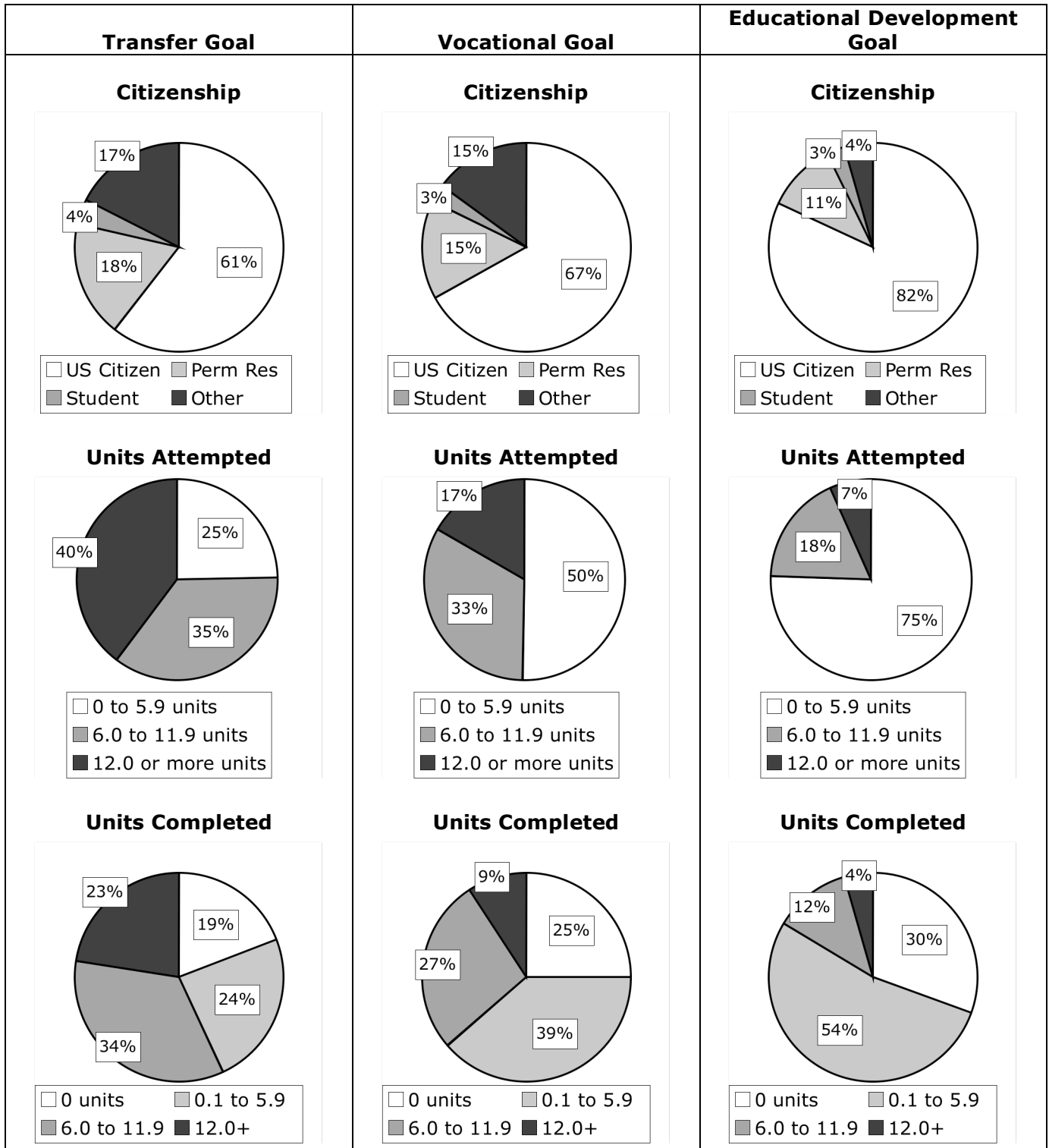
source: GCC Semester Application database

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 2005



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



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 2003		Fall 2004		Fall 2005	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	1,104	14%	1,058	13%	991	12%
Caucasian/Armenian	2,848	35%	2,974	37%	3,003	37%
Latino/Hispanic	2,013	25%	1,988	24%	2,037	25%
Asian	902	11%	903	11%	895	11%
Filipino	450	6%	452	6%	444	5%
African-American	246	3%	252	3%	246	3%
American Indian	25	0%	31	0%	38	0%
Other	412	5%	381	5%	401	5%
Unknown	81	1%	102	1%	129	2%
Total	8,081	100%	8,141	100%	8,184	100%

Source: GCC Semester Application and Student Master Record databases

Figure 3-12. Ethnicity of Vocational Goal Students

Ethnicity	Fall 2003		Fall 2004		Fall 2005	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	597	23%	589	24%	529	23%
Caucasian/Armenian	718	28%	630	25%	571	25%
Latino/Hispanic	575	22%	566	23%	528	23%
Asian	282	11%	275	11%	261	12%
Filipino	130	5%	157	6%	130	6%
African-American	91	4%	73	3%	69	3%
American Indian	22	1%	11	0%	12	1%
Other	106	4%	93	4%	93	4%
Unknown	75	3%	78	3%	59	3%
Total	2,596	100%	2,472	100%	2,252	100%

Source: GCC Semester Application and Student Master Record databases

Figure 3-13. Ethnicity of Educational Development Goal Students

Ethnicity	Fall 2003		Fall 2004		Fall 2005	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	242	39%	230	38%	218	36%
Caucasian/Armenian	87	14%	74	12%	78	13%
Latino/Hispanic	99	16%	88	15%	94	16%
Asian	96	15%	97	16%	95	16%
Filipino	26	4%	31	5%	33	5%
African-American	21	3%	18	3%	13	2%
American Indian	3	0%	7	1%	3	0%
Other	29	5%	28	5%	35	6%
Unknown	24	4%	31	5%	35	6%
Total	627	100%	604	100%	604	100%

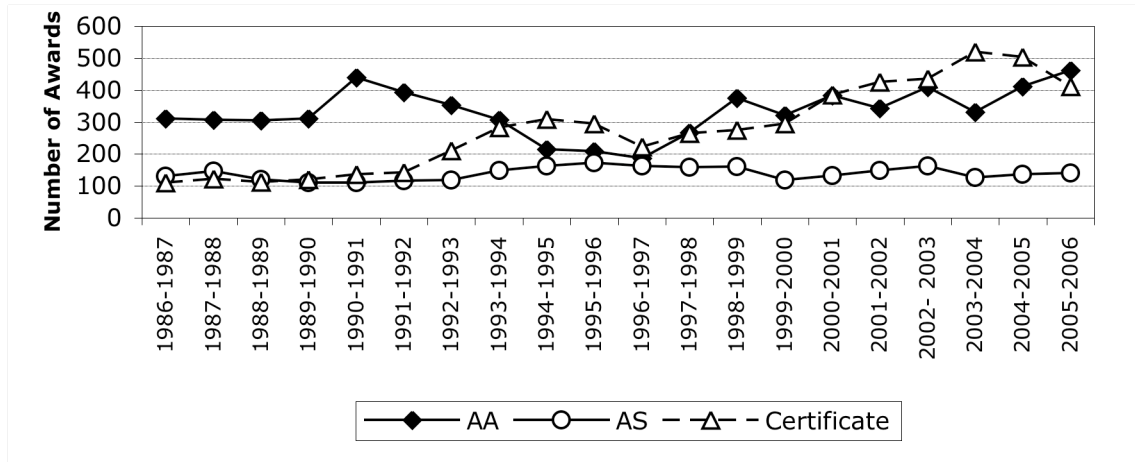
Source: GCC Semester Application and Student Master Record databases

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		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Male	33%	30%	30%	18%	26%	22%	26%	29%	25%
Female	67%	71%	70%	82%	74%	78%	74%	71%	75%
Total	331	411	458	124	136	140	519	503	411

source: GCC Graduation database

Figure 3-16. Degrees and Certificates Awarded by Ethnicity

Ethnicity	AA Degrees			AS Degrees			Certificates		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Caucasian/Anglo	16%	18%	13%	16%	20%	17%	13%	16%	12%
Caucasian/Armenian	33%	35%	38%	35%	30%	38%	53%	56%	51%
Latino/Hispanic	23%	20%	22%	17%	23%	12%	17%	14%	18%
Asian	12%	12%	12%	21%	14%	15%	5%	4%	9%
Filipino	7%	6%	8%	9%	6%	13%	3%	4%	5%
African-American	4%	3%	2%	0%	2%	2%	3%	0%	2%
American Indian	0%	1%	0%	0%	0%	0%	0%	0%	0%
Other	4%	5%	5%	2%	5%	3%	5%	6%	5%
Total	331	411	458	124	136	140	519	503	411

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; 333 were awarded in 2005-2006. The associate's degrees in Business Administration, Health Science, and Social Science are also frequently awarded.

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

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

Major	2003-2004	2004-2005	2005-2006	3-Year Total
Applied Arts	0	0	1	1
Biological Science	0	2	1	3
Business Administration	28	32	33	93
Choreographic Studies & Dance Techniques	0	0	0	0
English	0	2	1	3
Foreign Language: French	0	1	0	1
Foreign Language: Spanish	1	1	1	3
Foreign Language: Two Languages	2	12	10	24
General Education Transfer Studies	246	283	333	862
Health Science	16	26	28	70
Humanities	1	3	2	6
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	0	2	0	2
Music	0	2	0	2
Physical Education	0	0	0	0
Physical Science	0	0	3	3
Social Science	30	32	35	97
Speech/Communication	1	2	1	4
Theatre Arts	0	0	3	3
Visual Arts: Art History	0	1	0	1
Visual Arts: Graphic Arts	2	7	4	13
Visual Arts: Three Dimensional	1	0	0	1
Visual Arts: Two Dimensional	2	0	2	4
Visual Arts: Photography	0	2	0	2
Visual Arts: Animation	0	0	0	0
Visual Arts: Media Arts	1	1	0	2
Visual Arts: Advertising Art	0	0	0	0
Total	331	411	458	1,200

source: GCC Graduation database

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

Major	2003-2004		2004-2005		2005-2006		Total
	AS	Cert	AS	Cert	AS	Cert	
Accounting	15	32	19	24	15	24	129
Administration of Justice	4	6	4	4	1	4	23
Advertising Art	2	2	1	1	1	2	9
Aircraft Powerplant & Airframe	2	17	0	8	0	6	33
Animation: Classical Animation	0	2	0	1	0	1	4
Animation: Digital Animation	3	1	1	3	1	2	11
Architectural Drafting & Design	1	0	1	3	0	1	6
Art History	0	0	0	0	0	0	0
Art: Three Dimensional	0	0	0	0	0	0	0
Art: Two Dimensional	0	1	1	2	0	1	5
Aviation & Transportation: Aviation Administration	1	0	2	1	0	0	4
Aviation & Transportation: Flight Attendant	6	4	6	0	7	6	29
Aviation & Transportation: Pilot Training	1	3	2	5	0	4	15
Aviation & Transportation: Powerplant	0	10	0	7	0	0	17
Bookkeeping	0	16	0	12	0	7	35
Business Admin.: Financial Planning/Investment	0	1	0	1	0	1	3
Business Administration: General Business	2	2	2	2	1	2	11
Business Administration: International Business	2	0	3	0	2	2	9
Business Administration: Small Business	1	2	0	0	1	1	5
Business Office Tech: Administrative Assistant	0	3	2	3	3	0	11
Business Office Tech: Executive Secretary	0	0	0	0	1	0	1
Business Office Tech/CABOT: General Office	13	44	17	52	22	49	197
Business Office Tech: Legal Secretary	0	2	0	1	0	0	3
Ceramics	0	0	0	3	0	0	3
Certified Tax Preparer	0	17	0	14	0	9	40
Child Development/Teaching: Infant/Toddler	0	5	3	6	1	5	20
Child Development/Teaching: Nursery School	2	1	0	0	2	0	5
Child Development/Teaching: School Age	0	1	0	1	1	0	3
Child Development: Master Teacher	1	3	0	6	2	2	14
Child Development: Site Supervisor	0	1	0	3	1	0	5
Child Development: Teacher	14	14	9	25	10	20	92
Choreographic Studies & Dance Techniques	0	0	1	1	3	3	8
Clerical Trainee	0	0	0	0	0	0	0
Communications	0	59	0	51	0	33	143
Computer Aided Manufacturing	0	1	0	1	1	0	3
Computerized Accounting Specialist	0	16	0	27	0	13	56
Computer Information Systems	5	7	3	0	2	1	18
Computer Operations Technician	0	0	0	0	0	0	0
Computer Operator	0	1	0	0	0	2	3
Computer Programmer	0	4	1	2	1	2	10
Computer Science	3	3	4	0	2	0	12
Computer Software Technician	1	1	0	1	0	1	4
Computer Support Technician	0	0	0	0	0	2	2
Culinary Arts	0	10	1	24	0	12	47
Culinary Arts Certificate (Beginning)	0	0	0	0	0	2	2
Desktop Publishing	2	2	0	1	1	1	7
Desktop Publishing Technician	0	1	0	2	0	2	5
Dietary Service Supervisor	0	9	0	15	0	9	33
Electronics & Comp. Tech: Automation Systems	0	0	1	1	0	0	2

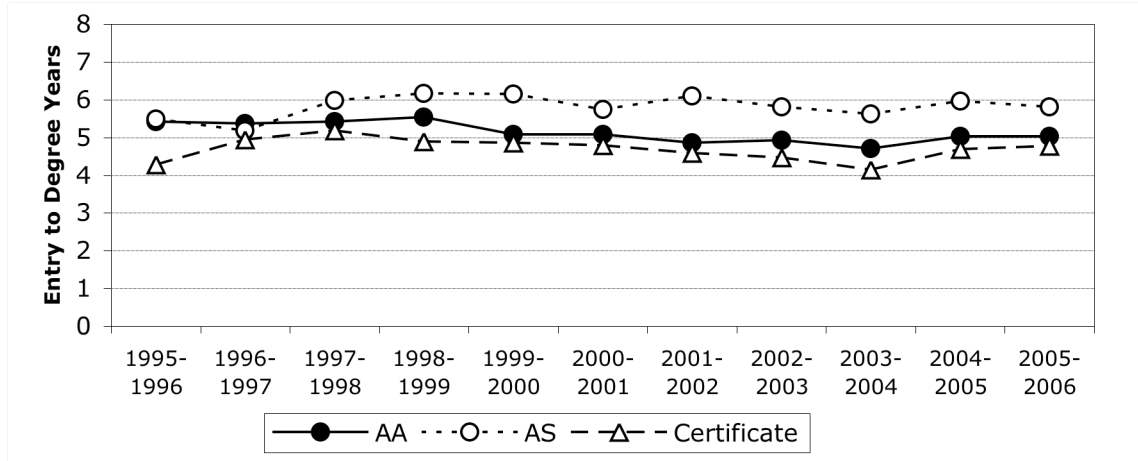
Section 3. Student Success

Major	2003-2004		2004-2005		2005-2006		Total
	AS	Cert	AS	Cert	AS	Cert	
Electronics & Comp. Tech: Computer Engineering	2	4	0	2	0	2	10
Electronics & Comp. Tech: Computer Repair	0	6	0	5	0	0	11
Electronics & Comp. Tech: Comp. Sys. Tech.	0	0	0	0	1	0	1
Electronics & Comp. Tech: Electronics Engineering	1	2	0	0	1	3	7
Engineering/Electro-Mech. Design: Drafting/CAD	0	0	0	2	0	2	4
Engineering/Electro-Mech. Design: Electr. Design	0	0	0	0	0	0	0
Engineering/Electro-Mech. Design: Mech. Design	0	1	0	0	1	0	2
Engineering/Electro-Mechanical Design	0	0	0	1	0	0	1
Fashion Design Merchandising	0	0	1	0	0	0	1
Fire Technology	0	4	6	6	3	7	26
Fitness Specialist	2	4	1	4	0	0	11
Hotel/Restaurant Management	2	3	1	2	2	1	11
International Business Specialist	0	1	0	0	0	0	1
Management	1	1	2	1	0	4	9
Marketing	0	2	0	0	1	1	4
Marketing Specialist	0	1	0	1	0	0	2
Mass Communications	1	0	0	1	1	0	3
Medical Admin. Services: Medical Front Office	1	5	1	4	1	6	18
Medical Admin. Services: Medical Secretary	0	1	0	0	0	0	1
Medical Admin. Services: Medical Transcription	0	0	0	0	0	0	0
Medical Billing & Coding	0	0	0	0	0	9	9
Microsoft Office Specialist (MOS) - Option 1	0	5	0	3	0	0	8
Microsoft Office Specialist (MOS) - Option 2	0	1	0	1	0	0	2
Microsoft Office Specialist (MOS) - Option 3	0	6	0	0	0	2	8
Microsoft Office Specialist (MOS) - Option 4	0	17	0	10	0	4	31
Microsoft Office Specialist (MOS) - Option 5	0	12	0	0	0	4	16
Microsoft Office Specialist (MOS) - Option 6	0	0	0	1	0	0	1
Microsoft Office Specialist (MOS) - Option 7	0	5	0	1	0	0	6
Music	1	1	1	1	0	1	5
Office Administration: General Office	1	0	0	0	0	0	1
Photography	0	1	0	1	0	1	3
Public Relations	0	2	0	3	0	2	7
Real Estate	1	8	4	10	1	13	37
Receptionist/Office Clerk	0	52	0	71	0	49	172
Registered Nursing	25	37	27	26	42	29	186
Retail Management	0	0	0	1	0	2	3
Small Business Specialist	0	1	0	0	1	0	2
Specialist in Alcohol/Drug Studies	2	20	4	22	2	27	77
Technical Graphics	0	0	0	1	0	0	1
Television Production: Corporate Television	0	0	0	1	0	1	2
Television Production: Mass Media	0	1	0	0	0	1	2
Television Production: Videography	2	0	0	0	1	3	6
Theater Arts	0	1	0	1	0	0	2
Vocational Nursing	0	0	0	0	0	0	0
Web Graphics	0	4	0	4	0	2	10
Web Publishing Specialist	0	1	3	1	0	1	6
Welding, Occupational (Combination Welder)	0	2	1	1	0	2	6
Total	123	516	136	503	140	411	1,829

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 2005-2006, representing a decrease from about 5.5 years in the mid 1990s. Time to AS degrees and certificates has also decreased since the late 1990s.

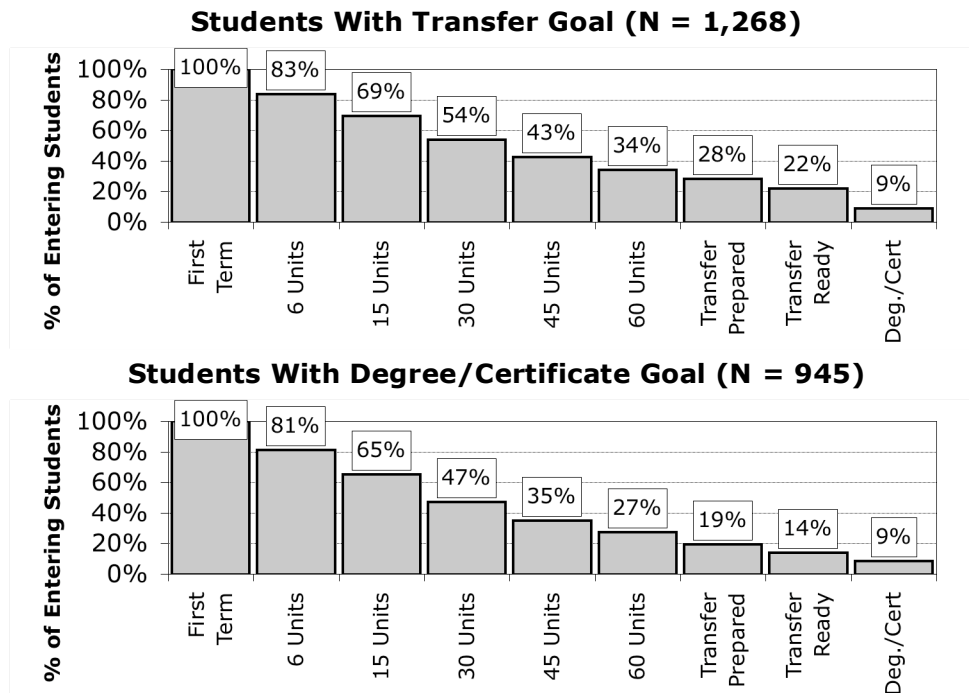
Figure 3-19. Mean Entry to Degree Time (Years)



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



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

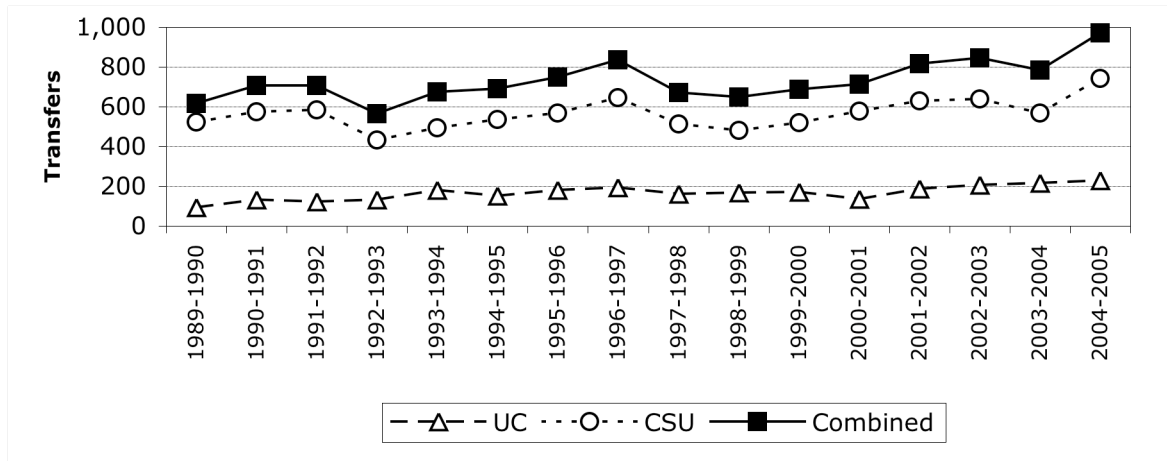
	2004- 2005	2005- 2006
Students obtaining GED	70	67
Students completing high school diploma	8	5
Successful student completions of high school courses	331	287
CASAS Benchmarks		
Students earning ESL CASAS benchmarks	1,815	2,507
Students earning Adult Basic Education CASAS benchmarks	60	65

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	--	--
2004-2005	229	741	--	--

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 since 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	2002-2003	2003-2004	2004-2005
CSU			
Northridge	344	290	367
Los Angeles	187	188	224
Pomona	30	34	67
Long Beach	32	21	31
Dominguez Hills	10	6	5
Fullerton	8	6	18
San Diego	3	1	4
Other CSU	24	22	25
CSU Total	638	568	741
UC			
Los Angeles	91	110	117
Irvine	47	37	29
Santa Barbara	24	15	31
Berkeley	13	21	19
San Diego	13	13	14
Riverside	14	10	13
Other UC	6	10	6
UC Total	208	216	229

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 2002	Fall 2003	Fall 2004
Number of CSU Transfers from GCC	323	261	429
Pre-Admission GPA of Transfers from GCC	2.91	2.94	2.95
Fall-to-Fall Persistence of GCC Transfers	87%	88%	85%
Persistence of All CC Transfers	86%	85%	85%
CSU GPA of Persisters from GCC	2.94	2.95	3.01
CSU GPA of Persisters from All CC's	2.93	2.94	2.94

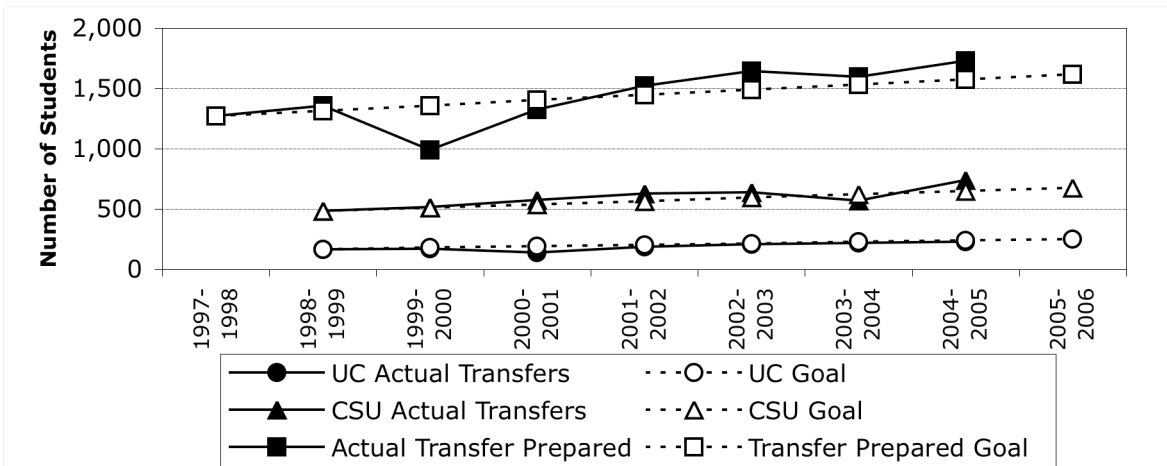
source: CSU Academic Performance Reports

Note: Performance data for Fall 2005 transfers to CSU were not available before September 2006.

3.03.04. Partnership for Excellence Goals

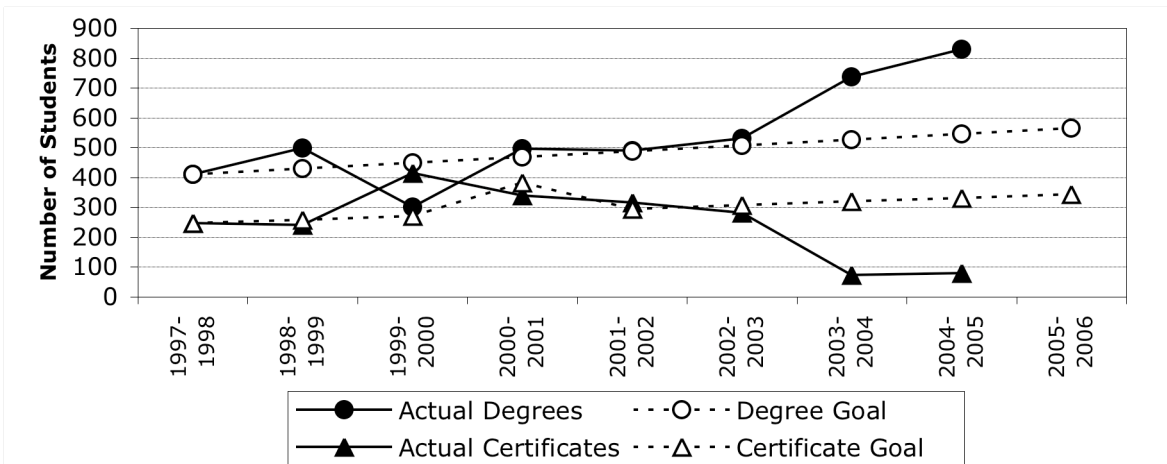
The Partnership for Excellence (PFE) was an agreement between the California Community Colleges and the California state legislature which provided increased funding in order to improve student success in five areas: transfer, degrees and certificates, successful course completion, workforce development, 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



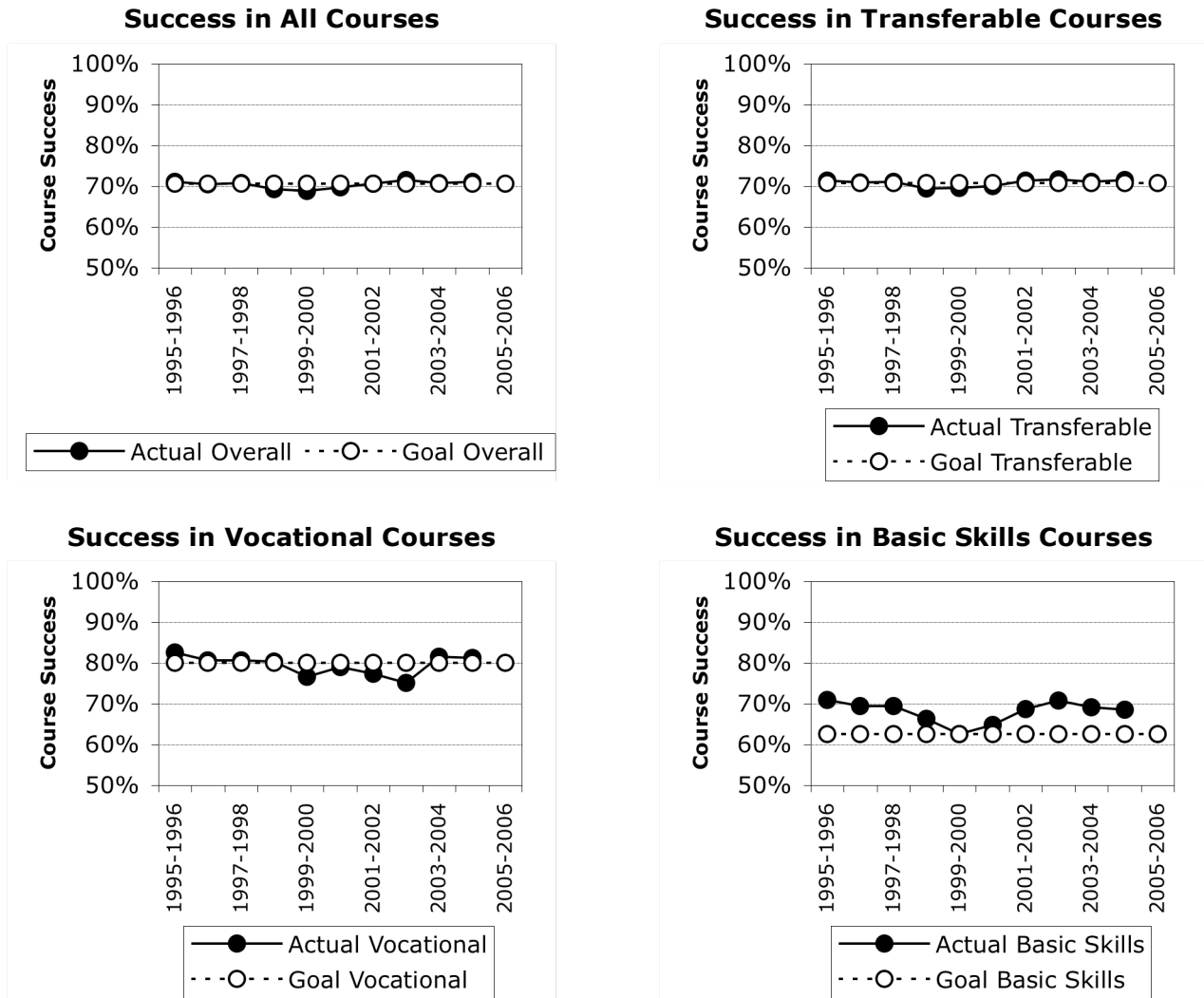
source: Chancellor's Office

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



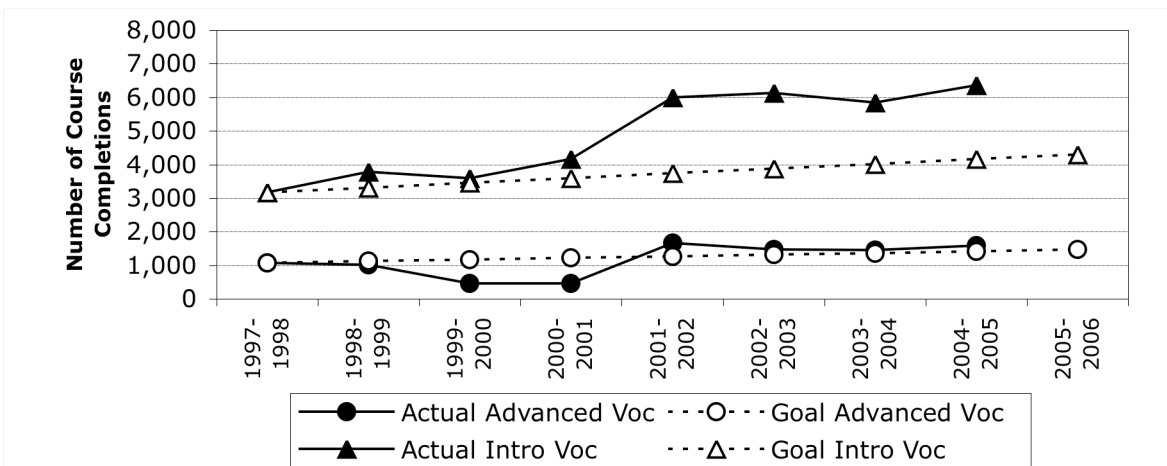
source: Chancellor's Office

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



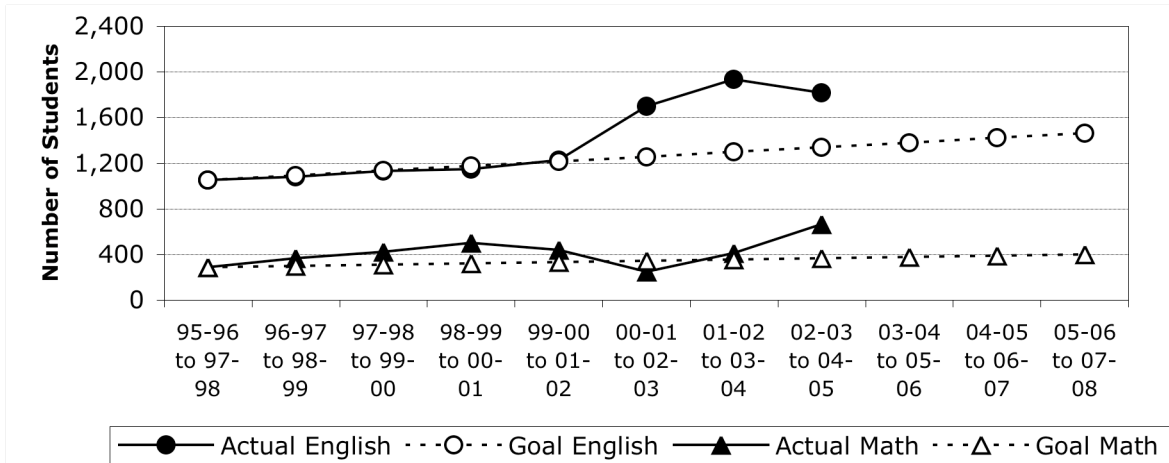
source: Chancellor's Office

**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 1999	369	24%	43%	25%	33%
Entering Fall 2000	726	22%	38%	20%	39%
Entering Fall 2001	667	21%	38%	21%	41%
Entering Fall 2002	355	17%	45%	27%	37%

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 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%
Entering Fall 2002	30,444	21%	42%	30%	36%

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.

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

	Reporting Year		
	2003-2004	2004-2005	2005-2006
	Data Year		
	2000-2001	2001-2002	2002-2003
Workforce Placement			
Leavers & Completers	496	591	592
Number Placed	386	451	447
Percentage Placed	78%	76%	76%
State Performance Goal	83%	83%	83%
Difference	-8%	-7%	-7%
Workforce Retention			
Leavers & Completers	306	379	345
Number Retained	249	310	281
Percentage Retained	81%	82%	81%
State Performance Goal	83%	83%	83%
Difference	-2%	-1%	-2%

source: Chancellor's Office Core Indicator Reports

Section 4

STAFF COMPOSITION

4.01. Faculty & Staff

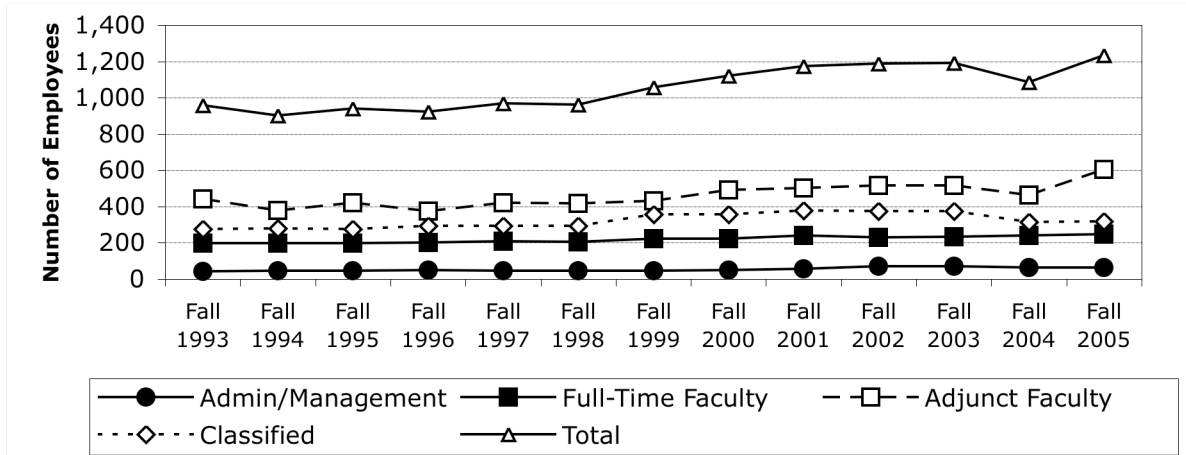
Page 45 4.01.01. Faculty & Staff Demographics
Page 47 4.01.02. Workload

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, 2005-2006

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	10	38%	16	62%	26	100%
Classified Management	21	57%	16	43%	37	100%
Faculty						
Regular (Full-Time)	125	50%	124	50%	249	100%
Temporary (Adjunct)	291	48%	314	52%	605	100%
Classified						
Professional/Non-Faculty	0	0%	12	100%	12	100%
Clerical/Secretarial	17	12%	129	88%	146	100%
Technical/Paraprofessional	48	45%	58	55%	106	100%
Skilled Crafts	8	100%	0	0%	8	100%
Service/Maintenance	21	47%	24	53%	45	100%
Total	541	44%	693	56%	1,234	100%

source: GCC Human Resources Office

Figure 4-3. Staff Composition by Ethnicity, 2005-2006

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	23	1	0	26
Classified Management	0	2	3	27	4	1	37
Faculty							
Regular (Full-Time)	3	19	8	193	20	6	249
Temporary (Adjunct)	3	55	21	468	52	6	605
Classified							
Professional/Non-Faculty	0	1	0	10	1	0	12
Clerical/Secretarial	0	13	1	103	23	6	146
Technical/Paraprofessional	0	4	3	72	22	5	106
Skilled Crafts	0	0	1	3	3	1	8
Service/Maintenance	0	0	7	9	28	1	45
Total	6	95	45	908	154	26	1,234

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Total
Management							
Academic Management	0%	4%	4%	88%	4%	0%	100%
Classified Management	0%	5%	8%	73%	11%	3%	100%
Faculty							
Regular (Full-Time)	1%	8%	3%	78%	8%	2%	100%
Temporary (Adjunct)	0%	9%	3%	77%	9%	1%	100%
Classified							
Professional/Non-Faculty	0%	8%	0%	83%	8%	0%	100%
Clerical/Secretarial	0%	9%	1%	71%	16%	4%	100%
Technical/Paraprofessional	0%	4%	3%	68%	21%	5%	100%
Skilled Crafts	0%	0%	13%	38%	38%	13%	100%
Service/Maintenance	0%	0%	16%	20%	62%	2%	100%
Total	0%	8%	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	2003-2004			2004-2005			2005-2006		
	WSCH	FTEF	Load	WSCH	FTEF	Load	WSCH	FTEF	Load
Allied Health	8,232	13.3	621	9,388	15.3	615	11,003	15.3	717
Biology	16,416	28.8	571	17,135	29.9	573	17,051	25.8	662
Business	45,071	76.7	588	40,045	73.2	547	39,219	75.4	520
College Services	2,551	2.0	1,261	2,444	2.2	1,138	2,609	3.0	875
English	36,080	66.7	541	35,163	66.4	530	34,282	65.9	520
ESL (Credit)	37,887	64.8	585	38,266	69.6	550	35,840	70.6	507
Health & PE	18,682	31.6	591	17,651	31.5	560	18,567	31.9	582
Language Arts	21,176	36.2	585	21,768	39.5	551	23,509	44.5	528
Mathematics	44,093	63.7	693	46,730	68.7	680	46,506	72.9	638
Physical Sciences	22,485	38.7	581	22,641	42.1	537	22,455	36.9	608
Social Sciences	56,376	73.0	772	54,282	76.3	711	51,230	73.6	696
Technology & Aviation	21,485	52.2	411	21,176	52.4	404	19,281	37.5	515
Visual & Performing Arts	38,437	62.3	617	37,868	64.1	591	36,434	70.1	519
Credit	368,970	610	605	364,557	631	577	357,985	623.5	574

Source: CCFS 320 and Class Master data files

Glendale Community College
Campus Profile 2006

Section 5

FISCAL CONDITION

- 5.01. Revenues
 - Page 49 5.01.01. Revenue Sources

- 5.02. Expenditures
 - Page 52 5.02.01. General Fund Activity
 - Page 54 5.02.02. Expenditure Comparison to Statewide Averages

- 5.03. Funded and Unfunded FTES
 - Page 55 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. The increase in state revenues from 2003-2004 to 2004-2005 is due in part to an accounting shift of \$200 million from deferred apportionment.

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
2004-2005	\$51,614,194	\$22,394,817	\$3,465,328	\$77,474,339

source: Chancellor’s Office Fiscal Data Abstracts

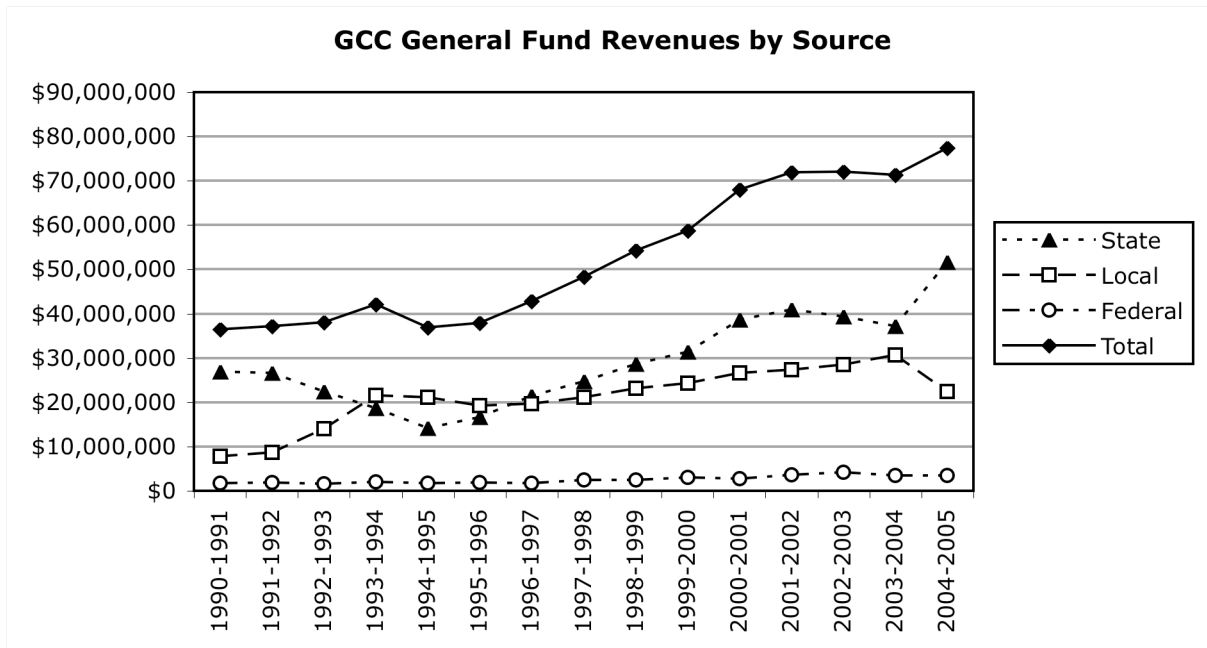
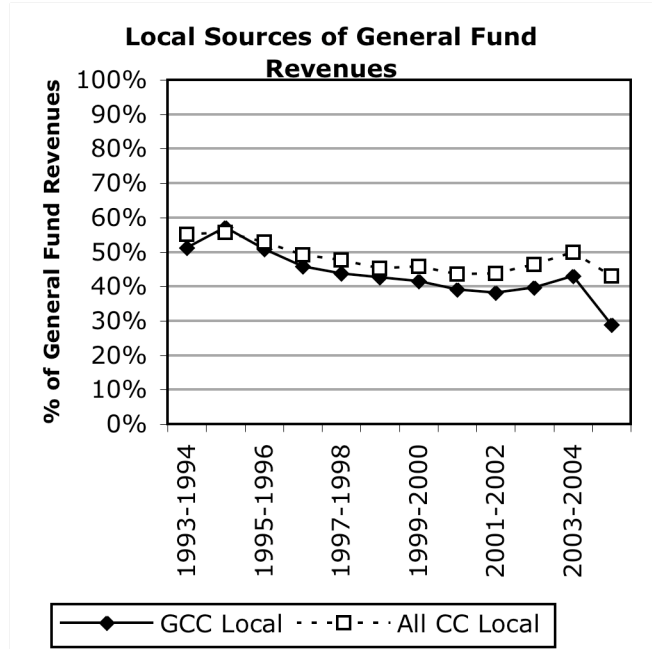
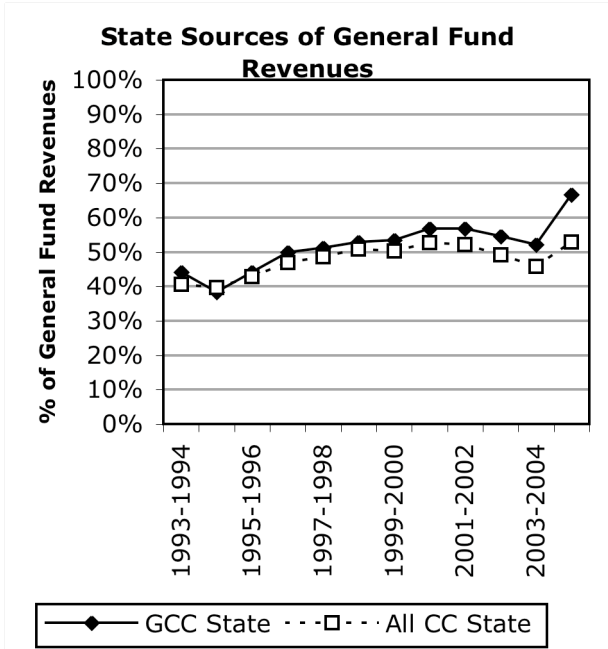


Figure 5-2. Percentage of General Fund Revenues by Source, Glendale College



source: Chancellor's Office Fiscal Data Abstracts

Figure 5-3. Specific Revenue Sources for GCC, 2004-2005

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	\$0	0%	0%
Higher Education Act	\$0	0%	1%
Workforce Investment Act	\$15,000	0%	0%
TANF (Temp. Assist. Needy Fam.)	\$0	0%	0%
Student Financial Aid	\$709,741	1%	0%
Veterans Education	\$1,149	0%	0%
Vocational Education Act (VTEA)	\$535,916	1%	1%
Other Federal Revenues	\$2,203,522	3%	2%
Federal Total	\$3,465,328	4%	4%
State			
State General Apportionment	\$39,057,118	50%	37%
Apprenticeship Apportionment	\$0	0%	1%
Other General Apportionments	\$3,804,803	5%	4%
Child Development	\$74,566	0%	0%
EOPS	\$768,118	1%	1%
DSPS	\$1,512,342	2%	1%
TANF (Temp. Assist. Needy Fam.)	\$190,104	0%	0%
CalWORKS	\$1,216,591	2%	1%
TTIP (Telecom & Tech. Infrastr.)	\$58,369	0%	0%
Other Categorical Apportionments	\$2,405,377	3%	3%
Instr. Improvement Grant	\$0	0%	0%
Other Reimbursed Cat. Prog.	\$123,114	0%	1%
Homeowners Property Tax Relief	\$72,872	0%	0%
Timber Yield Tax	\$0	0%	0%
Other Tax Relief Subventions	\$0	0%	0%
State Lottery Proceeds	\$2,330,820	3%	3%
State Mandated Costs	\$0	0%	0%
Other State Non-Tax Revenues	\$0	0%	0%
Other State Revenues	\$0	0%	1%
State Total	\$51,614,194	67%	53%
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	\$12,109,792	16%	30%
Contr/Gifts/Grants/Endowments	\$451,191	1%	0%
Contract Instructional Services	\$0	0%	0%
Other Contract Services	\$600,420	1%	0%
Sales & Commissions	\$129,289	0%	0%
Rentals and Leases	\$15,360	0%	0%
Interest/Investment Income	\$305,906	0%	0%
Student Fees/Charges	\$0	0%	0%
Community Service Class	\$1,122,210	1%	0%
Dormitory	\$0	0%	0%
Enrollment	\$3,297,552	4%	6%
Field Trips/Nondist. Fac.	\$0	0%	0%
Health Services	\$276,902	0%	0%
Instr. Mat. Fees/Sales	\$208,403	0%	0%
Insurance	\$0	0%	0%
Student Records	\$165,296	0%	0%
Nonresident Tuition	\$2,550,821	3%	2%
Parking Services	\$270,057	0%	1%
Other Student Fees	\$354,220	0%	0%
Other Local Revenues	\$537,398	1%	2%
Local Total	\$22,394,817	29%	43%
Total Revenues	\$77,474,339	100%	100%

source: Chancellor's Office Fiscal Data Abstracts

5.02. Expenditures

5.02.01. General Fund Activity

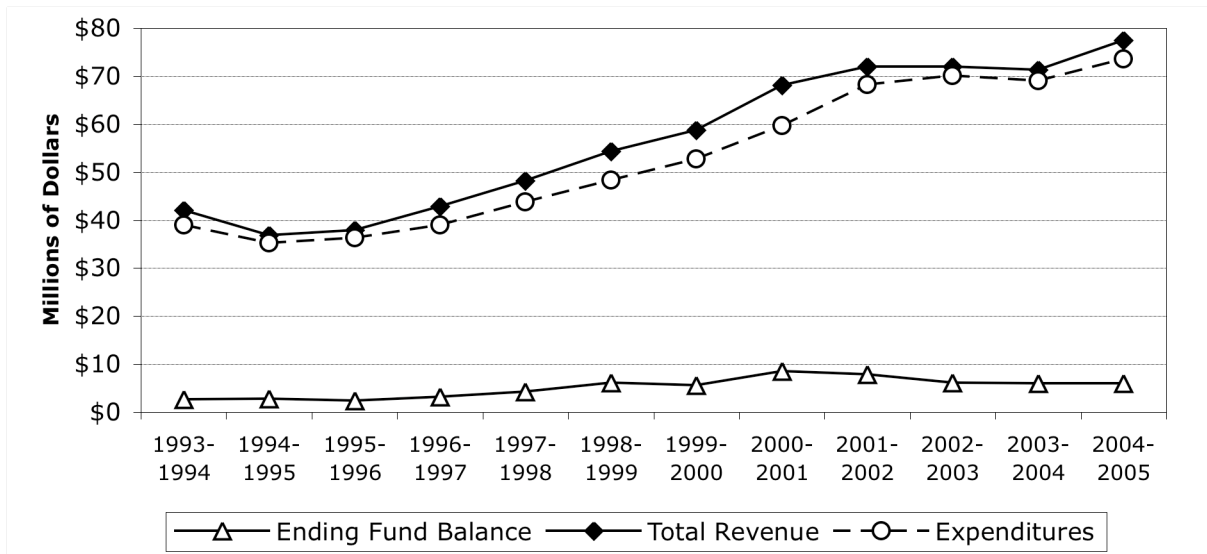
The table and graph below show revenues, expenditures, and ending fund balance since 1993-1994. Expenditures data do not include capital outlay.

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
2004-2005	17,000	\$6.01	\$77.47	\$73.57

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	2002-2003	2003-2004	2004-2005
INSTRUCTION				
Agric. & Natural Resources	0100	\$0	\$0	\$0
Architecture & Environ. Design	0200	\$73,567	\$67,360	\$76,464
Biological Science	0400	\$995,248	\$1,049,134	\$1,170,666
Business & Management	0500	\$2,161,837	\$2,168,761	\$2,626,469
Communications	0600	\$367,565	\$390,220	\$404,463
Computer & Information Systems	0700	\$2,106,424	\$1,957,182	\$1,998,225
Education	0800	\$2,450,946	\$2,121,504	\$2,234,865
Engineering & Related Tech.	0900	\$1,183,842	\$1,261,399	\$1,222,300
Fine & Applied Arts	1000	\$2,988,826	\$3,018,612	\$3,173,905
Foreign Language	1100	\$786,497	\$704,214	\$746,673
Health	1200	\$1,230,519	\$1,315,113	\$1,436,710
Consumer Ed. & Home Econ.	1300	\$1,389,918	\$1,318,648	\$1,528,792
Law	1400	\$80,311	\$83,794	\$0
Humanities	1500	\$8,633,606	\$8,575,609	\$9,094,635
Library Science	1600	\$0	\$12,845	\$11,379
Mathematics	1700	\$2,687,179	\$2,768,892	\$3,032,298
Military Studies	1800	\$0	\$0	\$0
Physical Science	1900	\$1,616,987	\$1,698,578	\$1,713,479
Psychology	2000	\$466,137	\$439,316	\$485,717
Public Affairs & Services	2100	\$381,752	\$488,025	\$528,446
Social Sciences	2200	\$2,610,609	\$2,718,262	\$3,010,247
Commercial Services	3000	\$306,854	\$282,462	\$387,575
Interdisciplinary Studies	4900	\$1,245,112	\$1,497,250	\$1,663,390
Instr. Staff Ret. Benefits	5900	\$0	\$0	\$0
INSTRUCTION SUBTOTAL		\$33,763,736	\$33,937,180	\$36,546,698
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	\$3,969,111	\$3,757,786	\$3,119,195
Instructional Support Services	6100	\$4,686,528	\$3,652,410	\$3,533,859
Admissions & Records	6200	\$1,581,840	\$1,401,832	\$1,368,035
Counseling & Guidance	6300	\$3,721,397	\$3,917,517	\$4,418,364
Other Student Services	6400	\$5,342,163	\$5,758,691	\$6,655,400
Operation/Maintenance of Plant	6500	\$234,887	\$4,903,739	\$5,310,390
Planning & Policy Making	6600	\$14,244	\$2,021,526	\$2,195,845
Gen. Inst'l. Support Services	6700	\$4,999,863	\$8,534,878	\$8,291,391
ADMINISTRATIVE/SUPPORT SUBTOTAL		\$33,765,937	\$24,550,033	\$34,892,479
OTHER ACTIVITIES				
Community Services	6800	\$1,058,115	\$1,175,501	\$1,348,570
Ancillary Services	6900	\$959,834	\$1,049,109	\$1,187,574
Auxiliary Operations	7000	\$142,490	\$509,218	\$774,822
Physical Prop./Related Acquis.	7100	\$654,075	\$47,050	\$0
Long-Term Debt	7200	\$39,898	\$78,531	\$152,662
Transfers/Student Aid/Other	7300	\$5,910	\$0	\$0
OTHER ACTIVITIES SUBTOTAL		\$2,860,322	\$2,859,409	\$3,463,628
TOTAL		\$61,174,091	\$70,744,968	\$74,902,805

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 2004-2005, GCC spent 47% of general fund expenditures on administrative and support functions, compared to a statewide average of 48%.

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

CATEGORY	Glendale			Statewide		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Objects 1000-6000						
Certificated Salaries	45%	44%	45%	43%	42%	42%
Classified Salaries	29%	26%	27%	24%	23%	23%
Employee Benefits	13%	17%	16%	16%	19%	19%
Supplies & Materials/Operating Expenses	11%	10%	11%	14%	14%	14%
Capital Outlay	2%	2%	2%	2%	2%	2%
Total	100%	100%	100%	100%	100%	100%
Administrative/Support						
Instructional Administration	6%	5%	4%	6%	6%	6%
Instructional Support Services	8%	5%	5%	4%	4%	4%
Admissions & Records	3%	2%	2%	2%	2%	2%
Counseling & Guidance	6%	6%	6%	4%	4%	4%
Other Student Services	9%	8%	9%	6%	7%	7%
Plant Operation/Maintenance	0%	7%	7%	7%	8%	8%
Planning & Policy Making	0%	3%	3%	3%	3%	3%
Gen. Inst'l Support Services	8%	12%	11%	13%	14%	14%
% of All Expenditures	40%	48%	47%	45%	48%	48%

source: Chancellor's Office Fiscal Data Abstracts

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

Figure 5-8. Current Expense of Education

	Glendale (millions of dollars)			Statewide (billions of dollars)		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Current Expense of Education	\$54.6	\$54.9	\$58.0	\$4.3	\$4.3	\$4.5
Salaries of Classroom Instructors	\$27.4	\$28.0	\$30.0	\$2.2	\$2.2	\$2.4
% Expended for Instructor Salaries	50%	51%	52%	52%	52%	52%

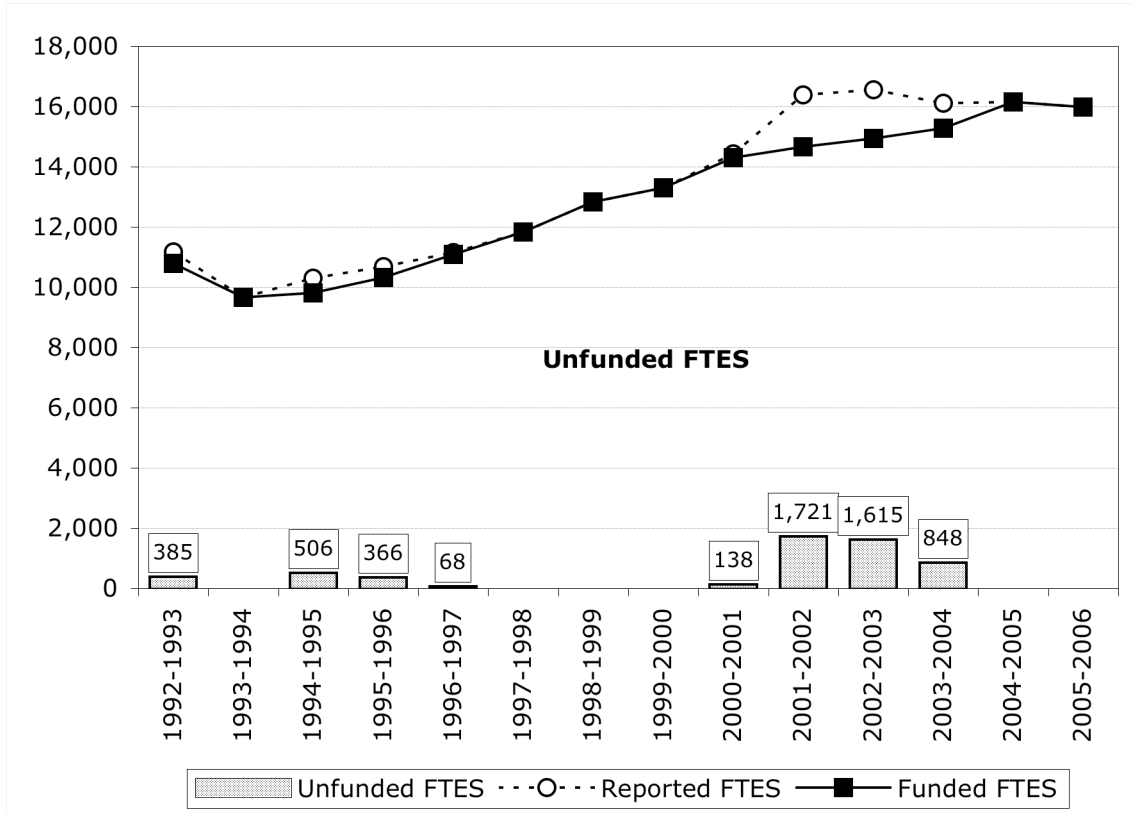
source: Chancellor's Office Fiscal Data Abstracts

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 2006

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

Index

Age, Credit Students	9	Difficulty Getting Classes	20
Age, Non-Credit Students	13	District Status, Credit Students	11
Assessment Results	15	District Status, Non-Credit Students	15
Attendance FTES	7	Division Fill Rate	21
Attendance Hours, Non-Credit Students	24	Educational Development Goal Students	29
Awards (Degrees & Certificates)	32-37, 40	Educational Goal	28
Basic Skills Improvement	42	Employment Hours, Credit Students	11
Basic Skills Offerings	19	English Learners, Glendale Unified School District	2
Birth Country, International Students	12	English Placement Test Results	15
BOG Waivers (Financial Aid)	16	Enrollment Status, Credit Students	8
Budget, Expenditures	52-54	Enrollment, Credit	7
Budget, Revenues	49-51	Enrollment, Headcount	7-8
Burbank Population Trend	1	Enrollment, Non-Credit	7
Cal Grants (Financial Aid)	16	Entry to Degree Time	36
California High School Exit Exam (CAHSEE)	5	EOPS Grants (Financial Aid)	16
Certificates Awarded	34-35	Equity Measures	25
Chemistry Placement Test Results	15	ESL Placement Test Results	15
Citizenship, Credit Students	11	Ethnicity, City of Glendale	2
Citizenship, Non-Credit Students	13	Ethnicity, Credit Students	10
Classroom Fill Rate	21	Ethnicity, Educational Development Goal Students	31
Completion, Cohort	36, 42	Ethnicity, Faculty	46
Completion, Course	41	Ethnicity, Non-Credit Students	14
Computer Access, Credit Students	17	Ethnicity, Staff	46
Continuing Credit Students	8	Ethnicity, Transfer Goal Students	31
Country of Birth, International Students	12	Ethnicity, Vocational Goal Students	31
Course Completion	41	Exit Exam, High School	5
Course Load, Credit Students	12	Expenditures	52-54
Course Scheduling	20-21	Expense of Education	54
Credit FTES	7	Faculty Demographics	45-46
Credit Student Age	9	Faculty Ethnicity	46
Credit Student Citizenship	11	Faculty Gender	45
Credit Student Computer Access	17	Faculty Sex	45
Credit Student Course Load	12	Faculty Workload	47
Credit Student Day/Evening Status	10	Federal Work Study (Financial Aid)	16
Credit Student District Status	11	Feeder High Schools	4-5
Credit Student Employment Hours	11	Fill Rate	21
Credit Student Enrollment	7-8, 23	Financial Aid	16
Credit Student Enrollment Status	8	First-Time College Students	8
Credit Student Ethnicity	10	Freshmen from High School	4-5
Credit Student Gender	9	FTES and Fiscal Activity	55
Credit Student Headcount Enrollment	7-8	Full-Time Equivalent Students (FTES)	7
Credit Student Internet Access	17	Funded FTES	55
Credit Student Retention	23	GED Testing	37
Credit Student Satisfaction	27	Gender, Credit Students	9
Credit Student Sex	9	Gender, Faculty	45
Credit Student Success	23	Gender, Non-Credit Students	13
Credit Student Unit Load	12	Gender, Staff	45
Credit Student Visa Status	11	General Fund Expenditures	52
CSU Transfer	38-39	General Fund Revenues	49
Day/Evening Status, Credit Students	10	Glendale Ethnicity	2
Degrees Awarded	32-35	Glendale Housing Units	1

Index

Glendale Population Trend	1	Revenues	47-48
Glendale Unified School District	2-4	Satisfaction with Course Scheduling	20
Glendale USD English Learners	2	Satisfaction with Education	27
Glendale, City of	2	Satisfaction, Support Services	18
Headcount Enrollment	7-8	Scheduling Density	21
High School Articulation	4	School Districts	3-5
High School Exit Exam	5	SEOG (Financial Aid)	16
High School Freshmen	4	Service Learning	26
Housing Structures, Glendale	1	Sex, Credit Students	8
Independent Institution Transfer	38	Sex, Faculty	45
International Students	12	Sex, Non-Credit Students	13
Internet Access, Credit Students	17	Sex, Staff	45
Key Performance Indicators (KPIs)	iii, 57-58	Staff Demographics	45-46
Languages, Glendale USD	3	Staff Ethnicity	46
Load, Faculty	47	Staff Gender	45
Master Plan Key Performance Indicators	iii, 57-58	Staff Sex	45
Mathematics Placement Test Results	15	Student Educational Plan (SEP)	19, 26
New Credit Students	8	Student Loans	16
Non-Credit Attendance Hours	24	Student Right-to-Know Act	42
Non-Credit Awards	37	Success, Credit	23
Non-Credit FTES	7	Supplemental Instruction (SI)	26
Non-Credit Student Citizenship	14	Support Services Recognition	18
Non-Credit Student Enrollment	13	Support Services Satisfaction	18
Non-Credit Student Headcount Enrollment	7-8	Support Services Use	18
Non-Credit Students Age	13	Technology Access, Credit Students	17
Non-Credit Students District Status	15	Time to Degree	36
Non-Credit Students Ethnicity	14	Time to Goal Completion	36, 42
Non-Credit Students Gender	13	Transfer	38-39
Non-Credit Students Sex	13	Transfer Goal Students	28-31
Non-Credit Students Transition to Credit	19	Transfer Prepared	36
Non-Credit Students Visa Status	14	Transfer Ready	36
Non-Native English Speakers, School Districts	3	Transfer Student Performance	39
Non-Resident FTES	7	Transition from Non-Credit to Credit	19
Orientation	18, 26	UC Transfer	38-39
Partnership for Excellence	40-42	Unit Load, Credit Students	12
Pasadena Population Trend	1	Unfunded FTES	52
Pell Grants (Financial Aid)	16	Use of Support Services	18
Performance, Transfer Students	39	Visa Status, Credit Students	11
Placement Test Results	15	Visa Status, Non-Credit Students	13
Population Trend, Burbank	1	Vocational Goal Students	28-31
Population Trend, Glendale	1	Vocational Student Workforce Placement	43
Population Trend, Pasadena	1	Vocational Student Workforce Retention	43
Positive Attendance Hours, Non-Credit	24	Workforce Development	41, 43
Probation	26	Workforce Placement	43
Program (Day/Evening Status), Credit Students	10	Workforce Retention	43
Recognition, Support Services	18	Workload, Faculty	47
Residences, Credit Students	11		
Residency, Credit Students	11		
Resident FTES	7		
Retention, Credit	23		
Returning Credit Students	8		