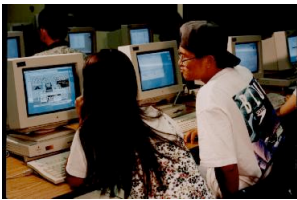




Campus Profile

2007

Glendale Community College



Campus Profile 2007



Research & Planning
LB 124
818-240-1000x5390
<http://research.glendale.edu>

1500 North Verdugo Road, Glendale, California 91208-2894

Glendale Community College

<http://www.glendale.edu>

Board of Trustees

Dr. Armine Hacopian
Victor I. King
Dr. Vahé Peroomian
Anita Quinonez Gabrielian
Tony Tartaglia

Hrach Orujyan, *Student Trustee*

Superintendent/President

Dr. Audre Levy

Research & Planning

<http://research.glendale.edu>

Associate Dean of Institutional Research & Planning

Dr. Edward R. Karpp
ekarpp@glendale.edu

Planning & Research Analyst

Conrad Amba
camba@glendale.edu

Planning & Research Analyst

Michelle Fowles
mfowles@glendale.edu

Materials making up *Campus Profile 2007* 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 59 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.

Research & Planning
October 2007

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. Student Engagement.....	20
2.03.01. Community College Survey of Student Engagement	20
2.03. Class Availability & Scheduling.....	22
2.03.01. Student Satisfaction with Course Scheduling	22
2.03.02. Classroom Occupation, Availability & Fill Rate.....	23
Section 3. Student Success	
3.01. Student & Course Outcomes.....	25
3.01.01. Enrollment, Retention, and Success	25
3.01.02. Success of Students Receiving Additional Services	28
3.01.03. Student Satisfaction	29
3.02. Educational Goals	30
3.02.01. Student Characteristics by Educational Goal	30
3.03. Student Completion.....	34
3.03.01. Degree and Certificates Awarded	34
3.03.02. Continuing and Community Education Student Completion.....	39
3.03.03. Transfer.....	40
3.03.04. Accountability Reporting for the Community Colleges (ARCC)	42
3.03.05. Time to Goal Completion.....	45
3.03.06. Workforce Placement of Students in Vocational Programs	46
Section 4. Staff Composition	
4.01. Faculty & Staff.....	47
4.01.01. Faculty & Staff Demographics	47
4.01.02. Workload	49
Section 5. Fiscal Condition	
5.01. Revenues.....	51
5.01.01. Revenue Sources	51
5.02. Expenditures	54
5.02.01. General Fund Activity	54
5.02.02. Expenditure Comparison to Statewide Averages.....	56
5.03. Funded and Unfunded FTES.....	57
5.03.01. Funded and Unfunded FTES.....	57
Appendix. Key Performance Indicators	
Index	59
Index	61

Glendale Community College
Campus Profile 2007

Section 1
COMMUNITY PROFILE

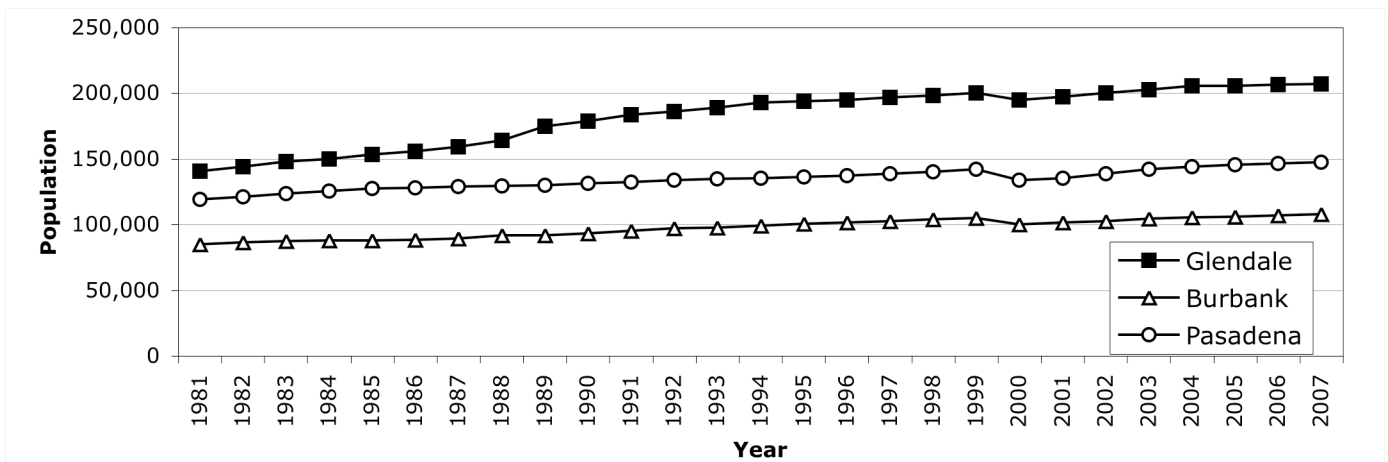
1.01	Glendale Profile
	Page 1 1.01.01. Glendale Housing & Population
1.02	Area School Information
	Page 2 1.02.01. Glendale Unified School District Demographics
	Page 4 1.02.02. High School Articulation
	Page 5 1.02.03. California High School Exit Exam (CAHSEE) Results

1.01. Glendale Profile

1.01.01. Glendale Housing & Population

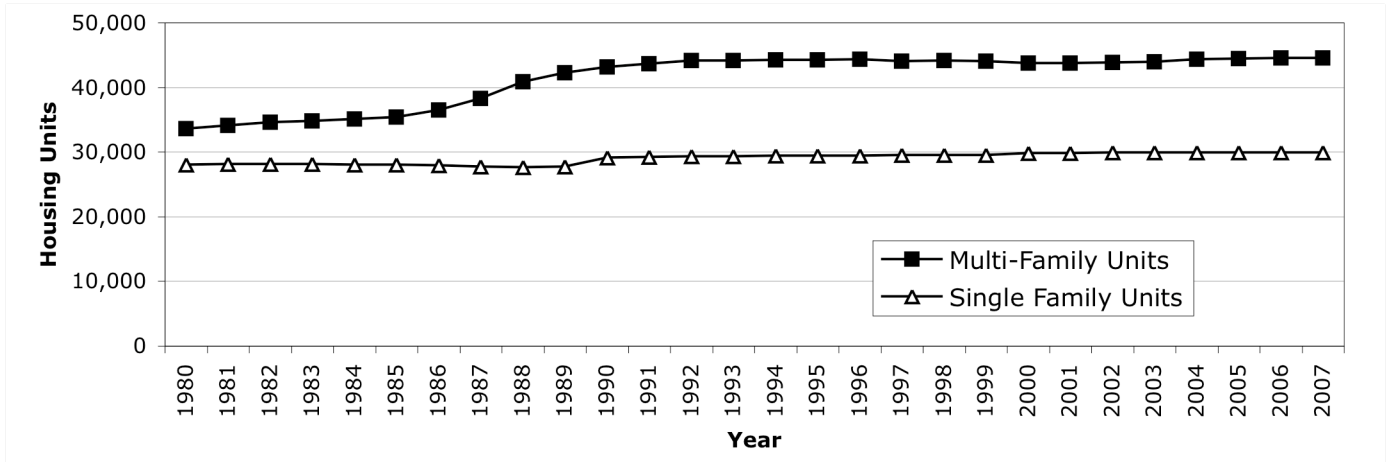
The 2000 United States Census indicated that Glendale’s population grew in size and diversity from previous periods. However, growth in Glendale has slowed considerably. During the 1980s, Glendale’s population grew by almost 30%, compared to 17% for Los Angeles County as a whole. During this decade, 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



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 (U.S. Census)

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%

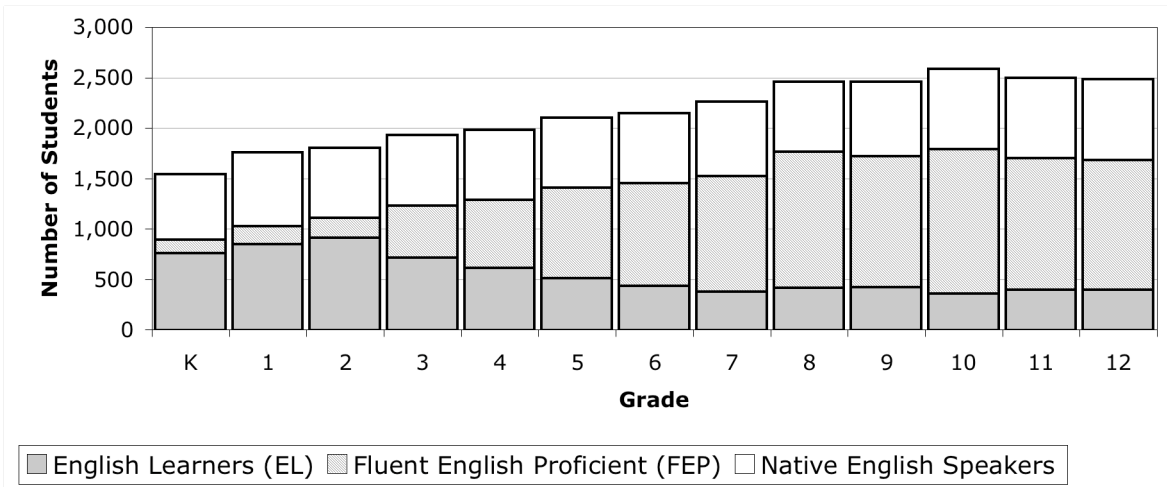
source: United States Census

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, 2005-2006

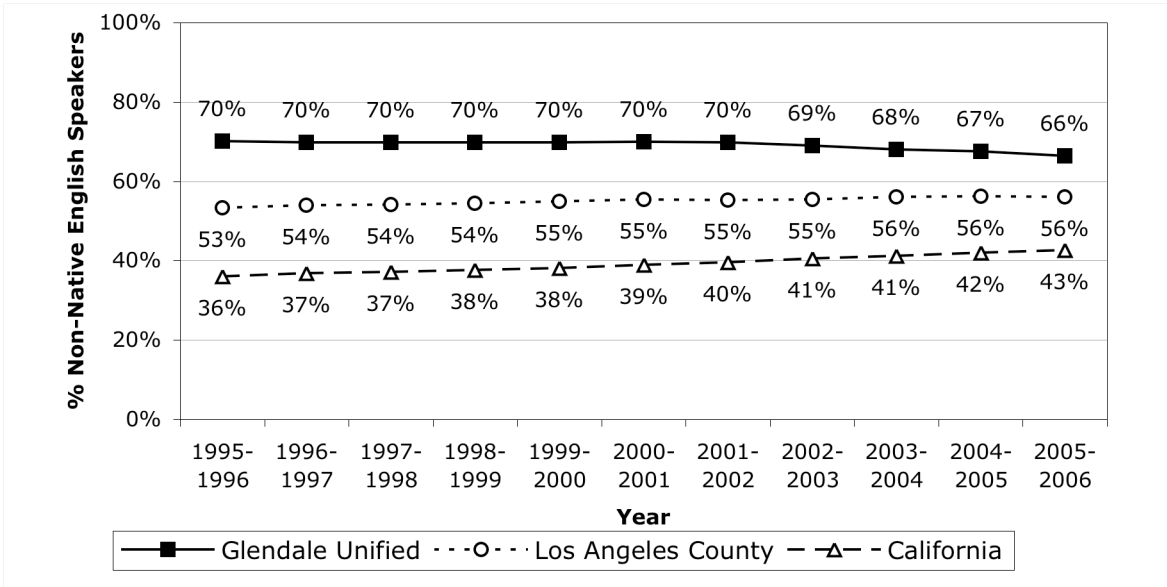


source: California Department of Education

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

66% of Glendale Unified students are non-native English speakers, compared to 56% for Los Angeles County and 43% 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.

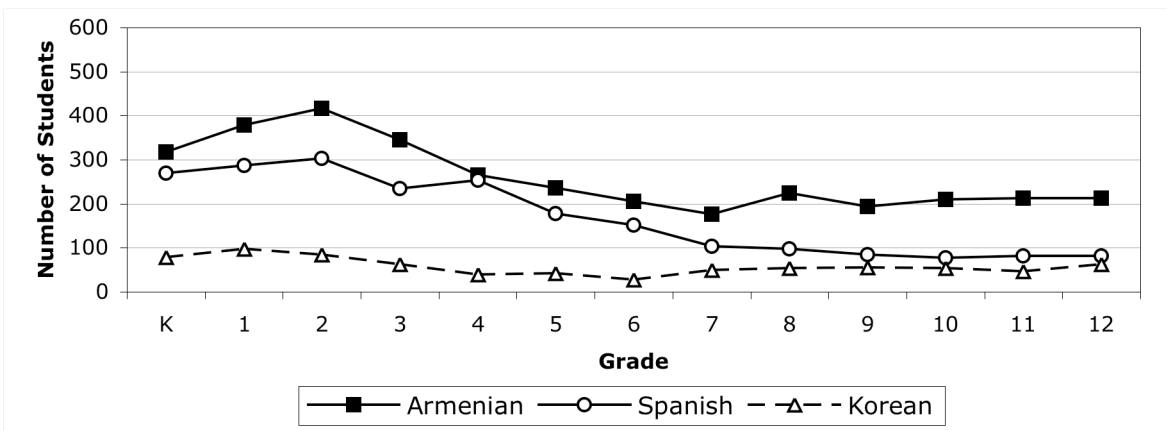
Figure 1-5. Percentage of Non-Native English Speakers in School Districts



source: California Department of Education

Armenian and Spanish are the most common native languages of Glendale Unified School District English Learners. By grade 12, 212 Armenian speakers, 81 Spanish speakers, and 62 Korean speakers were classified as English Learners.

Figure 1-6. Primary Language of GUSD English Learners, 2005-2006



source: California Department of Education

1.02.02. High School Articulation

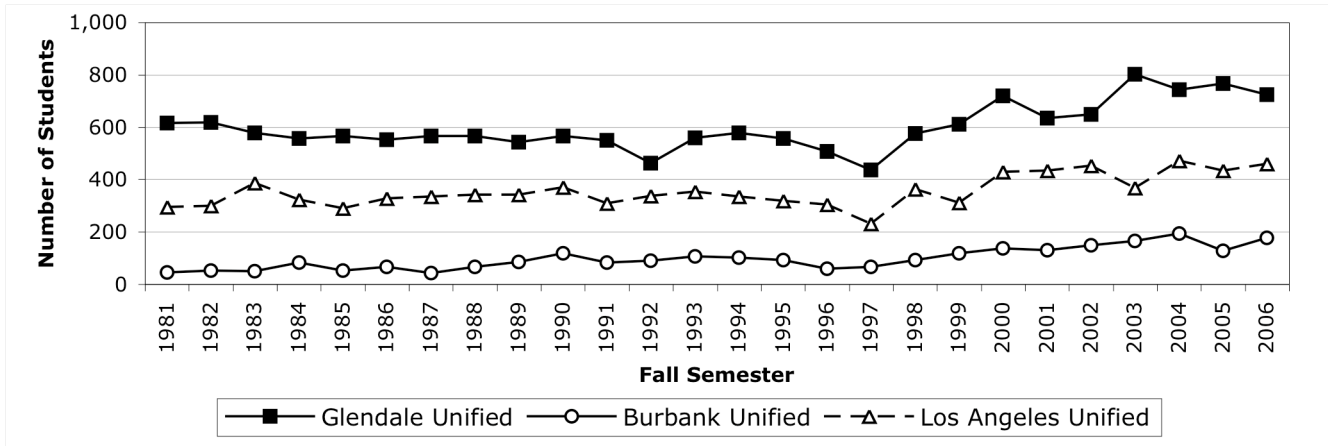
Figure 1-7. GCC Fall Freshmen by High School of Origin

School	Fall 1981	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Change: 2002- 2005 Average to 2006
Glendale District							
Glendale	231	293	321	290	312	286	-6%
Hoover	174	160	229	224	204	178	-13%
Crescenta Valley	195	117	119	130	160	140	+6%
Clark Magnet	0	55	111	88	75	103	+25%
Daily	16	23	21	11	15	17	-3%
Burbank District							
Burbank	45	99	101	131	93	135	+27%
Burroughs	33	50	63	55	31	40	-20%
Los Angeles District							
Belmont	10	47	53	53	46	38	-24%
Eagle Rock	72	45	30	39	33	51	+39%
Fairfax	5	3	7	6	5	9	+71%
Francis Poly	1	9	12	8	8	8	-14%
Franklin	58	63	46	54	70	40	-31%
Grant	1	9	8	8	4	6	-17%
Hollywood	12	26	19	13	14	19	+6%
Lincoln	4	11	11	34	42	26	+6%
Los Angeles High School	0	3	4	14	16	41	+343%
LA Center for Enriched Studies	0	16	6	3	0	0	-100%
Marshall	68	82	61	77	71	69	-5%
North Hollywood	2	10	17	12	11	15	+20%
Roosevelt	0	20	1	7	4	6	-25%
Verdugo Hills	43	40	40	84	59	56	+0%
Other LA District	--	70	53	59	50	75	+29%
Other Public Schools							
Alhambra	0	8	5	9	9	8	+3%
La Cañada	5	7	12	11	16	16	+39%
Muir	0	4	7	4	3	2	-56%
Private Schools							
Alex Pilibos	0	17	9	10	11	17	+45%
Bellarmine-Jefferson	21	5	5	6	11	13	+93%
Glendale Academy	10	6	5	5	3	3	-37%
Holy Family	25	9	11	7	5	15	+88%
Notre Dame	0	1	1	4	1	1	-43%
Providence	4	7	11	11	11	11	+10%
Ribet Academy	0	4	3	7	6	2	-60%
Sacred Heart	1	2	0	3	2	1	-43%
St. Francis	18	14	8	9	7	10	+5%
Village Christian	0	17	7	8	7	4	-59%
Other Private Schools	17	25	22	23	11	15	-26%
Total Freshmen	1,274	1,650	1,700	1,787	1,810	1,882	+8%
% from Glendale USD	48%	39%	47%	42%	42%	38%	-5%
% from Private Schools	8%	6%	5%	5%	4%	5%	+0%

source: GCC Semester Application database

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

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



source: GCC Semester Application database

1.02.03. California High School Exit Exam Results

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

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

High School	Math			English Language Arts		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Glendale	81%	69%	71%	76%	69%	65%
Hoover	86%	77%	76%	79%	65%	66%
Crescenta Valley	96%	95%	94%	94%	93%	90%
Clark Magnet	99%	99%	99%	98%	98%	98%
Burbank	84%	80%	74%	80%	79%	69%
Burroughs	90%	85%	85%	89%	83%	81%
Marshall	70%	55%	54%	71%	64%	61%
Franklin	55%	46%	48%	55%	52%	53%
Belmont	45%	42%	39%	22%	43%	39%
Eagle Rock	72%	69%	68%	74%	72%	71%

source: California Department of Education

Glendale Community College
Campus Profile 2007

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. Student Engagement
 - Page 20 2.03.01. Community College Survey of Student Engagement

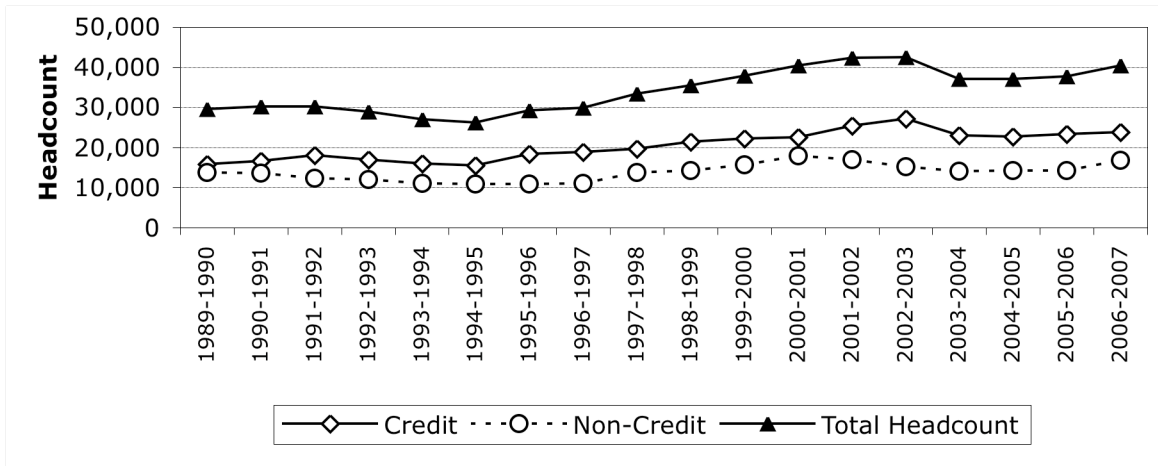
- 2.04. Class Availability & Scheduling
 - Page 22 2.04.01. Student Satisfaction with Course Scheduling
 - Page 23 2.04.02. Classroom Occupation, Availability & Fill Rate

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	2004-2005		2005-2006		2006-2007	
Credit Headcount	22,717	61%	23,371	62%	23,738	59%
Noncredit Headcount	14,278	39%	14,277	38%	16,715	41%
Total	36,995	100%	37,648	100%	40,453	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	2004-2005		2005-2006		2006-2007	
Credit FTES	13,287.4	79%	14,025.8	84%	12,818.6	83%
<i>Resident</i>	12,431.8	74%	13,126.3	78%	11,924.2	77%
<i>Non-Resident</i>	855.6	5%	899.4	5%	894.4	6%
Noncredit FTES	3,573.2	21%	2,733.78	16%	2,664.6	17%
Total	16,860.6	100%	16,759.5	100%	15,483.2	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 2004		Fall 2005		Fall 2006	
Credit Headcount	15,784	68%	15,415	68%	15,588	68%
<i>Full-Time</i>	4,873	21%	4,795	21%	4,945	21%
<i>Part-Time</i>	10,894	47%	10,620	47%	10,643	46%
Noncredit Headcount	7,313	32%	7,178	32%	7,460	32%
Total	23,097	100%	22,593	100%	23,048	100%

source: GCC SMR and AED databases

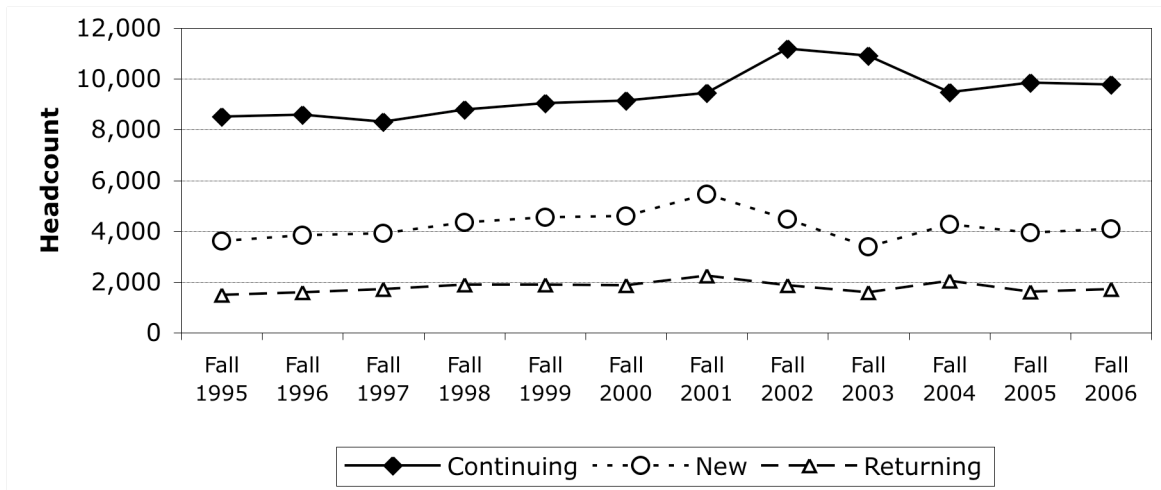
2.01.02. Credit Student Demographics

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 2004		Fall 2005		Fall 2006	
Continuing	9,469	60%	9,859	64%	9,771	63%
New	4,268	27%	3,944	26%	4,094	26%
<i>First College</i>	2,706	17%	2,581	17%	2,769	18%
<i>From Other College</i>	1,562	10%	1,363	9%	1,325	9%
Returning	2,041	13%	1,612	10%	1,723	11%
<i>Return Transfer</i>	552	3%	432	3%	497	3%
<i>Return After Absence</i>	1,489	9%	1,180	8%	1,226	8%
Total	15,784	100%	15,415	100%	15,588	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 2004		Fall 2005		Fall 2006	
Male	6,513	41%	6,432	42%	6,449	41%
Female	9,271	59%	8,983	58%	9,139	59%
Total	15,784	100%	15,415	100%	15,588	100%

source: GCC SMR database

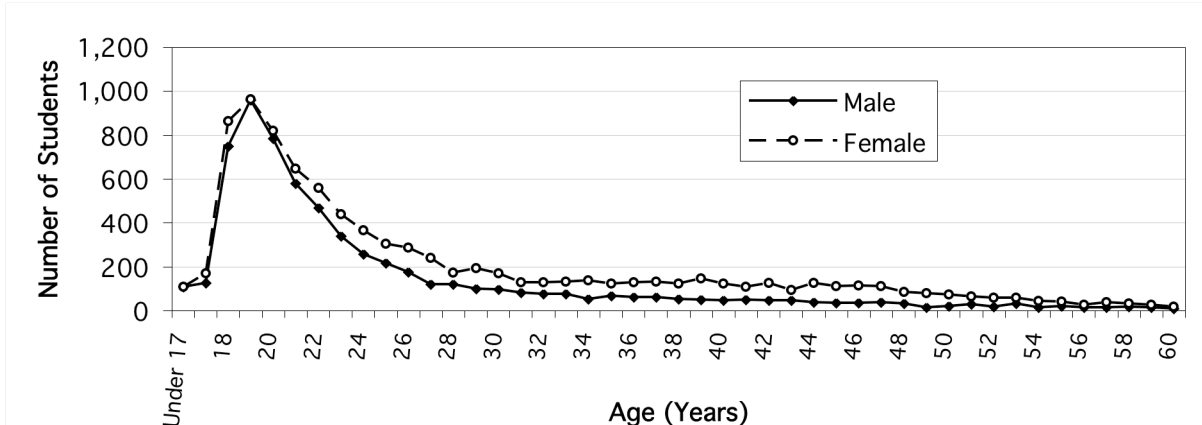
Figure 2-7. Age of Credit Students

Age Group	Fall 2004		Fall 2005		Fall 2006	
20 & Under	5,623	36%	5,617	36%	5,649	36%
21 to 25	4,030	26%	3,990	26%	4,178	27%
26 to 30	1,728	11%	1,604	10%	1,673	11%
31 to 50	3,718	24%	3,479	23%	3,325	21%
51 & Over	685	4%	725	5%	763	5%
Total Students	15,784	100%	15,415	100%	15,588	100%
Mean Age	27.1		27.1		27.0	
Median Age	23.0		23.0		22.0	

source: GCC SMR database

The graph below shows the age distribution of credit students. Although the average age of students is 27 years, the college serves relatively few students who are 27 years old. Because the distribution is skewed, the median age (22 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 2006

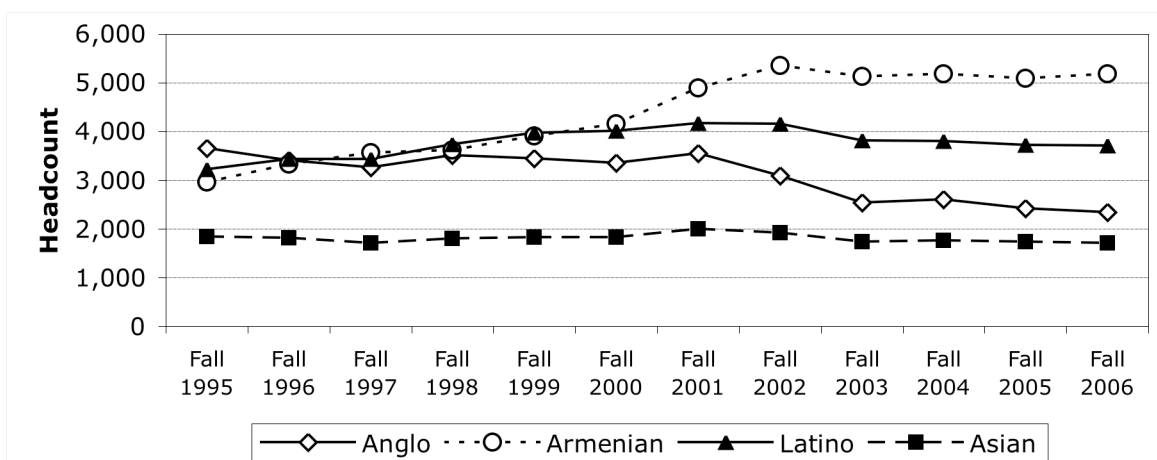


source: GCC SMR and PI_REC databases

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 2004		Fall 2005		Fall 2006	
	Count	%	Count	%	Count	%
Caucasian/European/Anglo	2,607	17%	2,415	16%	2,342	15%
Caucasian/Armenian	5,179	33%	5,088	33%	5,178	33%
Latino/Hispanic	3,801	24%	3,723	24%	3,706	24%
Asian/Pacific Islander	1,766	11%	1,738	11%	1,717	11%
Filipino	876	6%	836	5%	814	5%
Black/African American	456	3%	435	3%	439	3%
American Indian	72	0%	74	0%	69	0%
Other	664	4%	729	5%	823	5%
Unknown	363	2%	377	2%	500	3%
Total	15,784	100%	15,415	100%	15,588	100%



source: GCC SMR and PI_REC databases

There is only a small distinction between day and evening programs. About 36% of credit students take both day and evening classes. About one-fourth take evening classes only.

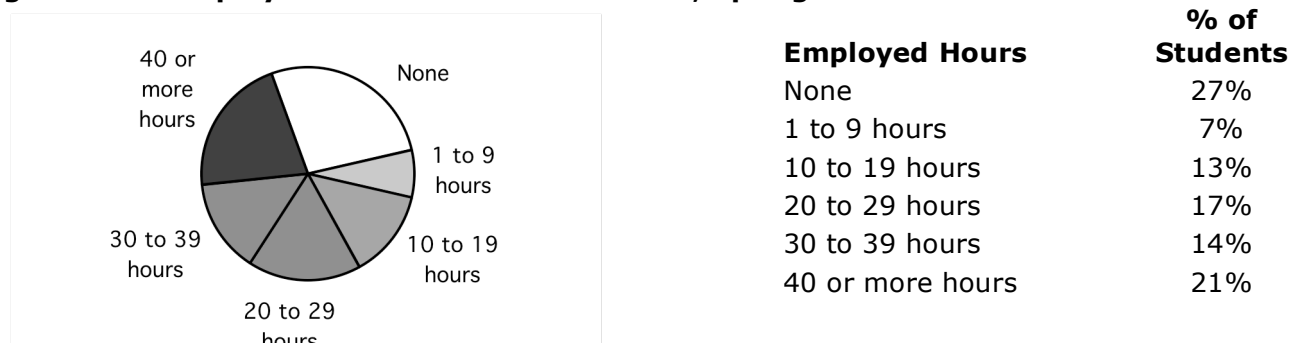
Figure 2-10. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2004		Fall 2005		Fall 2006	
	Count	%	Count	%	Count	%
Day Classes Only	5,854	37%	5,701	37%	5,909	38%
Evening Classes Only	3,935	25%	3,893	25%	3,994	26%
Both	5,995	39%	5,821	38%	5,685	36%
Total	15,784	100%	15,415	100%	15,588	100%

source: GCC SMR database

According to student surveys, over 70% of credit students work. About 21% work at least 40 paid hours per week, and about 30% work between 20 and 39 paid hours per week. About 3% of credit students (400 per semester) are full-time students and work at least 40 hours per week.

Figure 2-11. Employed Hours of Credit Students, Spring 2007



source: Spring Student Survey

Less than half of all credit students reside in the Glendale Community College District. About 41% reside in the Los Angeles Community College District, 5% reside in other community college districts in California (including the Pasadena, Ventura, Santa Clarita, and Santa Monica districts), and 4% 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 2004		Fall 2005		Fall 2006	
Local (GCC District)	7,310	46%	7,217	47%	7,242	46%
Los Angeles CC District	6,609	42%	6,348	41%	6,438	41%
Other California Districts	900	6%	840	5%	855	5%
Out of State	114	1%	115	1%	100	1%
International	540	3%	541	4%	550	4%
Other Foreign	89	1%	78	1%	109	1%
AB 540 Students	222	1%	276	2%	294	2%
Total	15,784	100%	15,415	100%	15,588	100%

source: GCC SMR database

Most credit students (about 60%) are United States citizens. About 16% 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 2004		Fall 2005		Fall 2006	
U.S. Citizen	9,612	61%	9,688	63%	10,001	64%
No Visa	231	1%	284	2%	400	3%
Permanent Resident	2,636	17%	2,552	17%	2,538	16%
Parolee	1,040	7%	812	5%	624	4%
Student Visa	540	3%	545	4%	556	4%
Other Visa	1,496	9%	1,481	10%	1,401	9%
Amnesty	15	0%	13	0%	12	0%
Unknown	214	1%	40	0%	56	0%
Total	15,784	100%	15,415	100%	15,588	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

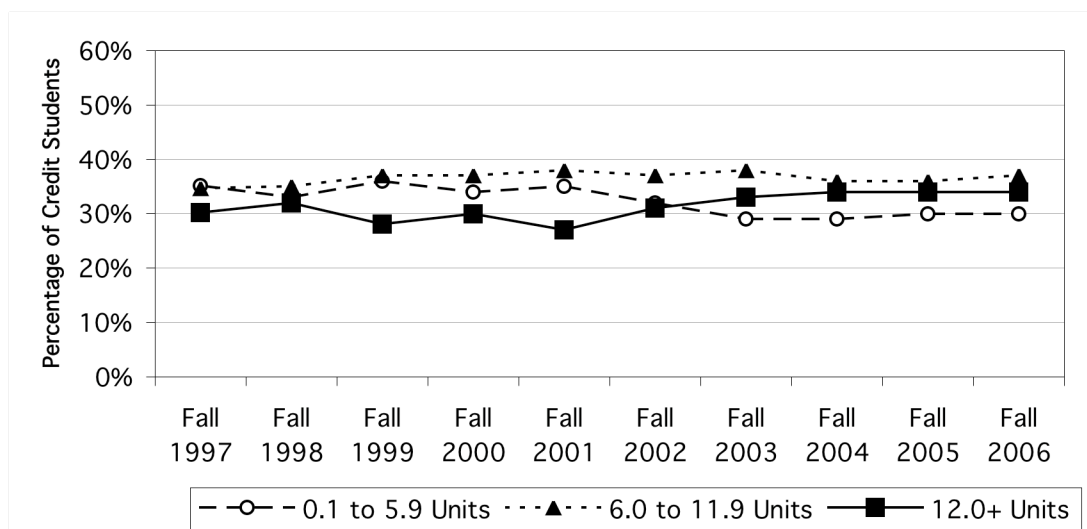
Country	Fall 2004		Fall 2005		Fall 2006	
	Count	Percentage	Count	Percentage	Count	Percentage
Japan	214	40%	235	43%	248	45%
South Korea	101	19%	107	20%	97	17%
Sweden	23	4%	27	5%	32	6%
Taiwan	18	3%	14	3%	14	3%
Vietnam	9	2%	16	3%	18	3%
Armenia	9	2%	9	2%	10	2%
Indonesia	7	1%	7	1%	5	1%
China	13	2%	10	2%	5	1%
Kenya	14	3%	7	1%	3	1%
Philippines	20	4%	16	3%	22	4%
Total International	540	100%	545	100%	556	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 2004	Fall 2005	Fall 2006	Fall 2004	Fall 2005	Fall 2006
0	--	--	--	16%	17%	16%
0.1 to 5.9	29%	30%	30%	31%	31%	31%
6.0 to 11.9	36%	36%	37%	34%	34%	34%
12.0 or More	34%	34%	34%	20%	19%	19%
Mean Units	8.6	8.6	8.5	6.4	6.2	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 2004		Fall 2005		Fall 2006	
Male	2,047	28%	2,066	29%	2,110	28%
Female	4,902	67%	4,799	67%	5,080	68%
Unknown	364	5%	313	4%	270	4%
Total	7,313	100%	7,178	100%	7,460	100%

source: GCC Adult Education (AED) database

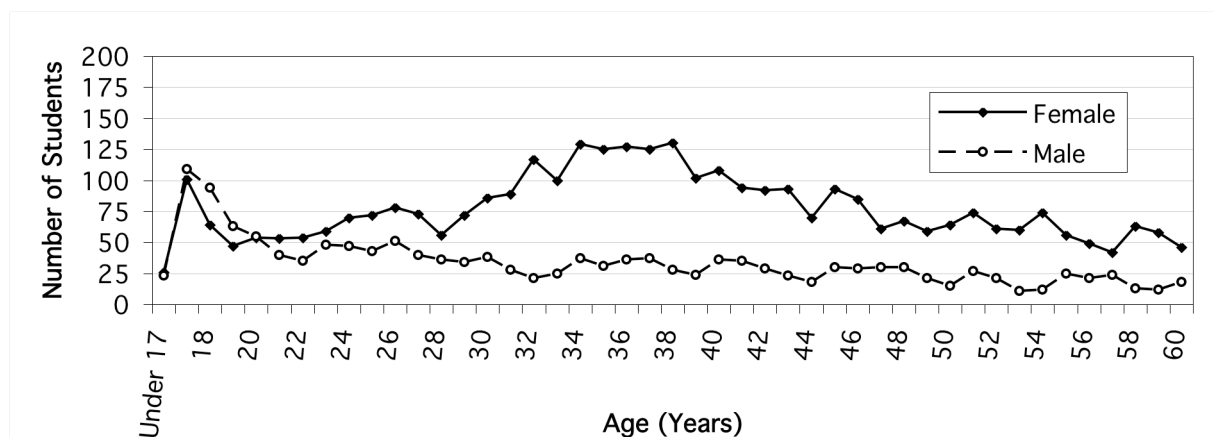
Noncredit students tend to be older than credit students. The median age of noncredit students was 40 years in Fall 2006, compared to 22 years for credit students. The mean age of noncredit students has decreased from 48 years in 1995 to 43 years in 2006.

Figure 2-17. Age of Noncredit Students

Age Group	Fall 2004		Fall 2005		Fall 2006	
20 & Under	687	9%	611	9%	640	9%
21 to 25	493	7%	557	8%	522	7%
26 to 30	563	8%	521	7%	568	8%
31 to 50	2,590	35%	2,459	34%	2,536	34%
50 & Over	1,616	22%	1,793	25%	2,015	27%
Unknown	1,364	19%	1,237	17%	1,179	16%
Total Students	7,313	100%	7,178	100%	7,460	100%
Mean Age	42.0		42.8		43.5	
Median Age	39.0		40.0		40.0	

source: GCC Adult Education (AED) database

Figure 2-18. Age Distribution of Noncredit Students by Gender, Fall 2006

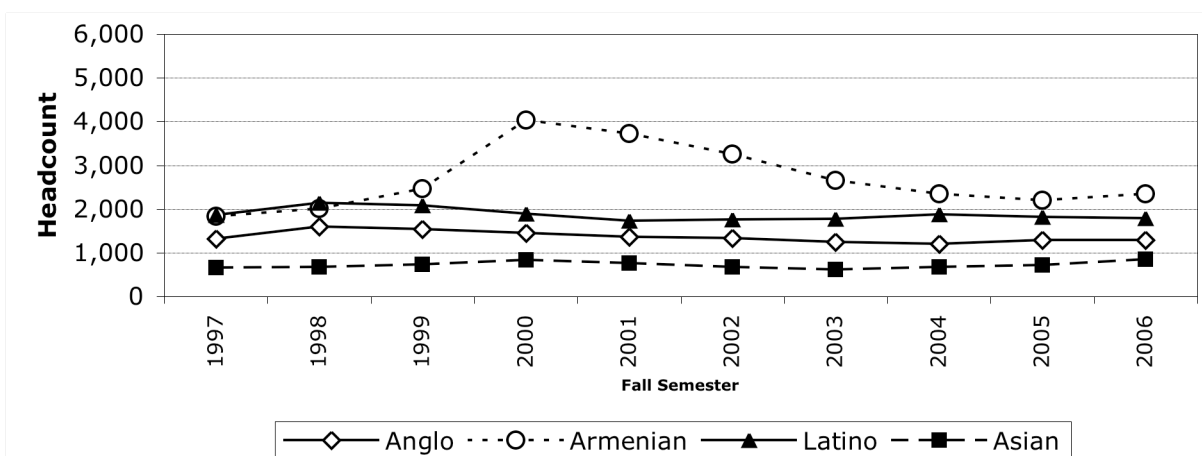


source: GCC Adult Education (AED) database

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 2004		Fall 2005		Fall 2006	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian	9	0%	12	0%	7	0%
Asian/Pacific Islander	677	9%	714	10%	845	11%
Black/African-American	88	1%	78	1%	93	1%
Caucasian/Anglo	1,201	16%	1,291	18%	1,289	17%
Caucasian/Armenian	2,349	32%	2,204	31%	2,347	31%
Latino/Hispanic	1,872	26%	1,814	25%	1,790	24%
Filipino	262	4%	235	3%	257	3%
Other	242	3%	247	3%	270	4%
Unknown	613	8%	583	8%	562	8%
Total	7,313	100%	7,178	100%	7,460	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 2004		Fall 2005		Fall 2006	
	Count	Percentage	Count	Percentage	Count	Percentage
U.S. Citizen	2,692	37%	2,840	40%	3,034	41%
Permanent Resident	1,520	21%	1,495	21%	1,582	21%
Temporary Resident	320	4%	278	4%	239	3%
Refugee/Asylee	603	8%	421	6%	425	6%
Student Visa	85	1%	76	1%	98	1%
Other Visa	1,336	18%	1,311	18%	1,342	18%
Unknown	757	10%	757	11%	740	10%
Total	7,313	100%	7,178	100%	7,460	100%

Source: GCC Adult Education (AED) database

Figure 2-21. District Status of Noncredit Students

District	Fall 2004		Fall 2005		Fall 2006	
Local (GCC District)	5,200	71%	5,094	71%	5,183	69%
Other	1,678	23%	1,744	24%	1,929	26%
Unknown	435	6%	340	5%	348	5%
Total	7,313	100%	7,178	100%	7,460	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	2004-2005	2005-2006	2006-2007
Level 6 (ENGL 101)	39%	42%	42%
Level 5 (ENGL 120)	34%	35%	35%
Level 4 (ENGL 191)	16%	13%	13%
Level 3 (ENGL 189)	4%	4%	4%
LEVEL 2 (ENGL 187)	2%	1%	2%
Missing Placement	5%	4%	4%
Total Placed	4,047	3,967	4,310

ESL Grammar/Composition	2004-2005	2005-2006	2006-2007	ESL Listening/Speaking	2004-2005	2005-2006	2006-2007
Level 5 (ESL 151)	0%	0%	1%	Level 5 (ESL 155)	16%	13%	15%
Level 4 (ESL 141)	12%	14%	13%	Level 4 (ESL 145)	20%	23%	23%
Level 3 (ESL 133)	20%	24%	20%	Level 3 (ESL 135)	22%	22%	19%
Level 2 (ESL 123)	28%	28%	25%	Level 2 (ESL 125)	24%	24%	25%
Level 1 (ESL 111)	39%	34%	41%	Level 1 (ESL 115)	18%	19%	19%
Undetermined	0%	0%	0%	Undetermined	0%	0%	0%
Total Placed	1,793	1,508	1,523	Total Placed	1,792	1,508	1,522

Mathematics	2004-2005	2005-2006	2006-2007
Level 6 (Math 103)	5%	6%	6%
Level 5 (Math 100, 102, 110, 111, 112, 135, 136)	11%	12%	12%
Level 4 (Math 101, 140, 115)	17%	21%	22%
Level 3 (Math 141, 145)	28%	29%	28%
Level 2 (Math 153)	16%	14%	14%
Level 1 (Math 151, 152)	22%	17%	17%
Unknown	1%	1%	1%
Total Placed	5,267	4,888	5,079

Chemistry	2004-2005	2005-2006	2006-2007
Chem 101	70%	68%	77%
Chem 110	30%	32%	23%
Total Placed	182	201	211

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.

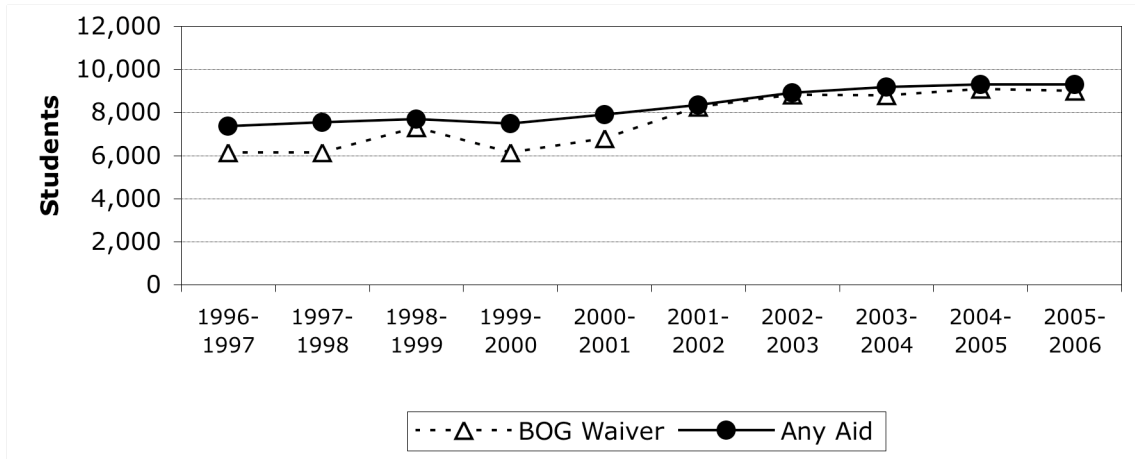
Figure 2-23. Financial Aid Awards

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	1,073	\$283,044	238	\$963,766	231	\$831,896
Federal Work Study	255	\$993,693	496	\$872,395	474	\$827,833
BOG Waiver	300	\$872,395	9,096	\$3,889,821	9,000	\$4,052,056
Cal Grant	8,776	\$2,580,180	1,314	\$1,178,323	1,442	\$1,216,540
Total (Unduplicated)	954	\$1,044,627	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	39%	40%	39%
Any Financial Aid: Number of Students	9,169	9,305	9,300
Any Financial Aid: Percentage of Credit Students	40%	41%	40%

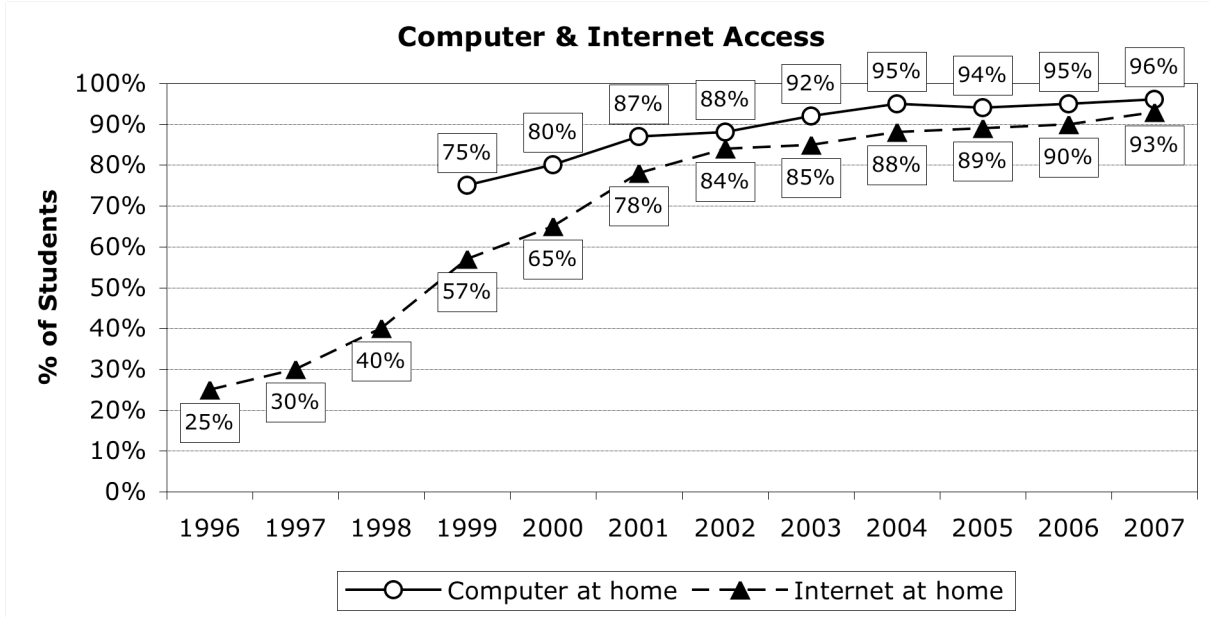


source: GCC Financial Aid Office

2.02.03. Student Access to Technology

The college has tracked Internet access since 1996. Over 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		
	2001	2004	2007	2001	2004	2007	2001	2004	2007
Academic Counseling	92%	92%	93%	62%	63%	69%	68%	73%	76%
Admissions & Records	93%	93%	94%	76%	76%	76%	86%	84%	87%
Adult Education/ACTC	59%	57%	--	15%	17%	--	79%	72%	--
Adult Re-Entry Center	54%	46%	43%	11%	11%	11%	73%	64%	65%
AMP (Alliance for Minority Paric.)	30%	28%	25%	7%	9%	8%	69%	56%	53%
Assessment Center/Testing	75%	86%	87%	75%	64%	68%	80%	81%	81%
Baja Calif. Field Studies Program	--	55%	48%	--	11%	9%	--	64%	63%
Bookstore	--	96%	95%	--	89%	87%	--	88%	86%
CalWORKs	--	60%	55%	--	20%	19%	--	74%	73%
Career Center	86%	86%	82%	40%	38%	36%	78%	76%	75%
Ctr. For Students w/Disabilities	68%	63%	65%	11%	13%	13%	74%	74%	76%
Collaborative Learning/SI	58%	55%	55%	27%	26%	27%	78%	79%	77%
Computer Lab (San Gabriel)	--	88%	85%	--	60%	55%	--	90%	88%
Computer Lab (San Rafael)	--	87%	84%	--	57%	53%	--	90%	87%
English Lab	79%	82%	82%	35%	47%	50%	81%	88%	87%
EOPS Office	72%	73%	66%	31%	35%	29%	83%	79%	78%
ESL/Foreign Language Lab	71%	72%	28%	28%	32%	26%	75%	79%	79%
Financial Aid Office	91%	91%	91%	46%	56%	54%	79%	82%	80%
Health Center	81%	84%	83%	29%	33%	31%	87%	85%	84%
High Tech Center	--	--	49%	--	--	11%	--	--	66%
Information Counter (AD Bldg.)	84%	73%	67%	58%	48%	38%	90%	85%	86%
Instructional Assistance Center	--	49%	44%	--	15%	12%	--	69%	72%
Job Placement Center	83%	78%	72%	29%	29%	23%	76%	66%	70%
Learning Center	82%	79%	72%	33%	40%	30%	86%	86%	81%
Writing Center	72%	76%	69%	22%	30%	23%	83%	81%	75%
CAI Lab	--	49%	43%	--	13%	10%	--	72%	58%
Tutoring Center	77%	79%	75%	22%	32%	27%	80%	80%	80%
Library	94%	94%	94%	75%	80%	80%	92%	94%	94%
Math/Science Center	77%	79%	78%	22%	32%	31%	81%	81%	83%
Mental Health Counseling	52%	48%	49%	8%	10%	9%	72%	64%	65%
myGCC	--	84%	89%	--	67%	72%	--	91%	91%
Orientation	--	73%	72%	--	32%	32%	--	79%	78%
PACE	47%	48%	41%	9%	10%	7%	76%	64%	64%
Scholars Program	67%	63%	63%	13%	14%	12%	65%	60%	63%
Scholarship Office	69%	63%	66%	15%	15%	15%	67%	65%	66%
Service Learning Center	63%	59%	57%	16%	19%	15%	77%	81%	79%
Student Activities Office	58%	57%	50%	11%	12%	10%	69%	67%	69%
Study Abroad Office	60%	57%	58%	10%	10%	9%	73%	65%	62%
Transfer Center	78%	80%	78%	27%	32%	30%	74%	77%	81%
Tutors Today Teachers Tomorrow	--	--	47%	--	--	12%	--	--	67%

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 2006-2007, 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 2004	Fall 2005	Fall 2006
Basic Skills Census Enrollments	2,508	2,269	2,117
Basic Skills Course Retention Rates	90%	88%	89%
Basic Skills Course Success Rates	69%	67%	67%

source: GCC MIS data files

2.02.06. Transition from Noncredit to Credit

The table below shows the percentage of students enrolled in noncredit courses during the Fall semester who concurrently enrolled in credit classes, and who enrolled in credit classes in the subsequent Spring semester. These percentages are underestimates because only students registering in noncredit classes with their Social Security Numbers can be matched to credit enrollments. Additional students registering in noncredit classes without providing SSNs cannot be matched to credit enrollments and are not counted in the percentages reported below.

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

	Fall 2004	Fall 2005	Fall 2006
Total Noncredit Students	7,313	7,178	7,460
Concurrently Enrolled in Credit Classes	2%	2%	2%
Enrolled in Credit Classes in Next Spring Semester	4%	3%	3%

source: GCC Noncredit Registration and Student Master Record data files

2.03. Student Engagement

2.03.01. Community College Survey of Student Engagement (CCSSE)

In Spring 2007, Glendale Community College administered the nationally normed Community College Survey of Student Engagement (CCSSE) for the first time. A random selection of credit sections resulted in responses from approximately 1,115 students. The results of five "benchmarks" are reported below: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The five benchmarks are based on 38 survey items. Each benchmark is standardized so the national average is 50. Results are reported for Glendale Community College, for the 16 public community colleges in California administering the survey, and for all public two-year colleges administering the survey. For all five benchmarks, GCC's scores were higher than the state average and the national average.

Figure 2-29. Active and Collaborative Learning

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

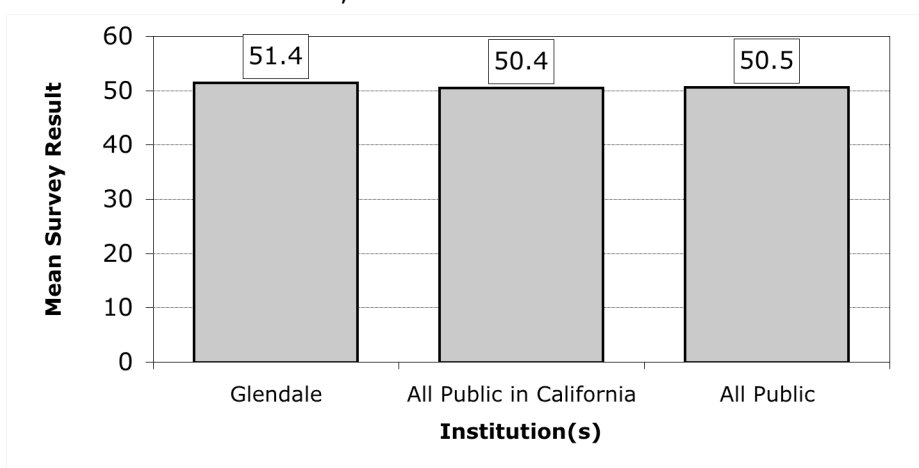


Figure 2-30. Student Effort

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

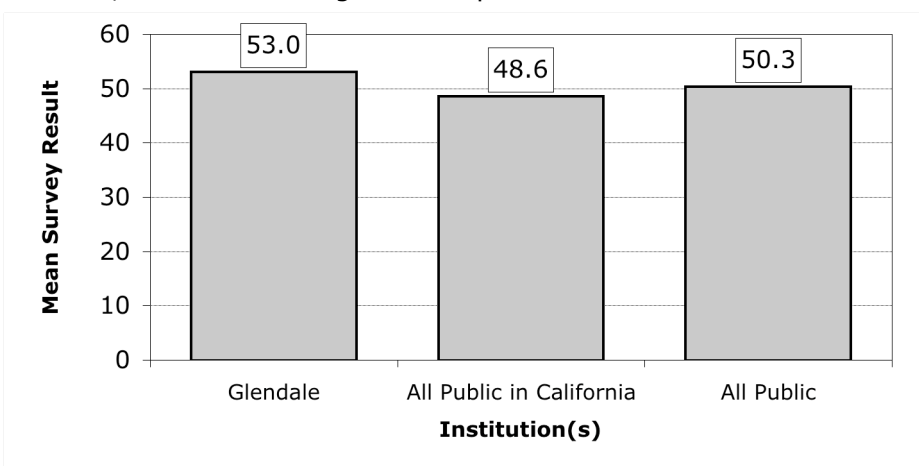
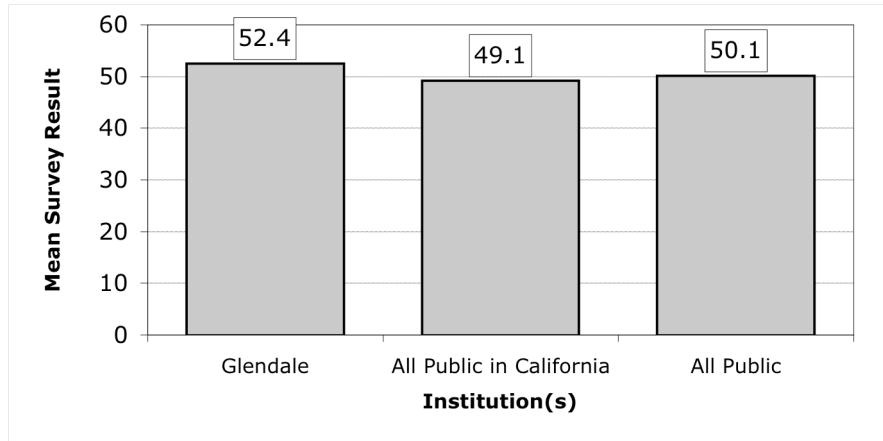
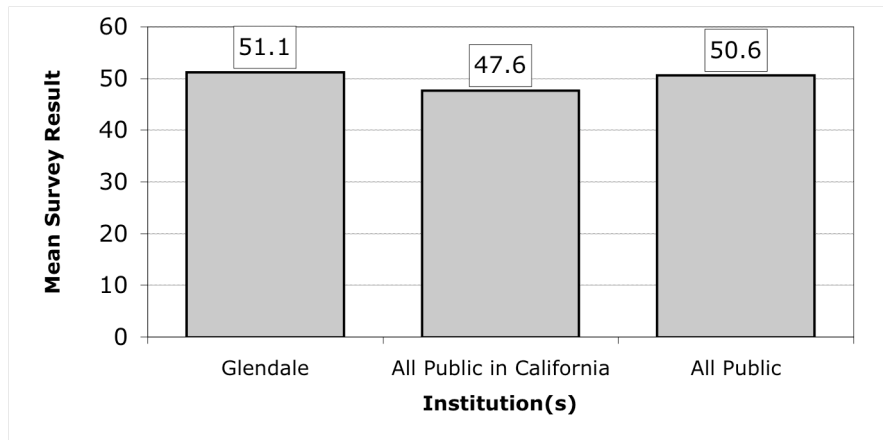


Figure 2-31. Academic Challenge

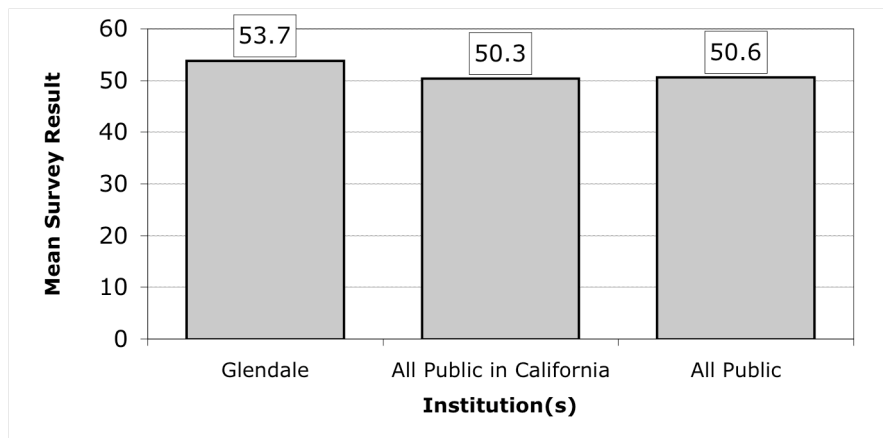
The Academic Challenge benchmark assesses how hard students must work in class, how much they must study, and how much colleges emphasize higher level thinking skills.

**Figure 2-32. Student-Faculty Interaction**

The Student-Faculty Interaction benchmark includes survey items assessing the frequency of student contact with instructors.

**Figure 2-33. Support for Learners**

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

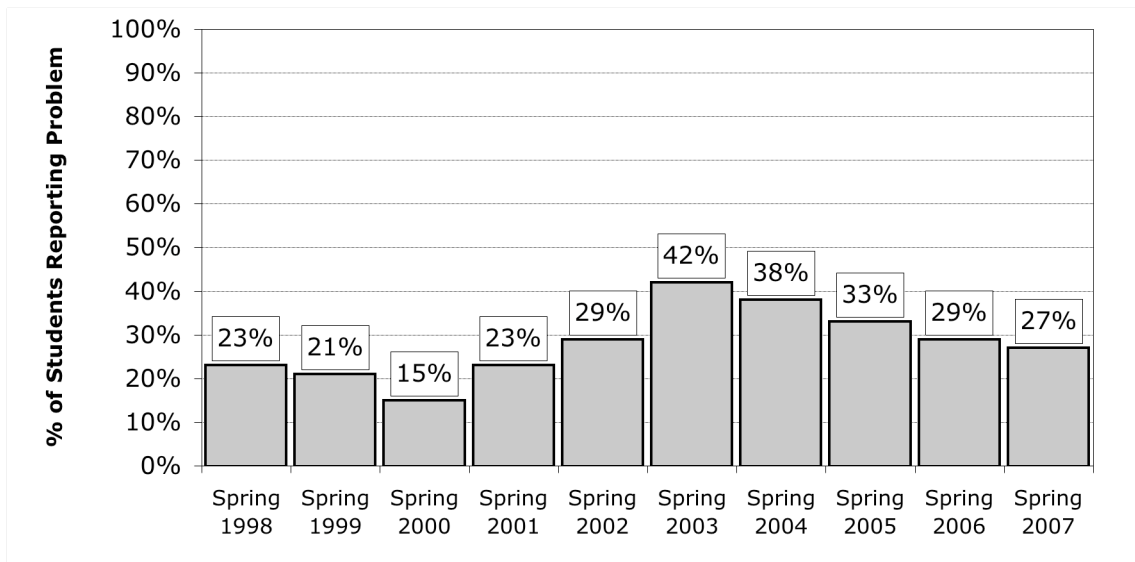


2.04. Class Availability & Scheduling

2.04.01. Student Satisfaction with Course Scheduling

Satisfaction with scheduling and class availability have mirrored the state’s budget difficulties and the subsequent class cuts. According to student surveys, approximately 20% of credit students have historically reported problems getting classes; the number increased to 42% in Spring 2003 and has since decreased to 27% in Spring 2007. 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 2-34. Percentage of Credit Students Having Problems Getting Classes



source: Spring Student Surveys

Figure 2-35. Scheduling Problems Identified by Students

Problem	Spring 2005	Spring 2006	Spring 2007
Class full	24%	19%	16%
Class not offered at time student wanted it	13%	9%	10%
Class scheduled at same time as another class student needed	14%	14%	14%
Class not offered this semester	6%	5%	6%
Other problem	3%	--	--

source: Spring Student Surveys

2.04.02. Classroom Occupation, Availability & Fill Rate

Classroom occupation can be presented as “scheduling density,” or the number of class sections scheduled to begin during each available time block of the day. The figure below shows overall scheduling density for the past three Fall semesters. For Fall 2006, 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 2-36. Scheduling Density for Credit Classes by Time of Day

Start Time	Fall 2004	Fall 2005	Fall 2006
6:00 am – 6:59 am	7	7	5
7:00 am – 7:59 am	44	39	35
8:00 am – 8:59 am	261	243	258
9:00 am – 9:59 am	171	174	188
10:00 am – 10:59 am	178	176	182
11:00 am – 11:59 am	6	8	9
12:00 noon – 12:59 pm	140	138	142
1:00 pm – 1:59 pm	203	204	247
2:00 pm – 2:59 pm	65	62	62
3:00 pm – 3:59 pm	65	71	73
4:00 pm – 4:59 pm	65	68	60
5:00 pm – 5:59 pm	78	73	82
6:00 pm – 6:59 pm	321	322	338
7:00 pm – 7:59 pm	59	69	72
8:00 pm – 8:59 pm	13	12	13
9:00 pm – 9:59 pm	1	1	0

source: GCC Class Master data files

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

Figure 2-37. Credit Division Fill Rate

Division	Fall 2004	Fall 2005	Fall 2006
Allied Health	74%	77%	80%
Biology	114%	107%	114%
Business	76%	72%	71%
College Services	91%	86%	73%
English	99%	98%	98%
ESL (Credit)	92%	86%	85%
Health & PE	70%	70%	68%
Language Arts	93%	90%	86%
Mathematics	107%	100%	99%
Physical Science	97%	90%	95%
Social Science	92%	92%	87%
Technology & Aviation	79%	83%	78%
Visual & Performing Arts	93%	89%	84%
Total Credit	89%	88%	85%

source: GCC Class Master data files

Glendale Community College
Campus Profile 2007

Section 3

STUDENT SUCCESS

3.01. Student & Course Outcomes

page 25	3.01.01. Enrollment, Retention, and Success
page 28	3.01.02. Success of Students Receiving Additional Services
page 29	3.01.03. Student Satisfaction

3.02. Educational Goals

page 30	3.02.01. Student Characteristics by Educational Goal
---------	--

3.03. Student Completion

page 34	3.03.01. Degrees & Certificates Awarded
page 39	3.03.02. Continuing & Community Education Completion
page 40	3.03.03. Transfer
page 42	3.03.04. Accountability Reporting for Community Colleges (ARCC)
page 45	3.03.05. Time to Goal Completion
page 46	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.

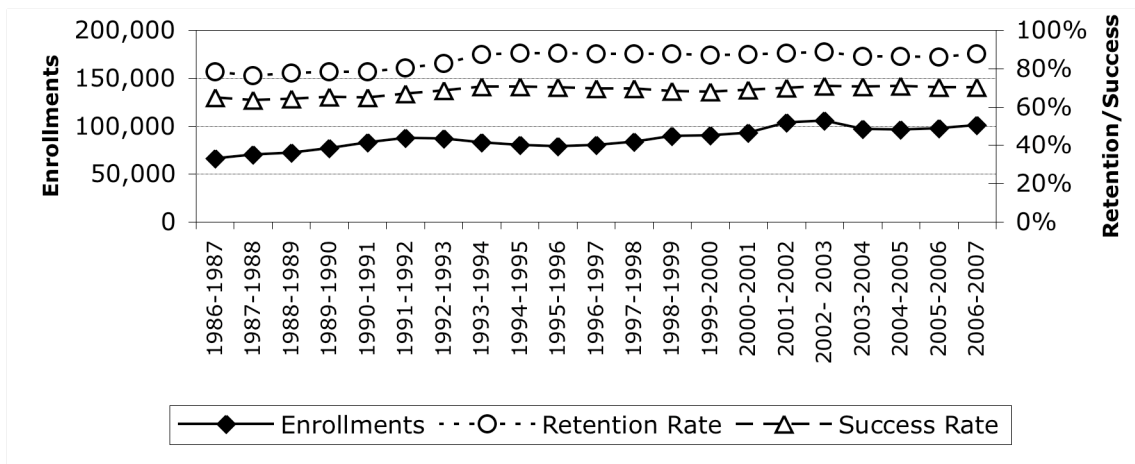
Figure 3-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

Division	Census Enrollments			Retention Rate			Success Rate		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Allied Health	686	805	958	93%	91%	95%	85%	85%	90%
Biology	1,038	1,084	1,051	82%	79%	76%	68%	68%	64%
Business	4,615	4,324	4,343	89%	86%	86%	75%	72%	72%
College Services	1,119	1,076	946	95%	90%	90%	75%	76%	71%
English	4,295	4,257	4,491	86%	85%	86%	69%	69%	66%
ESL (Credit)	3,298	3,237	2,849	92%	90%	93%	76%	74%	77%
Health & PE	3,315	3,322	3,281	90%	90%	92%	73%	74%	72%
Language Arts	2,416	2,428	2,670	85%	85%	89%	74%	74%	76%
Mathematics	4,553	4,708	4,789	77%	75%	75%	55%	51%	51%
Physical Sciences	1,946	1,816	1,858	87%	85%	86%	69%	68%	68%
Social Sciences	7,971	7,410	7,233	84%	83%	84%	65%	63%	62%
Technology & Aviation	2,004	1,944	2,016	94%	90%	91%	81%	80%	78%
Visual & Performing Arts	4,426	4,185	4,390	83%	84%	87%	70%	71%	71%
Total Credit	41,682	40,596	40,875	86%	85%	86%	70%	69%	68%

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

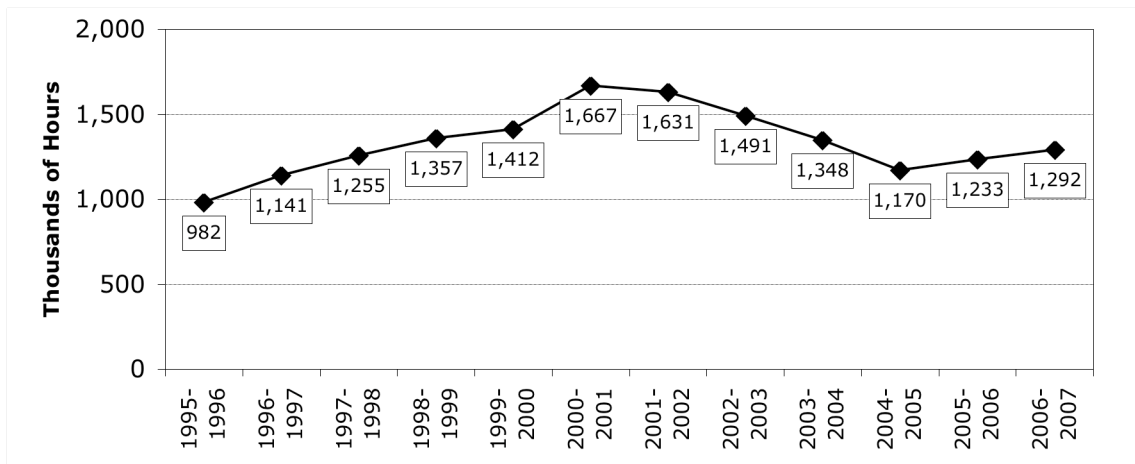
Non-credit classes are funded by the positive attendance accounting method, in which hours of attendance are recorded. One Full-Time Equivalent Student (FTES) is equivalent to 525 hours of attendance. In 2006-2007, the non-credit program counted nearly 1,300,000 hours of attendance.

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

Department	Total Hours (Fall)			Students Enrolled (Fall)		
	2004	2005	2006	2004	2005	2006
Developmental Skills Lab (DSL)	27,582	30,803	26,000	703	834	823
ESL (Non-Credit)	337,179	322,595	330,815	2,337	3,386	3,574
Home Arts	674	1,216	1,575	27	71	71
Lifelong Learning	21,894	22,671	20,794	744	1,047	981
Business	66,520	71,110	78,140	860	1,110	1,320
Parent Education	17,589	17,728	18,065	565	694	759
Special Education	2,365	2,117	1,852	40	35	34
Total Non-Credit	473,801	468,238	477,240	5,007	6,942	7,265

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 2006
- MEAN UNITS COMP The average number of units students completed in Fall 2006
- SPRG PERS The percentage of Fall 2006 students persisting to Spring 2007
- COMPL TERM GPA The Fall 2006 GPA of students who completed more than zero units
- COMPL PERS The percentage of Fall 2006 students completing more than zero units who persisted to Spring 2007
- COMPL NUM The total number of students in the group completing more than zero units

Section 3. Student Success

Figure 3-5. Fall 2006 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	14,462	8.5		6.2		66%		2.73		76%		12,130
American Indian	67	8.6	+	5.7	√	54%	√	2.97	+	68%	√	47
Asian	1,533	9.2	+	7.0	+	66%	√	2.86	+	71%	√	1,310
Black	393	8.6	+	5.7	√	62%	√	2.61	√	72%	√	308
Caucasian Citizen	4,385	8.2	√	5.9	√	63%	√	2.79	+	70%	√	3,658
Caucasian Resident	1,446	9.0	+	7.2	+	73%	+	2.78	+	78%	+	1,281
Latino Citizen	2,702	8.3	√	5.3	√	63%	√	2.49	√	72%	√	2,114
Latino Resident	385	7.7	√	5.5	√	64%	√	2.49	√	72%	√	307
Latino Other	361	8.4	√	6.1	√	72%	+	2.52	√	79%	+	301
Filipino	759	8.5	√	6.6	+	65%	√	2.73	+	71%	√	650
Others	2,431	8.9	+	7.1	+	70%	+	2.81	+	76%	√	2,154
Male	6,067	8.7	+	6.1	√	64%	√	2.62	√	71%	√	5,004
Female	8,290	8.4	√	6.3	+	67%	+	2.80	+	74%	√	7,038
Male Under 25	4,212	9.7	+	6.6	+	67%	+	2.47	√	75%	√	3,462
Male Over 24	1,855	6.6	-	5.0	√	57%	√	2.95	+	63%	√	1,542
Female Under 25	4,625	9.6	+	6.9	+	70%	+	2.60	√	77%	+	3,905
Female Over 24	3,665	7.0	√	5.6	√	63%	√	3.05	+	69%	√	3,133
With Disability	535	8.2	√	5.5	√	76%	+	2.71	√	82%	+	457
Student Visa	547	12.6	+	10.9	+	74%	+	2.73	√	76%	√	530
EOPS	1,866	12.0	+	9.6	+	86%	+	2.67	√	88%	+	1,781
18-24, No High School Diploma	327	8.5	√	4.9	-	58%	√	2.31	√	67%	√	238

Group	First-Time Students Attempting Units											
	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide		Number	PIE	Number	PIE	Number	PIE	Number	PIE	Number	PIE	
American Indian	2,188	10.3		7.0		75%		2.47		82%		1,793
Asian	11	12.4	+	7.3	+	64%	√	2.20	√	67%	√	9
Black	216	10.8	+	7.8	+	75%	√	2.81	+	83%	+	179
Caucasian Citizen	63	11.2	+	7.6	+	71%	√	2.18	√	73%	√	55
Caucasian Resident	596	10.5	+	6.9	√	75%	√	2.44	√	84%	+	486
Latino Citizen	230	10.2	√	8.0	+	81%	+	2.65	+	84%	+	204
Latino Resident	520	9.7	√	5.6	√	70%	√	2.24	√	81%	√	391
Latino Other	57	9.1	√	5.6	√	61%	√	2.54	+	76%	√	41
Filipino	73	9.6	√	6.8	√	82%	+	2.37	√	88%	+	60
Others	88	10.4	+	7.0	+	80%	+	2.28	√	85%	+	73
Male	334	10.7	+	8.1	+	76%	+	2.59	+	83%	+	295
Female	1,020	10.2	√	6.6	√	73%	√	2.34	√	81%	√	828
Male Under 25	1,137	10.4	+	7.4	+	76%	+	2.58	+	84%	+	960
Male Over 24	915	10.6	+	6.7	√	75%	√	2.32	√	83%	+	736
Female Under 25	118	7.1	-	5.3	-	53%	-	2.54	+	62%	-	92
Female Over 24	915	10.9	+	7.4	+	79%	+	2.44	√	86%	+	764
With Disability	231	8.8	√	7.2	+	66%	√	3.12	+	74%	√	196
Student Visa	100	8.6	√	4.7	-	78%	+	2.55	+	82%	√	77
EOPS	99	13.4	+	11.7	+	77%	+	2.82	+	77%	√	98
18-24, No High School Diploma	362	12.8	+	9.5	+	87%	+	2.41	√	90%	+	341

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 2004	Fall 2005	Fall 2006
Course Success Rate			
<i>All new students</i>	63%	61%	64%
New students completing orientation	69%	65%	68%
New students completing SEP	77%	74%	74%
New students completing assessment	65%	60%	62%
Persistence to Spring			
<i>All new students</i>	72%	69%	69%
New students completing orientation	81%	74%	80%
New students completing SEP	91%	93%	95%
New students completing assessment	79%	76%	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 2004	Spring 2005	Spring 2006	Spring 2007
The education you are getting at GCC	82%	86%	86%	86%
Campus friendliness to students	71%	73%	72%	72%
Transition from high school to GCC	71%	--	--	--

source: Spring Student Surveys

3.02. Educational Goals

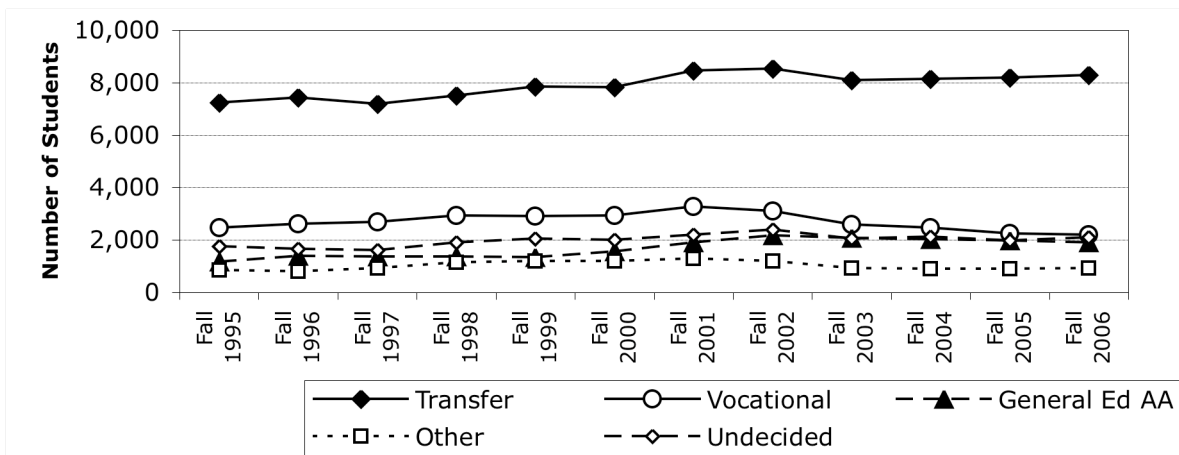
3.02.01. Student Characteristics by Educational Goal

Over half of all credit students (about 53%) indicate that their goal is to transfer (with or without an associate's degree). The percentage with a transfer goal decreased somewhat through the mid 1990s and early 2000s, but has recently increased.

About 13% of credit students have a vocational goal; this represents a 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 12% in 2007.

Figure 3-9. Credit Enrollment by Educational Goal

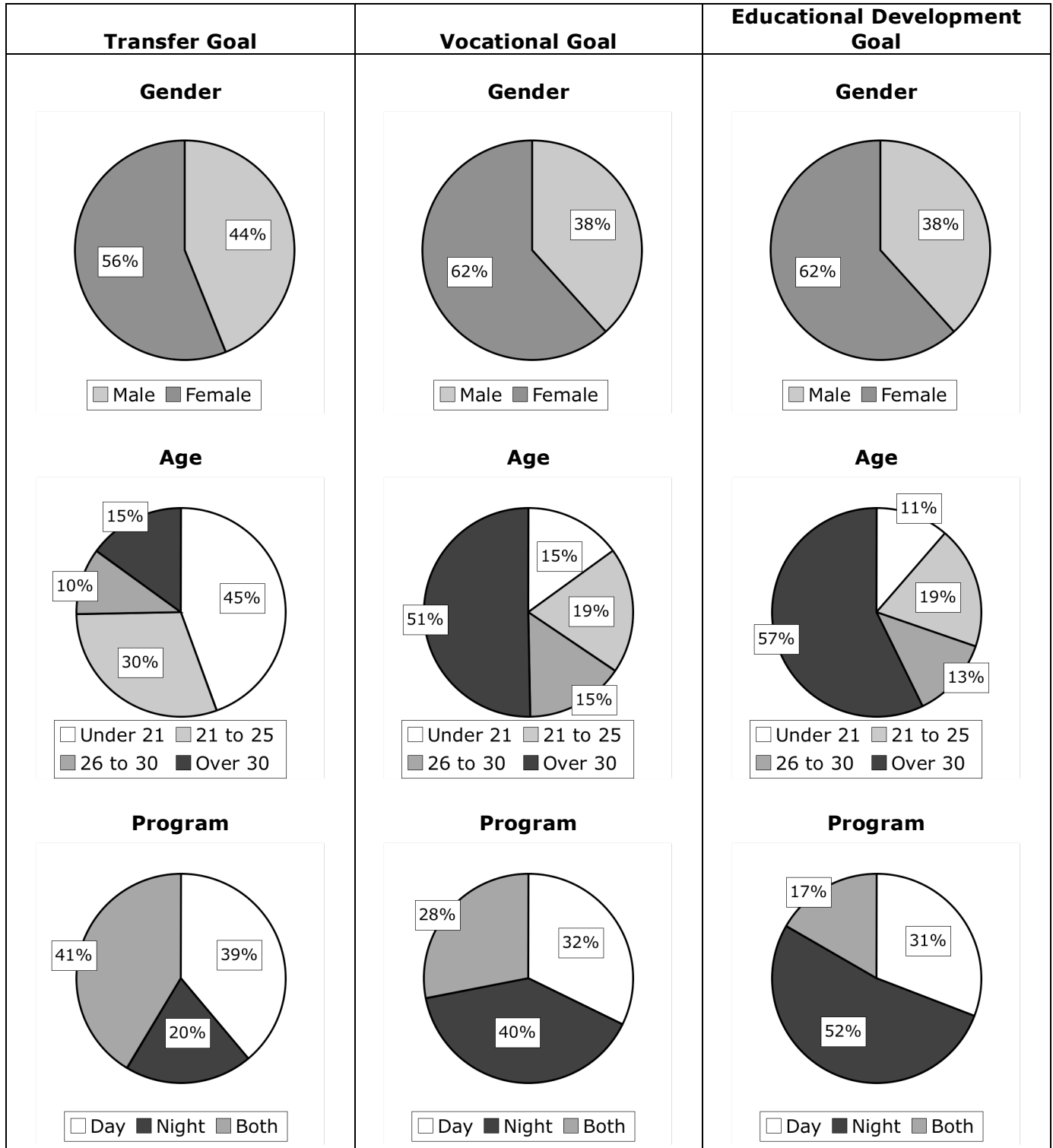
Goal	Fall 2004		Fall 2005		Fall 2006	
Transfer with AA	5,427	34%	5,562	36%	5,812	37%
Transfer without AA	2,714	17%	2,622	17%	2,485	16%
Associate's degree	2,035	13%	1,972	13%	1,913	12%
Vocational degree	339	2%	329	2%	347	2%
Certificate	462	3%	391	3%	342	2%
Discover career interests	450	3%	413	3%	383	2%
Prepare for new career	586	4%	498	3%	502	3%
Advance current job	358	2%	341	2%	368	2%
Maintain licensure	277	2%	280	2%	259	2%
Educational development	604	4%	604	4%	620	4%
Improve English, Math	165	1%	165	1%	160	1%
Complete GED/diploma	143	1%	142	1%	153	1%
Undecided	2,122	13%	1,974	13%	2,094	13%
Unknown Goal	102	1%	122	1%	150	1%
Total	15,784	100%	15,874	100%	15,588	100%



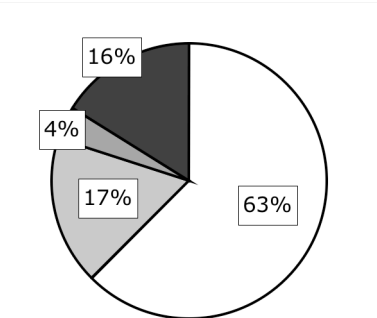
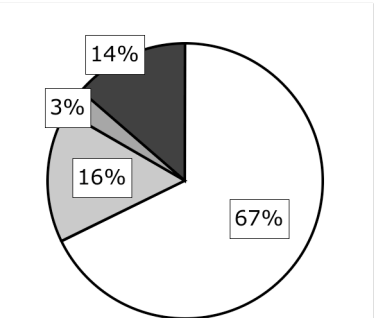
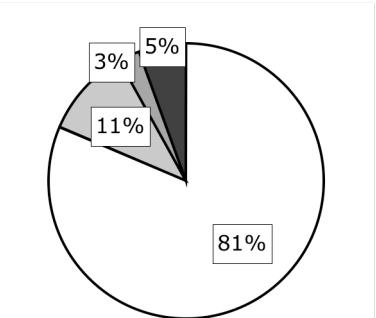
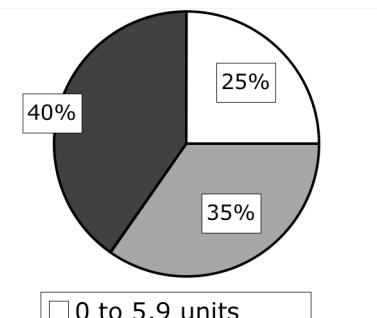
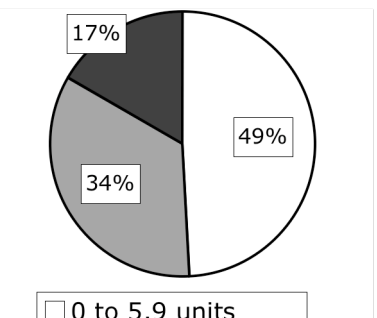
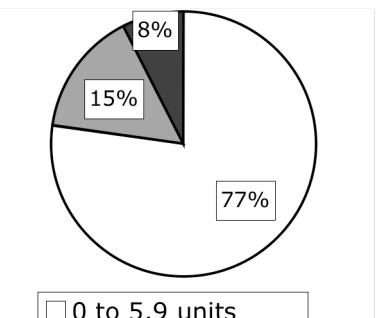
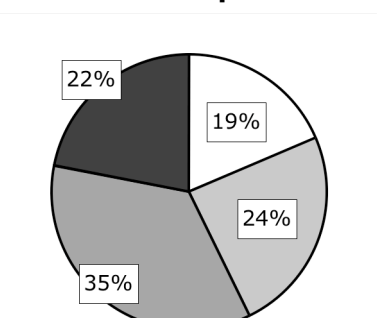
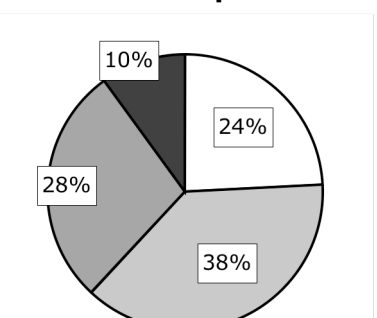
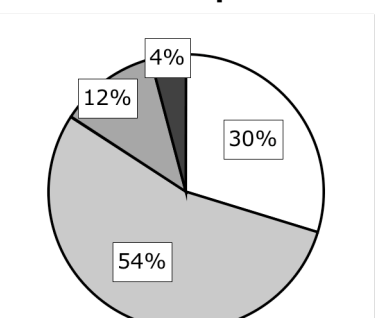
source: GCC Semester Application database

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 2006



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

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

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

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

Figure 3-11. Ethnicity of Transfer Goal Students

Ethnicity	Fall 2004		Fall 2005		Fall 2006	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	1,058	13%	991	12%	1,010	12%
Caucasian/Armenian	2,974	37%	3,003	37%	3,044	37%
Latino/Hispanic	1,988	24%	2,037	25%	2,057	25%
Asian	903	11%	895	11%	855	10%
Filipino	452	6%	444	5%	436	5%
African-American	252	3%	246	3%	238	3%
American Indian	31	0%	38	0%	39	0%
Other	381	5%	401	5%	436	5%
Unknown	102	1%	129	2%	182	2%
Total	8,141	100%	8,184	100%	8,297	100%

Source: GCC Semester Application and Student Master Record databases

Figure 3-12. Ethnicity of Vocational Goal Students

Ethnicity	Fall 2004		Fall 2005		Fall 2006	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	589	24%	529	23%	476	22%
Caucasian/Armenian	630	25%	571	25%	554	25%
Latino/Hispanic	566	23%	528	23%	500	23%
Asian	275	11%	261	12%	286	13%
Filipino	157	6%	130	6%	127	6%
African-American	73	3%	69	3%	74	3%
American Indian	11	0%	12	1%	8	0%
Other	93	4%	93	4%	105	5%
Unknown	78	3%	59	3%	71	3%
Total	2,472	100%	2,252	100%	2,201	100%

Source: GCC Semester Application and Student Master Record databases

Figure 3-13. Ethnicity of Educational Development Goal Students

Ethnicity	Fall 2004		Fall 2005		Fall 2006	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	230	38%	218	36%	211	34%
Caucasian/Armenian	74	12%	78	13%	116	19%
Latino/Hispanic	88	15%	94	16%	88	14%
Asian	97	16%	95	16%	89	14%
Filipino	31	5%	33	5%	22	4%
African-American	18	3%	13	2%	21	3%
American Indian	7	1%	3	0%	3	0%
Other	28	5%	35	6%	33	5%
Unknown	31	5%	35	6%	37	6%
Total	604	100%	604	100%	620	100%

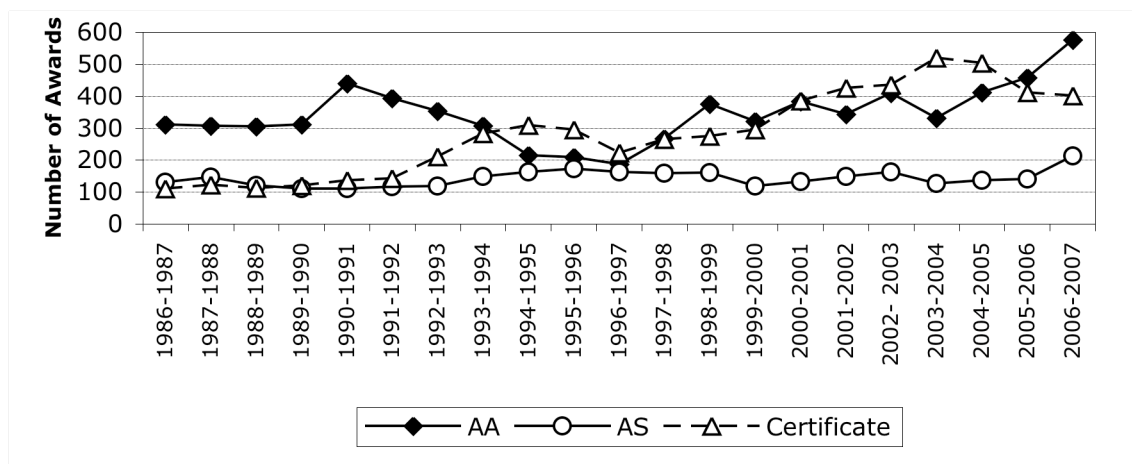
Source: GCC Semester Application and Student Master Record databases

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 was relatively flat before 2006-2007, 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		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Male	30%	30%	33%	26%	22%	18%	29%	25%	23%
Female	71%	70%	67%	74%	78%	83%	71%	75%	77%
Total	411	458	575	136	140	212	503	411	402

source: GCC Graduation database

Figure 3-16. Degrees and Certificates Awarded by Ethnicity

Ethnicity	AA Degrees			AS Degrees			Certificates		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Caucasian/Anglo	18%	13%	12%	20%	17%	11%	16%	12%	12%
Caucasian/Armenian	35%	38%	34%	30%	38%	41%	56%	51%	56%
Latino/Hispanic	20%	22%	26%	23%	12%	14%	14%	18%	14%
Asian	12%	12%	12%	14%	15%	17%	4%	9%	5%
Filipino	6%	8%	5%	6%	13%	10%	4%	5%	5%
African-American	3%	2%	3%	2%	2%	1%	0%	2%	2%
American Indian	1%	0%	0%	0%	0%	0%	0%	0%	0%
Other	5%	5%	8%	5%	3%	7%	6%	5%	6%
Total	411	458	575	136	140	212	503	411	402

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; 388 were awarded in 2006-2007. 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	2004-2005	2005-2006	2006-2007	3-Year Total
Applied Arts	0	1	0	1
Biological Science	2	1	2	5
Business Administration	32	33	45	110
Choreographic Studies & Dance Techniques	0	0	1	1
English	2	1	1	4
Foreign Language: French	1	0	0	1
Foreign Language: Spanish	1	1	0	2
Foreign Language: Two Languages	12	10	14	36
General Education Transfer Studies	283	333	388	1,004
Health Science	26	28	52	106
Humanities	3	2	2	7
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	2	2
Mathematics	2	0	1	3
Music	2	0	5	7
Physical Education	0	0	0	0
Physical Science	0	3	0	3
Social Science	32	35	48	115
Sociology	0	0	1	1
Speech/Communication	2	1	1	4
Theatre Arts	0	3	0	3
Visual Arts: Art History	1	0	1	2
Visual Arts: Graphic Arts	7	4	6	17
Visual Arts: Three Dimensional	0	0	0	0
Visual Arts: Two Dimensional	0	2	2	4
Visual Arts: Photography	2	0	2	4
Visual Arts: Animation	0	0	1	1
Visual Arts: Media Arts	1	0	0	1
Visual Arts: Advertising Art	0	0	0	0
Total	411	458	575	1,444

source: GCC Graduation database

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

Major	2004-2005		2005-2006		2006-2007		Total
	AS	Cert	AS	Cert	AS	Cert	
Accounting	19	24	15	24	34	20	136
Administration of Justice	4	4	1	4	2	1	16
Advertising Art	1	1	1	2	0	2	7
Aircraft Powerplant & Airframe	0	8	0	6	0	0	14
Animation: Classical Animation	0	1	0	1	0	2	4
Animation: Digital Animation	1	3	1	2	0	3	10
Architectural Drafting & Design	1	3	0	1	0	0	5
Architecture: CAD	0	0	0	0	0	1	1
Architecture: Commercial	0	0	0	0	0	1	1
Architecture: Drafting	0	0	0	0	1	2	3
Architecture: Residential	0	0	0	0	1	2	3
Art: Two Dimensional	1	2	0	1	0	1	5
Art: Three Dimensional	0	0	0	0	0	1	1
Aviation & Transportation: Aviation Administration	2	1	0	0	1	0	4
Aviation & Transportation: Flight Attendant	6	0	7	6	8	6	33
Aviation & Transportation: Pilot Training	2	5	0	4	1	3	15
Aviation & Transportation: Powerplant	0	7	0	0	0	0	7
Bookkeeping	0	12	0	7	0	9	28
Business Admin.: Financial Planning/Investment	0	1	0	1	3	0	5
Business Administration: General Business	2	2	1	2	2	1	10
Business Administration: International Business	3	0	2	2	2	0	9
Business Administration: Small Business	0	0	1	1	0	0	2
Business Office Tech: Administrative Assistant	2	3	3	0	3	1	12
Business Office Tech: Executive Secretary	0	0	1	0	0	0	1
Business Office Tech/CABOT: General Office	17	52	22	49	30	48	218
Business Office Tech: Legal Secretary	0	1	0	0	0	0	1
Ceramics	0	3	0	0	0	1	4
Certified Tax Preparer	0	14	0	9	0	11	34
Child Development/Teaching: Infant/Toddler	3	6	1	5	1	3	19
Child Development/Teaching: Preschool	0	0	2	0	9	13	24
Child Development/Teaching: School Age	0	1	1	0	1	3	6
Child Development: Admin/Supervision	0	0	0	0	0	1	1
Child Development: Master Teacher	0	6	2	2	4	3	17
Child Development: Site Supervisor	0	3	1	0	1	0	5
Child Development: Teacher	9	25	10	20	9	2	75
Choreographic Studies & Dance Techniques	1	1	3	3	1	1	10
Clerical Trainee	0	0	0	0	0	0	0
Communications	0	51	0	33	0	12	96
Computer Aided Manufacturing	0	1	1	0	0	1	3
Computerized Accounting Specialist	0	27	0	13	0	16	56
Computer Information Systems	3	0	2	1	2	1	9
Computer Information Systems: Microcomputer	0	0	0	0	1	0	1
Computer Operator	0	0	0	2	0	0	2
Computer Programmer	1	2	1	2	2	0	8
Computer Science	4	0	2	0	0	0	6
Computer Software Technician	0	1	0	1	0	0	2
Computer Support Technician	0	0	0	2	0	0	2
Culinary Arts	1	24	0	12	0	13	50
Culinary Arts Certificate (Beginning)	0	0	0	2	0	4	6
Culinary Arts Certificate (Advanced)	0	0	0	0	0	1	1
Desktop Publishing	0	1	1	1	0	0	3
Desktop Publishing Technician	0	2	0	2	0	0	4
Dietary Service Supervisor	0	15	0	9	2	14	40
Electronics & Comp. Tech: Automation Systems	1	1	0	0	0	1	3
Electronics & Comp. Tech: Computer Engineering	0	2	0	2	0	1	5
Electronics & Comp. Tech: Computer Repair	0	5	0	0	0	0	5

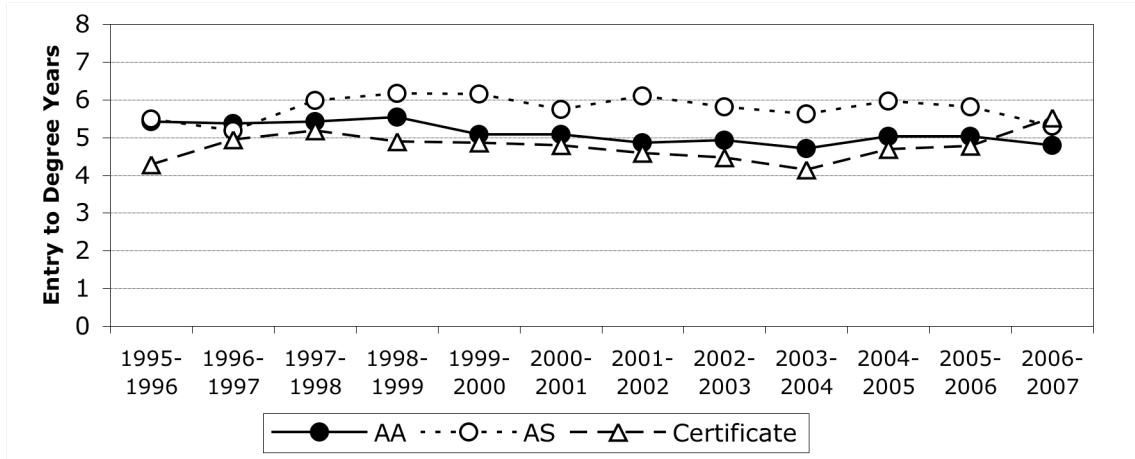
Section 3. Student Success

Major	2004-2005		2005-2006		2006-2007		Total
	AS	Cert	AS	Cert	AS	Cert	
Electronics & Comp. Tech: Comp. Sys. Tech.	0	0	1	0	0	0	1
Electronics & Comp. Tech: Electronics Engineering	0	0	1	3	1	0	5
Engineering/Electro-Mech. Design: Drafting/CAD	0	2	0	2	0	1	5
Engineering/Electro-Mech. Design: Mech. Design	0	0	1	0	0	0	1
Engineering/Electro-Mechanical Design	0	1	0	0	0	0	1
Fashion Design Merchandising	1	0	0	0	0	0	1
Fire Technology	6	6	3	7	5	6	33
Fitness Specialist	1	4	0	0	0	0	5
Hotel/Restaurant Management	1	2	2	1	9	9	24
Machine & Manufacturing Technology: Machinist	0	0	0	0	0	1	1
Management	2	1	0	4	1	2	10
Manufacturing Engineering	0	0	0	0	0	1	1
Marketing	0	0	1	1	1	2	5
Marketing Specialist	0	1	0	0	0	1	2
Mass Communications	0	1	1	0	0	2	4
Medical Admin. Services: Medical Front Office	1	4	1	6	0	9	21
Medical Admin. Services: Medical Secretary	0	0	0	0	0	1	1
Medical Billing & Coding	0	0	0	9	0	12	21
Microsoft Office Specialist (MOS) - Option 1	0	3	0	0	0	0	3
Microsoft Office Specialist (MOS) - Option 2	0	1	0	0	0	0	1
Microsoft Office Specialist (MOS) - Option 3	0	0	0	2	0	2	4
Microsoft Office Specialist (MOS) - Option 4	0	10	0	4	0	4	18
Microsoft Office Specialist (MOS) - Option 5	0	0	0	4	0	1	5
Microsoft Office Specialist (MOS) - Option 6	0	1	0	0	0	0	1
Microsoft Office Specialist (MOS) - Option 7	0	1	0	0	0	2	3
Music	1	1	0	1	0	0	3
Office Administration: Legal Secretary	0	0	0	0	1	1	2
Photography	0	1	0	1	0	3	5
Public Relations	0	3	0	2	0	5	10
Real Estate	4	10	1	13	3	13	44
Receptionist/Office Clerk	0	71	0	49	0	45	165
Registered Nursing	27	26	42	29	65	37	226
Restaurant Management	0	0	0	0	0	5	5
Restaurant Supervision	0	0	0	0	0	5	5
Retail Management	0	1	0	2	0	0	3
Small Business Specialist	0	0	1	0	0	0	1
Specialist in Alcohol/Drug Studies	4	22	2	27	2	18	75
Technical Graphics	0	1	0	0	0	0	1
Television Production: Corporate Television	0	1	0	1	1	2	5
Television Production: Mass Media	0	0	0	1	1	0	2
Television Production: Videography	0	0	1	3	1	0	5
Theater Arts	0	1	0	0	0	0	1
Web Graphics	0	4	0	2	0	4	10
Web Publishing Specialist	3	1	0	1	0	0	5
Welding, Occupational (Combination Welder)	1	1	0	2	0	2	6
Total	136	503	140	411	212	402	1,804

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 4.8 years for degrees completed in 2006-2007, representing a decrease from about 5.5 years in the mid 1990s. Time to certificates has also decreased since the late 1990s, but time to AS degree completion has recently increased.

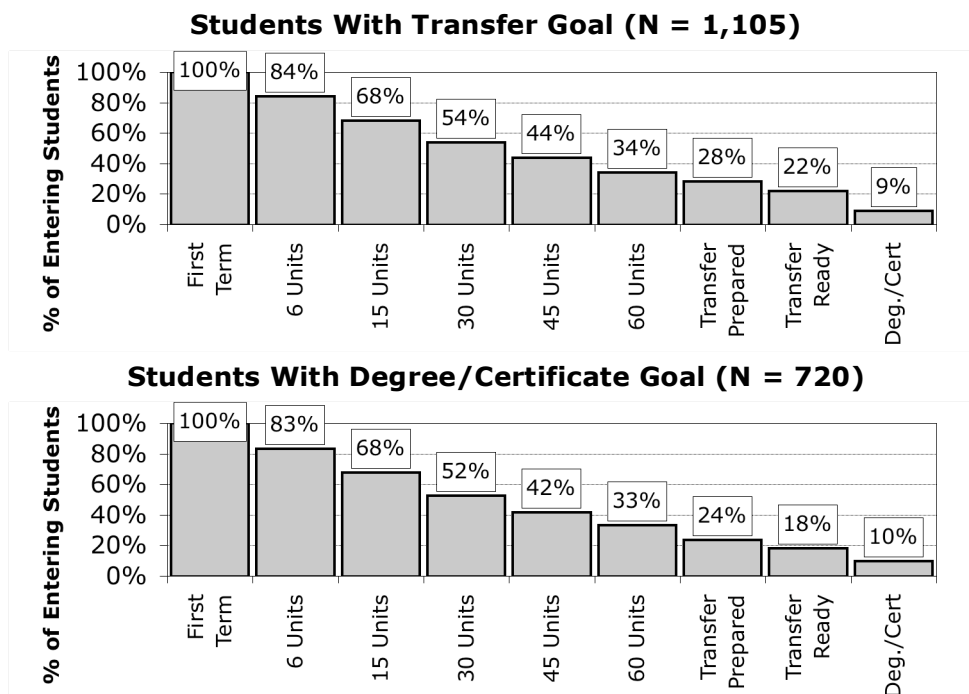
Figure 3-19. Mean Entry to Degree Time (Years)



source: GCC Graduation database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2003. 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 2003 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

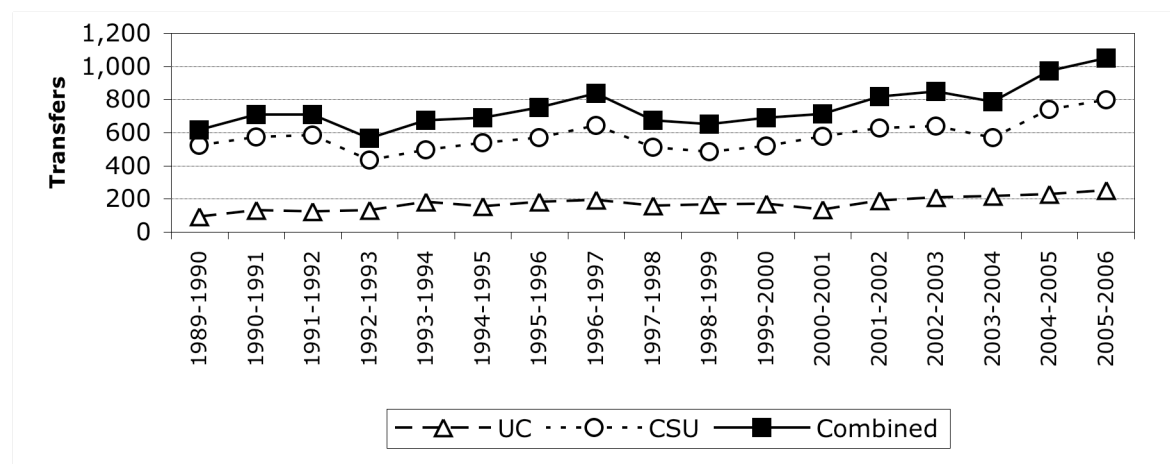
	2004-2005	2005-2006	2006-2007
Students obtaining GED	70	67	41
Students completing high school diploma	8	5	4
Successful student completions of high school courses	331	287	321
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	1,815	2,507	2,530
Students earning Adult Basic Education CASAS benchmarks	60	65	38

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. The number of GCC transfers to UC institutions has increased by 50% since 1998-1999. The number of GCC transfers to CSU institutions has increased 66% during the same time period.

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	--	--
2005-2006	251	799	--	--

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	2003-2004	2004-2005	2005-2006
CSU			
Northridge	290	367	423
Los Angeles	188	224	231
Pomona	34	67	56
Long Beach	21	31	27
Dominguez Hills	6	5	6
Fullerton	6	18	18
San Diego	1	4	9
Other CSU	22	25	29
CSU Total	568	741	799
UC			
Los Angeles	110	117	127
Irvine	37	29	40
Santa Barbara	15	31	20
Berkeley	21	19	16
San Diego	13	14	26
Riverside	10	13	10
Other UC	10	6	12
UC Total	216	229	251

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 2003	Fall 2004	Fall 2005
Number of CSU Transfers from GCC	261	429	448
Pre-Admission GPA of Transfers from GCC	2.94	2.95	2.94
Fall-to-Fall Persistence of GCC Transfers	88%	85%	88%
Persistence of All CC Transfers	85%	85%	85%
CSU GPA of Persisters from GCC	2.95	3.01	2.91
CSU GPA of Persisters from All CC's	2.94	2.94	2.93

source: CSU Academic Performance Reports

Note: Performance data for Fall 2006 transfers to CSU were not available before September 2007.

3.03.04. Accountability Reporting for the Community Colleges (ARCC)

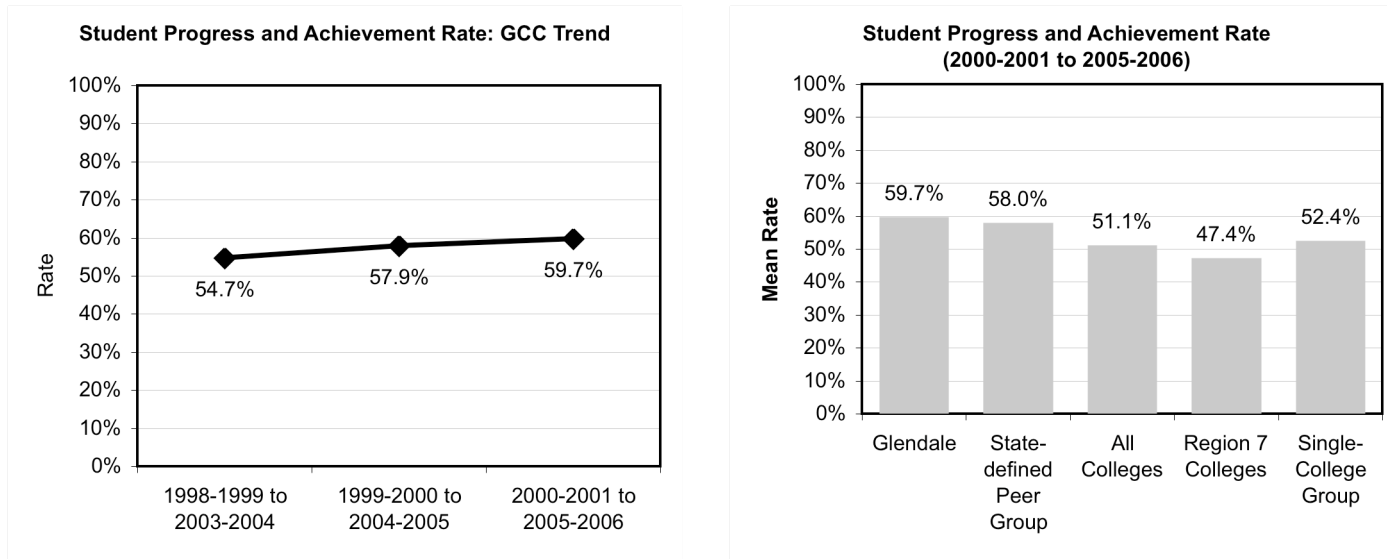
Accountability Reporting for the Community Colleges (ARCC) is an accountability reporting system created in response to Assembly Bill 1417 in 2004. The first report on the performance of community colleges in California was released in January 2007. The following figures summarize GCC's performance on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

For each indicator, GCC's performance is compared to the performance of four comparison groups: a state-defined peer group specific to that indicator, all community colleges in California, all colleges in Region 7, and all single-college districts within 20% of GCC's size in FTES.

Figure 3-26. ARCC Indicator A: Student Progress and Achievement Rate

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

GCC ranks 10th out of the 23 colleges in the state-defined peer group for Indicator A, and 13th out of the 108 colleges in California for which data were reported. GCC ranks 1st out of the 14 colleges in Region 7 and 1st out of the 10 single-college districts within 20% of GCC's size in FTES (tied with Sierra College for first place).

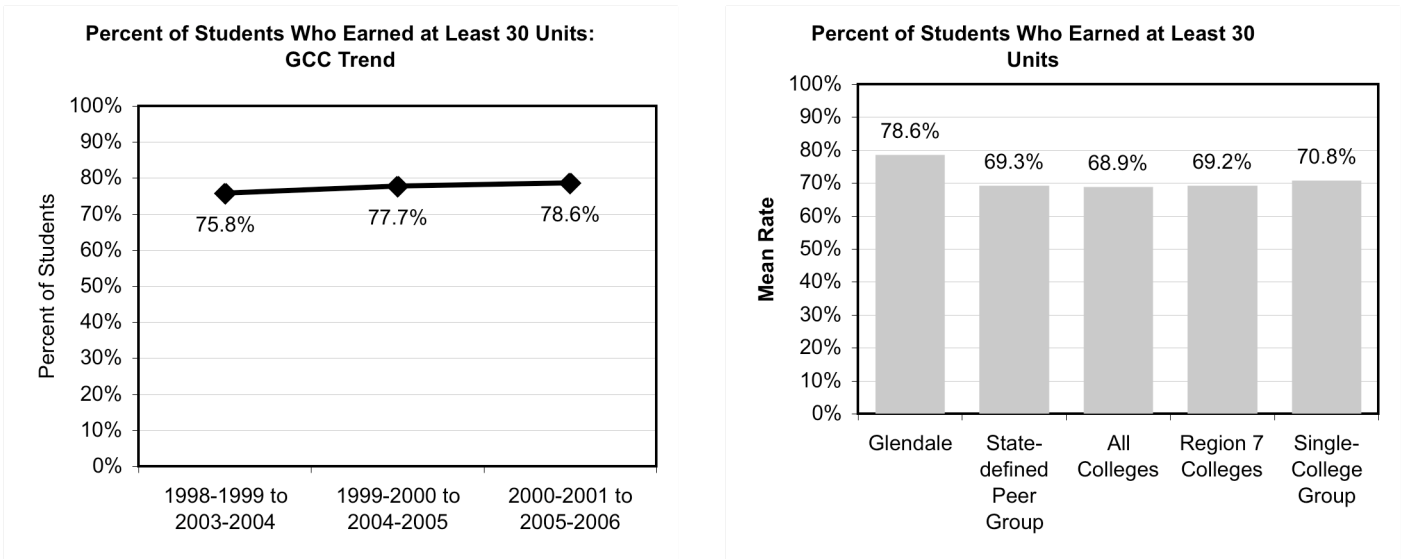


source: Chancellor's Office "Focus on Results" Report, March 19, 2007

Figure 3-27. ARCC Indicator B: Percent of Students Who Earned at Least 30 Units

"Percent of Students Who Earned at Least 30 Units" is the percentage of first-time students who showed intent to complete and earned at least 30 units in the California community college system.

GCC ranks 1st out of the 55 colleges in the state-defined peer group for Indicator A, and 2nd out of the 108 colleges in California for which data were reported. GCC ranks 2nd out of the 14 colleges in Region 7 and 1st out of the 10 single-college districts within 20% of GCC's size in FTES. The only college with a higher rate was Pasadena City College.

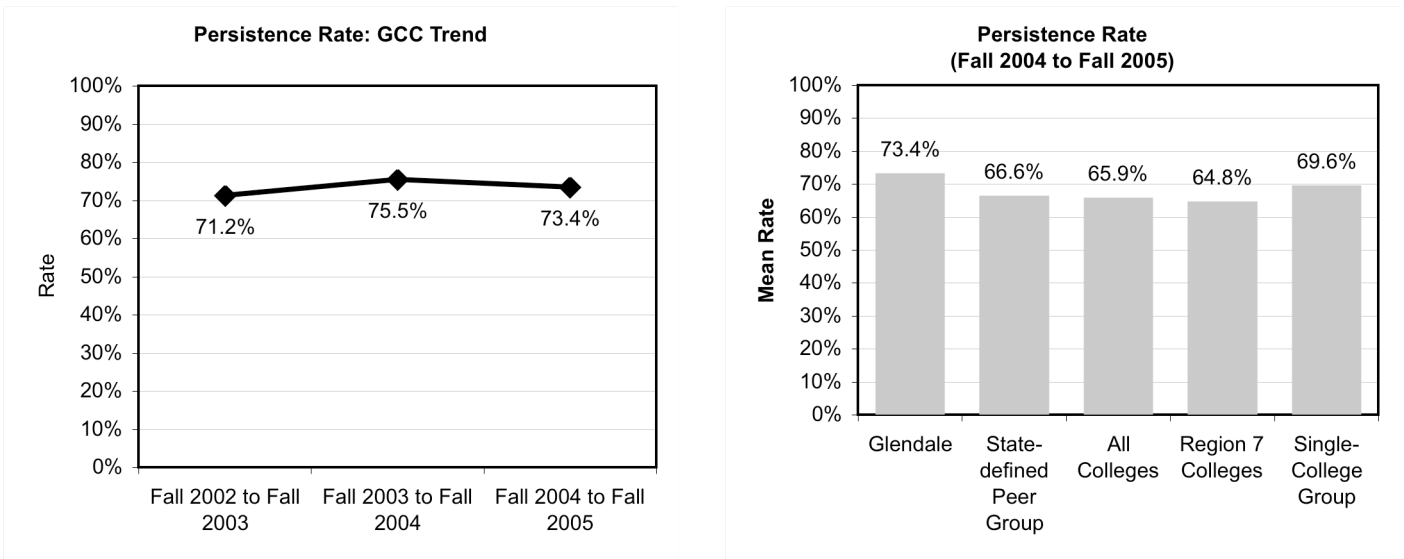


source: Chancellor's Office "Focus on Results" Report, March 19, 2007

Figure 3-28. ARCC Indicator C: Persistence Rate

"Persistence Rate" is the percentage of first-time students with a minimum of six units earned in a Fall term who enrolled in the subsequent Fall term anywhere in the California community college system.

GCC ranks 6th out of the 53 colleges in the state-defined peer group for Indicator A, and 13th out of the 109 colleges in California for which data were reported. GCC ranks 3rd out of the 14 colleges in Region 7 and 3rd out of the 10 single-college districts within 20% of GCC's size in FTES.

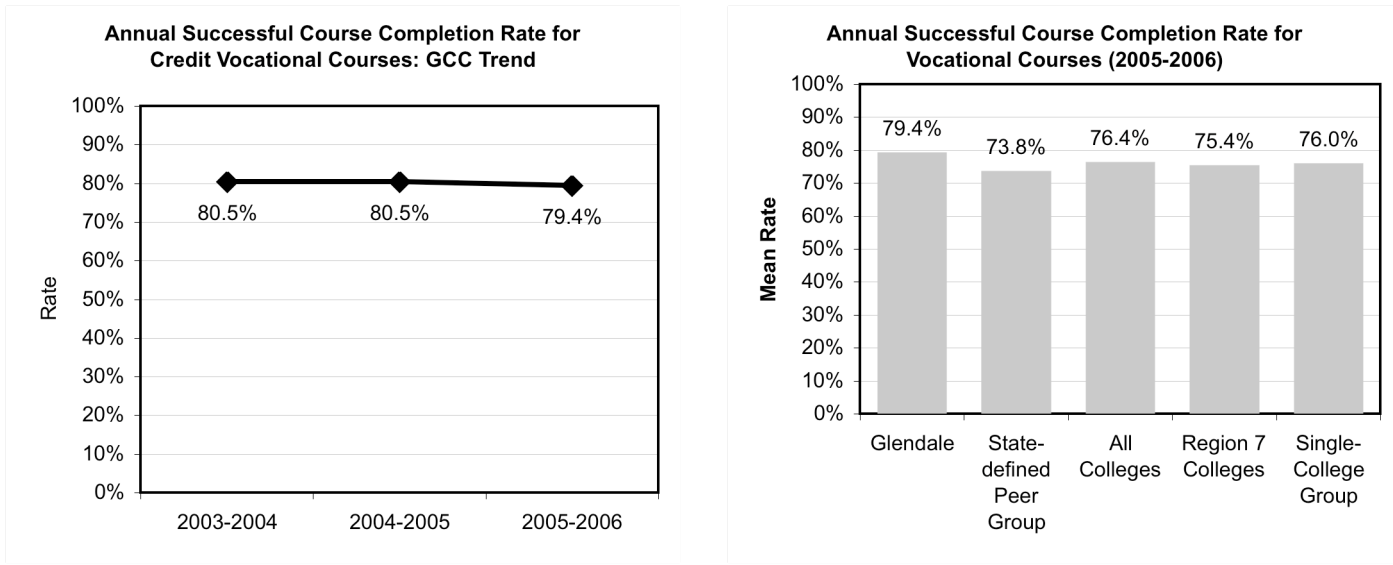


source: Chancellor's Office "Focus on Results" Report, March 19, 2007

Figure 3-29. ARCC Indicator D: Annual Successful Course Completion Rate for Credit Vocational Courses

"Annual Successful Course Completion Rate for Credit Vocational Courses" is the percentage of credit vocational course enrollments that were passed with a grade of A, B, C, or CR.

GCC ranks 5th out of the 34 colleges in the state-defined peer group for Indicator A, and 28th out of the 109 colleges in California for which data were reported. GCC ranks 3rd out of the 14 colleges in Region 7 and 3rd out of the 10 single-college districts within 20% of GCC's size in FTES.

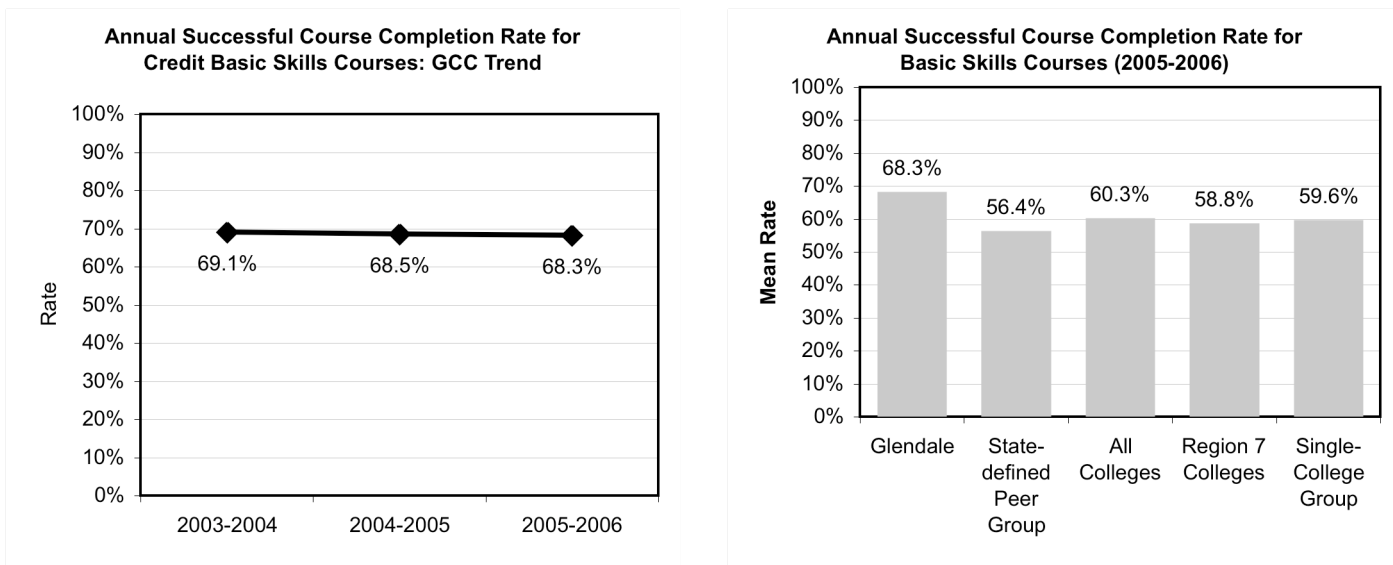


source: Chancellor's Office "Focus on Results" Report, March 19, 2007

Figure 3-29. ARCC Indicator E: Annual Successful Course Completion Rate for Credit Basic Skills Courses

"Annual Successful Course Completion Rate for Credit Basic Skills Courses" is the percentage of credit basic skills course enrollments that were passed with a grade of A, B, C, or CR.

GCC ranks 1st out of the 18 colleges in the state-defined peer group for Indicator A, and 11th out of the 109 colleges in California for which data were reported. GCC ranks 1st out of the 14 colleges in Region 7 and 1st out of the 10 single-college districts within 20% of GCC's size in FTES.



source: Chancellor's Office "Focus on Results" Report, March 19, 2007

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.

Statewide numbers for the Fall 2003 cohort were not released in time for publication.

Figure 3-30. Students Completing Goals Within 3 Years (150% of Normal Time)

Glendale Community College					
Entering Cohort	Number in Cohort	<i>Non-Completers</i>			<i>Completers</i>
		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%
Entering Fall 2003	396	21%	36%	10%	43%

Statewide (All California Community Colleges)					
Entering Cohort	Number in Cohort	<i>Non-Completers</i>			<i>Completers</i>
		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%
Entering Fall 2003	n/a	n/a	n/a	n/a	n/a

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 3-31. 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

Glendale Community College
Campus Profile 2007

Section 4

STAFF COMPOSITION

4.01. Faculty & Staff

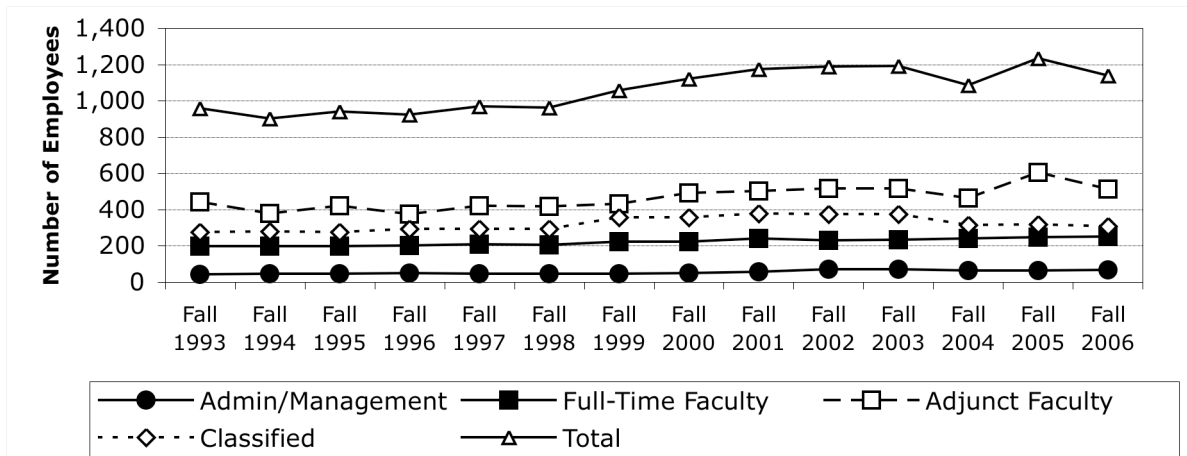
Page 47 4.01.01. Faculty & Staff Demographics
Page 49 4.01.02. Workload

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, 2006-2007

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	10	36%	18	64%	28	100%
Classified Management	21	55%	17	45%	38	100%
Faculty						
Regular (Full-Time)	115	46%	135	54%	250	100%
Temporary (Adjunct)	251	49%	263	51%	514	100%
Classified						
Professional/Non-Faculty	1	9%	10	91%	11	100%
Clerical/Secretarial	16	12%	119	88%	135	100%
Technical/Paraprofessional	51	49%	53	51%	104	100%
Skilled Crafts	10	100%	0	0%	10	100%
Service/Maintenance	29	59%	20	41%	49	100%
Total	504	44%	635	56%	1,139	100%

source: GCC Human Resources Office

Figure 4-3. Staff Composition by Ethnicity, 2006-2007

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

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0	1	2	23	2	0	0	28
Classified Management	0	2	4	27	4	1	0	38
Faculty								
Regular (Full-Time)	4	18	8	191	22	5	2	250
Temporary (Adjunct)	1	50	17	395	39	6	6	514
Classified								
Professional/Non-Faculty	0	2	0	8	1	0	0	11
Clerical/Secretarial	0	11	1	96	21	6	0	135
Technical/Paraprofessional	0	4	3	70	20	6	1	104
Skilled Crafts	0	1	1	3	3	1	1	10
Service/Maintenance	0	0	7	9	32	1	0	49
Total	5	89	43	822	144	26	10	1,139

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0%	4%	7%	82%	7%	0%	0%	100%
Classified Management	0%	5%	11%	71%	11%	3%	0%	100%
Faculty								
Regular (Full-Time)	2%	7%	3%	76%	9%	2%	1%	100%
Temporary (Adjunct)	0%	10%	3%	77%	8%	1%	1%	100%
Classified								
Professional/Non-Faculty	0%	18%	0%	73%	9%	0%	0%	100%
Clerical/Secretarial	0%	8%	1%	71%	16%	4%	0%	100%
Technical/Paraprofessional	0%	4%	3%	67%	19%	6%	1%	100%
Skilled Crafts	0%	10%	10%	30%	30%	10%	10%	100%
Service/Maintenance	0%	0%	14%	18%	65%	2%	0%	100%
Total	0%	8%	4%	72%	13%	2%	1%	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	2004-2005			2005-2006			2006-2007		
	WSCH	FTEF	Load	WSCH	FTEF	Load	WSCH	FTEF	Load
Allied Health	9,388	15.3	615	11,003	15.3	717	12,467	21.0	595
Biology	17,135	29.9	573	17,051	25.8	662	17,153	26.3	651
Business	40,045	73.2	547	39,219	75.4	520	38,011	77.6	490
College Services	2,444	2.2	1,138	2,609	3.0	875	2,471	2.9	840
English	35,163	66.4	530	34,282	65.9	520	34,879	73.9	472
ESL (Credit)	38,266	69.6	550	35,840	70.6	507	32,666	70.6	463
Health & PE	17,651	31.5	560	18,567	31.9	582	17,154	33.4	513
Language Arts	21,768	39.5	551	23,509	44.5	528	26,826	54.1	496
Mathematics	46,730	68.7	680	46,506	72.9	638	44,767	75.0	597
Physical Sciences	22,641	42.1	537	22,455	36.9	608	23,416	41.4	566
Social Sciences	54,282	76.3	711	51,230	73.6	696	50,049	74.0	677
Technology & Aviation	21,176	52.4	404	19,281	37.5	515	19,276	41.6	463
Visual & Performing Arts	37,868	64.1	591	36,434	70.1	519	36,566	71.6	510
Credit	364,557	631	577	357,985	623.5	574	355,700	663.3	536

Source: CCFS 320 and Class Master data files

Glendale Community College
Campus Profile 2007

Section 5

FISCAL CONDITION

- 5.01. Revenues
 - Page 51 5.01.01. Revenue Sources

- 5.02. Expenditures
 - Page 54 5.02.01. General Fund Activity
 - Page 56 5.02.02. Expenditure Comparison to Statewide Averages

- 5.03. Funded and Unfunded FTES
 - Page 57 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
2005-2006	\$59,696,517	\$20,732,771	\$3,153,984	\$83,583,272

source: Chancellor's Office Fiscal Data Abstracts

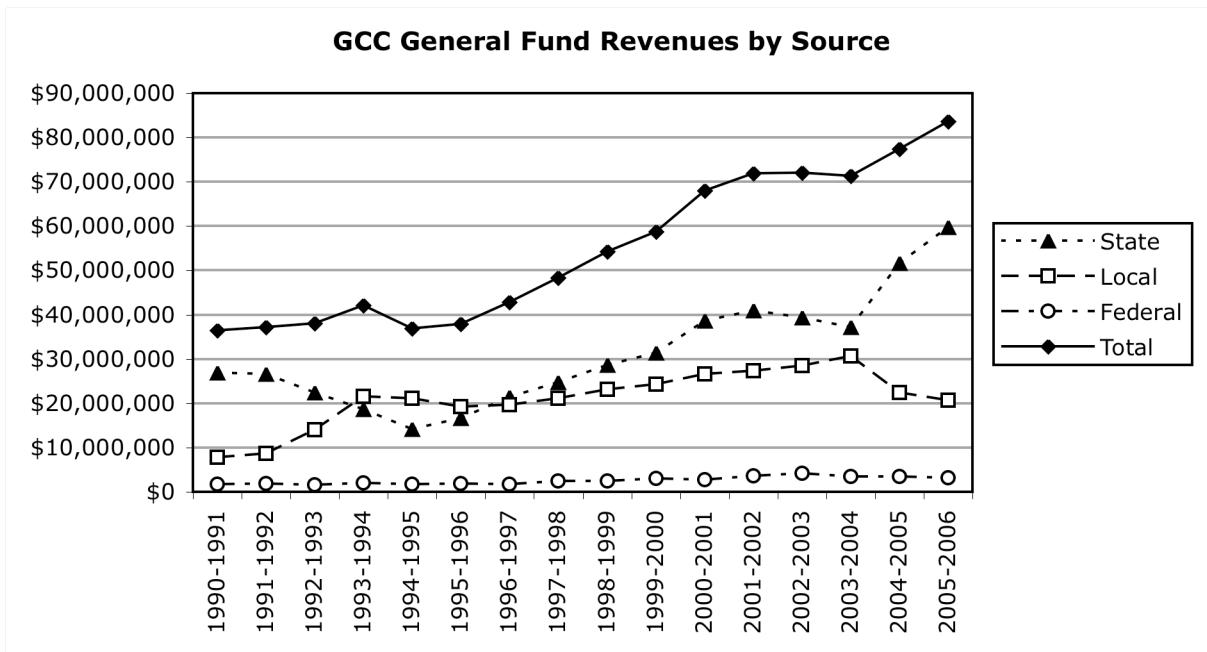
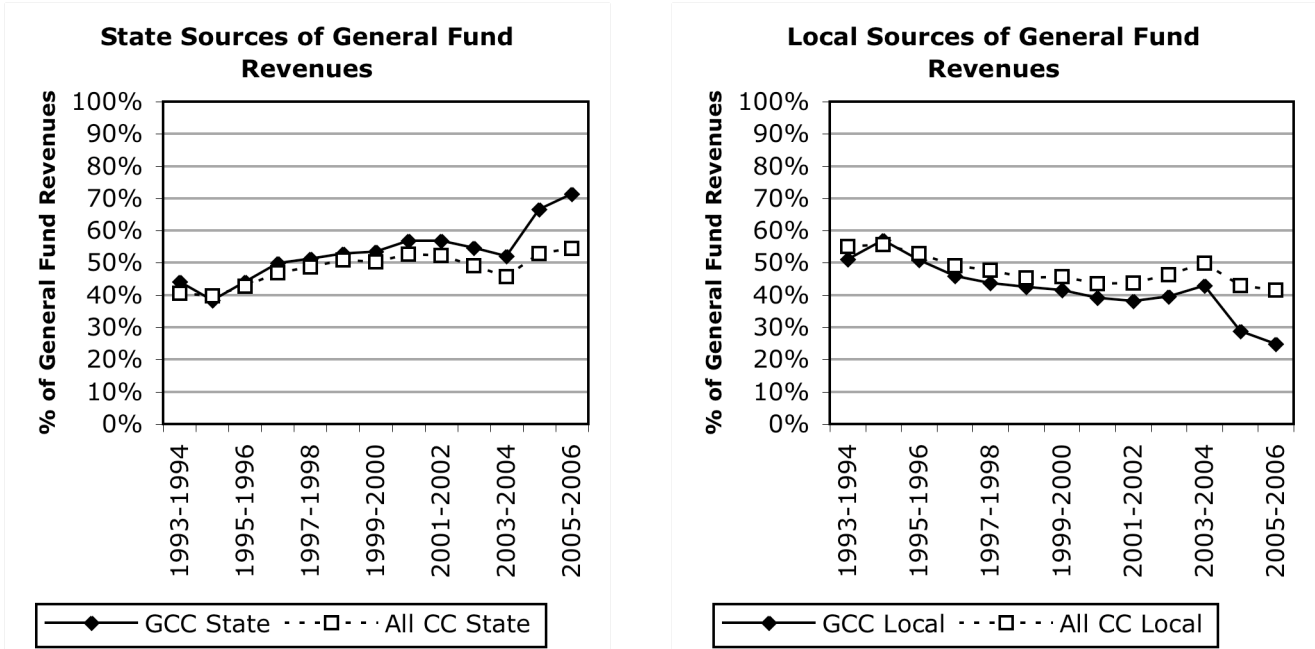


Figure 5-2. Percentage of General Fund Revenues by Source, Glendale College



source: Chancellor's Office Fiscal Data Abstracts

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

Figure 5-3. Specific Revenue Sources for GCC, 2005-2006

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	\$0	0%	0%
Higher Education Act	\$0	0%	1%
Workforce Investment Act	\$12,574	0%	0%
TANF (Temp. Assist. Needy Fam.)	\$0	0%	0%
Student Financial Aid	\$648,276	1%	0%
Veterans Education	\$0	0%	0%
Vocational Education Act (VTEA)	\$521,399	1%	1%
Other Federal Revenues	\$1,971,735	2%	2%
Federal Total	\$3,153,984	4%	4%
State			
State General Apportionment	\$48,348,909	58%	41%
Apprenticeship Apportionment	\$0	0%	0%
Other General Apportionments	\$2,593,939	3%	2%
Child Development	\$51,137	0%	0%
EOPS	\$845,625	1%	1%
DSPS	\$1,530,581	2%	1%
TANF (Temp. Assist. Needy Fam.)	\$186,037	0%	0%
CalWORKS	\$1,129,660	1%	1%
TTIP (Telecom & Tech. Infrastr.)	\$52,332	0%	0%
Other Categorical Apportionments	\$1,827,699	2%	3%
Instr. Improvement Grant	(\$71,364)	0%	0%
Other Reimbursed Cat. Prog.	\$197,434	0%	1%
Homeowners Property Tax Relief	\$72,139	0%	0%
Timber Yield Tax	\$0	0%	0%
Other Tax Relief Subventions	\$0	0%	0%
State Lottery Proceeds	\$2,811,571	3%	3%
State Mandated Costs	\$120,818	0%	0%
Other State Non-Tax Revenues	\$0	0%	0%
Other State Revenues	\$0	0%	0%
State Total	\$59,696,517	71%	54%
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	\$9,367,536	11%	29%
Contr/Gifts/Grants/Endowments	\$590,836	1%	0%
Contract Instructional Services	\$0	0%	0%
Other Contract Services	\$655,058	1%	0%
Sales & Commissions	\$194,725	0%	0%
Rentals and Leases	\$38,334	0%	0%
Interest/Investment Income	\$370,622	0%	1%
Student Fees/Charges			
Community Service Class	\$1,113,761	1%	0%
Dormitory	\$0	0%	0%
Enrollment	\$3,689,318	4%	5%
Field Trips/Nondist. Fac.	\$38,434	0%	0%
Health Services	\$395,994	0%	0%
Instr. Mat. Fees/Sales	\$194,593	0%	0%
Insurance	\$0	0%	0%
Student Records	\$179,020	0%	0%
Nonresident Tuition	\$2,899,517	3%	2%
Parking Services	\$245,341	0%	1%
Other Student Fees	\$375,996	0%	0%
Other Local Revenues	\$383,686	0%	1%
Local Total	\$20,732,771	25%	42%
Total Revenues	\$83,583,272	100%	100%

source: Chancellor's Office Fiscal Data Abstracts

5.02. Expenditures

5.02.01. General Fund Activity

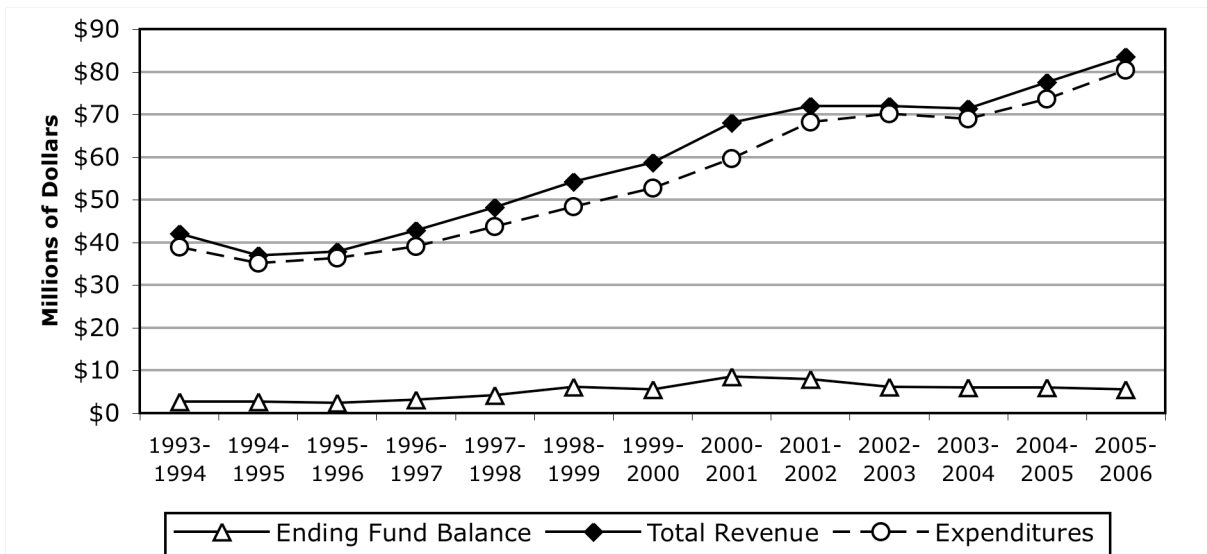
The table and graph below show revenues, expenditures, and ending fund balance since 1993-1994. Expenditures data do not include capital outlay.

Figure 5-4. GCC Fiscal Activity

Fiscal Year	Attendance FTES	Ending Fund Balance (millions)	Total Revenue (millions)	Expenditures (1000-5000) (millions)
1993-1994	10,730	\$2.70	\$42.09	\$38.97
1994-1995	11,028	\$2.77	\$36.92	\$35.21
1995-1996	10,977	\$2.35	\$37.87	\$36.33
1996-1997	11,765	\$3.15	\$42.86	\$39.01
1997-1998	12,587	\$4.28	\$48.28	\$43.79
1998-1999	13,648	\$6.09	\$54.30	\$48.31
1999-2000	14,132	\$5.59	\$58.77	\$52.69
2000-2001	15,251	\$8.58	\$68.06	\$59.65
2001-2002	17,320	\$7.94	\$71.96	\$68.19
2002-2003	17,407	\$6.10	\$72.04	\$70.15
2003-2004	16,890	\$5.96	\$71.38	\$69.01
2004-2005	17,000	\$6.01	\$77.47	\$73.57
2005-2006	16,875	\$5.57	\$83.58	\$80.36

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	2003-2004	2004-2005	2005-2006
INSTRUCTION				
Agric. & Natural Resources	0100	\$0	\$0	\$0
Architecture & Environ. Design	0200	\$67,360	\$76,464	\$96,306
Biological Science	0400	\$1,049,134	\$1,170,666	\$1,248,053
Business & Management	0500	\$2,168,761	\$2,626,469	\$3,321,188
Communications	0600	\$390,220	\$404,463	\$436,033
Computer & Information Systems	0700	\$1,957,182	\$1,998,225	\$1,952,613
Education	0800	\$2,121,504	\$2,234,865	\$2,419,400
Engineering & Related Tech.	0900	\$1,261,399	\$1,222,300	\$964,587
Fine & Applied Arts	1000	\$3,018,612	\$3,173,905	\$3,311,014
Foreign Language	1100	\$704,214	\$746,673	\$967,575
Health	1200	\$1,315,113	\$1,436,710	\$1,579,381
Consumer Ed. & Home Econ.	1300	\$1,318,648	\$1,528,792	\$1,639,508
Law	1400	\$83,794	\$0	\$0
Humanities	1500	\$8,575,609	\$9,094,635	\$10,281,067
Library Science	1600	\$12,845	\$11,379	\$9,584
Mathematics	1700	\$2,768,892	\$3,032,298	\$3,563,255
Military Studies	1800	\$0	\$0	\$0
Physical Science	1900	\$1,698,578	\$1,713,479	\$2,061,582
Psychology	2000	\$439,316	\$485,717	\$539,929
Public Affairs & Services	2100	\$488,025	\$528,446	\$510,179
Social Sciences	2200	\$2,718,262	\$3,010,247	\$3,237,152
Commercial Services	3000	\$282,462	\$387,575	\$518,206
Interdisciplinary Studies	4900	\$1,497,250	\$1,663,390	\$1,848,246
Instr. Staff Ret. Benefits	5900	\$0	\$0	\$0
INSTRUCTION SUBTOTAL		\$33,937,180	\$36,546,698	\$40,504,858
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	\$3,757,786	\$3,119,195	\$3,413,610
Instructional Support Services	6100	\$3,652,410	\$3,533,859	\$3,793,488
Admissions & Records	6200	\$1,401,832	\$1,368,035	\$1,469,842
Counseling & Guidance	6300	\$3,917,517	\$4,418,364	\$4,325,073
Other Student Services	6400	\$5,758,691	\$6,655,400	\$6,809,543
Operation/Maintenance of Plant	6500	\$4,903,739	\$5,310,390	\$5,358,968
Planning & Policy Making	6600	\$2,021,526	\$2,195,845	\$2,563,708
Gen. Inst'l. Support Services	6700	\$8,534,878	\$8,291,391	\$9,712,645
ADMINISTRATIVE/SUPPORT SUBTOTAL		\$33,765,937	\$24,550,033	\$37,446,877
OTHER ACTIVITIES				
Community Services	6800	\$1,175,501	\$1,348,570	\$1,376,419
Ancillary Services	6900	\$1,049,109	\$1,187,574	\$1,203,398
Auxiliary Operations	7000	\$509,218	\$774,822	\$584,231
Physical Prop./Related Acquis.	7100	\$47,050	\$0	\$37,181
Long-Term Debt	7200	\$78,531	\$152,662	\$115,621
Transfers/Student Aid/Other	7300	\$0	\$0	\$0
OTHER ACTIVITIES SUBTOTAL		\$2,859,409	\$3,463,628	\$3,316,850
TOTAL		\$70,744,968	\$74,902,805	\$81,268,585

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 2005-2006, GCC spent 46% of general fund expenditures on administrative and support functions, compared to a statewide average of 47%.

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

CATEGORY	Glendale			Statewide		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Objects 1000-6000						
Certificated Salaries	44%	45%	45%	42%	42%	42%
Classified Salaries	26%	27%	27%	23%	23%	23%
Employee Benefits	17%	16%	17%	19%	19%	19%
Supplies & Materials/Operating Expenses	10%	11%	10%	14%	14%	14%
Capital Outlay	2%	2%	1%	2%	2%	2%
Total	100%	100%	100%	100%	100%	100%
Administrative/Support						
Instructional Administration	5%	4%	4%	6%	6%	6%
Instructional Support Services	5%	5%	5%	4%	4%	4%
Admissions & Records	2%	2%	2%	2%	2%	2%
Counseling & Guidance	6%	6%	5%	4%	4%	4%
Other Student Services	8%	9%	8%	7%	7%	7%
Plant Operation/Maintenance	7%	7%	7%	8%	8%	8%
Planning & Policy Making	3%	3%	3%	3%	3%	3%
Gen. Inst'l Support Services	12%	11%	12%	14%	14%	14%
% of All Expenditures	48%	47%	46%	48%	48%	47%

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)		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Current Expense of Education	\$54.9	\$58.0	\$64.1	\$4.3	\$4.5	\$4.9
Salaries of Classroom Instructors	\$28.0	\$30.0	\$32.8	\$2.2	\$2.4	\$2.5
% Expended for Instructor Salaries	51%	52%	51%	52%	52%	52%

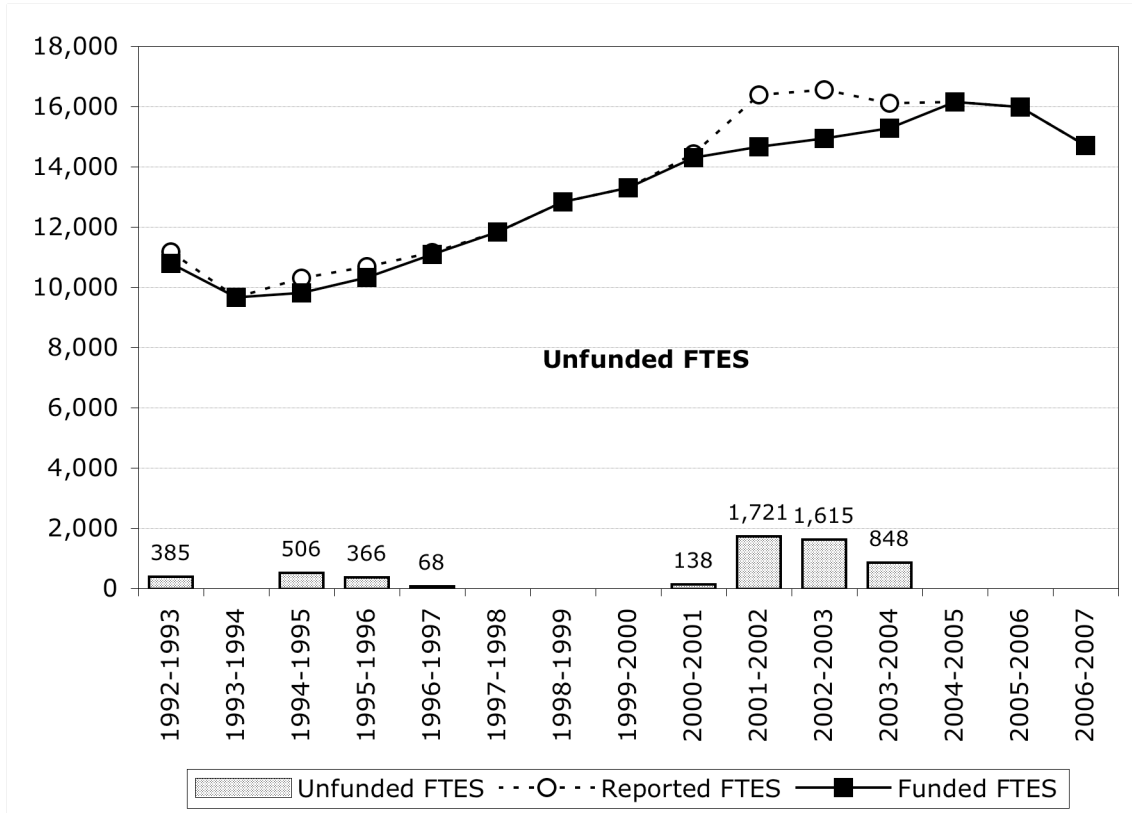
source: Chancellor's Office Fiscal Data Abstracts

5.03. Funded and Unfunded FTES

5.03.01. Funded and Unfunded FTES

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

Figure 5-9. Funded and Unfunded Resident FTES History



source: Annual GCC Budgets

Glendale Community College
Campus Profile 2007

Appendix

KEY PERFORMANCE INDICATORS



Key Performance Indicators

As part of its Strategic 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 28**]

KPI 2-2: Persistence rates overall and in sections using various learning opportunities [**page 28**]

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 22**]

KPI 3-2: Percentage of students reporting no conflict in class schedules [**page 22**]

KPI 3-3: Percentage of students reporting no problem with class availability [**page 22**]

KPI 3-4: Student time to goal completion [**pages 38, 45**]

KPI 3-5: Average ratings of student satisfaction with campus friendliness [**page 29**]

KPI 3-6: Ratings of GCC student engagement using the National Survey of Student Engagement [**pages 20-21**]

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 28**]

KPI 4-2: Success and persistence rates of students completing assessment [**page 28**]

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 26**]

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 39**]

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 29]**

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

Accountability Reporting for the Community	
Colleges (ARCC)	42-44
Age, Credit Students	9
Age, Non-Credit Students	13
Assessment Results	15
Attendance FTES	7
Attendance Hours, Non-Credit Students	26
Awards (Degrees & Certificates)	34-39
Basic Skills Offerings	19
Basic Skills Course Completion	19, 44
Birth Country, International Students	12
BOG Waivers (Financial Aid)	16
Budget, Expenditures	54-56
Budget, Revenues	51-53
Burbank Population Trend	1
Cal Grants (Financial Aid)	16
California High School Exit Exam (CAHSEE)	5
Certificates Awarded	36-37
Chemistry Placement Test Results	15
Citizenship, Credit Students	11
Citizenship, Non-Credit Students	13
Classroom Fill Rate	23
Community College Survey of Student Engagement (CCSSE)	20-21
Completion, Cohort	38, 45
Completion, Course	43-44
Computer Access, Credit Students	17
Continuing Credit Students	8
Country of Birth, International Students	12
Course Completion	43-44
Course Load, Credit Students	12
Course Scheduling	22-23
Credit FTES	7
Credit Student Age	9
Credit Student Citizenship	11
Credit Student Computer Access	17
Credit Student Course Load	12
Credit Student Day/Evening Status	10
Credit Student District Status	11
Credit Student Employment Hours	11
Credit Student Enrollment	7-8, 25
Credit Student Enrollment Status	8
Credit Student Ethnicity	10
Credit Student Gender	9
Credit Student Headcount Enrollment	7-8
Credit Student Internet Access	17
Credit Student Retention	25
Credit Student Satisfaction	29
Credit Student Sex	9
Credit Student Success	25
Credit Student Unit Load	12
Credit Student Visa Status	11
CSU Transfer	40-41
Day/Evening Status, Credit Students	10
Degrees Awarded	34-37
Difficulty Getting Classes	22
District Status, Credit Students	11
District Status, Non-Credit Students	15
Division Fill Rate	23
Educational Development Goal Students	30-33
Educational Goal	30
Efficiency, Faculty (Workload)	49
Employment Hours, Credit Students	11
Engagement, Student	20-21
English Learners, Glendale Unified School District	2
English Placement Test Results	15
Enrollment Status, Credit Students	8
Enrollment, Credit	7
Enrollment, Headcount	7-8
Enrollment, Non-Credit	7
Entry to Degree Time	38
EOPS Grants (Financial Aid)	16
Equity Measures	27
ESL Placement Test Results	15
Ethnicity, City of Glendale	2
Ethnicity, Credit Students	10
Ethnicity, Educational Development Goal Students	33
Ethnicity, Faculty	48
Ethnicity, Non-Credit Students	14
Ethnicity, Staff	48
Ethnicity, Transfer Goal Students	33
Ethnicity, Vocational Goal Students	33
Exit Exam, High School	5
Expenditures	54-56
Expense of Education	56
Faculty Demographics	47-48
Faculty Ethnicity	48
Faculty Gender	47
Faculty Sex	47
Faculty Workload	49
Federal Work Study (Financial Aid)	16
Feeder High Schools	4-5
Fill Rate	25
Financial Aid	16
First-Time College Students	8
Freshmen from High School	4-5
FTES and Fiscal Activity	57
Full-Time Equivalent Students (FTES)	7
Funded FTES	57
GED Testing	39
Gender, Credit Students	9
Gender, Faculty	47
Gender, Non-Credit Students	13
Gender, Staff	47
General Fund Expenditures	55
General Fund Revenues	51
Glendale Ethnicity	2
Glendale Housing Units	1
Glendale Population Trend	1
Glendale Unified School District	2-4
Glendale USD English Learners	2
Glendale, City of	2
Headcount Enrollment	7-8
High School Articulation	4
High School Exit Exam	5
High School Freshmen	4
Housing Structures, Glendale	1
Independent Institution Transfer	40
International Students	12
Internet Access, Credit Students	17

Index

Key Performance Indicators (KPIs) iii, 59-60	Supplemental Instruction (SI) 28
Languages, Glendale USD 3	Support Services Recognition 18
Load, Faculty 49	Support Services Satisfaction 18
Master Plan Key Performance Indicators iii, 57-58	Support Services Use 18
Mathematics Placement Test Results 15	Technology Access, Credit Students 17
New Credit Students 8	Time to Degree 38
Non-Credit Attendance Hours 26	Time to Goal Completion 38
Non-Credit Awards 39	Transfer 40-41
Non-Credit FTES 7	Transfer Goal Students 30-33
Non-Credit Student Citizenship 14	Transfer Prepared 38
Non-Credit Student Enrollment 13	Transfer Ready 38
Non-Credit Student Headcount Enrollment 7-8	Transfer Student Performance 41
Non-Credit Students Age 13	Transition from Non-Credit to Credit 19
Non-Credit Students District Status 15	UC Transfer 40-41
Non-Credit Students Ethnicity 14	Unit Load, Credit Students 12
Non-Credit Students Gender 13	Unfunded FTES 57
Non-Credit Students Sex 13	Use of Support Services 18
Non-Credit Students Transition to Credit 19	Visa Status, Credit Students 11
Non-Credit Students Visa Status 14	Visa Status, Non-Credit Students 13
Non-Native English Speakers, School Districts 3	Vocational Course Completion (ARCC Indicator) 43-44
Non-Resident FTES 7	Vocational Goal Students 30-33
Orientation 18, 28	Vocational Student Workforce Placement 46
Pasadena Population Trend 1	Vocational Student Workforce Retention 46
Pell Grants (Financial Aid) 16	Workforce Development 46
Performance, Transfer Students 41	Workforce Placement 46
Placement Test Results 15	Workforce Retention 46
Population Trend, Burbank 1	Workload, Faculty 49
Population Trend, Glendale 1	
Population Trend, Pasadena 1	
Positive Attendance Hours, Non-Credit 26	
Program (Day/Evening Status), Credit Students 10	
Recognition, Support Services 18	
Residences, Credit Students 11	
Residency, Credit Students 11	
Resident FTES 7	
Retention, Credit 25	
Returning Credit Students 8	
Revenues 51-53	
Right-to-Know, Student 45	
Satisfaction with Course Scheduling 22	
Satisfaction with Education 29	
Satisfaction, Support Services 18	
Scheduling Density 23	
School Districts 3-5	
SEOG (Financial Aid) 16	
Service Learning 18, 28	
Sex, Credit Students 8	
Sex, Faculty 47	
Sex, Non-Credit Students 13	
Sex, Staff 47	
Staff Demographics 47-48	
Staff Ethnicity 48	
Staff Gender 47	
Staff Sex 47	
Student Educational Plan (SEP) 28	
Student Loans 16	
Student Persistence 26-27, 42	
Student Progress and Achievement (ARCC Indicator) 42	
Student Right-to-Know Act 45	
Success, Credit 25	