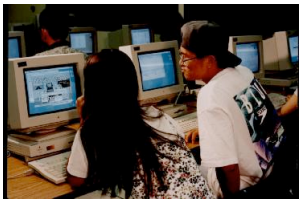
Campus Profile

2008

Glendale Community College



Campus Profile 2008

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Materials making up *Campus Profile 2008* 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 statewide accountability model. It is the intent of Research & Planning to incorporate accountability reports mandated by the federal and state governments into this annual publication, as such requirements develop.

The *Campus Profile* sees a change in organization this year. In previous years, the first section profiled the community and local school districts. Because more information about the community has become available in recent years, this section has now been separated into a new report, the *Community Profile*, also published by Research & Planning. The *Campus Profile* is now focused on internal data about Glendale Community College while the *Community Profile* focuses on community and service area information.

Other new features of the Campus Profile include a summary of statewide ARCC (Accountability Reporting for the Community Colleges) indicators on pages 45-49, a discussion of CCSSE (Community College Survey of Student Engagement) results on pages 21-22, and a section on incoming credit students on pages 14-15.

This publication tends to focus on relatively short time periods, typically three years, in reporting information. In some cases, longer time periods are reported when deemed especially useful. We have made additions and deletions to the information presented each year and will continue to do so as we receive your feedback.

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 65 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
September 2008

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Glendale Community College
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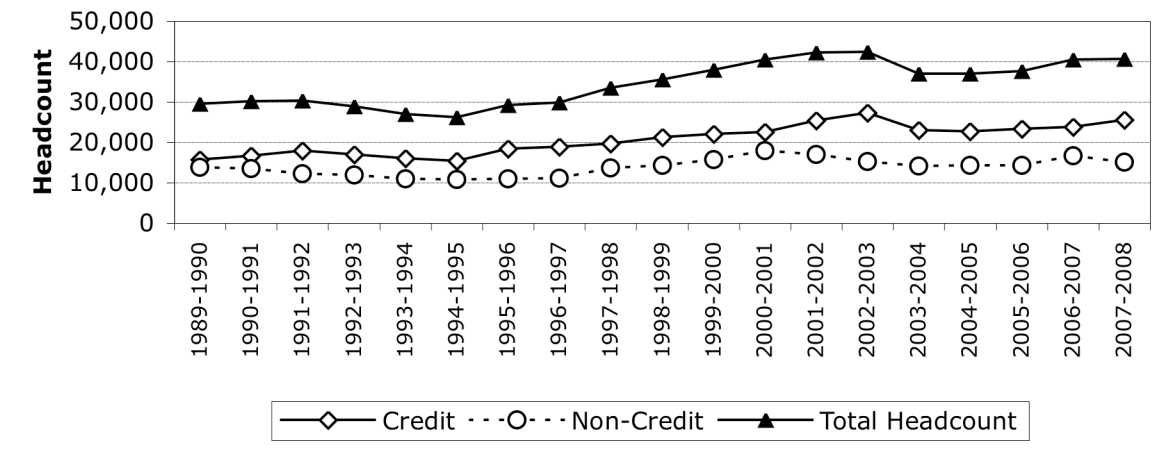
1.01. Enrollment & Demographics

1.01.01. 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 1-1. Credit & Noncredit Headcount Enrollment, Academic Years



source: GCC SMR and AED databases

Figure 1-2. Headcount Enrollment, Academic Years

Category	2005-2006		2006-2007		2007-2008	
Credit Headcount	23,371	62%	23,738	59%	25,614	63%
Noncredit Headcount	14,277	38%	16,715	41%	15,051	37%
Total	37,648	100%	40,453	100%	40,665	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 1-3. Full-Time Equivalent Students (FTES), Academic Years

Category	2005-2006		2006-2007		2007-2008	
Credit FTES	14,071	83%	12,862	83%	14,552	83%
Resident	*13,169*	78%	*11,965*	78%	*13,557*	77%
Non-Resident	*902*	5%	*897*	5%	*995*	6%
Noncredit FTES	2,803	17%	2,731	17%	3,012	17%
Total	16,874	100%	15,593	100%	17,564	100%

source: GCC Final Budgets and CCFS 320 Apportionment Attendance Reports

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

Figure 1-4. Headcount Enrollment, Fall Semesters

Category	Fall 2005		Fall 2006		Fall 2007	
Credit Headcount	15,415	68%	15,588	68%	16,560	69%
Full-Time	*4,795*	*21%*	*4,945*	*21%*	*5,291*	*22%*
Part-Time	*10,620*	*47%*	*10,643*	*46%*	*11,269*	*47%*
Noncredit Headcount	7,178	32%	7,460	32%	7,581	31%
Total	22,593	100%	23,048	100%	24,203	100%

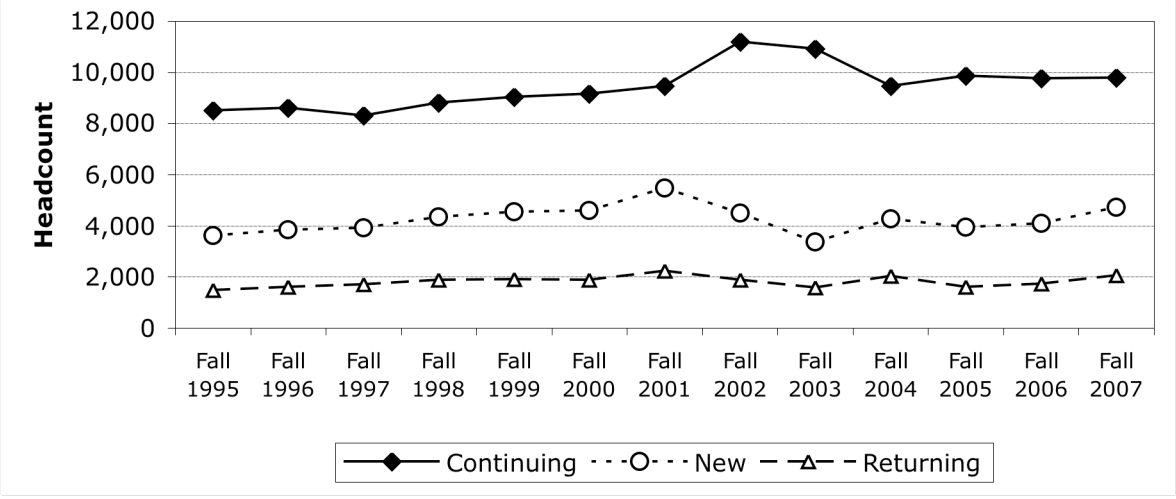
source: GCC SMR and AED databases

1.01.02. 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.

Figure 1-5. Enrollment Status of Credit Students

Category	Fall 2005		Fall 2006		Fall 2007	
Continuing	**9,859**	**64%**	**9,771**	**63%**	**9,785**	**59%**
New	**3,944**	**26%**	**4,094**	**26%**	**4,719**	**28%**
First College	*2,581*	*17%*	*2,769*	*18%*	*3,057*	*18%*
From Other College	*1,363*	*9%*	*1,325*	*9%*	*1,662*	*10%*
Returning	**1,612**	**10%**	**1,723**	**11%**	**2,056**	**12%**
Return Transfer	*432*	*3%*	*497*	*3%*	*618*	*4%*
Return After Absence	*1,180*	*8%*	*1,226*	*8%*	*1,438*	*9%*
Total	**15,415**	**100%**	**15,588**	**100%**	**16,560**	**100%**



source: GCC SMR database

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

Figure 1-6. Gender of Credit Students

Gender	Fall 2005		Fall 2006		Fall 2007	
Male	6,513	41%	6,449	41%	6,964	42%
Female	9,271	59%	9,139	59%	9,596	58%
Total	15,784	100%	15,588	100%	16,560	100%

source: GCC SMR database

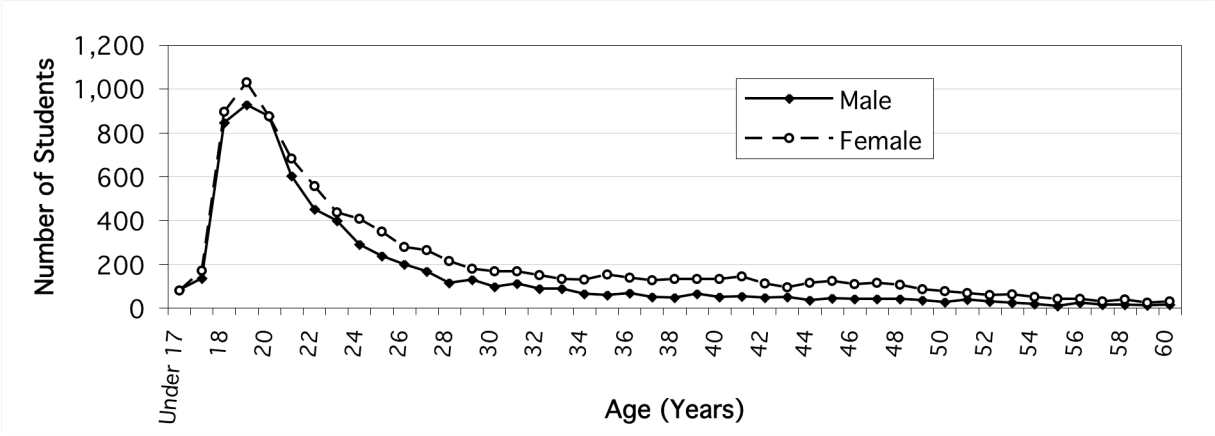
Figure 1-7. Age of Credit Students

Age Group	Fall 2005		Fall 2006		Fall 2007	
20 & Under	5,617	36%	5,649	36%	5,919	36%
21 to 25	3,990	26%	4,178	27%	4,408	27%
26 to 30	1,604	10%	1,673	11%	1,807	11%
31 to 50	3,479	23%	3,325	21%	3,563	22%
51 & Over	725	5%	763	5%	863	5%
Total Students	15,415	100%	15,588	100%	16,560	100%
Mean Age	27.1		27.0		27.2	
Median Age	23.0		22.0		23.0	

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

Figure 1-8. Age Distribution of Credit Students by Gender, Fall 2007

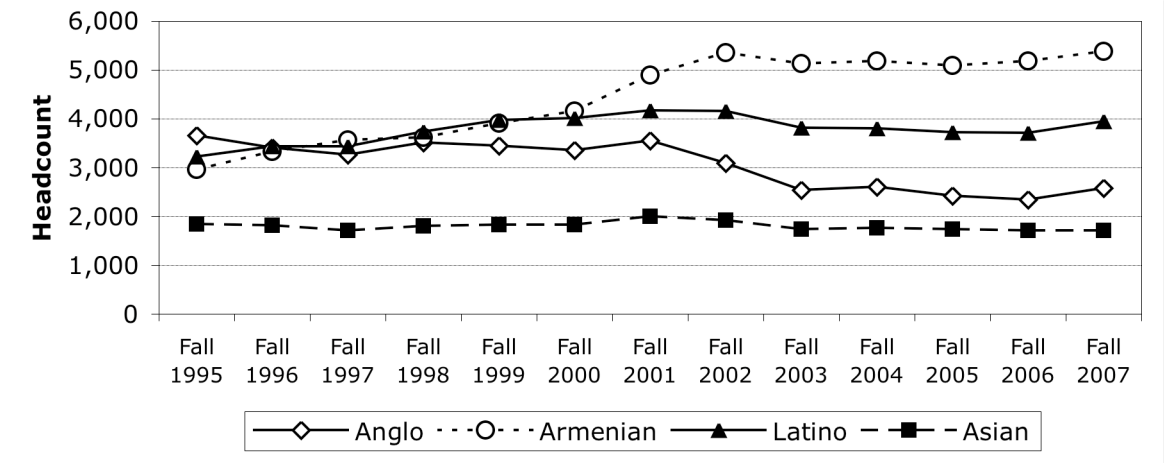


source: GCC SMR and PI_REC databases

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

Figure 1-9. Ethnicity of Credit Students

Ethnicity	Fall 2005		Fall 2006		Fall 2007	
Caucasian/European/Anglo	2,415	16%	2,342	15%	2,583	16%
Caucasian/Armenian	5,088	33%	5,178	33%	5,381	32%
Latino/Hispanic	3,723	24%	3,706	24%	3,951	24%
Asian/Pacific Islander	1,738	11%	1,717	11%	1,717	10%
Filipino	836	5%	814	5%	876	5%
Black/African American	435	3%	439	3%	486	3%
American Indian	74	0%	69	0%	75	0%
Other	729	5%	823	5%	889	5%
Unknown	377	2%	500	3%	602	4%
Total	15,415	100%	15,588	100%	16,560	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.

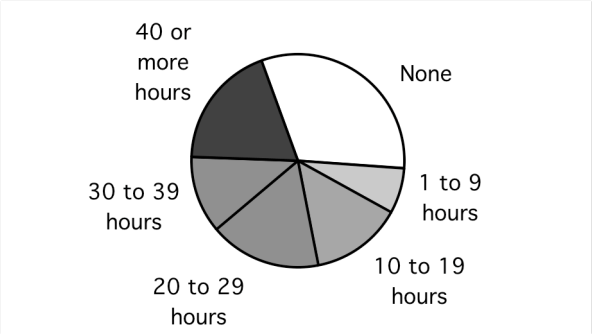
Figure 1-10. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2005		Fall 2006		Fall 2007	
Day Classes Only	5,701	37%	5,909	38%	6,340	38%
Evening Classes Only	3,893	25%	3,994	26%	4,202	25%
Both	5,821	38%	5,685	36%	6,018	36%
Total	15,415	100%	15,588	100%	16,560	100%

source: GCC SMR database

According to student surveys, about 70% of credit students work. About 19% 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 1-11. Employed Hours of Credit Students, Spring 2008



Employed Hours	% of Students
None	32%
1 to 9 hours	7%
10 to 19 hours	14%
20 to 29 hours	17%
30 to 39 hours	12%
40 or more hours	19%

source: Spring Student Survey

Less than half of all credit students reside in the Glendale Community College District. About 42% reside in the Los Angeles Community College District, 5% reside in other community college districts in California (including the Pasadena, Ventura, Santa Clarita, and Santa Monica districts), and 3% are international students. AB 540 students are nonresident immigrants who have graduated from a California high school and whose nonresident tuition is waived.

Figure 1-12. District Status of Credit Students

District	Fall 2005		Fall 2006		Fall 2007	
Local (GCC District)	7,242	46%	7,217	47%	7,496	45%
Los Angeles CC District	6,438	41%	6,348	41%	6,955	42%
Other California Districts	855	5%	840	5%	876	5%
Out of State	100	1%	115	1%	138	1%
International	550	4%	541	4%	539	3%
Other Foreign	109	1%	78	1%	201	1%
AB 540 Students	294	2%	276	2%	355	2%
Total	15,588	100%	15,415	100%	16,560	100%

source: GCC SMR database

Most credit students (about 66%) 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 1-13. Citizenship/Visa Status of Credit Students

Citizenship/Visa Status	Fall 2005		Fall 2006		Fall 2007	
U.S. Citizen	9,688	63%	10,001	64%	11,002	66%
No Visa	284	2%	400	3%	451	3%
Permanent Resident	2,552	17%	2,538	16%	2,606	16%
Parolee	812	5%	624	4%	626	4%
Student Visa	545	4%	556	4%	543	3%
Other Visa	1,481	10%	1,401	9%	1,228	7%
Amnesty	13	0%	12	0%	16	0%
Unknown	40	0%	56	0%	88	1%
Total	15,415	100%	15,588	100%	16,560	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 1-14. Countries of Birth of International Students

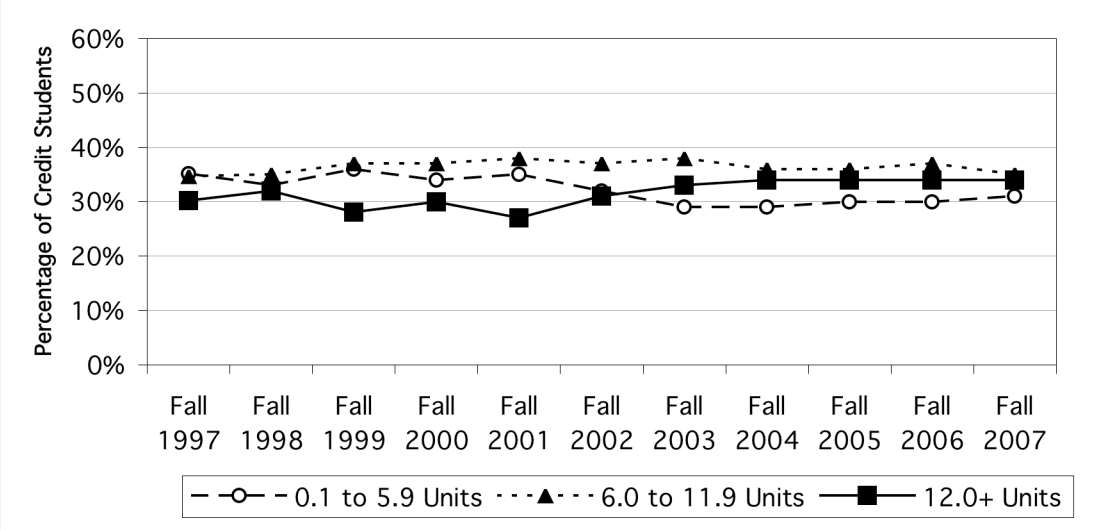
Country	Fall 2005		Fall 2006		Fall 2007	
Japan	235	43%	248	45%	216	40%
South Korea	107	20%	97	17%	111	20%
Sweden	27	5%	32	6%	31	6%
Taiwan	14	3%	14	3%	9	2%
Vietnam	16	3%	18	3%	26	5%
Armenia	9	2%	10	2%	13	2%
Indonesia	7	1%	5	1%	5	1%
China	10	2%	5	1%	5	1%
Kenya	7	1%	3	1%	1	0%
Philippines	16	3%	22	4%	20	4%
Total International	545	100%	556	100%	543	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 1-15. Unit Load of Credit Students

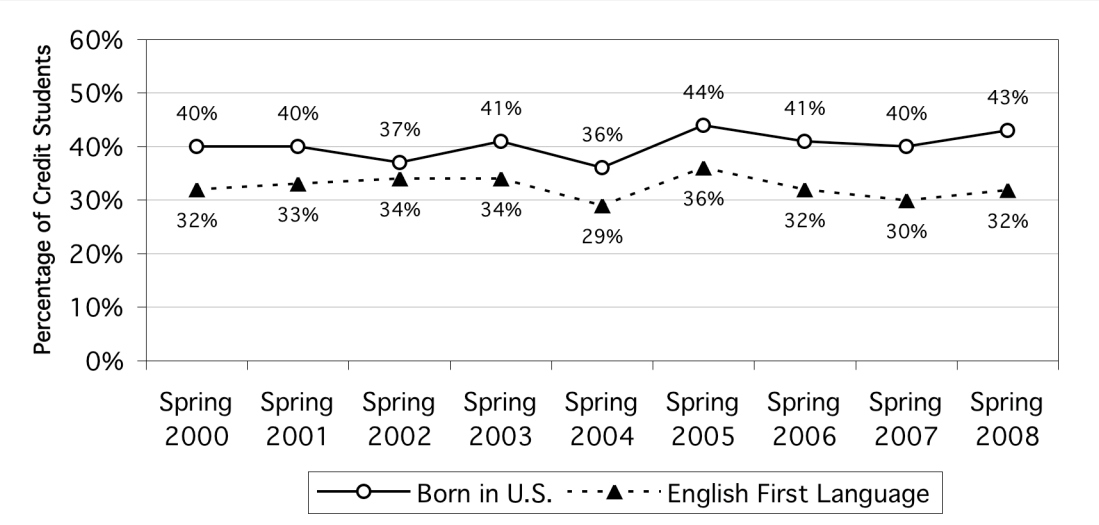
Units	Units Attempted			Units Completed		
	Fall 2005	Fall 2006	Fall 2007	Fall 2005	Fall 2006	Fall 2007
0	--	--	--	17%	16%	17%
0.1 to 5.9	30%	30%	31%	31%	31%	32%
6.0 to 11.9	36%	37%	35%	34%	34%	32%
12.0 or More	34%	34%	34%	19%	19%	19%
Mean Units	8.6	8.5	8.5	6.2	6.2	6.1
Median Units	9.0	9.0	9.0	6.0	6.0	6.0



source: GCC MIS data files

Some information about credit students is collected by the annual Spring Student Survey. The following graph shows student language (the percentage of credit students who learned English as their first language) and origin (the percentage of credit students born in the United States). About 40% of credit students where born in the United States and about 30% learned English as their first language.

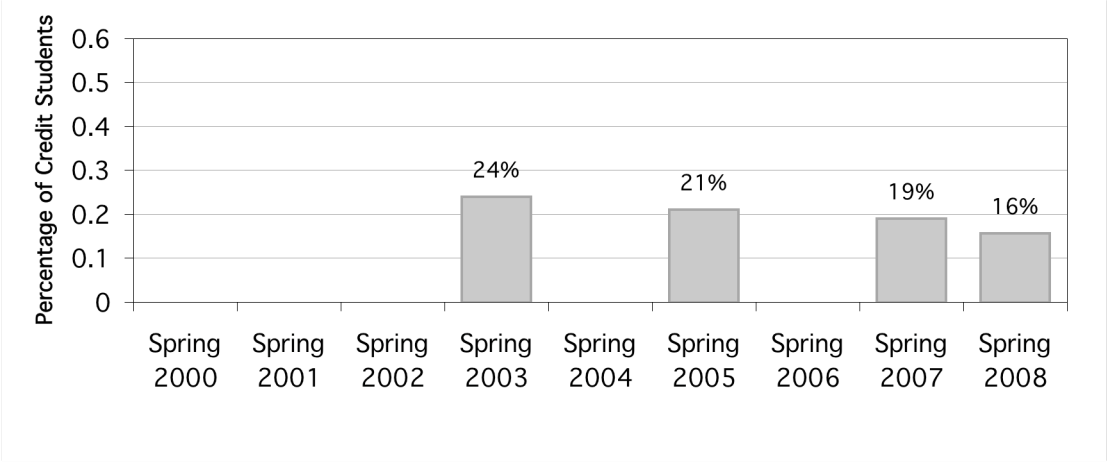
Figure 1-16. Credit Student Language and Origin



source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2008, approximately 16% of credit students had dependent children, a small decrease from the previous year.

Figure 1-17. Credit Students with Dependent Children

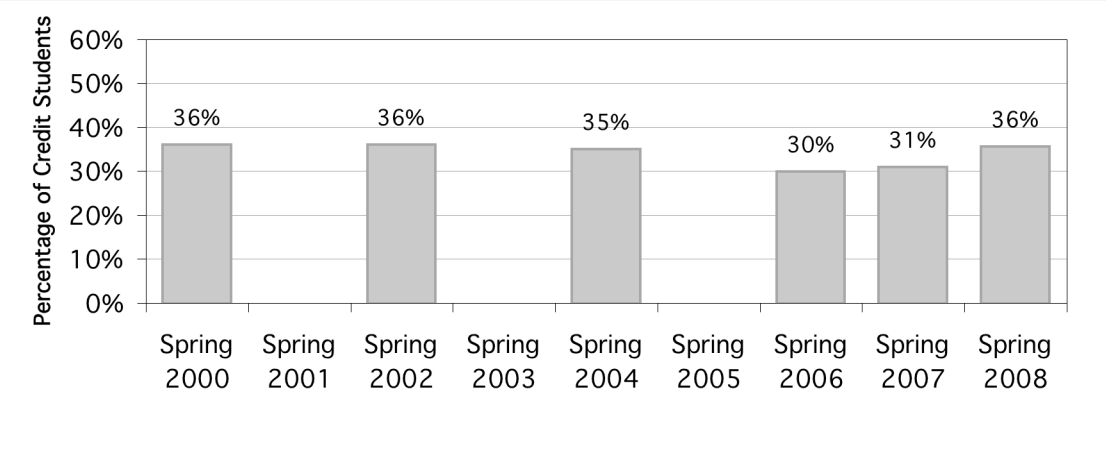


source: Spring Student Surveys

The graph below shows the percentage of credit students reporting that they are first-generation college students. The annual survey asks about the education status of students' parents. A student is counted as a first-generation college student if neither parent attended college. Note that in other contexts, first-generation sometimes refers to a student if neither of his or her parents graduated college. It is important to note that colleges inside the United States are not separated from colleges outside the United States in this survey question, so first-generation status is not an estimate of the percentage of students unfamiliar with higher education in the U.S. Additionally, students are able to select an "I don't know" option if they are unaware of their parents' education status. Students selecting "I don't know" are not included in the percentage calculation; the percentage is based on credit students who know about their parents' education level.

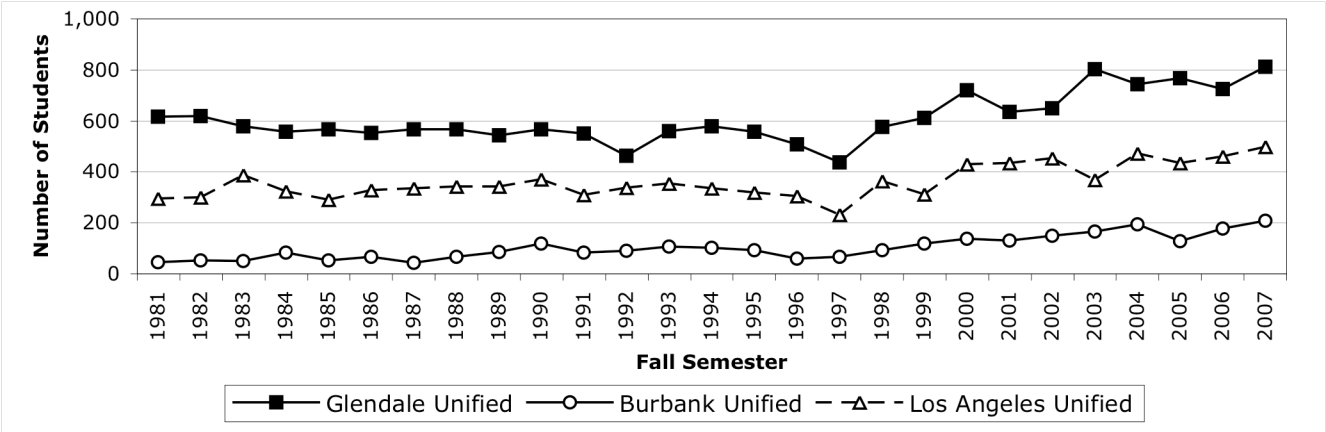
Using this definition of first-generation status, approximately 36% of GCC credit students in 2008 were first-generation college students.

Figure 1-18. First-Generation Credit Students



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 1-19. Number of Incoming Fall Freshmen from K-12 School Districts



source: GCC Semester Application database

Figure 1-20. GCC Fall Freshmen by High School of Origin

School	Fall 1981	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Change: 2003-2004 Average to 2007
Glendale District							
Glendale	231	321	290	312	286	291	-4%
Hoover	174	229	224	204	178	234	+12%
Crescenta Valley	195	119	130	160	140	155	+13%
Clark Magnet	0	111	88	75	103	109	+16%
Daily	16	21	11	15	17	22	+38%
Burbank District							
Burbank	45	101	131	93	135	153	+33%
Burroughs	33	63	55	31	40	48	+2%
Los Angeles District							
Belmont	10	53	53	46	38	49	+3%
Eagle Rock	72	30	39	33	51	50	+31%
Fairfax	5	7	6	5	9	8	+19%
Francis Poly	1	12	8	8	8	6	-33%
Franklin	58	46	54	70	40	27	-49%
Grant	1	8	8	4	6	6	-8%
Hollywood	12	19	13	14	19	14	-14%
Lincoln	4	11	34	42	26	25	-12%
Los Angeles High School	0	4	14	16	41	23	+23%
LA Center for Enriched Studies	0	6	3	0	0	0	-100%
Marshall	68	61	77	71	69	104	+50%
North Hollywood	2	17	12	11	15	15	+9%
Roosevelt	0	1	7	4	6	1	-78%
Verdugo Hills	43	40	84	59	56	72	+21%
Other LA District	--	53	59	50	75	97	+64%
Other Public Schools							
Alhambra	0	5	9	9	8	5	-35%
La Cañada	5	12	11	16	16	15	+9%
Muir	0	7	4	3	2	2	-50%
Private Schools							
Alex Pilibos	0	9	10	11	17	12	+2%
Bellarmine-Jefferson	21	5	6	11	13	12	+37%
Glendale Academy	10	5	5	3	3	3	-25%
Holy Family	25	11	7	5	15	2	-79%
Notre Dame	0	1	4	1	1	4	+129%
Providence	4	11	11	11	11	9	-18%
Ribet Academy	0	3	7	6	2	2	-56%
Sacred Heart	1	0	3	2	1	3	+100%
St. Francis	18	8	9	7	10	11	+29%
Village Christian	0	7	8	7	4	5	-23%
Other Private Schools	17	22	23	11	15	32	+80%
Total Freshmen	1,274	1,700	1,787	1,810	1,882	1,970	+10%
% from Glendale USD	48%	47%	42%	42%	38%	41%	-1%
% from Private Schools	8%	5%	5%	4%	5%	5%	0%

source: GCC Semester Application database

1.01.03. Noncredit Student Demographics

In 2007-2008, the enrollment system for continuing education (noncredit) courses changed. A standard online application was required for the first time in 2007-2008 and a noncredit student ID was assigned to each student. This improved the college's ability to track noncredit students. It also reduced the number of students of "unknown" gender, age, and ethnicity in Fall 2007. In the tables below, comparisons between 2007 data and earlier data may not be warranted because of changes to the data collection system.

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 1-21. Gender of Noncredit Students

Gender	Fall 2005		Fall 2006		Fall 2007	
Male	2,066	29%	2,110	28%	2,329	31%
Female	4,799	67%	5,080	68%	5,248	69%
Unknown	313	4%	270	4%	4	0%
Total	7,178	100%	7,460	100%	7,581	100%

source: GCC Adult Education (AED) database

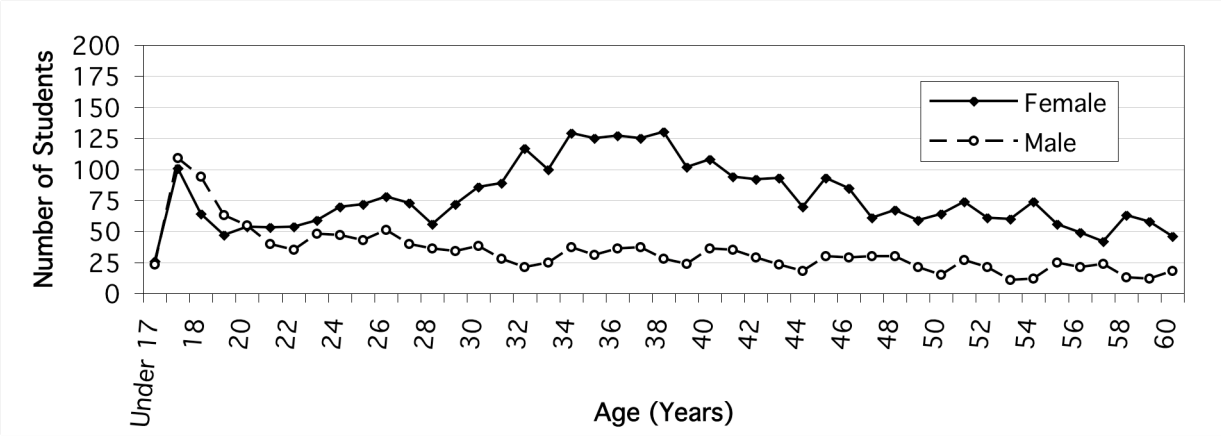
Noncredit students tend to be older than credit students. The median age of noncredit students was 42 years in Fall 2007, compared to 23 years for credit students. The mean age of noncredit students has decreased from 48 years in 1995 to 45 years in 2007.

Figure 1-22. Age of Noncredit Students

Age Group	Fall 2005		Fall 2006		Fall 2007	
20 & Under	611	9%	640	9%	577	8%
21 to 25	557	8%	522	7%	569	8%
26 to 30	521	7%	568	8%	732	10%
31 to 50	2,459	34%	2,536	34%	3,044	40%
50 & Over	1,793	25%	2,015	27%	2,650	35%
Unknown	1,237	17%	1,179	16%	9	0%
Total Students	7,178	100%	7,460	100%	7,581	100%
Mean Age	42.8		43.5		45.3	
Median Age	40.0		40.0		42.0	

source: GCC Adult Education (AED) database

Figure 1-23. Age Distribution of Noncredit Students by Gender, Fall 2007

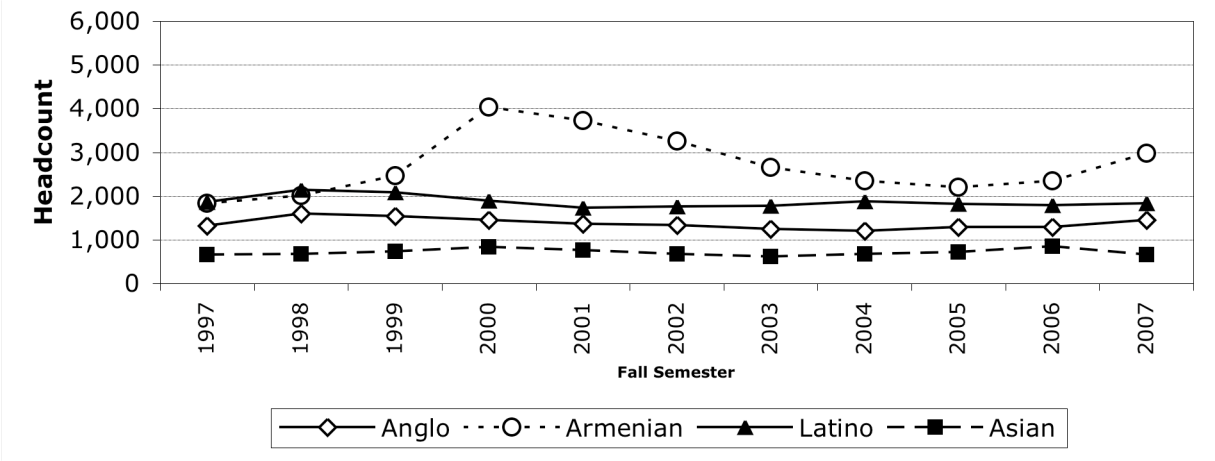


source: GCC Adult Education (AED) database

The ethnicity of the noncredit population parallels that of the credit population. Armenian students make up nearly 40% of noncredit students, and Caucasian students of European descent ("Anglos") make up about 19%. The Latino noncredit population, which decreased to 19% in 2001, has recently increased to 24%. 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.

Figure 1-24. Ethnicity of Noncredit Students

Ethnicity	Fall 2005		Fall 2006		Fall 2007	
American Indian	12	0%	7	0%	6	0%
Asian/Pacific Islander	714	10%	845	11%	661	9%
Black/African-American	78	1%	93	1%	79	1%
Caucasian/Anglo	1,291	18%	1,289	17%	1,447	19%
Caucasian/Armenian	2,204	31%	2,347	31%	2,983	39%
Latino/Hispanic	1,814	25%	1,790	24%	1,839	24%
Filipino	235	3%	257	3%	290	4%
Other	247	3%	270	4%	272	4%
Unknown	583	8%	562	8%	4	0%
Total	7,178	100%	7,460	100%	7,581	100%



source: GCC Noncredit Registration database

In terms of citizenship/visa status, the largest group of noncredit students consists of United States citizens (41%), followed by permanent residents (26%). The table below shows citizenship of noncredit students for the past three years.

Figure 1-25. Citizenship/Visa Status of Noncredit Students

Citizenship/Visa Status	Fall 2005		Fall 2006		Fall 2007	
U.S. Citizen	2,840	40%	3,034	41%	3,145	41%
Permanent Resident	1,495	21%	1,582	21%	1,950	26%
Temporary Resident	278	4%	239	3%	318	4%
Refugee/Asylee	421	6%	425	6%	882	12%
Student Visa	76	1%	98	1%	55	1%
Other Visa	1,311	18%	1,342	18%	1,227	16%
Unknown	757	11%	740	10%	4	0%
Total	7,178	100%	7,460	100%	7,581	100%

Source: GCC Adult Education (AED) database

Figure 1-26. District Status of Noncredit Students

District	Fall 2005		Fall 2006		Fall 2007	
Local (GCC District)	5,094	71%	5,183	69%	5,622	74%
Other	1,744	24%	1,929	26%	1,943	26%
Unknown	340	5%	348	5%	16	0%
Total	7,178	100%	7,460	100%	7,581	100%

source: GCC Adult Education (AED) database

1.02. Student Needs

1.02.01. Incoming Credit Students

GCC enrolls over 4,000 incoming credit students every Fall semester. Approximately 35% are new to GCC but have taken courses at other colleges. Another 35% of incoming students graduated high school during the same year as their entry into GCC.

Figure 1-27. Incoming Credit Students

Enrollment Status	Fall 2005		Fall 2006		Fall 2007	
First-time college students						
Direct from high school	1,363	35%	1,383	34%	1,489	32%
HS grad ≤3 years ago	256	6%	238	6%	294	6%
HS grad > 3 years ago	541	14%	529	13%	653	14%
New to GCC, from other college	1,360	35%	1,312	32%	1,636	35%
Co-enrolled in high school	259	7%	430	11%	372	8%
Not a high school graduate	160	4%	156	4%	192	4%
Total	3,939	100%	4,048	100%	4,636	100%

source: GCC Semester Application data files

Approximately half of all incoming credit students have a goal of transfer. Nearly 20% of incoming credit students are undecided about their educational goal, compared to approximately 15% of all credit students.

Figure 1-28. Educational Goals of Incoming Credit Students

Goal	Fall 2005		Fall 2006		Fall 2007	
Transfer	1,784	45%	1,906	47%	2,227	48%
General Education AA	355	9%	347	9%	402	9%
AS or Certificate	165	4%	119	3%	127	3%
Job Skills	542	14%	471	12%	562	12%
Educational Development	230	6%	217	5%	307	7%
Improve English, Math Skills	66	2%	57	1%	71	2%
HS Diploma/GED	72	2%	96	2%	101	2%
Undecided	687	17%	785	19%	838	18%
Unknown Goal	38	1%	50	1%	1	0%
Total	3,939	100%	4,048	100%	4,636	100%

source: GCC Semester Application data files

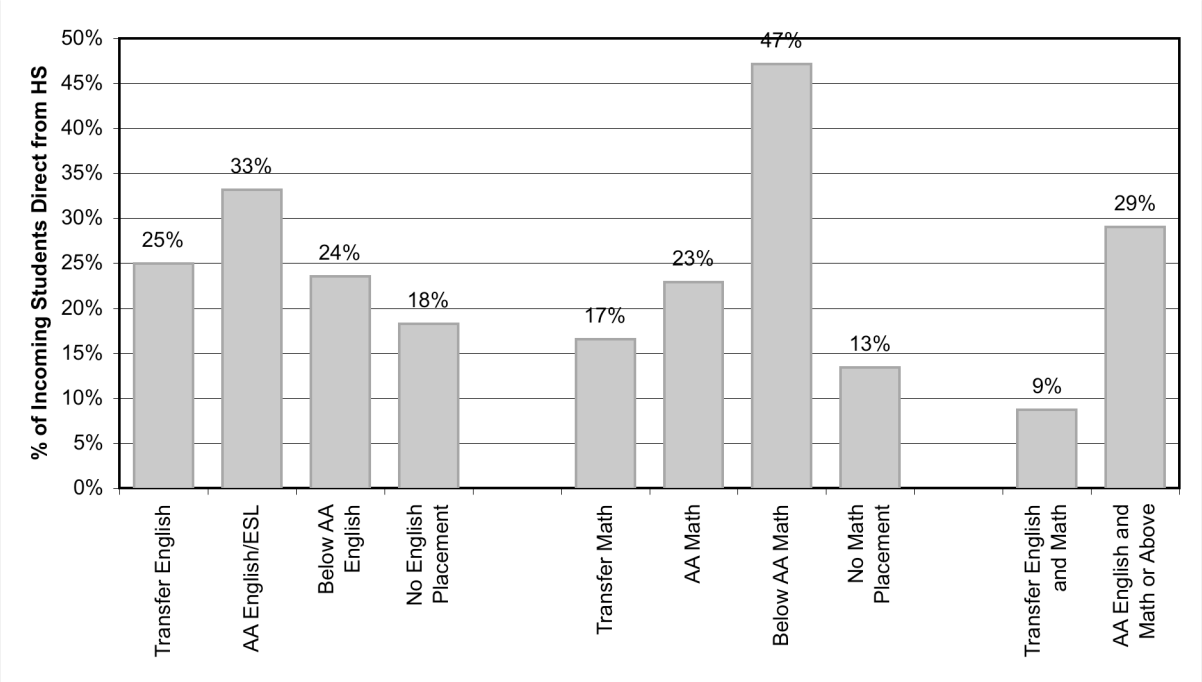
Figure 1-29. Majors of Incoming Credit Students

Goal	Fall 2005		Fall 2006		Fall 2007	
Undecided or Missing	1,692	43%	1,793	44%	2,007	43%
Registered Nursing	195	5%	197	5%	184	4%
Business - General	135	3%	158	4%	149	3%
Business Administration	125	3%	103	3%	117	3%
Psychology	84	2%	95	2%	109	2%
Biological Science	69	2%	95	2%	118	3%
Accounting	63	2%	93	2%	115	2%
English	90	2%	75	2%	100	2%
Real Estate	95	2%	54	1%	44	1%
Medicine	56	1%	56	1%	72	2%
Other Majors	973	25%	1,018	25%	1,249	27%
Total	3,939	100%	4,048	100%	4,636	100%

source: GCC Semester Application data files

The graph below shows the percentage of incoming credit students entering directly from high school who placed at the transfer level and the associate degree level for English/ESL and Math. Only about 9% of incoming students from high school place directly into both transfer-level English and Math, but nearly 30% place directly into both associate degree-level English and Math.

Figure 1-30. Placement of Incoming Credit Students Direct from High School, Fall 2007



source: GCC placement test data files

1.02.02. Assessment & Placement Results

Figure 1-31. Percentage of Students Placed into English, ESL, Math, and Chemistry (All Credit Students)

English Composition	2005-2006	2006-2007	2007-2008
Level 6 (ENGL 101)	42%	42%	36%
Level 5 (ENGL 120)	35%	35%	33%
Level 4 (ENGL 191)	13%	13%	18%
Level 3 (ENGL 189)	4%	4%	7%
LEVEL 2 (ENGL 187)	1%	2%	2%
Missing Placement	4%	4%	4%
Total Placed	3,967	4,310	4,488

ESL Grammar/ Composition	2005-2006	2006-2007	2007-2008
Level 5 (ESL 151)	0%	1%	0%
Level 4 (ESL 141)	14%	13%	12%
Level 3 (ESL 133)	24%	20%	21%
Level 2 (ESL 123)	28%	25%	29%
Level 1 (ESL 111)	34%	41%	37%
Undetermined	0%	0%	0%
Total Placed	1,508	1,523	1,847

ESL Listening/ Speaking	2005-2006	2006-2007	2007-2008
Level 5 (ESL 155)	13%	15%	14%
Level 4 (ESL 145)	23%	23%	22%
Level 3 (ESL 135)	22%	19%	19%
Level 2 (ESL 125)	24%	25%	27%
Level 1 (ESL 115)	19%	19%	17%
Undetermined	0%	0%	0%
Total Placed	1,508	1,522	1,847

Mathematics	2005-2006	2006-2007	2007-2008
Level 6 (Math 103)	6%	6%	5%
Level 5 (Math 100, 102, 110, 111, 112, 135, 136)	12%	12%	14%
Level 4 (Math 101, 140, 115)	21%	22%	20%
Level 3 (Math 141, 145)	29%	28%	31%
Level 2 (Math 153)	14%	14%	14%
Level 1 (Math 151, 152)	17%	17%	15%
Unknown	1%	1%	1%
Total Placed	4,888	5,079	5,125

Chemistry	2005-2006	2006-2007	2007-2008
Chem 101	68%	77%	66%
Chem 110	32%	23%	34%
Total Placed	201	211	239

Source: GCC Assessment Center, placement test data files

1.02.03. 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.

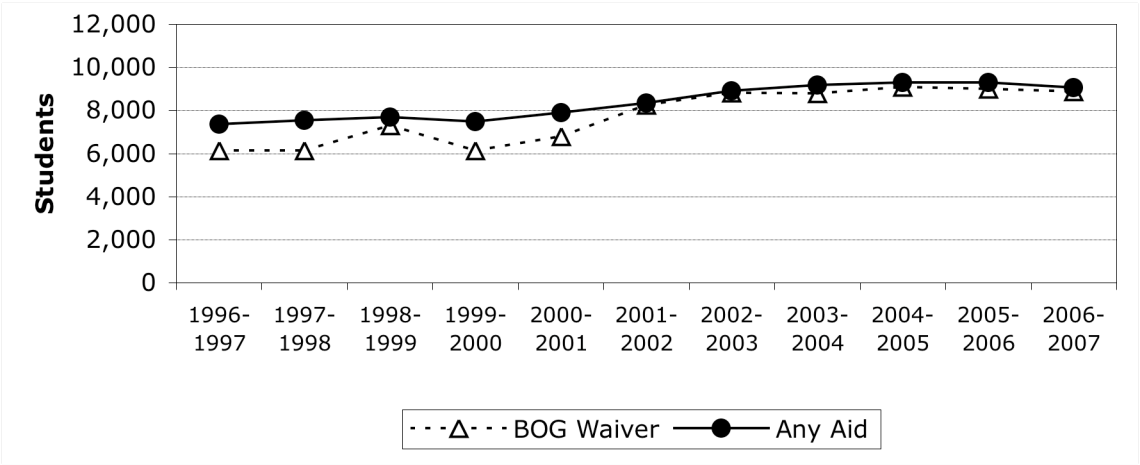
Figure 1-32. Financial Aid Awards

Award Category	2004-2005		2005-2006		2006-2007	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	4,590	$11,163,719	4,285	$10,515,077	4,179	$10,348,417
Federal SEOG	1,912	$670,686	1,810	$626,752	1,549	$515,678
EOPS Grants	1,052	$199,930	1,081	$338,353	1,041	$436,323
Student Loans	379	$919,262	512	$927,821	441	$910,849
Federal Work Study	432	$1,523,657	545	$938,467	497	$830,832
BOG Waivers	9,122	$3,902,046	9,207	$4,137,107	8,877	$3,546,455
Cal Grants	1,067	$1,209,703	1,225	$1,367,535	1,074	$1,229,895
Other	2,117	$3,361,306	4	$19,639	98	$174,949
Total (Unduplicated)	9,245	$22,950,309	9,368	$18,870,751	9,058	$17,993,398

source: GCC MIS Data Files

Figure 1-33. Percentage of Credit Students Receiving Financial Aid

Category	2004-2005	2005-2006	2006-2007
BOG Waivers: Number of Students	9,122	9,207	8,877
BOG Waivers: Percentage of Credit Students	40%	39%	37%
Any Financial Aid: Number of Students	9,245	9,368	9,058
Any Financial Aid: Percentage of Credit Students	41%	40%	38%

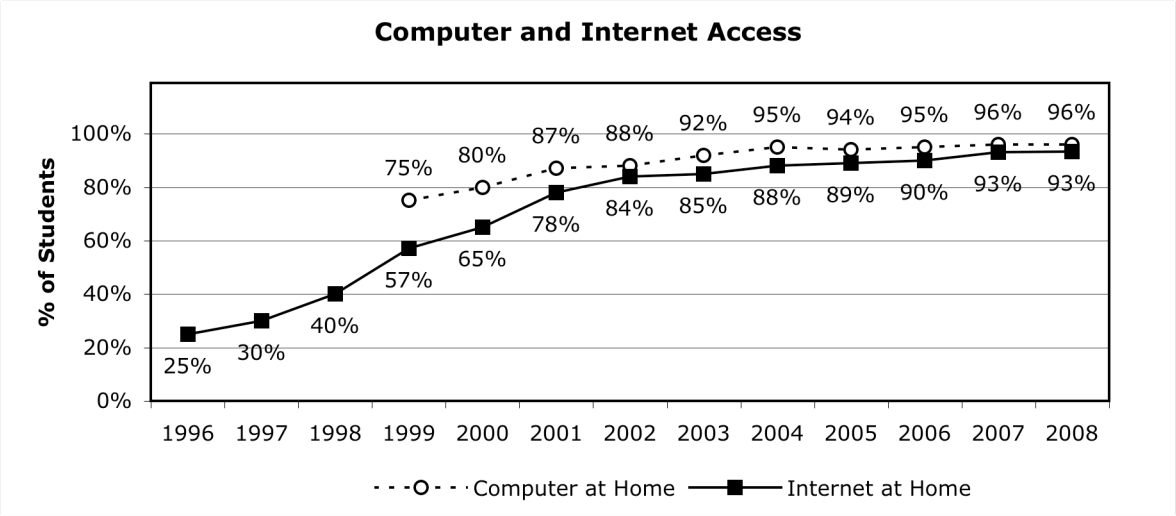


source: GCC Financial Aid Office

1.02.04. 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 1-34. Credit Student Computer and Internet Access



source: Spring Student Surveys

1.02.05. 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 1-35. Student Services Recognition, Use, and Satisfaction

	Recognition			Use			Satisfaction		
Service	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

1.02.06. 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 2007-2008, the following courses were considered precollegiate basic skills courses: ENGL 160, 162, 166, 168, 172, 174, 182, 183, 184, 185, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 117, 118, 125, 127, and 128; MATH 155, 190, and 255.

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

Figure 1-36. Precollegiate Credit Basic Skills Enrollment, Retention, and Success

Measure	Fall 2005	Fall 2006	Fall 2007
Basic Skills Census Enrollments	2,269	2,117	2,480
Basic Skills Course Retention Rates	88%	89%	89%
Basic Skills Course Success Rates	67%	67%	63%

source: GCC MIS data files

1.02.07. Transition from Noncredit to Credit

The table below shows the percentage of students enrolled in noncredit courses during the Fall semester who concurrently enrolled in credit classes, and who enrolled in credit classes in the subsequent Spring semester.

For semesters before Fall 2007, 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.

For Fall 2007 and later, the percentages are based on the new noncredit student ID number system and should be more accurate than earlier data.

Figure 1-37. Number of Students Transitioning from Noncredit to Credit

	Fall 2005	Fall 2006	Fall 2007
Total Noncredit Students	7,178	7,460	7,581
Concurrently Enrolled in Credit Classes	2%	2%	3%
Enrolled in Credit Classes in Next Spring Semester	3%	3%	5%

source: GCC Noncredit Registration and Student Master Record data files

1.03. Student Engagement

1.03.01. Community College Survey of Student Engagement (CCSSE)

Glendale Community College administered the nationally normed Community College Survey of Student Engagement (CCSSE) in Spring 2007 and Spring 2008. A random selection of credit sections resulted in responses from approximately 1,200 students each year. The results of five "benchmarks" are reported below: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The five benchmarks are based on 38 survey items. Each benchmark is standardized so the national average is 50. Results are reported for Glendale Community College, for the public community colleges in California administering the survey (16 in 2007, 18 in 2008), 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 1-38. Active and Collaborative Learning

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

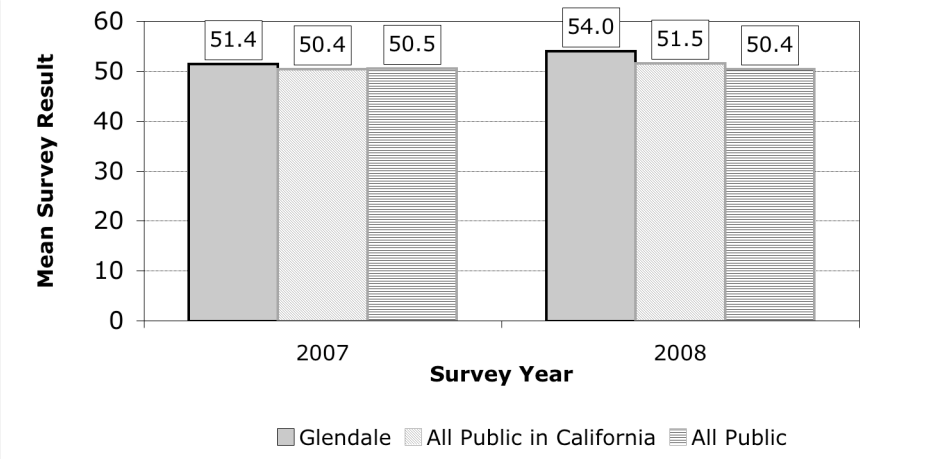


Figure 1-39. Student Effort

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

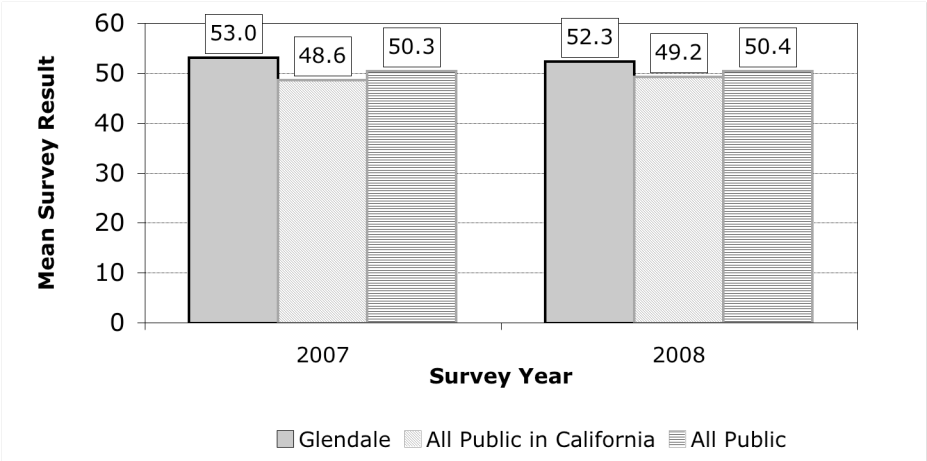


Figure 1-40. Academic Challenge

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

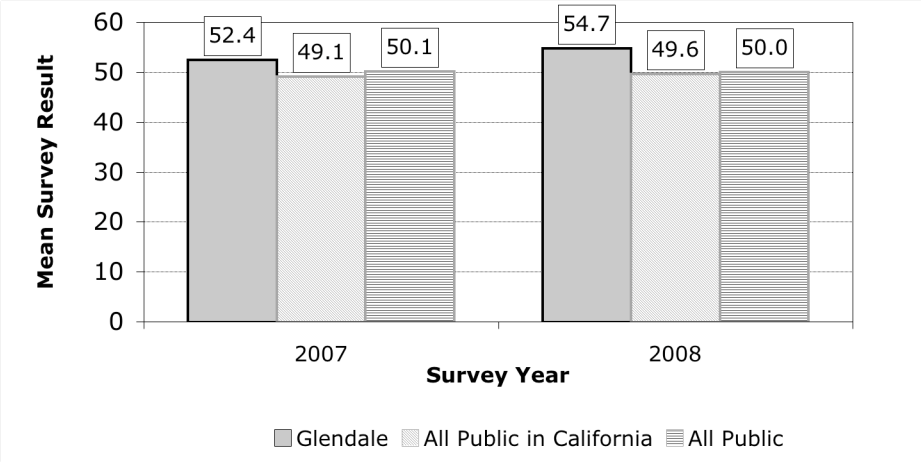


Figure 1-41. Student-Faculty Interaction

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

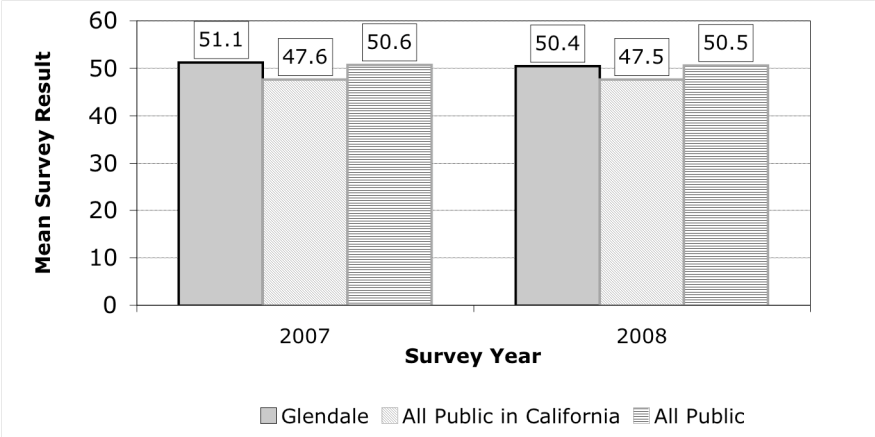
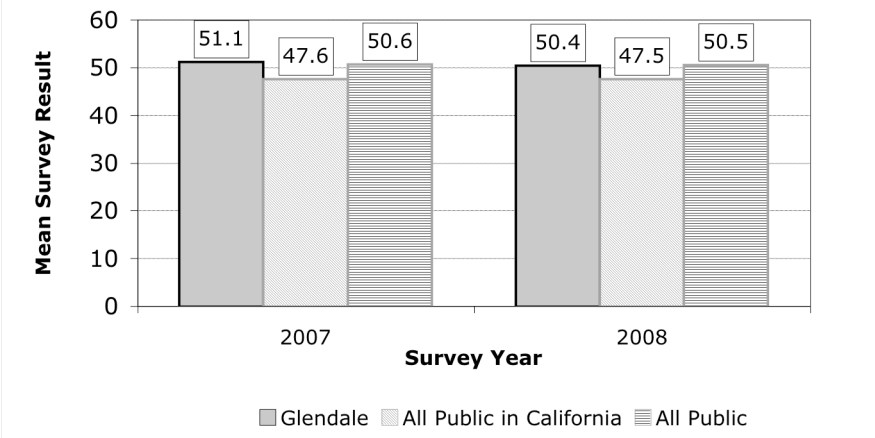


Figure 1-42. Support for Learners

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

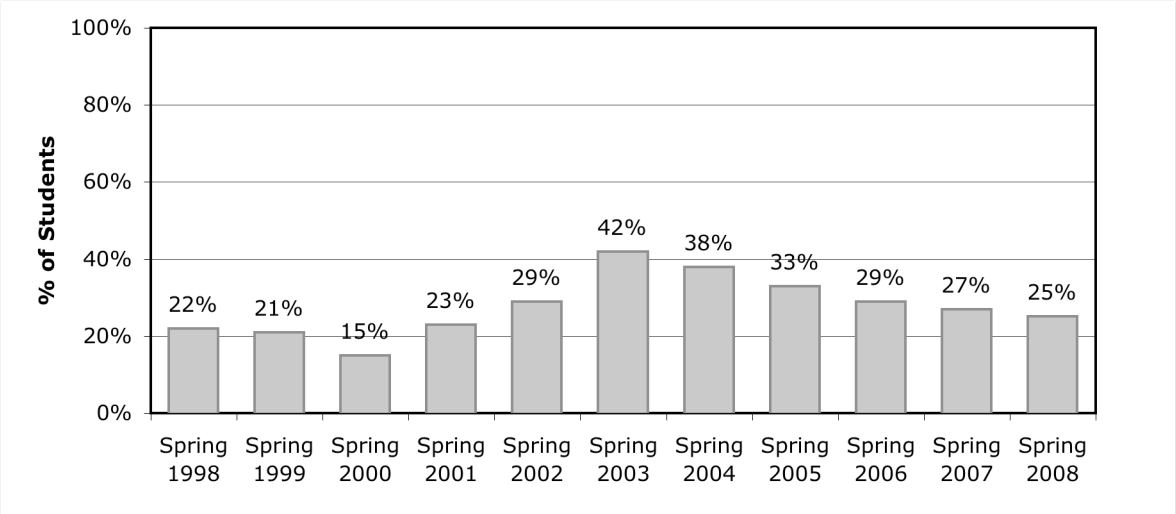


1.04. Class Availability & Scheduling

1.04.01. Student Satisfaction with Course Scheduling

Satisfaction with scheduling and class availability have mirrored the state's budget difficulties and the subsequent class cuts. According to student surveys, approximately 20% of credit students have historically reported problems getting classes; the number increased to 42% in Spring 2003 and has since decreased to 25% in Spring 2008. 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 1-43. Percentage of Credit Students Having Problems Getting Classes



source: Spring Student Surveys

Figure 1-44. Scheduling Problems Identified by Students

Problem	Spring 2006	Spring 2007	Spring 2008
Class full	19%	16%	16%
Class not offered at time student wanted it	9%	10%	9%
Class scheduled at same time as another class student needed	14%	14%	5%
Class not offered this semester	5%	6%	13%

source: Spring Student Surveys

1.04.02. Classroom Occupation, Availability & Fill Rate

Classroom occupation can be presented as "scheduling density," or the number of class sections scheduled to begin during each available time block of the day. The figure below shows overall scheduling density for the past three Fall semesters. For Fall 2007, 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 1-45. Scheduling Density for Credit Classes by Time of Day

Start Time	Fall 2004	Fall 2005	Fall 2007
6:00 am – 6:59 am	7	5	6
7:00 am – 7:59 am	39	35	30
8:00 am – 8:59 am	243	258	267
9:00 am – 9:59 am	174	188	201
10:00 am – 10:59 am	176	182	181
11:00 am – 11:59 am	8	9	14
12:00 noon – 12:59 pm	138	142	138
1:00 pm – 1:59 pm	204	247	229
2:00 pm – 2:59 pm	62	62	59
3:00 pm – 3:59 pm	71	73	64
4:00 pm – 4:59 pm	68	60	53
5:00 pm – 5:59 pm	73	82	81
6:00 pm – 6:59 pm	322	338	349
7:00 pm – 7:59 pm	69	72	75
8:00 pm – 8:59 pm	12	13	13
9:00 pm – 9:59 pm	1	0	2

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 1-46. Credit Division Fill Rate

Division	Fall 2005	Fall 2006	Fall 2007
Biology	107%	114%	109%
Business	72%	71%	70%
English	98%	98%	102%
ESL (Credit)	86%	85%	88%
Health & PE	70%	68%	74%
Health Sciences	77%	80%	90%
Language Arts	90%	86%	92%
Mathematics	100%	99%	97%
Physical Science	90%	95%	94%
Social Science	92%	87%	91%
Student Services	86%	73%	115%
Technology & Aviation	83%	78%	79%
Visual & Performing Arts	89%	84%	90%
Total Credit	88%	85%	89%

source: GCC Class Master data files

1.04.03. Enrollment of GCC Students at Other Colleges

Community college students in urban areas frequently enroll at more than one college. The table below shows the number of first-time college students enrolling in GCC credit courses in 2000-2001, 2001-2002, and 2002-2003 who subsequently enrolled at other two-year colleges. Note that the numbers for specific colleges is duplicated, so if a student enrolled at both Pasadena City College and LA Valley College after GCC, that student would be counted twice.

Figure 1.47. GCC Students Subsequently Enrolling at Other Two-Year Colleges

	GCC Entry Year					
	2000-2001		2001-2002		2002-2003	
	No.	%	No.	%	No.	%
Number of First-Time Students	4,588	100%	5,382	100%	6,270	100%
Public Two-Year Colleges	1,140	25%	1,441	27%	1,783	28%
Pasadena City College	359	8%	534	10%	679	11%
Los Angeles Valley College	195	4%	215	4%	263	4%
Los Angeles City College	144	3%	169	3%	186	3%
Santa Monica College	70	2%	89	2%	97	2%
East Los Angeles College	47	1%	69	1%	86	1%
Los Angeles Pierce College	36	1%	65	1%	86	1%
Los Angeles Mission College	51	1%	61	1%	64	1%
Los Angeles Trade-Tech College	42	1%	57	1%	63	1%
College of the Canyons	35	1%	44	1%	59	1%
Rio Hondo College	36	1%	31	1%	47	1%
Mt. San Antonio College	36	1%	31	1%	39	1%
Other Community Colleges	400	9%	484	9%	594	9%
Private Two-Year Colleges	21	0%	33	1%	36	1%
ITT Technical Institute	14	0%	22	0%	25	0%
Other Two-Year Colleges	7	0%	11	0%	11	0%

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Section 2
STUDENT SUCCESS

2.01. Student & Course Outcomes

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2.01. Student & Course Outcomes

2.01.01. Enrollment, Retention, and Success

For most classes, the college is funded by the number of enrollments active on census date. The table below shows census enrollments, retention rates, and success rates by division. Retention rate is defined as the percentage of census enrollments resulting in a grade other than W (withdrawal). Success rate is defined as the percentage of census enrollments resulting in a grade of A, B, C, or CR (credit). Note that W's are included as failures in the success rate calculation.

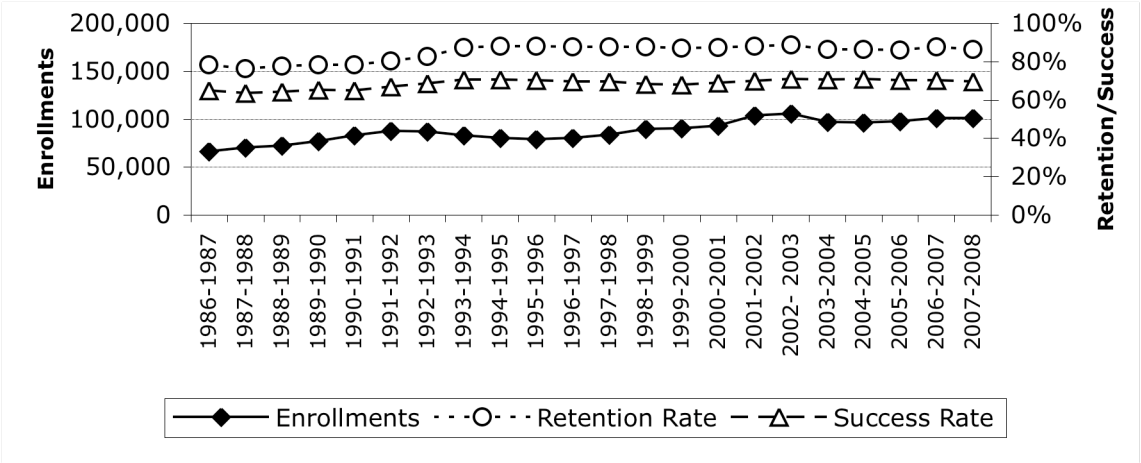
Figure 2-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

	Census Enrollments			Retention Rate			Success Rate		
Division	2005	2006	2007	2005	2006	2007	2005	2006	2007
Biology	1,084	1,051	1,114	79%	76%	78%	68%	64%	63%
Business	4,324	4,343	4,229	86%	86%	86%	72%	72%	71%
English	4,257	4,491	4,579	85%	86%	86%	69%	66%	65%
ESL (Credit)	3,237	2,849	3,155	90%	93%	92%	74%	77%	77%
Health & PE	3,322	3,281	3,481	90%	92%	90%	74%	72%	70%
Health Sciences	805	958	1,032	91%	95%	96%	85%	90%	89%
Language Arts	2,428	2,670	2,891	85%	89%	88%	74%	76%	75%
Mathematics	4,708	4,789	5,008	75%	75%	74%	51%	51%	48%
Physical Sciences	1,816	1,858	2,134	85%	86%	84%	68%	68%	68%
Social Sciences	7,410	7,233	7,823	83%	84%	85%	63%	62%	64%
Student Services	1,076	946	1,124	90%	90%	91%	76%	71%	71%
Technology & Aviation	1,944	2,016	2,154	90%	91%	88%	80%	78%	74%
Visual & Performing Arts	4,185	4,390	4,709	84%	87%	86%	71%	71%	69%
Total Credit	40,596	40,875	43,433	85%	86%	85%	69%	68%	67%

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



source: GCC Grade Detail data file

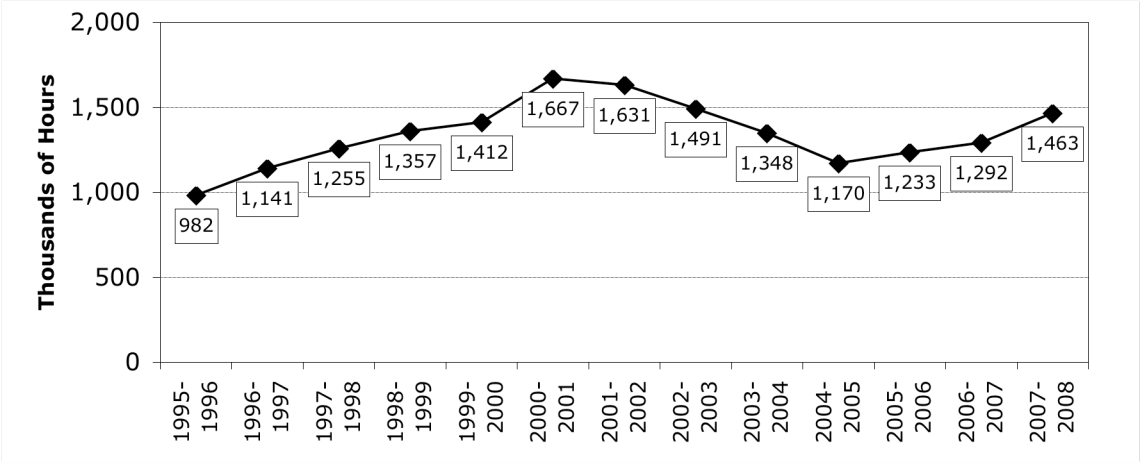
Noncredit classes are funded by the positive attendance accounting method, in which hours of attendance are recorded. One Full-Time Equivalent Student (FTES) is equivalent to 525 hours of attendance. In 2007-2008, the noncredit program counted over 1,400,000 hours of attendance.

Figure 2-3. Fall Noncredit Attendance: Total Hours and Students Enrolled

	Total Hours (Fall)			Students Enrolled (Fall)		
Department	2005	2006	2007	2005	2006	2007
Developmental Skills Lab (DSL)	30,803	26,000	20,258	834	823	896
ESL (Non-Credit)	322,595	330,815	364,673	3,386	3,574	3,365
Home Arts	1,216	1,575	1,829	71	71	74
Lifelong Learning	22,671	20,794	19,036	1,047	981	934
Business	71,110	78,140	92,922	1,110	1,320	1,671
Parent Education	17,728	18,065	17,496	694	759	631
Special Education	2,117	1,852	1,695	35	34	35
Total Non-Credit	468,238	477,240	517,909	6,942	7,265	7,581

Source: GCC MIS data files

Figure 2-4. Total Noncredit 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 2-5:

NUM	The total number of students in the group
MEAN UNITS ATT	The average number of units students attempted in Fall 2007
MEAN UNITS COMP	The average number of units students completed in Fall 2007
SPRG PERS	The percentage of Fall 2007 students persisting to Spring 2008
COMPL TERM GPA	The Fall 2007 GPA of students who completed more than zero units
COMPL PERS	The percentage of Fall 2007 students completing more than zero units who persisted to Spring 2008
COMPL NUM	The total number of students in the group completing more than zero units

Figure 2-5. Fall 2007 Success Comparison (Student Equity Measures)

	All Students Attempting Units												
Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	15,569	8.5		6.1		65%		275.00		72%		12,865
American Indian	69	7.5	√	5.3	√	54%	√	2.71	-	57%	-	56
Asian	1,567	9.3	+	7.1	+	67%	+	2.87	-	72%	√	1,329
Black	454	8.5	√	5.3	√	56%	√	2.62	-	70%	√	320
Caucasian Citizen	5,021	8.2	√	5.9	√	64%	√	2.86	-	71%	√	4,121
Caucasian Resident	1,553	9.3	+	7.2	+	74%	+	2.78	-	79%	+	1,321
Latino Citizen	3,012	8.2	√	5.0	√	62%	√	2.45	-	71%	√	2,226
Latino Resident	381	7.9	√	5.3	√	60%	√	2.54	-	69%	√	295
Latino Other	400	8.3	√	5.6	√	63%	√	2.45	-	71%	√	310
Filipino	843	8.6	+	6.0	√	61%	√	2.73	-	68%	√	689
Others	2,530	8.9	+	7.2	+	71%	+	2.86	-	76%	+	2,198
Male	6,700	8.7	+	5.9	√	64%	√	2.65	-	72%	√	5,330
Female	9,008	8.4	√	6.3	+	67%	+	2.82	-	73%	+	7,270
Male Under 25	4,500	9.8	+	6.5	+	68%	+	2.49	-	76%	+	3,599
Male Over 24	2,200	6.5	-	4.7	-	54%	√	2.99	-	63%	√	1,731
Female Under 25	4,957	9.7	+	7.0	+	71%	+	2.63	-	77%	+	4,093
Female Over 24	4,051	6.9	√	5.5	√	62%	√	3.06	-	68%	√	3,351
With Disability	547	8.5	√	5.9	√	79%	+	2.61	-	84%	+	458
Student Visa	535	12.7	+	11.0	+	78%	+	2.80	-	80%	+	516
EOPS	1,709	12.4	+	10.1	+	87%	+	2.69	-	88%	+	1,652
18-24, No High School Diploma	347	8.6	+	4.9	√	62%	√	2.35	-	73%	+	240

	First-Time Students Attempting Units												
Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	2,531	10.2		6.9		73%		2.45		83%		2,054
American Indian	5	6.6	-	4.6	-	60%	√	2.70	+	75%	√	4
Asian	229	11.0	+	8.6	+	79%	+	2.77	+	85%	+	202
Black	66	10.5	+	5.0	-	59%	√	1.96	√	83%	√	41
Caucasian Citizen	719	10.5	+	7.0	+	74%	+	2.45	+	85%	+	582
Caucasian Resident	261	10.2	+	7.8	+	78%	+	2.66	+	85%	+	226
Latino Citizen	593	9.8	√	5.6	√	69%	√	2.07	√	81%	√	441
Latino Resident	51	9.3	√	4.8	-	49%	-	2.12	√	67%	√	33
Latino Other	97	9.6	√	6.6	√	66%	√	2.22	√	71%	√	84
Filipino	101	11.3	+	7.6	+	74%	+	2.37	√	78%	√	88
Others	409	9.5	√	7.5	+	78%	+	2.78	+	86%	+	353
Male	1,200	10.2	√	6.4	√	70%	√	2.31	√	81%	√	939
Female	1,317	10.2	+	7.3	+	76%	+	2.57	+	84%	+	1,103
Male Under 25	1,031	10.7	+	6.7	√	73%	√	2.27	√	84%	+	810
Male Over 24	169	7.1	-	5.0	-	52%	-	2.62	+	64%	-	129
Female Under 25	1,002	10.9	+	7.5	+	78%	+	2.44	√	87%	+	841
Female Over 24	315	8.0	-	6.6	√	68%	√	3.00	+	77%	√	262
With Disability	115	9.4	√	6.0	√	79%	+	2.35	√	83%	√	102
Student Visa	92	13.6	+	11.9	+	86%	+	2.89	+	87%	+	91
EOPS	385	13.0	+	9.6	+	88%	+	2.46	+	91%	+	364
18-24, No High School Diploma	129	9.4	√	5.0	-	68%	√	2.27	√	83%	√	93

source: GCC MIS data files

The above table includes Potential Issues for Equity (PIE) markers: +, -, and √. A minus sign indicates that the measure for the specified group is less than 80% of the college average. A plus sign indicates that the measure is above the college average, and a check indicates the measure is between the college average and 80% of the college average.

2.01.02. Success of Students Receiving Additional Services

Students completing orientation and Student Educational Plans (SEPs) have higher success and persistence rates than students who do not complete these activities. However, it is important to note that differences between the student groups (goals, motivation, etc.) probably contribute to the greater success. The success difference cannot be attributed solely to the completion of orientation and an SEP.

Figure 2-6. Success and Persistence of New Students Completing Orientation, SEP, and Assessment

	Fall 2005	Fall 2006	Fall 2007
Course Success Rate			
All new students	*61%*	*64%*	*62%*
New students completing orientation	65%	68%	67%
New students completing SEP	74%	74%	74%
New students completing assessment	60%	62%	60%
Persistence to Spring			
All new students	*69%*	*69%*	*69%*
New students completing orientation	74%	80%	78%
New students completing SEP	93%	95%	91%
New students completing assessment	76%	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 2-7. Success and Persistence of Students Participating in Nontraditional Learning Opportunities

	Fall 2003
Course Success Rate	
Overall Success Rate	*67%*
Students completing Service Learning	79%
Students enrolled in classes with SI	68%
Persistence to Spring	
Overall Persistence Rate	*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

2.01.03. 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 2-8. Student Satisfaction Survey Results

% of Credit Students Responding "Excellent" or "Good"	Spring 2005	Spring 2006	Spring 2007	Spring 2008
The education you are getting at GCC	86%	86%	86%	83%
Campus friendliness to students	73%	72%	72%	71%

source: Spring Student Surveys

2.02. Educational Goals

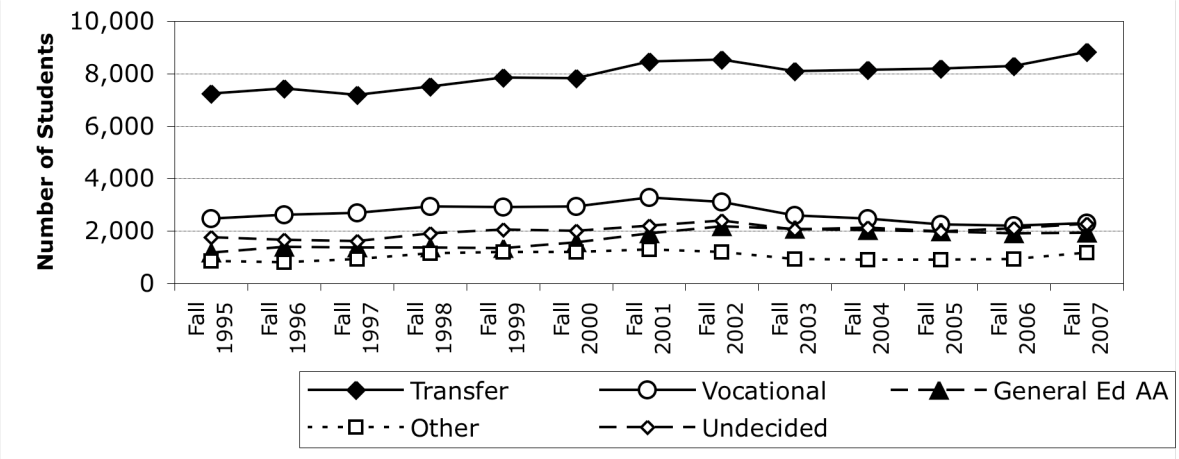
2.02.01. Student Characteristics by Educational Goal

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 2-9. Credit Enrollment by Educational Goal

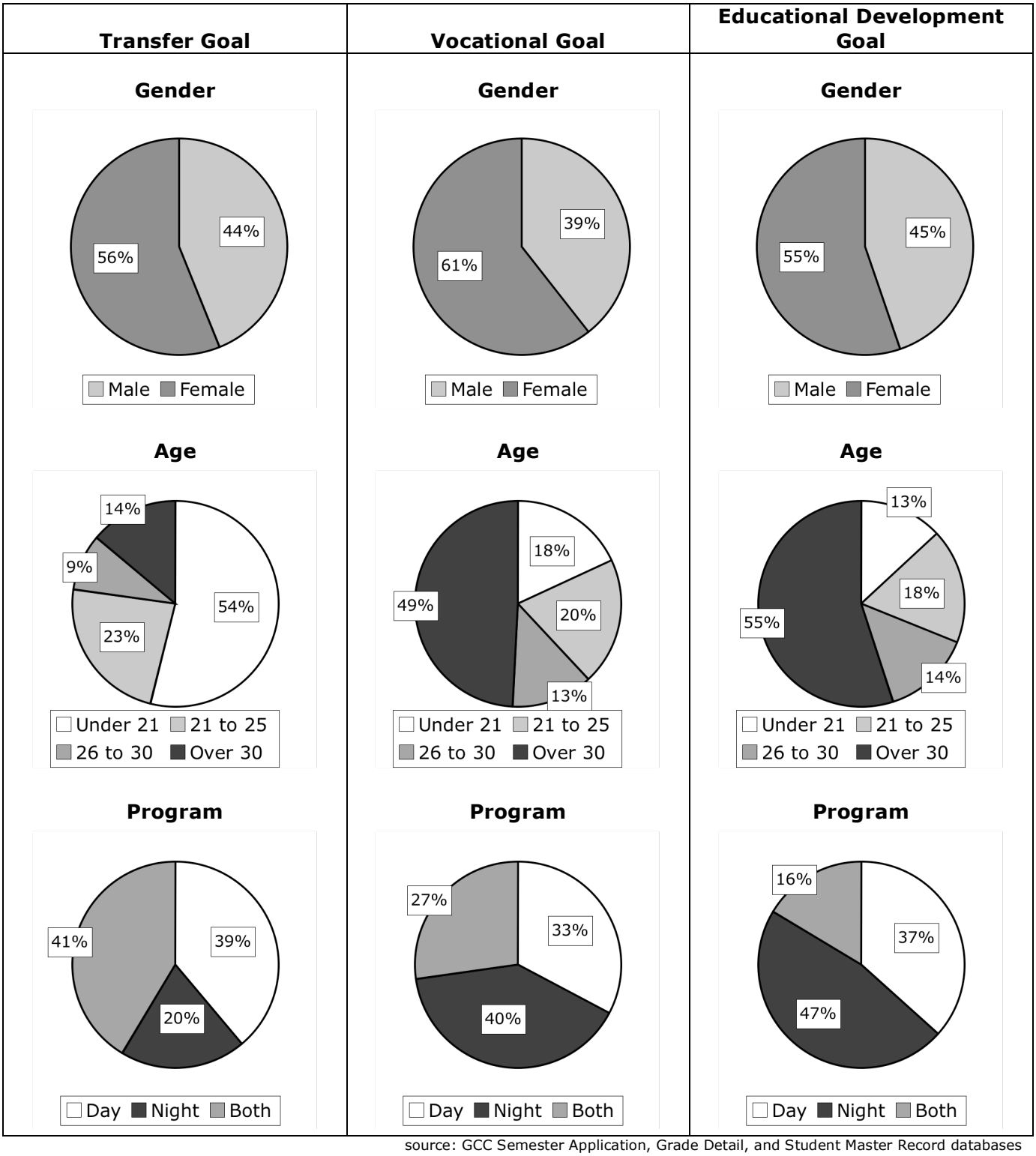
Goal	Fall 2005		Fall 2006		Fall 2007	
Transfer with AA	5,562	36%	5,812	37%	6,189	37%
Transfer without AA	2,622	17%	2,485	16%	2,642	16%
Associate's degree	1,972	13%	1,913	12%	1,931	12%
Vocational degree	329	2%	347	2%	302	2%
Certificate	391	3%	342	2%	321	2%
Discover career interests	413	3%	383	2%	435	3%
Prepare for new career	498	3%	502	3%	523	3%
Advance current job	341	2%	368	2%	448	3%
Maintain licensure	280	2%	259	2%	262	2%
Educational development	604	4%	620	4%	803	5%
Improve English, Math	165	1%	160	1%	189	1%
Complete GED/diploma	142	1%	153	1%	171	1%
Undecided	1,974	13%	2,094	13%	2,274	14%
Unknown Goal	122	1%	150	1%	70	0%
Total	15,874	100%	15,588	100%	16,560	100%



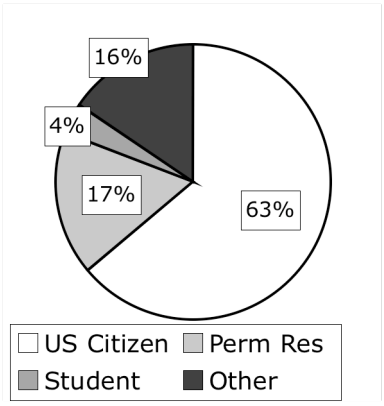
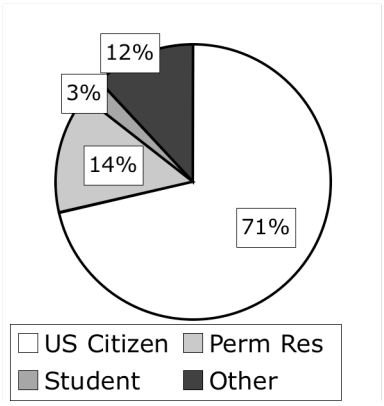
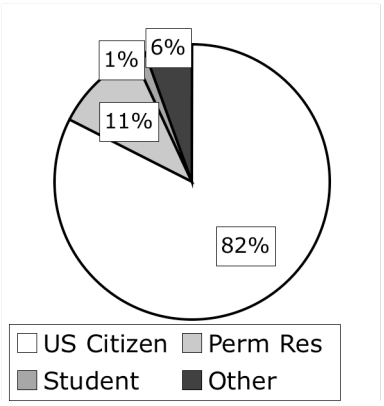
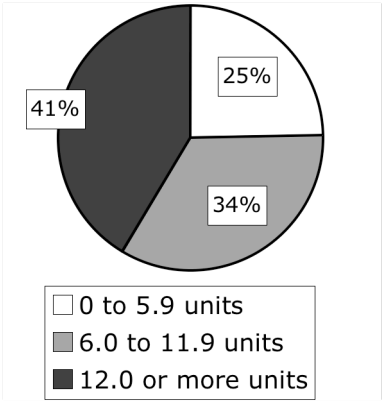
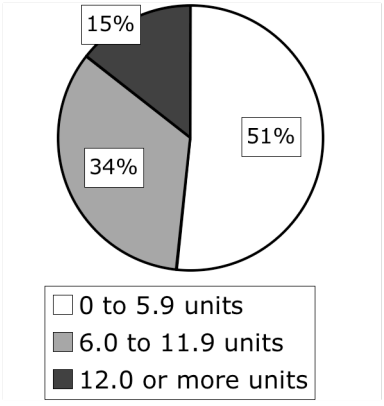
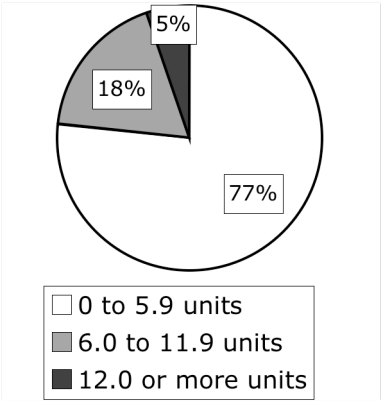
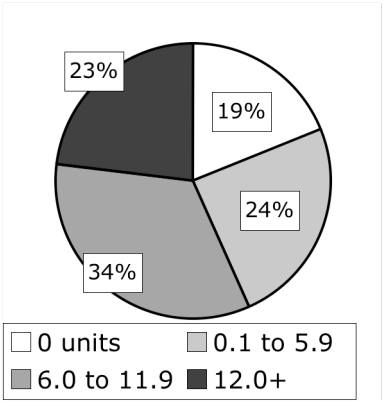
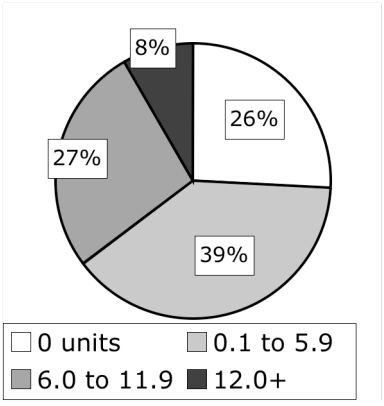
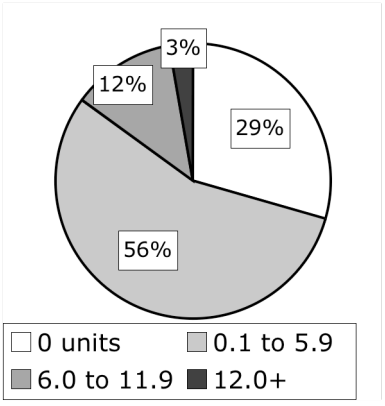
source: GCC Semester Application database

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 2-10. Characteristics of Credit Students by Goal, Fall 2007



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

Transfer Goal	Vocational Goal	Educational Development Goal
Citizenship	**Citizenship**	**Citizenship**
		
Units Attempted	**Units Attempted**	**Units Attempted**
		
Units Completed	**Units Completed**	**Units Completed**
		

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 2-11. Ethnicity of Transfer Goal Students

Ethnicity	Fall 2005		Fall 2006		Fall 2007	
Caucasian/Anglo	991	12%	1,010	12%	1,092	12%
Caucasian/Armenian	3,003	37%	3,044	37%	3,264	37%
Latino/Hispanic	2,037	25%	2,057	25%	2,226	25%
Asian	895	11%	855	10%	847	10%
Filipino	444	5%	436	5%	468	5%
African-American	246	3%	238	3%	255	3%
American Indian	38	0%	39	0%	31	0%
Other	401	5%	436	5%	454	5%
Unknown	129	2%	182	2%	194	2%
Total	8,184	100%	8,297	100%	8,831	100%

Source: GCC Semester Application and Student Master Record databases

Figure 2-12. Ethnicity of Vocational Goal Students

Ethnicity	Fall 2005		Fall 2006		Fall 2007	
Caucasian/Anglo	529	23%	476	22%	526	23%
Caucasian/Armenian	571	25%	554	25%	538	23%
Latino/Hispanic	528	23%	500	23%	495	22%
Asian	261	12%	286	13%	275	12%
Filipino	130	6%	127	6%	147	6%
African-American	69	3%	74	3%	81	4%
American Indian	12	1%	8	0%	13	1%
Other	93	4%	105	5%	119	5%
Unknown	59	3%	71	3%	97	4%
Total	2,252	100%	2,201	100%	2,291	100%

Source: GCC Semester Application and Student Master Record databases

Figure 2-13. Ethnicity of Educational Development Goal Students

Ethnicity	Fall 2005		Fall 2006		Fall 2007	
Caucasian/Anglo	218	36%	211	34%	295	37%
Caucasian/Armenian	78	13%	116	19%	132	16%
Latino/Hispanic	94	16%	88	14%	124	15%
Asian	95	16%	89	14%	105	13%
Filipino	33	5%	22	4%	33	4%
African-American	13	2%	21	3%	19	2%
American Indian	3	0%	3	0%	3	0%
Other	35	6%	33	5%	42	5%
Unknown	35	6%	37	6%	50	6%
Total	604	100%	620	100%	803	100%

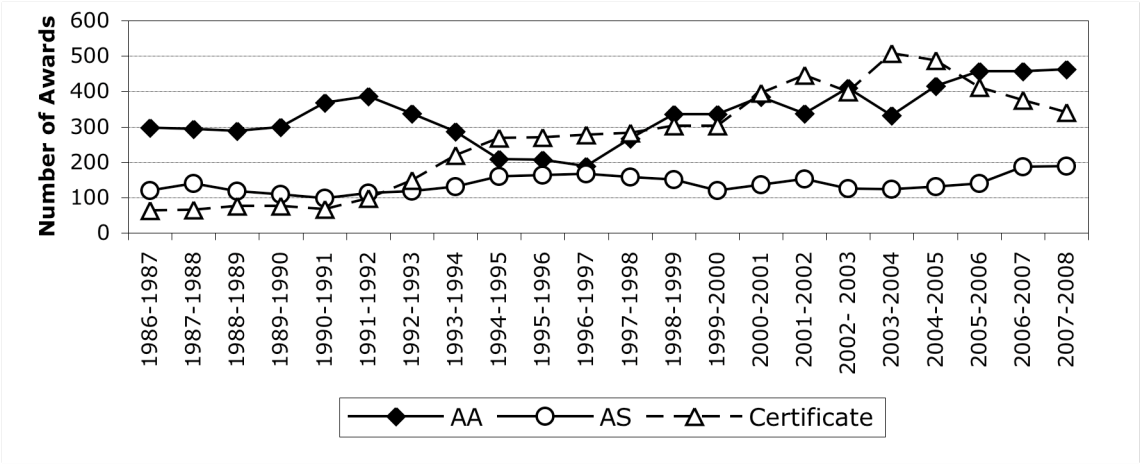
Source: GCC Semester Application and Student Master Record databases

2.03. Student Completion

2.03.01. 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 2-14. Number of Degrees and Certificates Awarded by Academic Year



source: GCC Graduation database

Figure 2-15. Degrees and Certificates Awarded by Gender

	AA Degrees			AS Degrees			Certificates		
Gender	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Male	30%	34%	37%	22%	17%	23%	25%	23%	29%
Female	70%	66%	63%	78%	83%	77%	75%	77%	71%
Total	456	456	460	140	186	189	413	376	343

source: GCC Graduation database

Figure 2-16. Degrees and Certificates Awarded by Ethnicity

	AA Degrees			AS Degrees			Certificates		
Ethnicity	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Caucasian/Anglo	12%	13%	13%	12%	13%	13%	11%	12%	14%
Caucasian/Armenian	36%	34%	40%	36%	34%	40%	51%	56%	52%
Latino/Hispanic	22%	24%	21%	22%	24%	21%	18%	14%	12%
Asian	12%	12%	12%	12%	12%	12%	9%	5%	8%
Filipino	7%	6%	5%	7%	6%	5%	4%	4%	4%
African-American	3%	3%	2%	3%	3%	2%	2%	2%	2%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	7%	9%	7%	7%	9%	7%	5%	7%	8%
Total	456	456	460	456	456	460	413	376	343

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; 434 were awarded in 2007-2008. 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 2-17. Associate in Arts (AA) Degrees Awarded

Major	2005-2006	2006-2007	2007-2008	3-Year Total
APPLIED ARTS	1	1	0	2
BIOLOGICAL SCIENCE	1	2	1	4
BUSINESS ADMINISTRATION	33	42	45	120
CHOREOGRAPHIC STUDIES & DANCE TECHNIQUE	0	1	0	1
ENGLISH	1	1	1	3
FOREIGN LANGUAGE	0	0	1	1
FOREIGN LANGUAGE - OPTION 2	10	9	6	25
FOREIGN LANGUAGE - SPANISH	1	0	0	1
GENERAL EDUCATION TRANSFER STUDIES	330	298	332	960
HEALTH SCIENCE	28	44	32	104
HUMANITIES	2	2	1	5
MASS COMMUNICATIONS	0	2	0	2
MATHEMATICS	0	0	1	1
MUSIC	0	5	0	5
PHYSICAL EDUCATION	0	0	1	1
PHYSICAL SCIENCE	3	0	0	3
SCIENCE	1	0	0	1
SOCIAL SCIENCE	35	39	25	99
SPEECH/COMMUNICATION	1	0	2	3
THEATER ARTS	3	0	0	3
VISUAL ARTS - ANIMATION	0	1	0	1
VISUAL ARTS - ART HISTORY	0	0	1	1
VISUAL ARTS - GRAPHIC ARTS	4	6	5	15
VISUAL ARTS - MEDIA ARTS	0	1	2	3
VISUAL ARTS - PHOTOGRAPHY	0	0	1	1
VISUAL ARTS - TWO DIMENSIONAL	2	2	3	7
TOTAL	456	456	460	1,372

source: GCC Graduation database

Figure 2-18. Certificates and Associate in Science (AS) Degrees Awarded

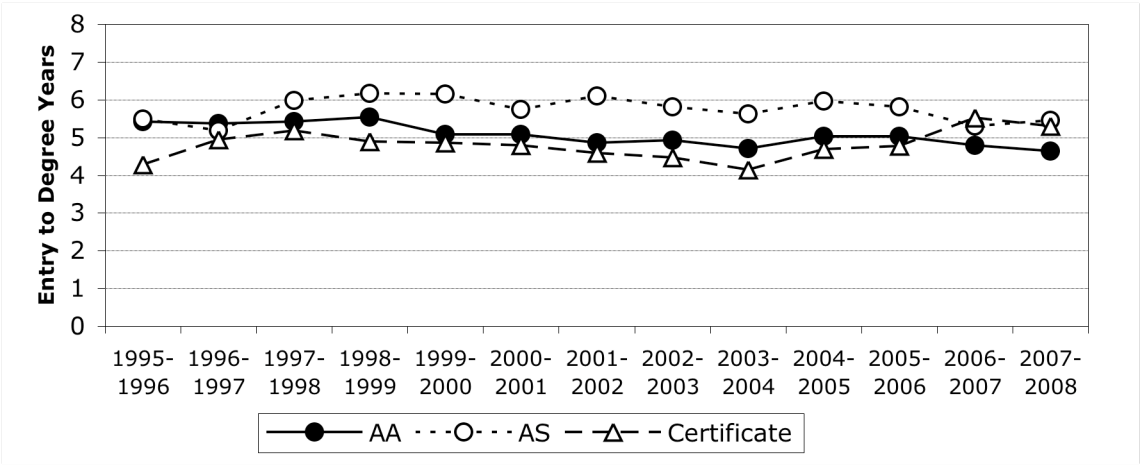
	2005-2006		2006-2007		2007-2008		
Major	AS	Cert	AS	Cert	AS	Cert	Total
ACCOUNTING	14	24	26	19	23	27	133
ADMINISTRATION OF JUSTICE	1	4	2	1	3	2	13
ADVERTISING ART	1	2	0	2	0	4	9
ANIMATION - CLASSICAL ANIMATION	0	1	0	2	0	0	3
ANIMATION - DIGITAL ANIMATION	1	2	0	3	1	0	7
ARCHITECTURAL DRAFTING & DESIGN	0	1	0	0	0	0	1
ARCHITECTURE - CAD	0	0	0	1	1	1	3
ARCHITECTURE - COMMERCIAL	0	0	0	1	0	0	1
ARCHITECTURE - DRAFTING	0	0	1	2	2	9	14
ARCHITECTURE - RESIDENTIAL	0	0	0	3	1	2	6
ARCRFT PWRPLNT & ARFRM MAINT. & OVRHL	0	6	0	0	1	1	8
ART - TWO DIMENSIONAL	0	1	0	1	2	2	6
AVIATION & TRANSPORTATION - AVIATION ADMIN.	0	0	1	1	1	1	4
AVIATION & TRANSPORTATION - FLIGHT ATTENDANT	7	6	7	4	11	12	47
AVIATION & TRANSP.-AIRCRFT PWRPLNT MAINT & OVERHAUL	0	1	0	0	0	1	2
AVIATION AND TRANSPORTATION PILOT TRAINING	0	4	1	2	2	3	12
BOOKKEEPING	0	7	0	9	0	13	29
BUSINESS - GENERAL	0	0	0	0	0	1	1
BUSINESS ADMINISTRATION - FINANCIAL PLANNING AND INVESTMENT	0	1	3	0	0	2	6
BUSINESS ADMINISTRATION - GENERAL BUSINESS	1	2	1	1	3	0	8
BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS	2	2	1	0	1	1	7
BUSINESS ADMINISTRATION - SMALL BUSINESS	1	1	0	0	0	1	3
BUSINESS OFFICE TECHNOLOGY - ADMINISTRATIVE ASSISTANT	3	0	1	1	1	0	6
BUSINESS OFFICE TECHNOLOGY - EXECUTIVE SECRETARY	1	0	0	0	0	0	1
BUSINESS OFFICE TECHNOLOGY - GENERAL OFFICE	13	0	7	1	1	0	22
CERAMICS	0	0	0	2	1	3	6
CERTIFIED TAX PREPARER	0	9	0	10	0	6	25
CHILD DEVELOPMENT - MASTER TEACHER	2	2	4	3	0	2	13
CHILD DEVELOPMENT - SITE SUPERVISOR	1	0	1	0	0	0	2
CHILD DEVELOPMENT - TEACHER	10	20	8	2	1	0	41
CHILD DEVELOPMENT/TEACHER - INFANT TODDLER	1	3	0	1	1	0	6
CHILD DEVELOPMENT/TEACHER - PRESCHOOL	0	0	8	11	10	12	41
CHILD DEVELOPMENT/TEACHER - SCHOOL AGE CARE	1	0	1	2	1	0	5
CHILD DEVELOPMENT/TEACHING-NURSERY SCHOOL	2	0	0	0	0	0	2
CHILD DEVELOPMENT-ADMINISTRATION/SUPERVISION OF CHILDREN'S PRGMS	0	0	0	1	0	0	1
CHOREOGRAPHIC STUDIES AND DANCE TECHNIQUE	3	3	1	1	0	1	9
COMMUNICATIONS	0	33	0	11	0	15	59
COMPUTER AIDED MANUFACTURING	1	0	0	0	0	1	2
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES-GENERAL OFFICE	9	50	18	41	27	32	177
COMPUTER INFORMATION SYSTEMS	2	1	3	1	0	0	7
COMPUTER INFORMATION SYSTEMS-MICROCOMPUTER	0	0	1	0	0	0	1
COMPUTER OPERATOR	0	2	0	0	0	0	2
COMPUTER PROGRAMMER	1	2	2	0	0	0	5
COMPUTER SCIENCE	2	0	0	0	0	0	2
COMPUTER SOFTWARE TECHNICIAN	0	1	0	0	0	0	1
COMPUTER SUPPORT TECHNICIAN	0	2	0	0	0	0	2
COMPUTERIZED ACCOUNTING SPECIALIST	0	13	0	17	0	8	38
COMPUTER-SOFTWARE TECHNICIAN	1	0	1	0	0	0	2
COSMETOLOGY	0	0	0	1	0	0	1

Major	2005-2006		2006-2007		2007-2008		
	AS	Cert	AS	Cert	AS	Cert	Total
CULINARY ARTS	0	12	0	12	0	3	27
CULINARY ARTS CERTIFICATE (ADVANCED)	0	0	0	1	0	5	6
CULINARY ARTS CERTIFICATE (BEGINNING)	0	2	0	4	0	6	12
DESKTOP PUBLISHING	1	1	0	0	0	0	2
DESKTOP PUBLISHING TECHNICIAN	0	2	0	0	0	0	2
DIETARY SERVICE SUPERVISOR	0	8	2	12	0	4	26
ELECT. AND COMP. TECHNOLOGY – COMP. SYS. TECH.	1	0	0	0	0	0	1
ELECT. & COMP. TECHNOLOGY-ELECT. ENG. TECH.	1	3	1	0	1	0	6
ELECT. AND COMP. TECHNOLOGY – COMP. ENG. TECH.	0	2	0	1	1	0	4
ENGINEERING/ELECTRO-MECHANICAL DESIGN	0	0	0	0	2	0	2
ENG./ELECTRO-MECH. DESIGN - DRAFTING/CAD	0	2	0	1	0	1	4
ENG./ELECTRO-MECH. DESIGN - MECHANICAL DESIGN	1	0	0	0	0	1	2
FASHION DESIGN	0	0	0	0	1	0	1
FIRE TECHNOLOGY	3	7	4	6	1	5	26
FITNESS SPECIALIST	0	0	0	0	1	0	1
HOSPITALITY SUPERVISION	0	0	0	1	0	4	5
HOTEL/RESTAURANT MANAGEMENT	2	1	6	9	4	4	26
INSURANCE PROFESSIONAL CERTIFICATE	0	0	0	0	0	1	1
MACHINE AND MANUFACTURING TECH.-MACHINIST	0	0	0	0	0	4	4
MANAGEMENT	0	4	1	1	3	4	13
MANUFACTURING ENGINEERING	0	0	0	1	0	0	1
MARKETING	1	1	1	1	0	0	4
MARKETING SPECIALIST	0	0	0	1	0	0	1
MASS COMMUNICATIONS	1	0	0	1	0	0	2
MEDICAL ADMIN. SERVICES - MEDICAL FRONT OFFICE	1	7	0	10	2	5	25
MEDICAL ADMIN. SERVICES - MEDICAL SECRETARY	0	0	0	1	0	0	1
MEDICAL BILLING AND CODING	0	10	0	14	0	9	33
MICROSOFT OFFICE USER SPECIALIST - OPTION 1	0	0	0	0	0	2	2
MICROSOFT OFFICE USER SPECIALIST - OPTION 3	0	2	0	2	0	0	4
MICROSOFT OFFICE USER SPECIALIST - OPTION 4	0	4	0	4	0	1	9
MICROSOFT OFFICE USER SPECIALIST - OPTION 5	0	4	0	1	0	0	5
MICROSOFT OFFICE USER SPECIALIST - OPTION 7	0	0	0	2	0	0	2
MUSIC	0	1	0	0	0	1	2
OFFICE ADMINISTRATION - LEGAL SECRETARY	0	0	1	0	0	0	1
PERSONAL TRAINER CERTIFICATE	0	0	0	0	0	2	2
PHOTOGRAPHY	0	1	0	4	0	1	6
PUBLIC RELATIONS	0	2	0	4	0	3	9
REAL ESTATE	1	13	4	14	2	11	45
RECEPTIONIST/OFFICE CLERK	0	50	0	40	0	36	126
REGISTERED NURSING	42	29	64	35	73	37	280
RESTAURANT MANAGEMENT	0	0	0	5	0	4	9
RESTAURANT SUPERVISION	0	0	0	5	0	3	8
RETAIL MANAGEMENT	0	2	0	0	0	0	2
SMALL BUSINESS SPECIALIST	1	0	0	1	0	0	2
SPECIALIST IN ALCOHOL/DRUG STUDIES	2	27	1	15	0	15	60
TELEVISION PRODUCTION - MASS MEDIA	0	1	1	0	0	0	2
TELEVISION PRODUCTION - VIDEOGRAPHY	1	3	0	0	1	0	5
TELEVISION PRODUCTION-CORPORATE TELEVISION	0	1	1	2	0	1	5
THEATRE ARTS - GENERAL CERTIFICATE	0	0	0	0	1	0	1
VISUAL ARTS - THREE DIMENSIONAL	0	0	0	1	0	0	1
WEB GRAPHICS	0	2	0	4	0	5	11
WEB PUBLISHING SPECIALIST	0	1	0	0	1	0	2
WELDING, OCCUPATIONAL (COMBINATION WELDER)	0	2	0	2	0	2	6
TOTAL	140	413	186	376	189	343	1,647

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 4.6 years for degrees completed in 2007-2008, 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 certificate completion has recently increased.

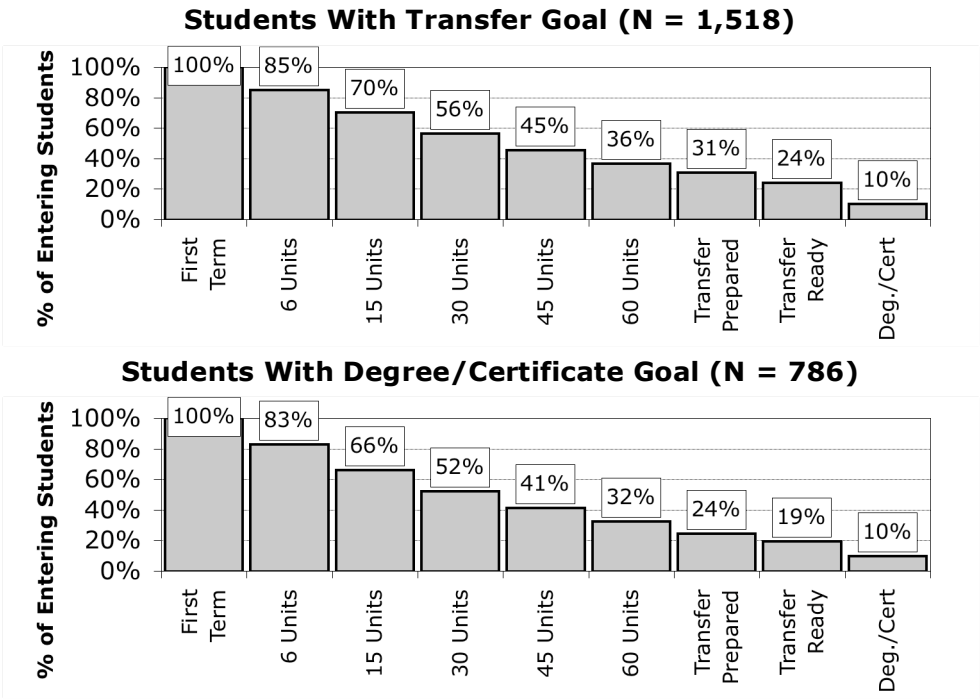
Figure 2-19. Mean Entry to Degree Time (Years)



source: GCC Graduation database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2004. The percentage of entering students reaching each milestone within four years is shown. Transfer prepared students have completed at least 60 UC/CSU transferable units with a GPA of 2.0 or higher in those units. Transfer ready students are transfer prepared, have passed English 101, and have passed a transferable Math course. (Note that the two student groups overlap: students with a goal of transfer with an AA are included in both groups.)

Figure 2-20. Percentage of Fall 2004 Entering Cohort Achieving Success Within 4 Years



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

2.03.02. Continuing and Community Education Student Completion

The GCC Continuing and Community Education programs offer adult high school diplomas and General Education Development (GED) testing. The following table shows the number of student completions in non-credit areas.

CASAS (Comprehensive Adult Student Assessment System) tests are used to assess student competencies in several areas, including ESL. CASAS tests are also used to document student progress for CalWORKs recipients.

Figure 2-21. Continuing and Community Education Student Completion

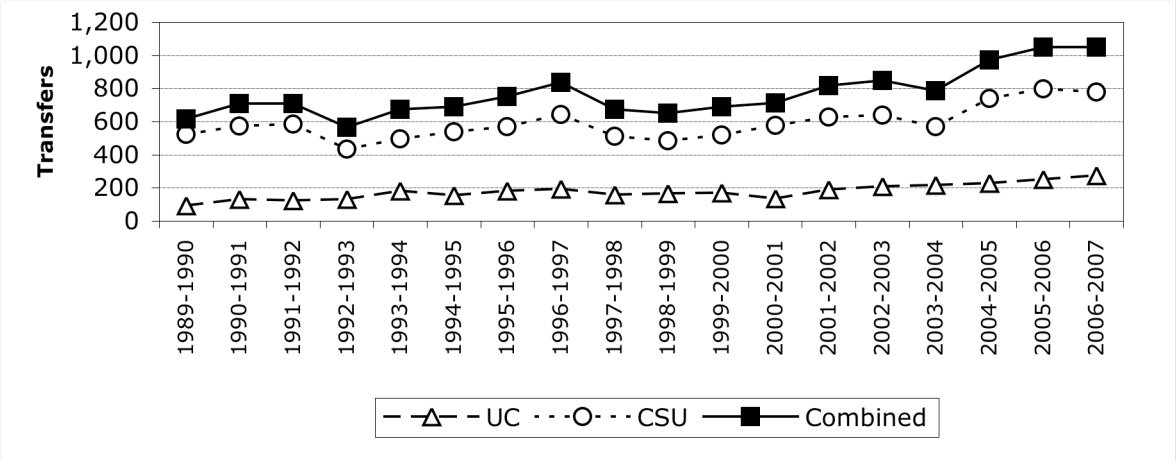
	2005-2006	2006-2007	2007-2008
Students obtaining GED	67	41	84
Students completing high school diploma	5	4	15
Successful student completions of high school courses	287	321	208
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	2,507	2,530	2,687
Students earning Adult Basic Education CASAS benchmarks	65	38	76

source: GCC Continuing and Community Education Program

2.03.03. Transfer

A primary part of the college's mission is to prepare students for transfer to four-year institutions. The number of students transferring from GCC has fluctuated in the past 15 years, but has tended to increase since 1998. The number of GCC transfers to UC institutions has increased by 63% since 1998-1999. The number of GCC transfers to CSU institutions has increased 61% during the same time period.

Figure 2-22. Transfers from GCC to UC and CSU



source: California Postsecondary Education Commission (CPEC)

Figure 2-23. Retrospective 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	--	--
2006-2007	273	777	--	--

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 2-24. Number of Transfers to Senior Institutions

Transfer Institution	2004-2005	2005-2006	2006-2007
CSU			
Northridge	367	423	403
Los Angeles	224	231	214
Pomona	67	56	53
Long Beach	31	27	38
Dominguez Hills	5	6	10
Fullerton	18	18	11
San Diego	4	9	10
Other CSU	25	29	38
CSU Total	741	799	777
UC			
Los Angeles	117	127	139
Irvine	29	40	38
Santa Barbara	31	20	27
Berkeley	19	16	33
San Diego	14	26	19
Riverside	13	10	14
Other UC	6	12	3
UC Total	229	251	273

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 2-25. Performance of Upper-Division Students Transferring to CSU

Performance Measure	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number of CSU Transfers from GCC	429	448	464	463
Pre-Admission GPA of Transfers from GCC	2.95	2.94	2.96	2.93
Fall-to-Fall Persistence of GCC Transfers	85%	88%		
Persistence of All CC Transfers	85%	85%		
CSU GPA of Persisters from GCC	3.01	2.91		
CSU GPA of Persisters from All CC's	2.94	2.93		

source: CSU Academic Performance Reports

Note: Performance data for Fall 2006 and Fall 2007 transfers to CSU were not available in time for publication of the Campus Profile.

Glendale Community College receives information from the National Student Clearinghouse about GCC students who enroll at four-year colleges and universities. In contrast with the retrospective data presented above, in which students enrolling at four-year institutions were tracked back to the two-year college they attended, data from the National Student Clearinghouse allow prospective studies, in which students at GCC can be categorized according to their future enrollments at four-year institutions. The different sources of data give different information about student transfer.

The following table tracks first-time students entering GCC in 2000-2001, 2001-2002, and 2002-2003. Students in each cohort were tracked for six academic years to determine their enrollments at four-year colleges and universities. All enrollments after the student's first term at GCC are counted in the table.

Figure 2-26. Prospective Analysis of GCC Students Enrolling at Four-Year Institutions

	Year Entering GCC		
	2000-2001	**2001-2002**	**2002-2003**
All First-Time Students			
Number of Students	4,588	5,382	6,270
Percent Enrolling at a Public 4-Year Institution	21%	20%	25%
Percent Enrolling at a Private 4-Year Institution	7%	6%	8%
Percent Enrolling at Any 4-Year Institution	26%	25%	31%
First-Time Students with Transfer Goal			
Number of Students	2,114	2,291	2,384
Percent Enrolling at a Public 4-Year Institution	28%	27%	30%
Percent Enrolling at a Private 4-Year Institution	9%	7%	9%
Percent Enrolling at Any 4-Year Institution	34%	32%	36%

source: National Student Clearinghouse data files

The next table shows four-year institutions attended within six academic years by GCC first-time students in 2000-2001, 2001-2002, and 2002-2003.

Figure 2-27. Prospective Analysis of Transfer: Four-Year Institutions

	Number of Transfer Students by Year Entering GCC		
Four-Year Institution	**2000-2001**	**2001-2002**	**2002-2003**
CSU Northridge	315	320	451
CSU Los Angeles	146	178	190
UCLA	119	142	193
USC	79	88	102
UC Irvine	56	76	105
Cal Poly Pomona	63	65	73
University of Phoenix	40	54	65
UC Santa Barbara	37	49	71
UC Extension	48	45	56
UC San Diego	31	40	69
CSU Long Beach	33	35	62
UC Riverside	26	41	52
UC Berkeley	30	27	60
Woodbury University	34	28	29
San Diego State	8	5	37
CSU Fullerton	14	15	18

source: National Student Clearinghouse data files

2.03.04. Accountability Reporting for the Community Colleges (ARCC)

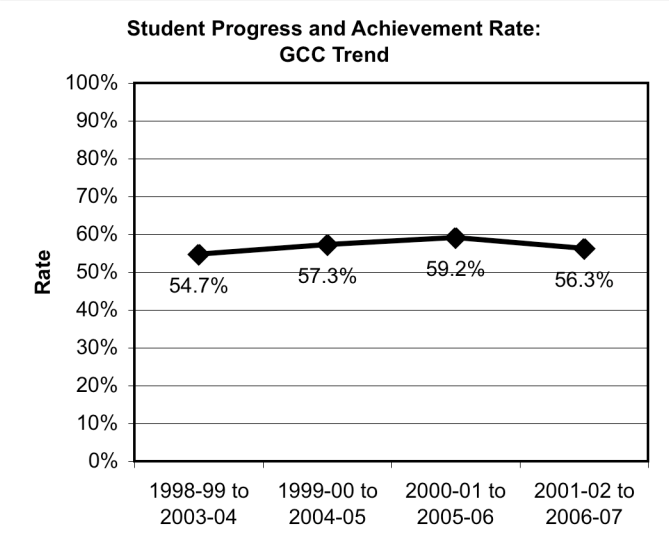
Accountability Reporting for the Community Colleges (ARCC) is an accountability reporting system created in response to Assembly Bill 1417 in 2004. The first report on the performance of community colleges in California was released in January 2007. The following figures summarize GCC's performance on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

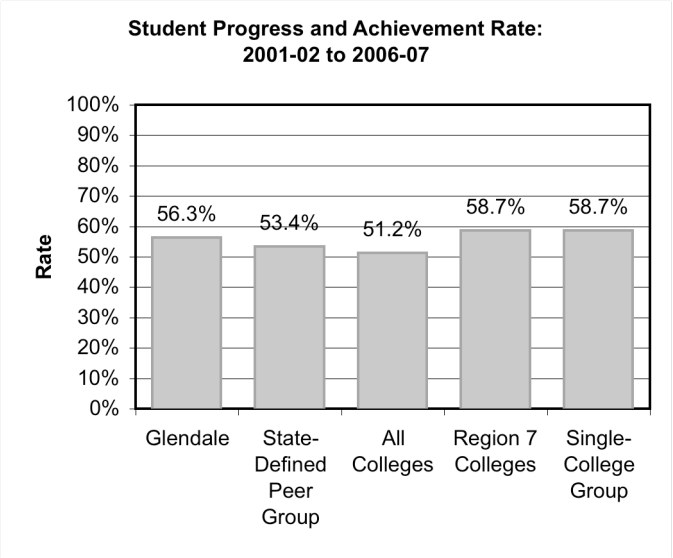
For each indicator, GCC's performance is compared to the performance of four comparison groups: a state-defined peer group specific to that indicator, all community colleges in California, all colleges in Region 7, and all single-college districts within 20% of GCC's size in FTES (the "single college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

Figure 2-28. 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 12th out of the 39 colleges in the state-defined peer group for Indicator A, and 23rd out of the 108 colleges in California for which data were reported. GCC ranks 3rd out of the 14 colleges in Region 7.



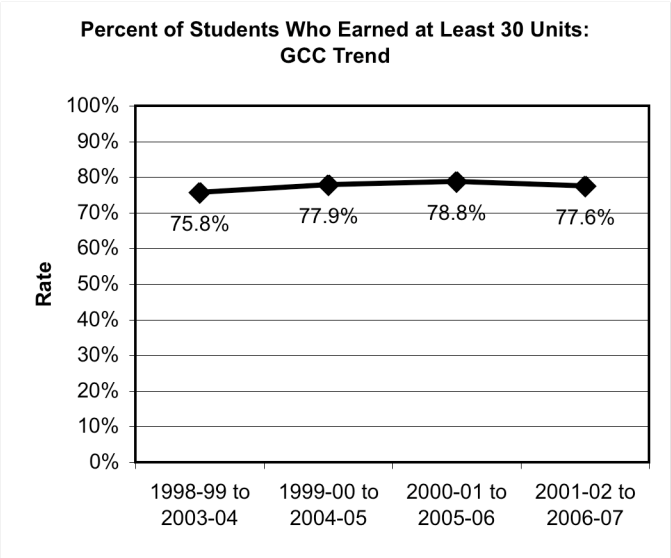


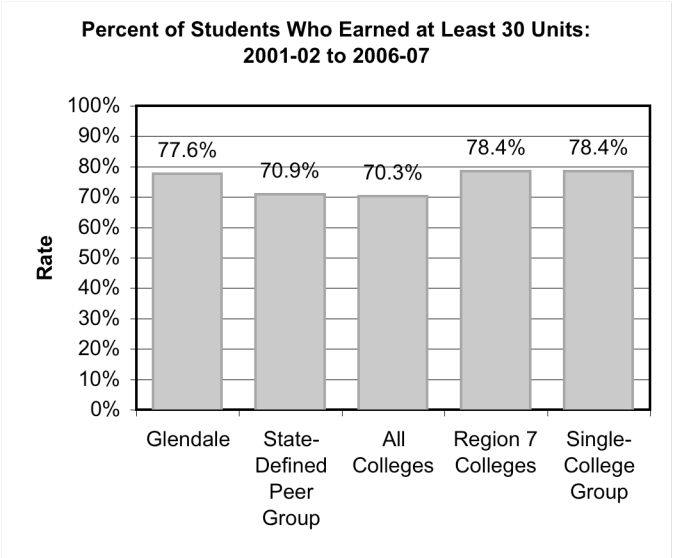
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-29. 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 29 colleges in the state-defined peer group for Indicator A, and 4th out of the 108 colleges in California for which data were reported. GCC ranks 2nd out of the 14 colleges in Region 7, after Pasadena City College.



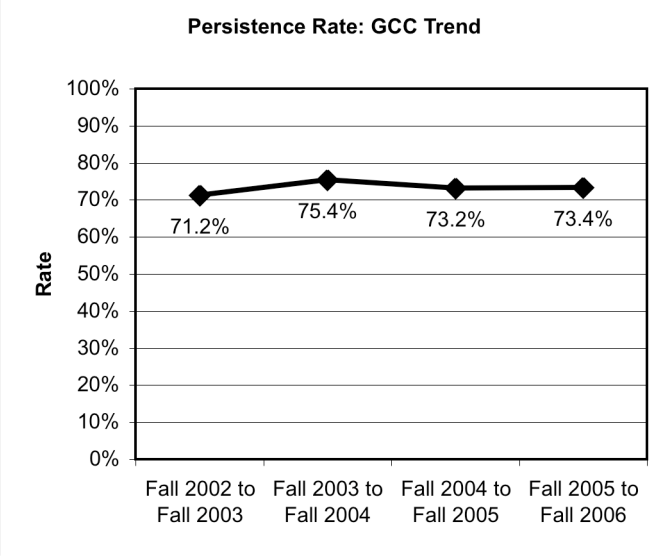


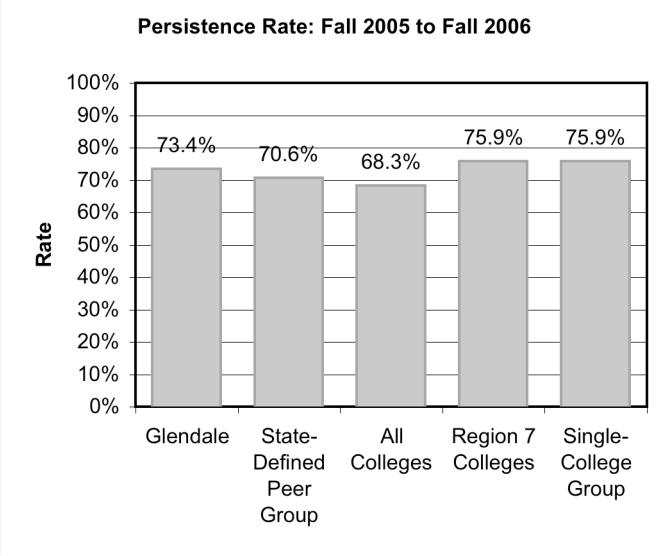
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-30. 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 5th out of the 21 colleges in the state-defined peer group for Indicator A, and 19th out of the 109 colleges in California for which data were reported. GCC ranks 3rd out of the 14 colleges in Region 7, behind Pasadena and El Camino.



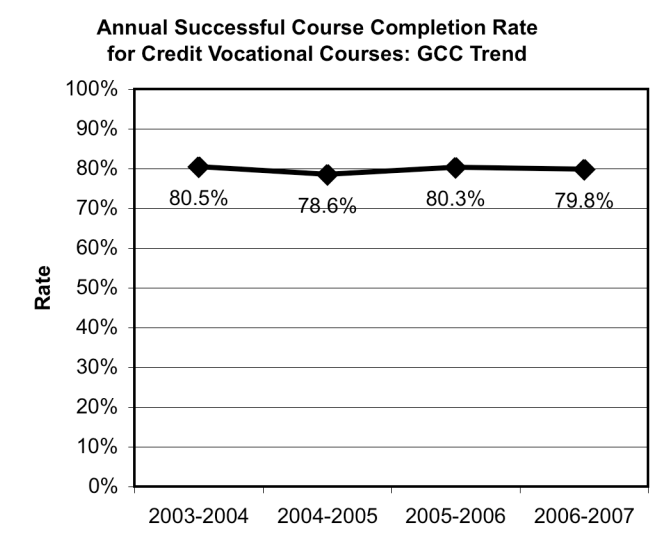


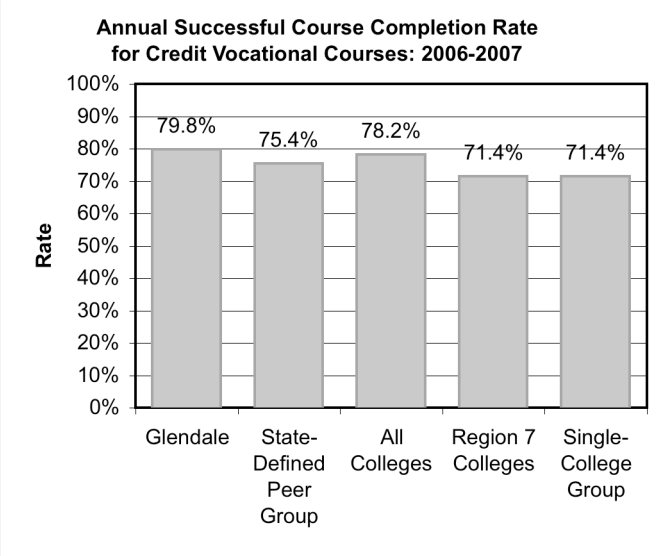
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-31. 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 29 colleges in the state-defined peer group for Indicator A, and 28th out of the 110 colleges in California for which data were reported. GCC ranks 3rd out of the 14 colleges in Region 7, after East LA College and West LA College.



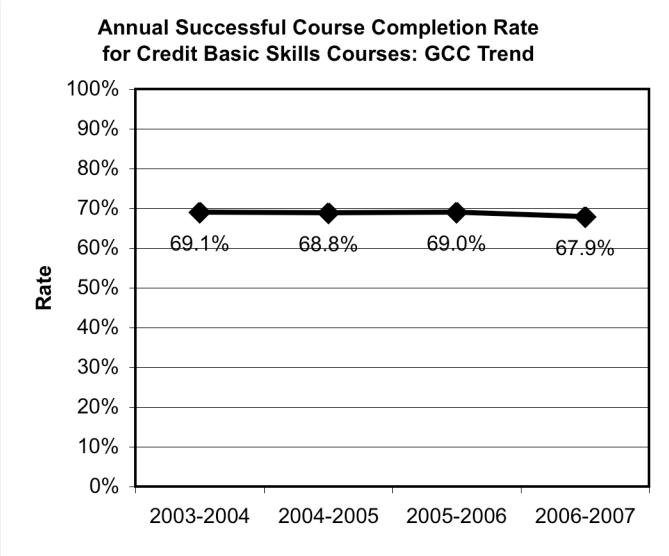


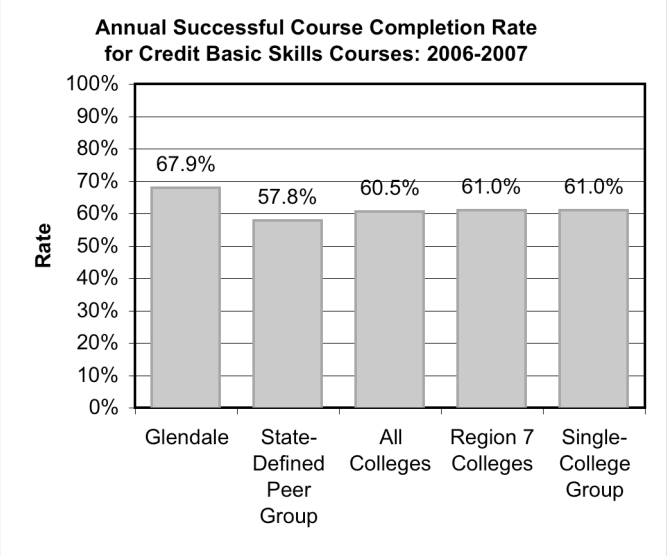
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-32. 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 2nd out of the 12 colleges in the state-defined peer group for Indicator A, and 16th out of the 110 colleges in California for which data were reported. GCC ranks 2nd out of the 14 colleges in Region 7, after LA Valley College.



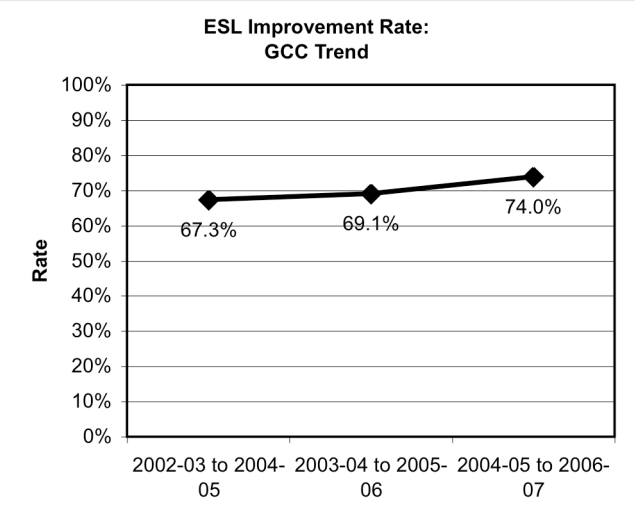


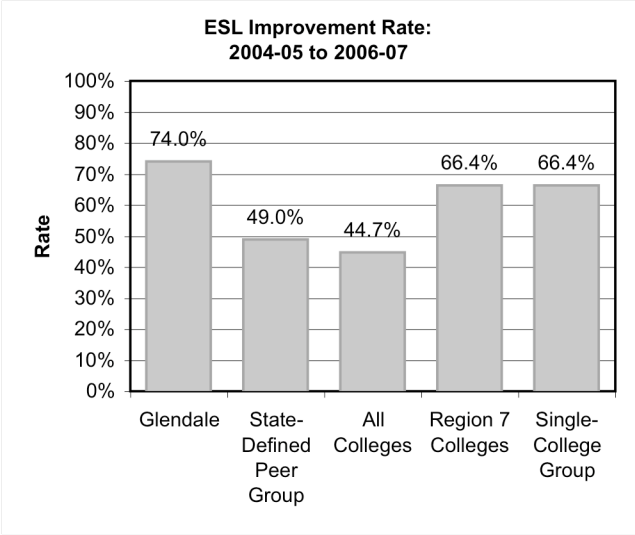
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-33. ARCC Indicator F: ESL Improvement Rate

"ESL Improvement Rate" is the percentage of students successfully completing a credit ESL course who subsequently passed a higher-level ESL course or a college-level English course within three years. The initial course is two or more levels below a transfer-level course.

In the 2008 ARCC report, GCC ranks 1st out of the 17 colleges in its state-defined peer group and 3rd out of the 99 colleges in the state for which data were available. GCC also ranks 1st among the 14 colleges in Region 7 on this measure.



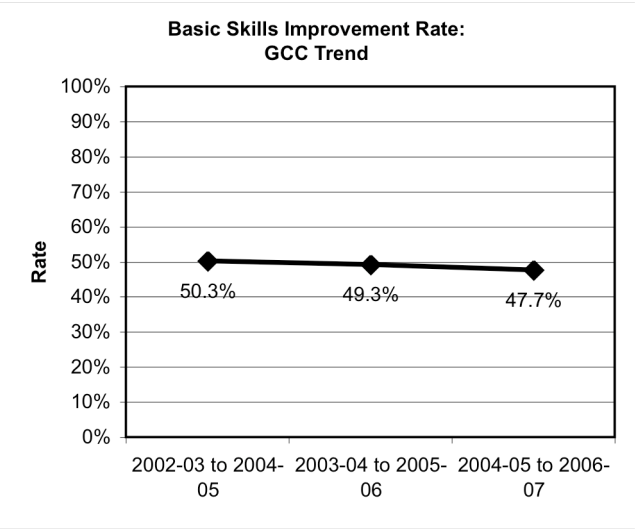


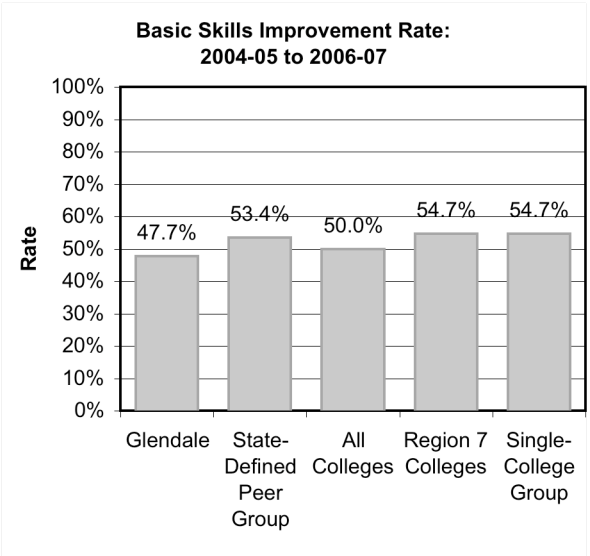
source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-34. ARCC Indicator G: Basic Skills Improvement Rate

"Basic Skills Improvement Rate" is the percentage of students successfully completing a credit basic skills English or Math course who subsequently passed a higher-level course in the same discipline within three years. The initial course is two or more levels below a transfer-level course.

In the 2008 ARCC report, GCC's basic skills improvement rate was below the state average. GCC ranks last among the 18 colleges in its state-defined peer group and 66th among the 106 colleges for which data were available. GCC ranks 8th out of the 14 colleges in Region 7.





source: Chancellor's Office "Focus on Results" Report ARCC Reports

2.03.05. Time to Goal Completion (Student Right-to-Know Data)

The tables below show Student Right-to-Know data, made publicly available by the college and by the Chancellor's Office. Each year, the cohort of entering, full-time, degree-seeking students is identified and tracked for three years to determine the percentage of the cohort completing a goal. By definition, Student Right-to-Know "completers" are those students who have completed a degree or certificate, or who have become transfer prepared by completing at least 56 transferable units with a GPA of 2.0 in those units. (Note: The methodology used to define the cohort changed for the Fall 2000 cohort, resulting in a larger entering cohort for Glendale. The methodology changed again for the Fall 2004 cohort, resulting in a larger cohort and lower success rates.)

"Transfers Out" refers to students who transferred to a four-year institution or to a California community college. The percentage of transfers out is sometimes reported as a transfer rate. It is a flawed measure of transfer because it counts only non-completing students (ignoring those students the college has successfully prepared for transfer) and it includes "transfers" to other community colleges.

Detailed data for the Fall 2004 cohort were not released in time for publication.

Figure 2-35. Students Completing Goals Within 3 Years (150% of Normal Time)

Glendale Community College					
		Non-Completers			*Completers*
Entering Cohort	Number in Cohort	Still Enrolled	Not Enrolled	Transfers Out	Completers in 3 Years
Entering Fall 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%
Entering Fall 2004	1,022			21%	31%

Statewide (All California Community Colleges)					
		Non-Completers			*Completers*
Entering Cohort	Number in Cohort	Still Enrolled	Not Enrolled	Transfers Out	Completers in 3 Years
Entering Fall 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	17%	36%
Entering Fall 2004	86,982			25%	25%

2.03.06. Workforce Preparation

The state of California tracks students who complete community college vocational programs into the workforce. The table below shows workforce placement (employment in the first year after college, 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.

Note: Due to incorrect data at the state level, final data for the 2007-2008 reporting year were not available in time for publication.

Figure 2-36. Workforce Placement and Retention of GCC Vocational Students

	Reporting Year		
	2004-2005	2005-2006	2006-2007
	Data Year		
	2001-2002	2002-2003	2003-2004
Workforce Placement			
Leavers & Completers	591	592	637
Number Placed	451	447	504
Percentage Placed	76%	76%	79%
State Performance Goal	83%	83%	83%
Difference	-7%	-7%	-4%
Workforce Retention			
Leavers & Completers	379	345	403
Number Retained	310	281	332
Percentage Retained	82%	81%	82%
State Performance Goal	83%	83%	83%
Difference	-1%	-2%	-1%

source: Chancellor's Office Core Indicator Reports

The table below shows NCLEX pass rates for Nursing students. The NCLEX is the National Council Licensure Examination administered by the California Board of Registered Nursing. The BRN accreditation benchmark is a 70% pass rate; GCC has consistently had a higher pass rate.

Figure 2-37. NCLEX Pass Rates for Nursing Graduates

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Number Taking Test					
Glendale Students	55	61	44	57	94
All Community College Students	3,745	3,939	4,198	4,702	5,165
Pass Rate					
Glendale Students	81.8%	90.2%	90.2%	87.8%	87.2%
All Community College Students	85.5%	85.2%	85.6%	88.1%	88.5%

source: California Board of Registered Nursing

Glendale Community College
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Section 3
STAFF COMPOSITION

3.01. Faculty & Staff

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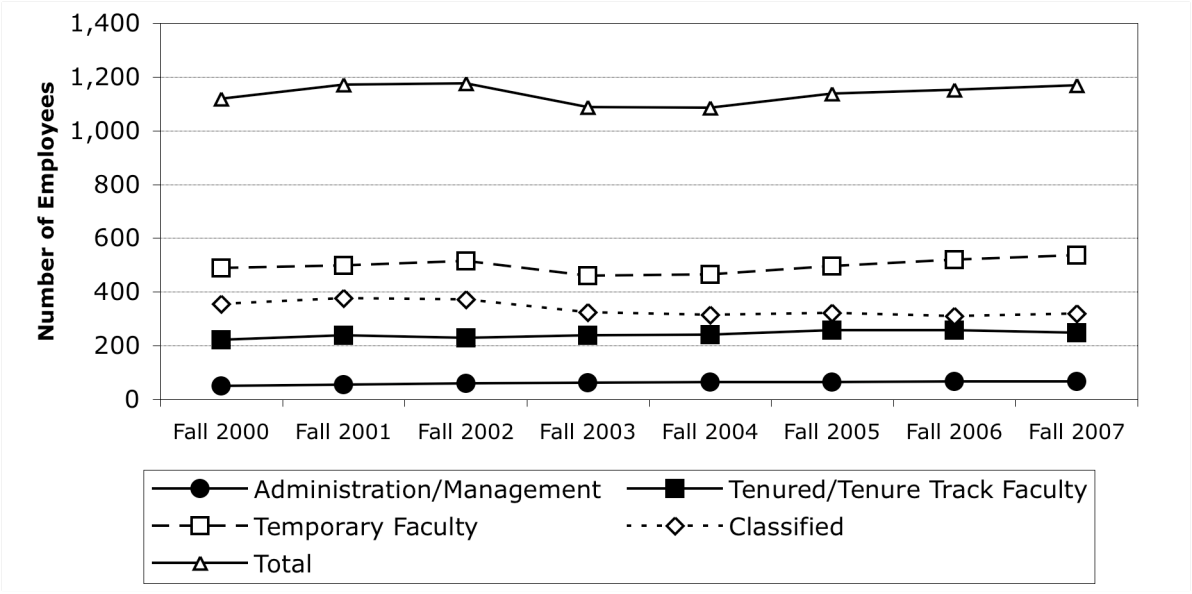
Page 55 3.01.02. Workload

3.01. Faculty & Staff

3.01.01. Faculty & Staff Demographics

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

Figure 3-1. Staff Composition by Employment Category



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

Figure 3-2. Staff Composition by Gender, Fall 2007

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	12	39%	19	61%	31	100%
Classified Management	21	60%	14	40%	35	100%
Faculty						
Tenured/Tenure Track	121	49%	127	51%	248	100%
Temporary (Adjunct)	262	49%	274	51%	536	100%
Classified						
Classified/Professional	1	6%	15	94%	16	100%
Classified/Support	102	34%	201	66%	303	100%
Total	519	44%	650	56%	1,169	100%

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

Figure 3-3. Staff Composition by Ethnicity, 2007-2008

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	25	3	0	0	31
Classified Management	0	2	4	24	4	1	0	35
Faculty								
Regular (Full-Time)	3	19	7	185	22	10	2	248
Temporary (Adjunct)	5	54	19	418	36	4	0	536
Classified								
Classified/Professional	0	3	0	12	1	0	0	16
Classified/Support	0	14	15	180	76	14	4	303
Total	8	93	47	844	142	29	6	1,169

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0%	3%	6%	81%	10%	0%	0%	100%
Classified Management	0%	6%	11%	69%	11%	3%	0%	100%
Faculty								
Regular (Full-Time)	1%	8%	3%	75%	9%	4%	1%	100%
Temporary (Adjunct)	1%	10%	4%	78%	7%	1%	0%	100%
Classified								
Classified/Professional	0%	19%	0%	75%	6%	0%	0%	100%
Classified/Support	0%	5%	5%	59%	25%	5%	1%	100%
Total	1%	8%	4%	72%	12%	2%	1%	100%

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

3.01.02. Workload

The standard measure of faculty workload is defined as Weekly Student Contact Hours (WSCH) divided by Full-Time Equivalent Faculty (FTEF). The following table shows WSCH per FTEF by credit division for Fall and Spring semesters only.

Figure 3-4. Faculty Workload by Division

	2005-2006			*2006-2007*			*2007-2008*		
Division	**WSCH**	**FTEF**	**WSCH Per FTEF**	**WSCH**	**FTEF**	**WSCH Per FTEF**	**WSCH**	**FTEF**	**WSCH Per FTEF**
Biology	17,051	25.8	662	17,153	26.3	651	18,283	28.2	649
Business	39,219	75.4	520	38,011	77.6	490	38,630	78.5	492
English	34,282	65.9	520	34,879	73.9	472	36,562	76.5	478
ESL (Credit)	35,840	70.6	507	32,666	70.6	463	38,039	68.8	553
Health & PE	18,567	31.9	582	17,154	33.4	513	19,664	36.2	544
Health Sciences	11,003	15.3	717	12,467	21.0	494	13,815	19.7	700
Language Arts	23,509	44.5	528	26,826	54.1	496	29,104	52.6	554
Mathematics	46,506	72.9	638	44,767	75.0	597	50,069	78.0	642
Physical Sciences	22,455	36.9	608	23,416	41.4	566	26,463	46.2	573
Social Sciences	51,230	73.6	696	50,049	74.0	677	55,109	76.9	717
Technology & Aviation	19,281	37.5	515	19,276	41.6	463	21,029	41.4	507
Visual & Performing Arts	36,434	70.1	519	36,566	71.6	510	40,721	74.5	546
Credit	355,376	620.5	573	353,230	660.4	535	387,488	677.6	572

Source: CCFS 320 and Class Master data files

Notes

1. WSCH data for the WSCH per FTEF calculation includes enrollments in classes with weekly, daily, and positive attendance accounting methods, not just weekly classes.
2. Due to some inflexibility in the coding of FTEF for certain lab classes, the FTEF reported in the Biology and Physical Sciences divisions are not accurate.
3. Health Sciences division FTEF data do not include clinical sessions taught by adjunct instructors.
4. Student Services division FTEF data are coded differently from FTEF data for other divisions, so the Student Services division is not included in the table.

Glendale Community College
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Section 4
FISCAL CONDITION

4.01. Revenues

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4.03. Funded and Unfunded FTES

Page 63 4.03.01. Funded and Unfunded FTES

4.01. Revenues

4.01.01. Revenue Sources

The tables below show GCC's revenue sources. About 75% of GCC's general fund revenues come from state sources, compared to about 20% from local sources and 5% from federal sources. The increase in state revenues from 2003-2004 onward is due in part to an accounting shift of $200 million from deferred apportionment.

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

Year	State	Local	Federal	Total
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
2006-2007	$71,706,260	$20,787,510	$3,065,556	$95,559,326

source: Chancellor's Office Fiscal Data Abstracts

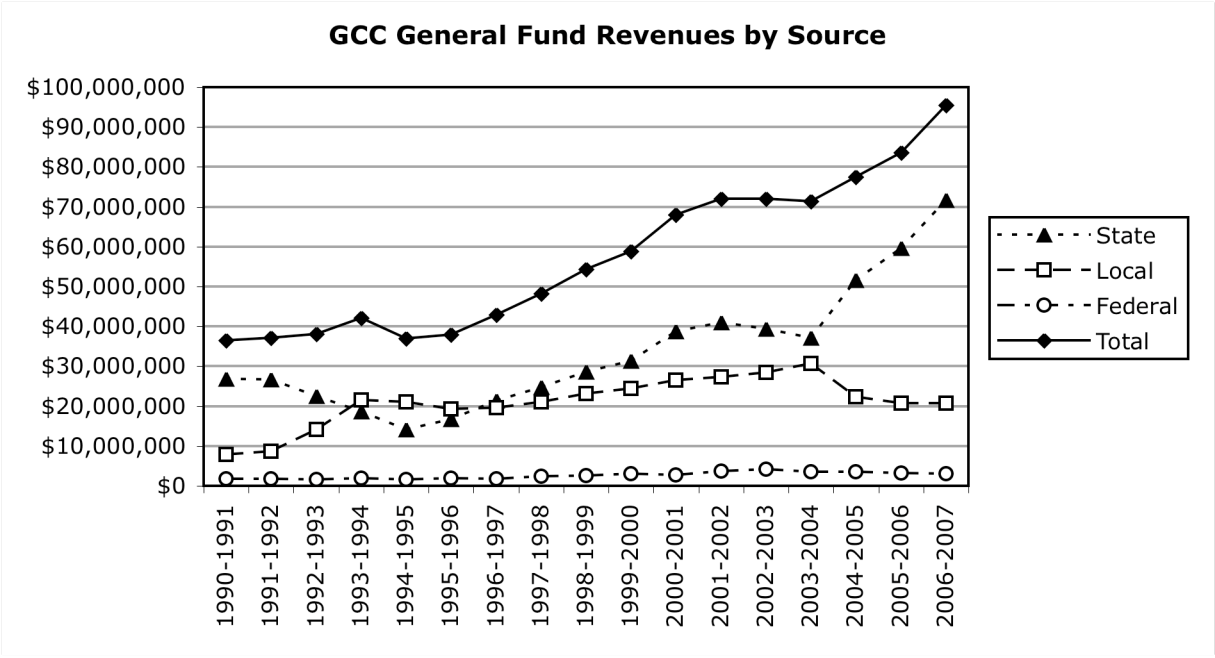
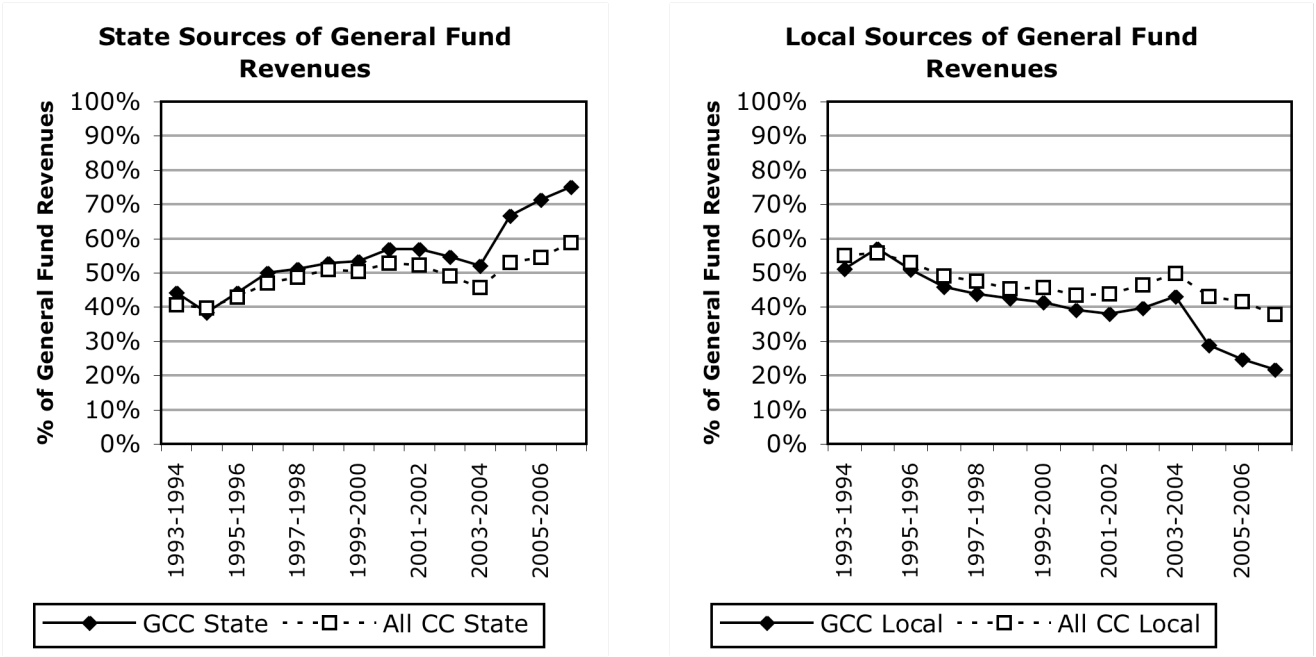


Figure 4-2. Percentage of General Fund Revenues by Source, Glendale College



source: Chancellor's Office Fiscal Data Abstracts

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

Figure 4-3. Specific Revenue Sources for GCC, 2006-2007

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	$0	0%	0%
Higher Education Act	$0	0%	1%
Workforce Investment Act	$66,625	0%	0%
TANF (Temp. Assist. Needy Fam.)	$148,609	0%	0%
Student Financial Aid	$689,201	1%	0%
Veterans Education	$952	0%	0%
Vocational Education Act (VTEA)	$543,415	1%	1%
Other Federal Revenues	$1,616,754	2%	1%
Federal Total	**$3,065,556**	**3%**	**3%**
State			
State General Apportionment	$57,137,514	54%	35%
Apprenticeship Apportionment	$0	0%	0%
Other General Apportionments	$2,514,162	2%	1%
Child Development	$73,555	0%	0%
EOPS	$847,019	1%	1%
DSPS	$1,905,615	2%	1%
TANF (Temp. Assist. Needy Fam.)	$56,307	0%	0%
CalWORKS	$1,010,482	1%	0%
TTIP (Telecom & Tech. Infrastr.)	$46,958	0%	0%
Other Categorical Apportionments	$4,318,552	4%	3%
Instr. Improvement Grant	$0	0%	0%
Other Reimbursed Cat. Prog.	$1,080,361	1%	1%
Homeowners Property Tax Relief	$71,190	0%	0%
Timber Yield Tax	$0	0%	0%
Other Tax Relief Subventions	$0	0%	0%
State Lottery Proceeds	$2,222,217	2%	2%
State Mandated Costs	$422,328	0%	0%
Other State Non-Tax Revenues	$0	0%	0%
Other State Revenues	$0	0%	0%
State Total	**$71,706,260**	**68%**	**47%**
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	$9,382,111	9%	21%
Contr/Gifts/Grants/Endowments	$656,456	1%	0%
Contract Instructional Services	$0	0%	0%
Other Contract Services	$703,046	1%	0%
Sales & Commissions	$165,885	0%	0%
Rentals and Leases	$15,930	0%	0%
Interest/Investment Income	$735,599	1%	1%
Student Fees/Charges	$0	0%	0%
Community Service Class	$1,012,937	1%	0%
Dormitory	$0	0%	0%
Enrollment	$3,363,638	3%	3%
Field Trips/Nondist. Fac.	$37,963	0%	0%
Health Services	$560,760	1%	0%
Instr. Mat. Fees/Sales	$167,830	0%	0%
Insurance	$0	0%	0%
Student Records	$181,423	0%	0%
Nonresident Tuition	$2,924,966	3%	1%
Parking Services	$195,611	0%	1%
Other Student Fees	$367,538	0%	0%
Other Local Revenues	$315,817	0%	1%
Local Total	**$30,169,621**	**29%**	**51%**
Total Revenues	**$104,941,437**	**100%**	**100%**

source: Chancellor's Office Fiscal Data Abstracts

4.02. Expenditures

4.02.01. General Fund Activity

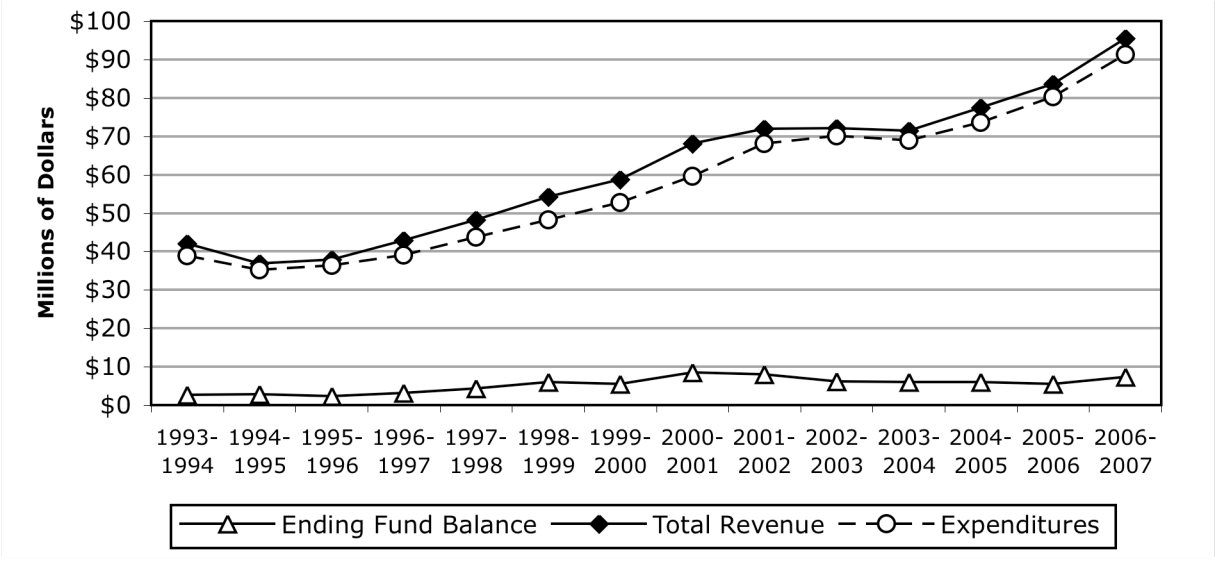
The table and graph below show revenues, expenditures, and ending fund balance since 1993-1994. Expenditures data do not include capital outlay.

Figure 4-4. GCC Fiscal Activity

Fiscal Year	Attendance FTES	Ending Fund Balance (millions)	Total Revenue (millions)	Expenditures (1000-5000) (millions)
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
2006-2007	15,592	$7.40	$95.56	$91.29

source: Chancellor's Office Fiscal Data Abstracts

Figure 4-5. GCC Revenues, Expenditures, and Ending Fund Balance



source: Chancellor's Office Fiscal Data Abstracts

Figure 4-6. Glendale Community College General Fund Expenditures

CATEGORY	CODE	2004-2005	2005-2006	2006-2007
INSTRUCTION				
Agric. & Natural Resources	0100	$0	$0	$0
Architecture & Environ. Design	0200	$76,464	$96,306	$111,063
Environmental Sci. & Technology	0399	$0	$0	$0
Biological Science	0400	$1,170,666	$1,248,053	$1,353,177
Business & Management	0500	$2,626,469	$3,321,188	$3,532,452
Communications	0600	$404,463	$436,033	$511,439
Computer & Information Systems	0700	$1,998,225	$1,952,613	$2,321,755
Education	0800	$2,234,865	$2,419,400	$2,669,098
Engineering & Related Tech.	0900	$1,222,300	$964,587	$1,124,707
Fine & Applied Arts	1000	$3,173,905	$3,311,014	$4,016,195
Foreign Language	1100	$746,673	$967,575	$1,244,627
Health	1200	$1,436,710	$1,579,381	$2,425,169
Consumer Ed. & Home Econ.	1300	$1,528,792	$1,639,508	$2,016,061
Law	1400	$0	$0	$0
Humanities	1500	$9,094,635	$10,281,067	$10,892,532
Library Science	1600	$11,379	$9,584	$1,257
Mathematics	1700	$3,032,298	$3,563,255	$3,864,331
Military Studies	1800	$0	$0	$0
Physical Science	1900	$1,713,479	$2,061,582	$2,224,247
Psychology	2000	$485,717	$539,929	$499,031
Public Affairs & Services	2100	$528,446	$510,179	$588,746
Social Sciences	2200	$3,010,247	$3,237,152	$3,632,731
Commercial Services	3000	$387,575	$518,206	$431,382
Interdisciplinary Studies	4900	$1,663,390	$1,848,246	$2,592,667
Instr. Staff Ret. Benefits	5900	$0	$0	$0
INSTRUCTION SUBTOTAL		**$36,546,698**	**$40,504,858**	**$46,052,667**
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	$3,119,195	$3,413,610	$4,118,876
Instructional Support Services	6100	$3,533,859	$3,793,488	$4,590,058
Admissions & Records	6200	$1,368,035	$1,469,842	$1,400,848
Counseling & Guidance	6300	$4,418,364	$4,325,073	$4,358,510
Other Student Services	6400	$6,655,400	$6,809,543	$7,568,546
Operation/Maintenance of Plant	6500	$5,310,390	$5,358,968	$6,004,475
Planning & Policy Making	6600	$2,195,845	$2,563,708	$2,235,702
Gen. Inst'l. Support Services	6700	$8,291,391	$9,712,645	$11,749,377
ADMINISTRATIVE/SUPPORT SUBTOTAL		**$33,765,937**	**$24,550,033**	**$42,026,392**
OTHER ACTIVITIES				
Community Services	6800	$1,348,570	$1,376,419	$1,414,671
Ancillary Services	6900	$1,187,574	$1,203,398	$1,037,389
Auxiliary Operations	7000	$774,822	$584,231	$609,535
Physical Prop./Related Acquis.	7100	$0	$37,181	$23,498
Long-Term Debt	7200	$152,662	$115,621	$128,967
Transfers/Student Aid/Other	7300	$0	$0	$2,884,426
OTHER ACTIVITIES SUBTOTAL		**$3,463,628**	**$3,316,850**	**$6,098,486**
TOTAL		**$74,902,805**	**$81,268,585**	**$94,177,545**

source: Chancellor's Office Fiscal Data Abstracts

4.02.02. Expenditure Comparison to Statewide Averages

The following table shows categories of general fund expenditures. In general, GCC spends a slightly greater percentage of the general fund on salaries and a slightly smaller percentage on benefits, supplies, and materials than the statewide average. In 2006-2007, GCC spent 45% of general fund expenditures on administrative and support functions. The statewide average was also 45%.

Figure 4-7. General Fund Expenditures as Percentage of Total Expenditures

	Glendale			Statewide		
CATEGORY	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Objects 1000-6000						
Certificated Salaries	45%	45%	44%	42%	42%	42%
Classified Salaries	27%	27%	26%	23%	23%	23%
Employee Benefits	16%	17%	17%	19%	19%	18%
Supplies & Materials/Operating Expenses	11%	10%	10%	14%	14%	14%
Capital Outlay	2%	1%	3%	2%	2%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Administrative/Support						
Instructional Administration	4%	4%	4%	6%	6%	6%
Instructional Support Services	5%	5%	5%	4%	4%	4%
Admissions & Records	2%	2%	1%	2%	2%	2%
Counseling & Guidance	6%	5%	5%	4%	4%	4%
Other Student Services	9%	8%	8%	7%	7%	7%
Plant Operation/Maintenance	7%	7%	6%	8%	8%	7%
Planning & Policy Making	3%	3%	2%	3%	3%	3%
Gen. Inst'l Support Services	11%	12%	12%	14%	14%	13%
% of All Expenditures	**47%**	**46%**	**45%**	**48%**	**47%**	**45%**

source: Chancellor's Office Fiscal Data Abstracts

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

Figure 4-8. Current Expense of Education

	Glendale (millions of dollars)			Statewide (billions of dollars)		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
Current Expense of Education	$58.0	$64.1	$71.8	$4.5	$4.9	$5.3
Salaries of Classroom Instructors	$30.0	$32.8	$36.3	$2.4	$2.5	$2.8
% Expended for Instructor Salaries	52%	51%	51%	52%	52%	52%

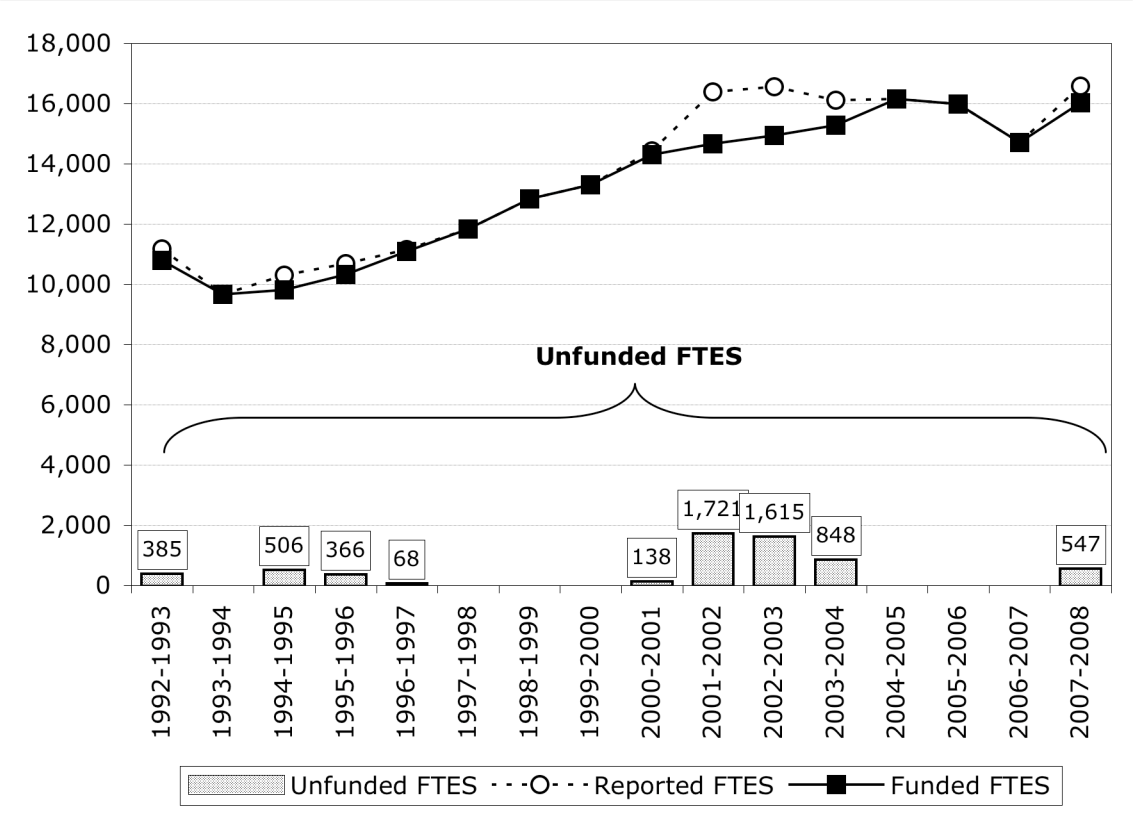
source: Chancellor's Office Fiscal Data Abstracts

4.03. Funded and Unfunded FTES

4.03.01. Funded and Unfunded FTES

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

Figure 4-9. Funded and Unfunded Resident FTES History



source: Annual GCC Budgets

Glendale Community College
Campus Profile 2008

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. (The Strategic Master Plan is being updated; this appendix lists the goals and KPIs in the previous plan.)

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 30]**
KPI 2-2: Persistence rates overall and in sections using various learning opportunities **[page 30]**
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 23]**
KPI 3-2: Percentage of students reporting no conflict in class schedules **[page 23]**
KPI 3-3: Percentage of students reporting no problem with class availability **[page 23]**
KPI 3-4: Student time to goal completion **[pages 40, 50]**
KPI 3-5: Average ratings of student satisfaction with campus friendliness **[page 31]**
KPI 3-6: Ratings of GCC student engagement using the National Survey of Student Engagement **[pages 21-22]**

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 30]**
KPI 4-2: Success and persistence rates of students completing assessment **[page 30]**
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 19]**

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 28]**
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 41]**
KPI 5-4: Percentage of GCC non-credit students taking GCC credit courses concurrently or the following semester **[page 20]**
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

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

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

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

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

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

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

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

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

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