Campus
Profile

2003

Glendale Community College
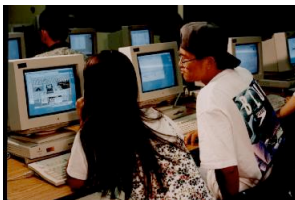
Campus Profile 2003

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Materials making up *Campus Profile 2003* 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 the Research & Planning Unit to incorporate accountability reports mandated by the federal and state governments into this annual publication, as such requirements develop.

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

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

See page v for a complete list of KPI's from the most recent approved educational master plan.

Additional information, including data from previous years, is available on the Research & Planning Unit's 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 the Research & Planning Unit.

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

Research & Planning Unit
September 2003

KEY PERFORMANCE INDICATORS (KPI'S)

Overall College KPI's
0-1.   Success, persistence, and educational goal completion rates (see pages 22-23, 28, 30-32)
0-2.   Number, performance, and satisfaction of transfer students (see pages 33, 34)
0-3.   Satisfaction of universities with transfer students
0-4.   Placement rates of students in the workforce and entry level salaries (page 38)
0-5.   Satisfaction of alumni and employers

Goal 1: To employ the most effective learning methods in all classes and programs
1-1.   Number of faculty reporting they are varying learning methods to adapt to setting, objectives, and learning styles
1-2.   Number of faculty attending workshops, support groups, or seminars to increase facility with a variety of learning methods
1-3.   Success rates of students in all classes (see page 21)
1-4.   Student satisfaction with learning methods (see page 19)

Goal 2: To increase liaison among programs and disciplines in order to provide a coherent educational experience for students
2-1.   Number of multidisciplinary programs (learning communities, thematic interdisciplinary courses, paired courses, interdepartmental coordinated programs) offered each semester on campus
2-2.   Number of students participating in multidisciplinary programs each semester
2-3.   Number of multi-disciplinary or semester theme events per semester
2-4.   Number of students participating in theme events

Goal 3: To make students technologically literate and effective users of information technology in their educational programs
3-1.   Percent of faculty and office staff who are technologically literate
3-2.   Percent of graduating/transferring students who are technologically literate
3-3.   Percent of students using computers to prepare papers and reports, access network data, or communicate with their teachers

Goal 4: To develop communication, critical thinking, and problem-solving skills in students throughout the instructional and college services programs
4-1.   Percentage of class sections requiring graded writing assignments
4-2.   Percentage of class sections requiring oral presentations
4-3.   Percentage of class sections requiring problem-solving skills
4-4.   Percentage of class sections requiring independent research

Goal 5: To increase the rate and efficiency of goal completion by students
5-1.   Percent of students indicating, in exit interviews, achievement of stated educational goals
5-2.   Average length of time taken by full-time students to fulfill transfer, certificate, or degree requirements (measured by level of preparation and by goal) (see page 29)
5-3.   Percent of first-choice courses received at registration
5-4.   Percent of students able to get their first choice of GE and majors classes
5-5.   Percent of students able to get their required English, ESL, and Math courses in their first attempt
5-6.   Number of courses offered through distance learning (see page 15)
5-7.   Number of students satisfied with course scheduling (see page 15)

Goal 6: To employ the most effective and efficient methods in providing services to students
6-1.   Number of computer workstations on campus allowing students to access library and college services information
6-2.   Percent of professional staff able to access library and college services information from the college computer system and/or the Internet

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Campus Profile 2003

Section 1
COMMUNITY PROFILE

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01.01. Glendale Profile

01.01.01. Glendale Housing and Population

The 2000 Census indicated that Glendale's population grew in size and diversity from prior periods. However, growth in Glendale has slowed considerably. During the 1980's, Glendale's population grew by 29.5%, compared to 16.6% for the county as a whole. Glendale grew at a rate almost three times as fast as Burbank and Pasadena, and almost twice as fast as the city of Los Angeles. During the 1990's, however, Glendale grew by only 8.3%. The 1990 Census showed Glendale with 180,038 residents; the 2000 Census showed Glendale with 194,973 residents.

Figure 1-1. Glendale, Burbank, and Pasadena Population Trends
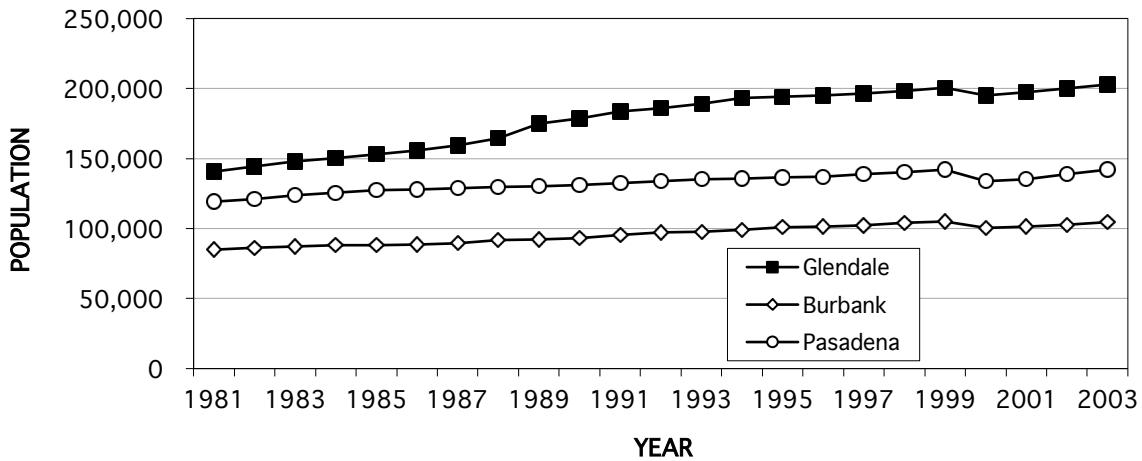
source: california demographics research unit

Growth during the 1980s changed the city in a qualitative way. Most of the growth occurred with the addition of apartments and condominiums (multiple-family dwelling units) in south and central Glendale. Glendale now has as high a percentage of people living in multiple-family dwelling units as the city of Los Angeles. In addition, over 58% of the households are renting. Growth since 1990 has been driven by the addition of 1,500 housing units and a small increase, from 2.59 to 2.64, in the average number of people living in each household.

Figure 1-2. Housing Units Available in Glendale
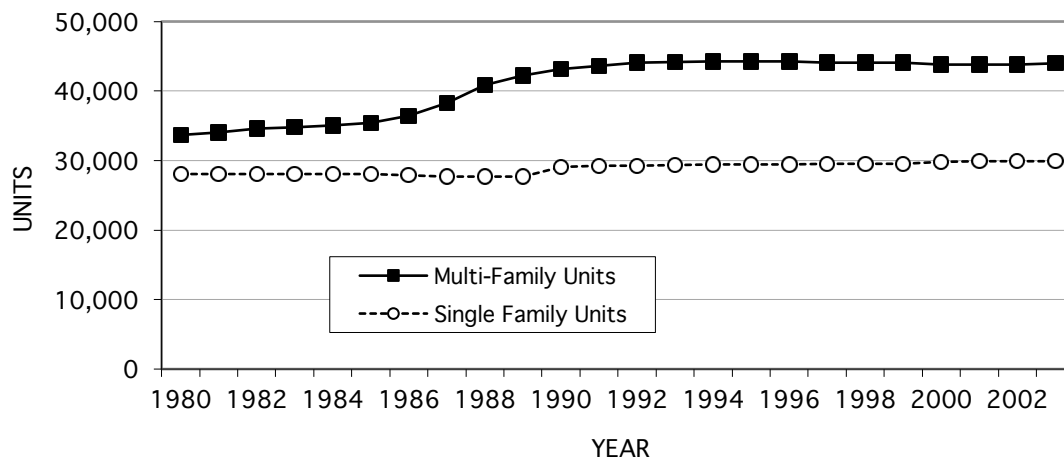
1. COMMUNITY

A fundamental structural change occurred in the community's housing stock as the number of multiple-family dwellings increased, as evidenced in Figure 1-3 below.

The growth in Glendale's housing stock was essential to the rapid population growth that far outstripped its two neighboring cities. The result, however, means Glendale is far more "urban" in character than its reputation. Figure 1-3 below compares state estimates of the tri-city area's housing stock in 1990 and 2000. The percentage of single-family structures in Glendale has been steady at 40% over the past decade, while the percentages of single-family structures in Burbank and Pasadena have been steady at about 50%.

Figure 1-3. Types of Housing Structures in Glendale, Burbank, and Pasadena

	GLENDALE		BURBANK		PASADENA	
STRUCTURE TYPE	1990	2000	1990	2000	1990	2000
Single Family	40%	40%	51%	49%	54%	53%
Multiple: 2-4 Units	9%	9%	12%	11%	9%	9%
Multiple: 5+ Units	50%	51%	37%	40%	38%	38%
Mobile	0%	0%	0%	0%	0%	0%
TOTAL STRUCTURES	72,114	73,774	41,219	43,001	53,030	54,252

source: california demographics research unit

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

The growing diversity of Glendale is a general reflection of the economic, political, and social trends many refer to as the "Pacific Century." The community's ethnic diversity begins to be understood in the standard federal ethnicity categories of Figure 1-4 below. The true magnitude of the community's diversity is camouflaged as at least one-third of the Caucasian population of Glendale consists of immigrant Armenians.

Figure 1-4. City of Glendale Ethnicity

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

source: united states census

Note: Federal data collection for ethnicity changed for the 2000 Census, in which race and Hispanic status were separated into two questions. In the table above, all Hispanic/Latino respondents of any race are included in the "Hispanic" category.

Glendale Community College / Campus Profile 2003

01.02.01. Glendale Unified School District Demographics

Figure 1-5. Glendale USD Student Ethnicity, 2002-2003

ETHNICITY	ELEMENTARY		SECONDARY	
Asian/Pacific Islander	2,691	14%	1,448	14%
Hispanic/Latino	4,789	25%	1,931	19%
Filipino	930	5%	471	5%
Caucasian	10,731	55%	6,308	61%
Other	350	2%	107	1%
TOTAL ENROLLMENT	19,491	100%	10,265	100%

source: california department of education

Figure 1-6. Glendale USD English Learners, 2002-2003

CATEGORY	ELEM.	MID.	HIGH	TOTAL
English Learners (EL)	**6,849**	**1,313**	**2,535**	**10,697**
Armenian	3,231	696	1,441	5,368
Spanish	2,279	368	617	3,264
Korean	693	142	263	1,098
Tagalog	239	42	68	349
Other	407	65	146	618
Fluent English Proficient	2,891	2,189	4,756	9,836
Native English Speakers	4,727	1,522	2,967	9,216
TOTAL ENROLLMENT	14,467	5,024	10,258	29,749

% Native English	33%	30%	29%	31%
% EL or FEP	67%	70%	71%	69%

source: california department of education

Figure 1-7. Non-Native English Speaker Percentage for Glendale USD, Los Angeles County, and State of California

source: california department of education

01.02.02. High School Articulation

Figure 1-8. GCC Fall Freshmen by High School of Origin

SCHOOL	FALL 1981	FALL 1998	FALL 1999	FALL 2000	FALL 2001	FALL 2002	Change From 4-Year Mean
Glendale District							
Glendale	231	237	261	358	268	293	+4%
Hoover	174	190	192	213	189	163	-17%
Crescenta Valley	195	107	122	138	155	119	-9%
Clark Magnet	0	0	0	0	0	56	--
Daily	16	13	17	21	25	22	+16%
Burbank District							
Burbank	45	53	56	79	83	97	+43%
Burroughs	33	40	57	59	47	48	-5%
Los Angeles District							
Belmont	10	44	41	50	42	47	+6%
Eagle Rock	72	41	48	72	40	43	-14%
Fairfax	5	7	6	3	7	3	-48%
Francis Poly (SV)	1	4	2	11	7	9	+50%
Franklin	58	47	34	47	47	64	+46%
Grant (Van Nuys)	1	4	0	6	3	8	+146%
Hollywood	12	19	16	19	14	26	+53%
Lincoln	4	10	10	15	10	13	+16%
Los Angeles	0	3	3	0	3	3	+33%
LA Ctr/Enriched Studies				5	15	17	+70%
Marshall	68	82	54	80	99	83	+5%
North Hollywood	2	8	4	5	10	9	+33%
T. Roosevelt	0	12	6	25	10	20	+51%
Verdugo Hills	43	33	28	42	59	41	+1%
Other Public Schools							
Alhambra	--	4	10	15	3	8	+0%
La Cañada	5	8	10	13	9	7	-30%
Muir				13	3	4	-50%
Private Schools							
Alex Pilibos	0	7	0	0	5	17	+467%
Bellarmine-Jefferson	21	13	23	10	9	5	-64%
Glendale Academy	10	3	10	6	3	6	+9%
Holy Family	25	8	10	2	7	9	+33%
Notre Dame (SO)	0	3	4	4	4	1	-73%
Providence	4	11	10	13	9	7	-35%
Ribet Academy	0	2	4	1	4	4	+45%
Sacred Heart	1	2	4	0	2	2	+0%
St. Francis	18	10	6	19	5	14	+40%
Village Christian	0	7	7	6	8	16	+129%
Other Schools	195	326	299	330	450	436	+24%
TOTAL FRESHMEN	1,274	1,358	1,354	1,680	1,654	1,720	+14%
% Glendale USD	48%	40%	44%	43%	39%	38%	-4%
% Private	8%	5%	6%	4%	3%	5%	0%

source: gcc student master record database

01.02. Area School Information

Figure 1-9. Number of Incoming Fall Freshmen from K-12 School Districts
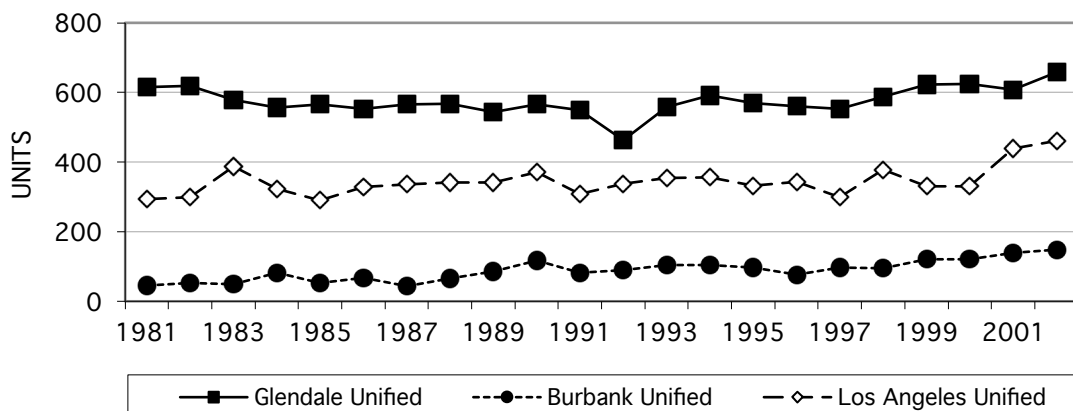
01.02.03. California High School Exit Exam (CAHSEE) Results

Figure 1-10. Percentage of Students Passing CAHSEE, Major Feeder High Schools

	2002-2003	
SCHOOL	Math	English Language Arts
Glendale District	**39%**	**51%**
Glendale	31%	44%
Hoover	39%	54%
Crescenta Valley	68%	69%
Clark Magnet	36%	65%
Daily	--	--
Burbank District	**32%**	**56%**
Burbank	33%	49%
Burroughs	34%	65%
Los Angeles District	**21%**	**45%**
Belmont	24%	41%
Eagle Rock	25%	37%
Fairfax	20%	43%
Francis Poly (SV)	17%	35%
Franklin	15%	43%
Grant (Van Nuys)	33%	58%
Hollywood	25%	55%
Lincoln	22%	47%
Los Angeles	24%	43%
LA Ctr/Enriched Studies	71%	98%
Marshall	29%	48%
North Hollywood	22%	49%
T. Roosevelt	19%	40%
Verdugo Hills	23%	40%
Los Angeles County	**27%**	**50%**
California	**32%**	**54%**

source: california department of education

Glendale Community College
Campus Profile 2003

Section 2
STUDENT ACCESS

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02.01. Enrollment and Demographics

02.01.01. Credit and Non-Credit Enrollment Trends

Figure 2-1. Headcount Enrollment, Fall Semesters

CATEGORY	FALL 2000		FALL 2001		FALL 2002	
Credit Headcount	**15,630**	**61%**	**17,160**	**65%**	**17,555**	**67%**
Full-Time	4,998	20%	4,702	18%	4,472	17%
Part-Time	10,632	42%	12,458	47%	13,083	50%
Non-Credit Headcount	**9,890**	**39%**	**9,144**	**35%**	**8,556**	**33%**
TOTAL HEADCOUNT	**25,520**	**100%**	**26,304**	**100%**	**26,111**	**100%**

source: gcc student master record and adult education databases

Figure 2-2. Headcount Enrollment, Fall Semesters
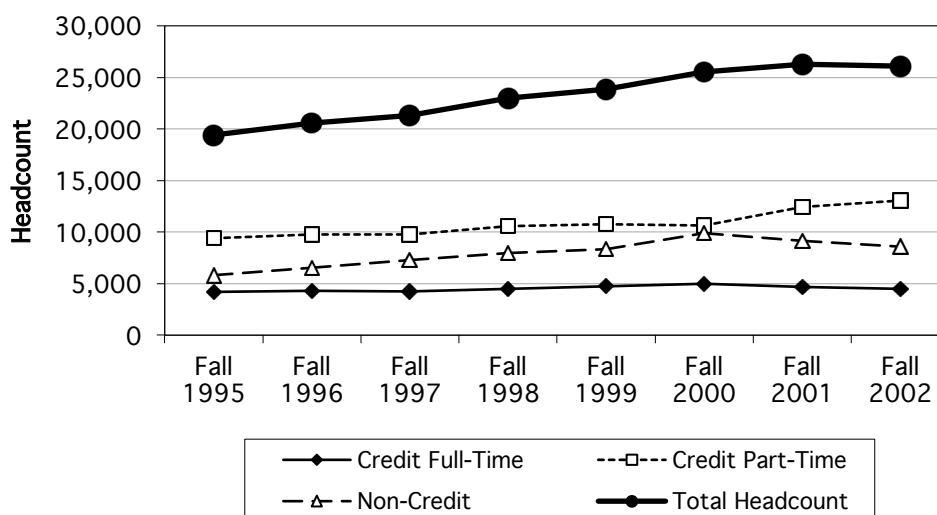
Figure 2-3. Headcount Enrollment, Academic Years

CATEGORY	2000-2001		2001-2002		2002-2003	
Credit Headcount	22,593	56%	25,350	60%	27,224	64%
Non-Credit Headcount	17,864	44%	16,913	40%	15,208	36%
TOTAL HEADCOUNT	40,457	100%	42,263	100%	42,432	100%

source: gcc student master record and adult education databases

Note: Non-credit data in the above table may be inaccurate due to irregularities in student ID's.

Figure 2-4. Headcount Enrollment, Academic Years
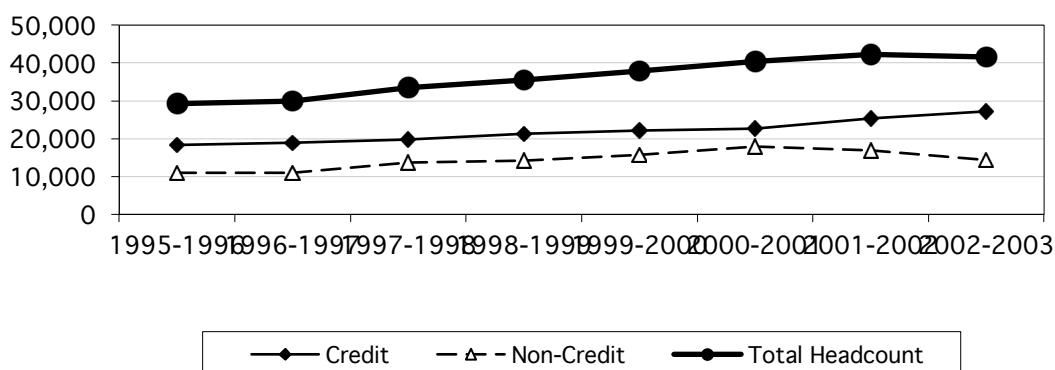
Figure 2-5. Full-Time Equivalent Students (FTES), Academic Years

CATEGORY	2000-2001		2001-2002		2002-2003	
Credit FTES	**11,472.7**	**76%**	**13,663.6**	**80%**	**14,117.0**	**82%**
Resident	10,661.6	71%	12,722.1	74%	13,273.7	77%
Non-Resident	811.1	5%	941.5	5%	843.4	5%
Non-Credit FTES	**3,648.7**	**24%**	**3,522.5**	**20%**	**3,163.4**	**18%**
TOTAL FTES	15,121.4	100%	17,186.0	100%	17,280.5	100%

source: ccfs 320 apportionment attendance reports

Note: The college receives state funding for resident students only.

02.01.02. Credit Student Demographics

Figure 2-6. Enrollment Status of Credit Students

STATUS	FALL 2000		FALL 2001		FALL 2002	
Continuing	**9,156**	**59%**	**9,453**	**55%**	**11,198**	**64%**
New	**4,592**	**29%**	**5,461**	**32%**	**4,483**	**26%**
First College	2,880	18%	3,307	19%	2,661	15%
From Other	1,712	11%	2,154	13%	1,822	10%
Returning	**1,882**	**12%**	**2,246**	**13%**	**1,874**	**11%**
Return Transfer	482	3%	547	3%	495	3%
Return/Absence	1,400	9%	1,699	10%	1,379	8%
TOTAL	15,630	100%	17,160	100%	17,555	100%

source: gcc student master record database

Figure 2-7. Enrollment Status of Credit Students
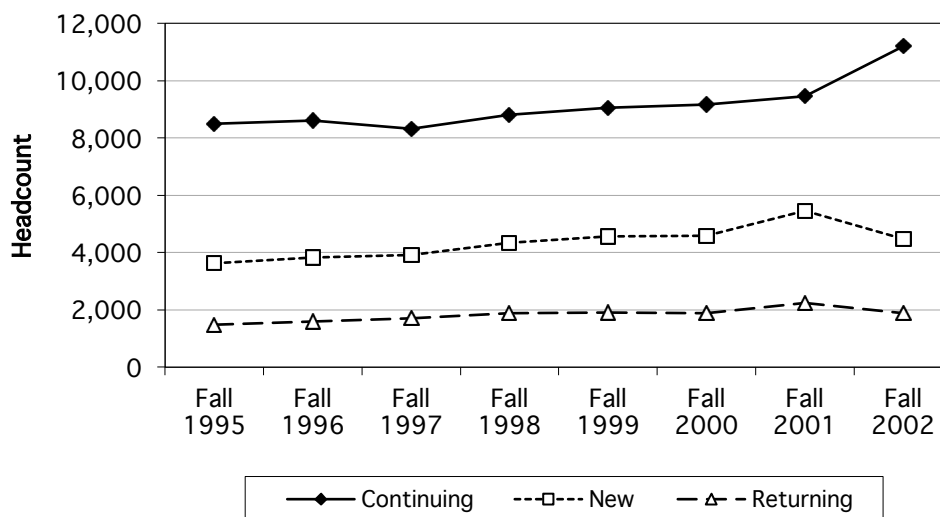
Figure 2-8. Gender of Credit Students

GENDER	FALL 2000		FALL 2001		FALL 2002	
Male	6,223	40%	6,864	40%	7,124	41%
Female	9,407	60%	10,296	60%	10,431	59%
TOTAL	15,630	100%	17,160	100%	17,555	100%

source: gcc student master record database

02.01. Enrollment and Demographics

Figure 2-9. Age of Credit Students

AGE	FALL 2000		FALL 2001		FALL 2002	
20 & Under	5,054	32%	5,502	32%	5,700	32%
21 to 25	3,590	23%	4,126	24%	4,297	24%
26 to 30	1,949	12%	2,064	12%	2,038	12%
31 to 50	4,306	28%	4,662	27%	4,688	27%
51 & Over	731	5%	806	5%	832	5%
Mean Age	28.1		28.0		27.9	
Median Age	24.0		24.0		23.0	
TOTAL	15,630	100%	17,160	100%	17,555	100%

source: gcc student master record database

Figure 2-10. Mean Age of Credit Students by Gender
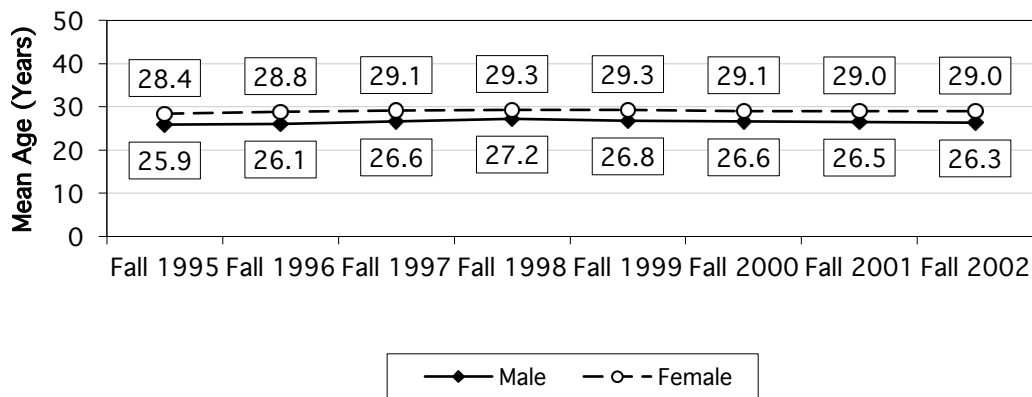
Figure 2-11. Age Distribution of Credit Students by Gender, Fall 2002
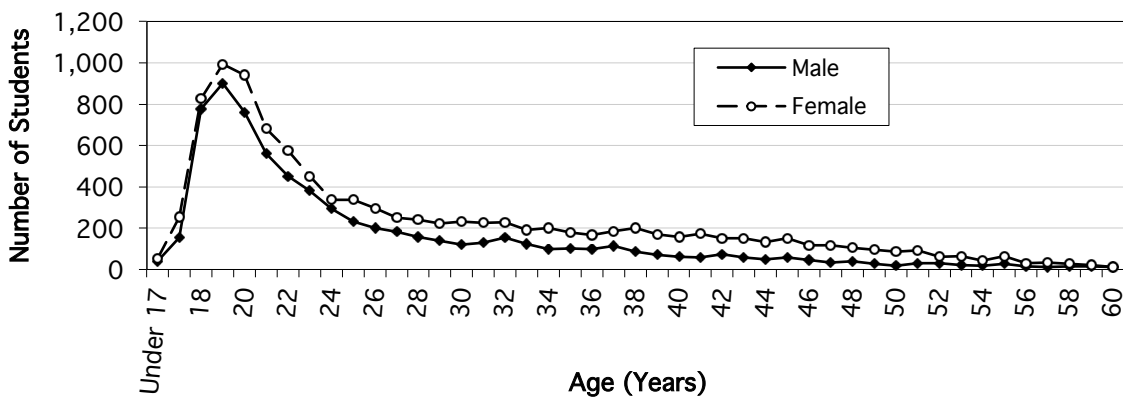
Figure 2-12. Program (Day, Evening, or Both) of Credit Students

PROGRAM	FALL 2000		FALL 2001		FALL 2002	
Day	5,973	38%	6,579	38%	6,586	38%
Evening	4,675	30%	4,729	28%	4,521	26%
Both	4,982	32%	5,852	34%	6,448	37%
TOTAL	15,630	100%	17,160	100%	17,555	100%

source: gcc student master record database

Figure 2-13. Employed Hours of Credit Students, Spring 2003
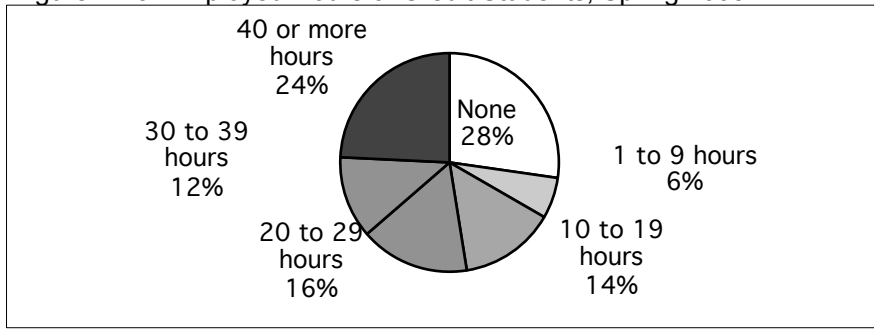
Figure 2-14. Ethnicity of Credit Students (College Categories)

ETHNICITY	SPRING 2001	SPRING 2002	SPRING 2003
Anglo/Eur. Caucasian	21%	16%	18%
Armenian	32%	37%	36%
Latino/Hispanic Total	24%	20%	22%
Mexican/ Chicano	11%	10%	11%
Central American	5%	4%	4%
Cuban	1%	0%	0%
South American	3%	2%	2%
Other Hispanic	3%	3%	4%
Asian Total	11%	13%	11%
Korean	4%	5%	4%
Chinese	2%	3%	2%
Japanese	2%	2%	1%
Vietnamese	1%	1%	1%
Other Asian/Pac. Isl.	2%	2%	3%
Filipino	5%	5%	5%
Black/Afr.-American	2%	2%	2%
American Indian	0%	1%	1%
Middle Eastern	3%	3%	3%
Multiple Heritages	2%	3%	3%
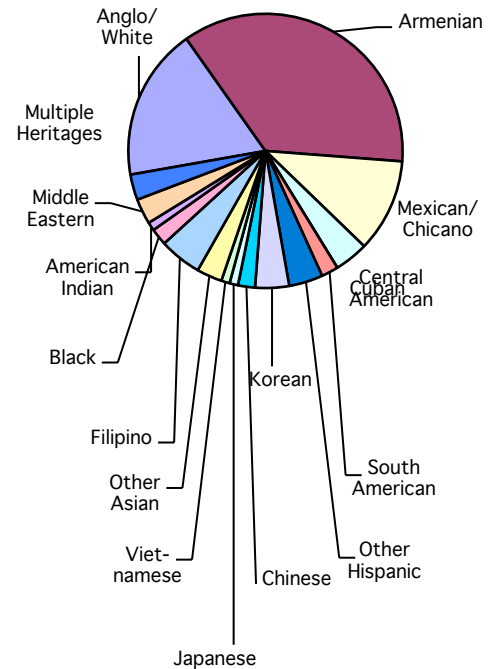
source: spring student surveys

Figure 2-15. Ethnicity of Credit Students (Federal Categories)

ETHNICITY	FALL 2000	FALL 2001	FALL 2002
White/ Non- Hispanic	53%	55%	55%
Hispanic	26%	25%	25%
Asian	11%	11%	10%
Filipino	6%	6%	6%
African- American	3%	3%	3%
American Indian	0%	1%	0%
Other	1%	1%	1%
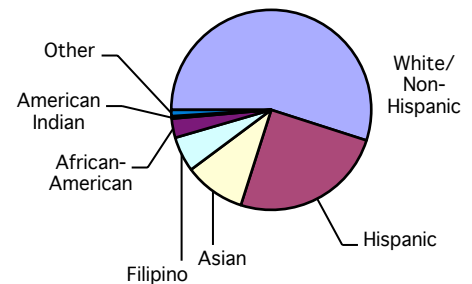
source: gcc student master record database

02.01. Enrollment and Demographics

Figure 2-16. Visa Status of Credit Students

VISA/RESIDENCY	FALL 2000		FALL 2001		FALL 2002	
U.S. Citizen	9,364	60%	10,051	59%	10,443	59%
No Visa	116	1%	158	1%	191	1%
Permanent Resident	4,100	26%	3,968	23%	3,488	20%
Parolee	302	2%	832	5%	1,296	7%
Student Visa	581	4%	543	3%	519	3%
Other Visa	981	6%	1,059	6%	1,253	7%
Amnesty	32	0%	25	0%	22	0%
Unknown	154	1%	524	3%	343	2%
TOTAL	15,630	100%	17,160	100%	17,555	100%

source: gcc student master record database

Figure 2-17. Countries of Origin of International Students

COUNTRY	FALL 2000		FALL 2001		FALL 2002	
Japan	227	39%	195	36%	180	35%
South Korea	85	15%	93	17%	92	18%
Taiwan	33	6%	26	5%	21	4%
Indonesia	23	4%	23	4%	14	3%
China	21	4%	17	3%	15	3%
Russia	17	3%	11	2%	3	1%
Philippines	15	3%	13	2%	13	3%
Thailand	15	3%	12	2%	13	3%
Hong Kong	5	1%	7	1%	10	2%
ALL INTERNATIONAL	581	100%	543	100%	519	100%

source: gcc student master record database

Figure 2-18. Course Load of Credit Students (Units Attempted and Completed)

UNITS	FALL 2000		FALL 2001		FALL 2002	
	ATT	COMP	ATT	COMP	ATT	COMP
0	0%	18%	0%	19%	0%	17%
0.1 to 5.9	34%	34%	35%	34%	32%	33%
6.0 to 11.9	37%	31%	38%	31%	37%	33%
12.0 or More	30%	18%	27%	16%	31%	18%
Mean Units	8.2	6.0	7.9	5.7	8.3	6.1
Median Units	8.0	5.0	7.0	5.0	8.0	6.0

source: gcc mis data files

Figure 2-19. District Status of Credit Students

DISTRICT STATUS	FALL 2000		FALL 2001		FALL 2002	
Local (GCC District)	7,179	46%	7,959	46.1%	8,285	47.2%
Los Angeles District	6,800	44%	7,354	42.6%	7,514	42.8%
Other California Districts	865	6%	1,078	6.2%	1,011	5.8%
Out-of-State	83	1%	98	0.6%	121	0.7%
International	566	4%	557	3.2%	515	2.9%
Other Foreign	137	1%	212	1.2%	109	0.6%

source: gcc student master record database

Figure 2-20. Residences of Credit Students, Fall 2000

GLENDALE COMMUNITY COLLEGE

Distribution of Credit Students - Fall 2000

Map Legend (Map Created August, 2001)

☐ Counties — State Highways — US Interstates Cities

Major Roads — US Highways · Credit Students ☐ City of Glendale
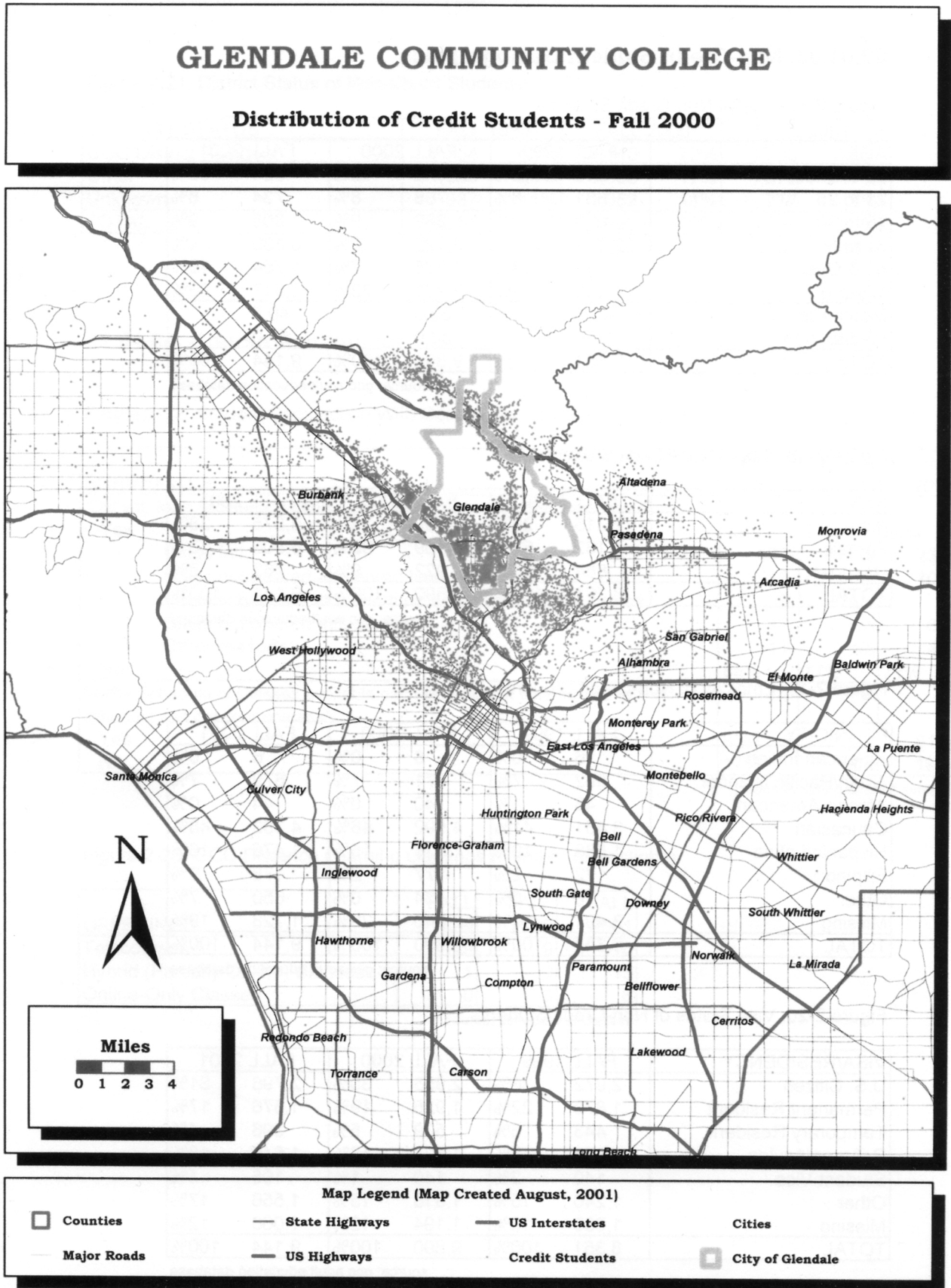
02.01.03. Non-Credit Student Demographics

Figure 2-21. Age of Non-Credit Students

AGE	FALL 2000		FALL 2001		FALL 2002	
20 & Under	1,145	12%	894	10%	935	11%
21 to 25	768	8%	734	8%	587	7%
26 to 30	889	9%	806	9%	672	8%
31 to 50	3,122	32%	3,139	34%	2,982	35%
51 & Over	1,685	17%	1,754	19%	1,607	19%
Missing	2,281	23%	1,817	20%	1,773	21%
Mean Age	39.3		40.5		40.1	
Median Age	36.0		37.0		37.0	
TOTAL	9,890	100%	9,144	100%	8,556	100%

source: gcc adult education database

Figure 2-22. Mean Age of Non-Credit Students by Gender
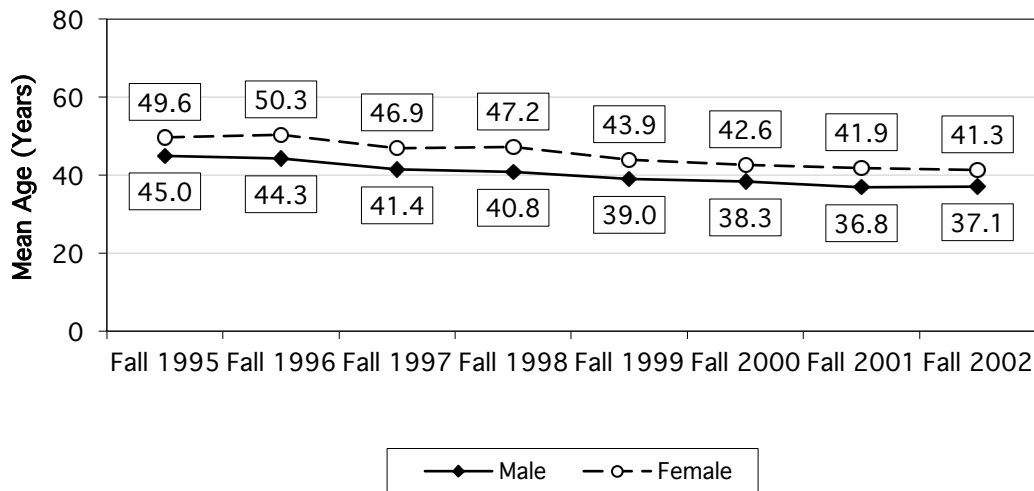
Figure 2-23. Age Distribution of Non-Credit Students by Gender, Fall 2002
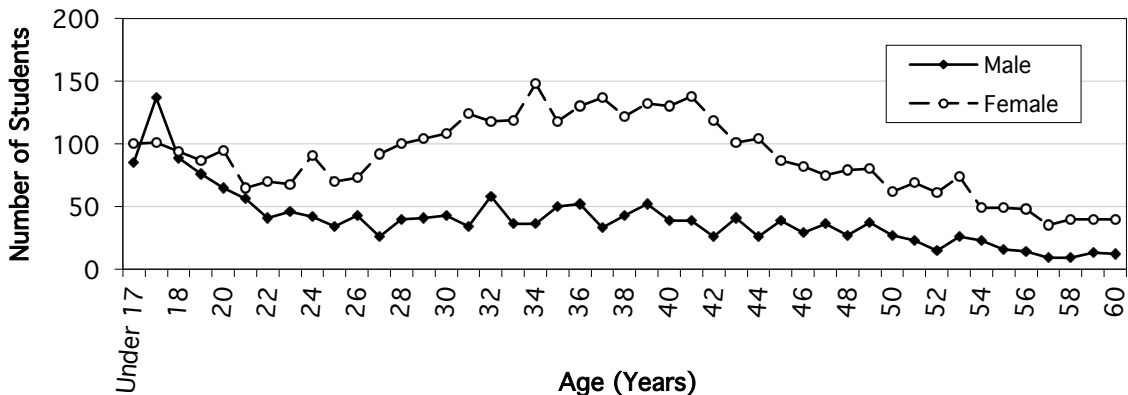
Figure 2-24. Sex of Non-Credit Students

SEX	FALL 2000		FALL 2001		FALL 2002	
Male	2,809	28%	2,575	28%	2,378	28%
Female	6,159	62%	5,806	63%	5,487	64%
Unknown	922	9%	763	8%	691	8%
TOTAL	9,890	100%	9,144	100%	8,556	100%

source: gcc adult education database

Figure 2-25. Ethnicity of Non-Credit Students

ETHNICITY	FALL 2000		FALL 2001		FALL 2002	
American Indian	8	0%	6	0%	10	0%
Asian/Pacific Islander	671	7%	679	7%	758	9%
African-American	40	0%	44	0%	59	1%
Caucasian	4,592	46%	4,383	48%	4,139	48%
Hispanic/Latino	1,528	15%	1,476	16%	1,562	18%
Filipino	177	2%	178	2%	242	3%
Other	34	0%	650	7%	660	8%
Missing	2,840	29%	1,728	19%	1,126	13%
TOTAL	9,890	100%	9,144	100%	8,556	100%

source: gcc adult education database

Figure 2-26. Visa Status of Non-Credit Students

VISA/RESIDENCY	FALL 2000		FALL 2001		FALL 2002	
U.S. Citizen	2,955	30%	2,796	31%	2,784	33%
Permanent Resident	1,925	19%	1,576	17%	1,628	19%
Temporary Resident	539	5%	396	4%	337	4%
Refugee/Asylee	1,621	16%	1,649	18%	1,234	14%
Student Visa	140	1%	105	1%	91	1%
Other	1,516	15%	1,556	17%	1,487	17%
Missing	1,194	12%	1,066	12%	995	12%
TOTAL	9,890	100%	9,144	100%	8,556	100%

source: gcc adult education database

Figure 2-27. District Status of Non-Credit Students

DISTRICT STATUS	FALL 2000		FALL 2001		FALL 2002	
GCC District Resident	7,140	72%	6,795	74%	6,264	73%
Other	1,698	17%	1,572	17%	1,536	18%
Unknown	1,052	11%	777	8%	756	9%
TOTAL	9,890	100%	9,144	100%	8,556	100%

source: gcc adult education database

02.01. Enrollment and Demographics

02.01.04. Course Scheduling

KPI 5-7. Number of students satisfied with course scheduling

Figure 2-28. Student Satisfaction With Course Scheduling

SURVEY ITEM	SPRING 2001	SPRING 2002	SPRING 2003
"Did you have problems getting any classes you wanted this semester?"			
Yes	**23%**	**29%**	**42%**
Class full	n/a	22%	33%
Class not offered at wanted time	n/a	10%	14%
Class scheduled at same time as another needed class	n/a	--	--
Class not offered this semester	n/a	5%	9%
Other reasons	n/a	4%	5%
No	**n/a**	**71%**	**58%**
"Is the Schedule of Classes available each semester in time for you to schedule and get your courses?"			
Yes	n/a	81%	n/a
No	n/a	19%	n/a

source: spring student surveys

Figure 2-29. Percentage of Credit Students Having Problems Getting Classes
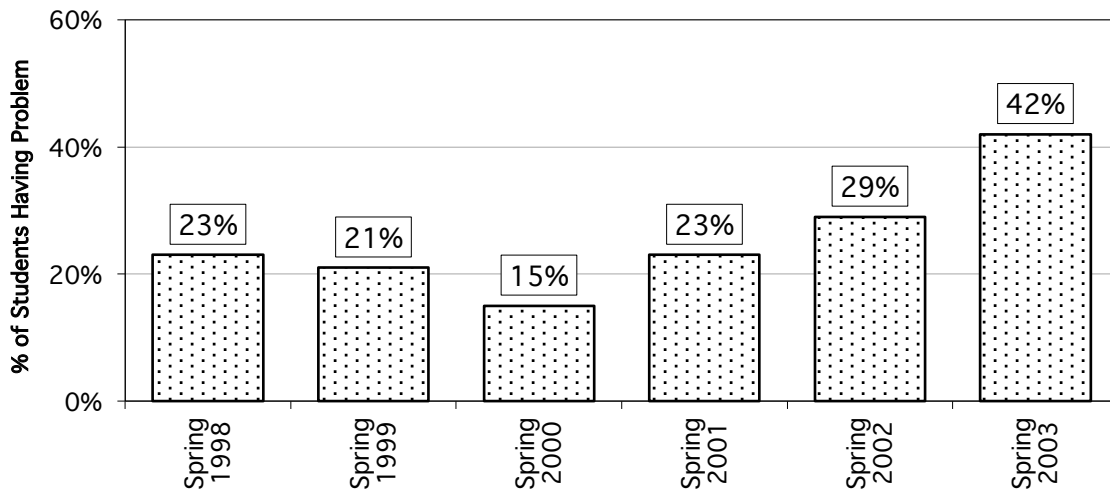
KPI 5-6. Number of courses offered through distance learning

Figure 2-30. GCC Distance Learning Offerings (Number of Sections)

OFFERINGS	FALL 2000	FALL 2001	FALL 2002	FALL 2003
Telecourses	9	10	11	7
Hybrid (Partially Online) Classes	0	15	15	26
Online-Only Classes	3	6	9	8

source: schedule of classes

02.02.01. Assessment and Placement Results

Figure 2-31. Percentage of Students Placed into English, ESL, Math, and Chemistry

ENGLISH COMPOSITION	2000-2001	2001-2002	2002-2003
Level 6 ENGL 101	30%	34%	33%
Level 5 ENGL 120	43%	43%	43%
Level 4 ENGL 191	9%	8%	8%
Level 3 ENGL 189	14%	14%	15%
Level 2 ENGL 187	1%	2%	1%
Missing Placement	1%	0%	0%
TOTAL PLACED	4,317	5,278	4,989

ESL GRAMMAR/COMPOSITION	2000-2001	2001-2002	2002-2003
Level 5 ESL 151	0%	0%	0%
Level 4 ESL 141	16%	16%	9%
Level 3 ESL 133	27%	26%	18%
Level 2 ESL 123	32%	32%	27%
Level 1 ESL 111	26%	26%	46%
Undetermined	0%	0%	0%
TOTAL PLACED	2,161	3,708	2,201

ESL LISTENING/SPEAKING	2000-2001	2001-2002	2002-2003
Level 5 ESL 155	12%	12%	9%
Level 4 ESL 145	17%	17%	17%
Level 3 ESL 135	20%	20%	19%
Level 2 ESL 125	29%	31%	31%
Level 1 ESL 115	21%	20%	24%
Undetermined	0%	0%	0%
TOTAL PLACED	1,902	3,419	2,220

MATHEMATICS	2000-2001	2001-2002	2002-2003
Level 6 MATH 103	6%	6%	4%
Level 5 MATH 100, 102, 110, 111, 112, 135, 136	11%	11%	11%
Level 4 MATH 101, 140, 115	17%	17%	15%
Level 3 MATH 141, 145	30%	30%	23%
Level 2 MATH 153	12%	15%	19%
Level 1 MATH 151, 152	21%	23%	25%
Unknown	5%	0%	3%
TOTAL PLACED	4,390	5,769	5,883

CHEMISTRY	2000-2001	2001-2002	2002-2003
CHEM 110	48%	45%	29%
CHEM 101	52%	55%	71%
TOTAL PLACED	165	244	153

source: gcc assessment center, placement test data files

2. STUDENT ACCESS

02.02.02. Financial Aid

Figure 2-32. Financial Aid Awards

CATEGORY	2000-2001		2001-2002		2002-2003	
	STU	AMT	STU	AMT	STU	AMT
Pell Grants	3,949	$7,806,961	4,523	$10,012,470	5,111	$10,266,241
Federal SEOG	979	$322,655	1,564	$454,459	1,646	$524,473
EOPS Grant	591	$381,973	648	$323,425	484	$217,136
Student Loans	189	$436,525	271	$684,936	239	$897,280
Federal Work Study	504	$410,935	536	$438,579	550	$500,000
BOG Waiver	6,408	$1,329,408	8,725	$1,555,432	10,602	$2,336,094
Cal Grant	465	$482,737	717	$754,667	892	$996,929
TOTAL (Unduplicated)	7,882	$11,171,194	9,120	$14,223,968	10,962	$15,521,017

source: gcc financial aid office

Figure 2-33. Percentage of Credit Students Receiving Financial Aid

CATEGORY	2000-2001	2001-2002	2002-2003
BOG Waivers: Number of Students	6,408	8,725	10,602
BOG Waivers: Percent of Credit Students	28%	34%	39%
Any Financial Aid: Number of Students	7,882	9,120	10,962
Any Financial Aid: Percent of Credit Students	35%	35%	40%

source: gcc financial aid office

02.02.03. Programs Designed to Increase Student Access and Success

Figure 2-34. Percent of Students Reporting Use of Support Services, Spring 2001

SERVICE	USE	SERVICE	USE
Academic Counseling	64%	Job Placement Center	31%
Admissions & Records	76%	Learning Center	34%
Adult Education/ACTC	15%	Library	77%
Adult Re-Entry Center	10%	Math/Science Center	24%
AMP	7%	Mental Health Counseling	8%
Assessment Center	44%	PACE	9%
Career Center	42%	Scholars Program	14%
Collaborative Learning/SI	29%	Scholarship Office	16%
Disabled Student Center	11%	Service Learning Center	17%
English Lab	36%	Student Activities Office	11%
EOPS Office	32%	Student Computer Center	32%
ESL/Foreign Lang. Lab	29%	Study Abroad Office	10%
Financial Aid Office	49%	Telecourses	11%
FYE	16%	Transfer Center	30%
Health Center	30%	Tutorial Center	23%
Information Counter	58%	Writing Center/CAI Lab	23%

source: spring student survey

2. STUDENT ACCESS

KPI 6-3 Number of students indicating awareness and knowledge of the various components of college services

KPI 6-7 Level of student satisfaction with the efficiency of college services

KPI 7-7 Percentage of students satisfied with academic advisement

Figure 2-35. Support Services Recognition, Use, and Satisfaction

SERVICE	RECOGNITION			USE			SATISFACTION		
	1995	1998	2001	1995	1998	2001	1995	1998	2001
Academic Counseling	88%	90%	92%	52%	59%	64%	71%	73%	68%
Admissions & Records	92%	92%	93%	72%	75%	76%	80%	88%	86%
Adult Education/ACTC	--	58%	58%	--	10%	15%	--	76%	79%
Adult Re-Entry Center	62%	47%	53%	8%	6%	10%	67%	76%	71%
AMP	--	50%	30%	--	30%	7%	--	93%	70%
Assessment Center	88%	76%	76%	61%	41%	44%	78%	79%	80%
Career Center	87%	78%	86%	33%	37%	42%	75%	81%	78%
Collab Learning/SI	--	56%	60%	--	19%	29%	--	84%	78%
Disabled Student Ctr	67%	67%	68%	10%	14%	11%	72%	80%	73%
English Lab	81%	81%	80%	27%	37%	36%	82%	87%	81%
EOPS Office	79%	74%	73%	34%	32%	32%	81%	86%	83%
ESL/Foreign Lang Lab	70%	72%	72%	19%	27%	29%	81%	84%	75%
Financial Aid Office	91%	84%	91%	43%	43%	49%	78%	81%	81%
FYE	--	38%	53%	--	10%	16%	--	86%	77%
Health Center	84%	81%	83%	27%	32%	30%	81%	90%	87%
Information Counter	--	81%	84%	--	55%	58%	--	88%	90%
Job Placement Center	85%	77%	84%	26%	30%	31%	62%	80%	75%
Learning Center	90%	79%	83%	36%	34%	34%	78%	88%	85%
Library	97%	94%	94%	77%	70%	77%	86%	93%	92%
Math/Science Center	74%	71%	78%	16%	19%	24%	74%	81%	81%
Mental Hlth Counseling	--	--	52%	--	--	8%	--	--	72%
PACE	--	48%	47%	--	5%	9%	--	73%	76%
Scholars Program	--	62%	68%	--	8%	14%	--	74%	65%
Scholarship Office	--	61%	69%	--	11%	16%	--	72%	67%
Service Learning Center	--	53%	64%	--	10%	17%	--	85%	76%
Student Activities Office	--	55%	58%	--	11%	11%	--	80%	70%
Student Computer Ctr	--	72%	77%	--	27%	32%	--	88%	84%
Study Abroad Office	--	58%	61%	--	6%	10%	--	77%	72%
Telecourses	--	59%	56%	--	12%	11%	--	75%	71%
Transfer Center	81%	75%	80%	26%	29%	30%	74%	81%	75%
Tutorial Center	86%	76%	77%	24%	24%	23%	75%	84%	80%
Writing Center/CAI Lab	80%	71%	73%	23%	21%	23%	75%	82%	83%

source: spring student surveys

Figure 2-36. Student Satisfaction with Counselor Helpfulness

HELPFULNESS	SPRG 2001	SPRG 2002	SPRG 2003
Excellent	n/a	19%	17%
Good	n/a	33%	41%
Fair	n/a	24%	29%
Poor	n/a	15%	9%
No Opinion	n/a	9%	4%

source: spring student surveys

02.02. Student Needs

KPI 1-4. Student satisfaction with learning methods

Figure 2-37. Student Satisfaction with GCC Education, Spring Student Surveys

	% Excellent or Good		
SURVEY ITEM	2001	2002	2003
Education you are getting	82%	80%	80%
Preparation for study	71%	72%	73%
Faculty concern for students	64%	62%	61%
Friendliness of faculty/staff	--	--	69%
	% Agreement		
SURVEY ITEM	2001	2002	2003
I know what is expected in class	--	--	83%
I am making progress toward my goal	--	--	86%
Instructors grade fairly	--	--	71%

source: spring student surveys

KPI 7-1. Number of new students receiving formal orientation

Figure 2-38. First-time College Students Receiving Orientation

	Fall 2000	Fall 2001	Fall 2002
Total first-time college students	2,880	3,307	2,661
First-time college students receiving orientation	406	666	683
% of first-time college students receiving orientation	14%	20%	26%

source: semester application data files

02.02.04. Basic Skills Course Offerings and Outcomes

Figure 2-39. Credit ESL Enrollment, Retention, and Success

	FALL 2000		FALL 2001		FALL 2002	
MEASURE	NUM	PCT	NUM	PCT	NUM	PCT
Credit ESL Enrollment	3,221	100%	3,207	100%	3,531	100%
Credit ESL Retention	2,950	92%	3,030	94%	3,350	95%
Credit ESL Success	2,281	71%	2,423	76%	2,720	77%

source: gcc mis data files

Figure 2-40. Credit Basic Skills Enrollment, Retention, and Success

	FALL 2000		FALL 2001		FALL 2002	
MEASURE	NUM	PCT	NUM	PCT	NUM	PCT
Basic Skills Enrollment	1,887	100%	1,642	100%	1,657	100%
Basic Skills Retention	1,668	88%	1,483	90%	1,512	91%
Basic Skills Success	1,185	63%	1,112	68%	1,170	71%

source: gcc mis data files

Note: Basic skills courses reported here are identified in the college's MIS databases as precollegiate basic skills courses: ENGL 150, 182, 183, 184, 185, 186, 187, 188, 189, and 190; ESL 111, 115, 116, 125, AND 177; MATH 153, 158, and 190; T ED 142; ST DV 120, 143, 144, 146, 150, and 165 (in Fall 2001).

2. STUDENT ACCESS

02.03.01. Classroom Occupation, Availability, and Fill Rate

KPI 8-4. Percent increase in daily classroom occupation

Figure 2-41. Credit Division Fill Rate

DIVISION	FALL 2000	FALL 2001	FALL 2002
Allied Health	62%	70%	72%
Biology	83%	86%	102%
Business	77%	79%	83%
College Services	66%	70%	78%
English	95%	95%	99%
ESL (Credit)	99%	105%	105%
Health & PE	60%	68%	73%
Language Arts	79%	84%	91%
Mathematics	95%	101%	99%
Physical Science	79%	90%	98%
Social Science	82%	85%	96%
Tech & Aviation	66%	68%	74%
Vis & Perf Arts	81%	93%	94%
TOTAL CREDIT	80%	85%	90%

source: gcc class master data files

Fill rate is the total number of enrollments divided by the total number of seats available.

Figure 2-42. Credit Weekly Scheduling Density by Time of Day

CLASS START TIME	FALL 2000	FALL 2001	FALL 2002
6:00 am - 6:59 am	0	33	16
7:00 am - 7:59 am	74	49	63
8:00 am - 8:59 am	200	244	291
9:00 am - 9:59 am	273	234	187
10:00 am - 10:59 am	165	126	170
11:00 am - 11:59 am	106	169	9
12:00 n - 12:59 pm	202	95	177
1:00 pm - 1:59 pm	171	138	197
2:00 pm - 2:59 pm	82	130	61
3:00 pm - 3:59 pm	35	52	82
4:00 pm - 4:59 pm	117	110	107
5:00 pm - 5:59 pm	45	90	60
6:00 pm - 6:59 pm	279	316	364
7:00 pm - 7:59 pm	188	71	59
8:00 pm - 8:59 pm	15	12	10
9:00 pm - 9:59 pm	1	0	1

Here, scheduling density refers to the number of class sections scheduled to begin during the specified time block. Cells with the darkest shading have at least 65% of the maximum number of sections scheduled. Cells without shading have at most 20% of the maximum number of sections scheduled.

Glendale Community College
Campus Profile 2003

Section 3
STUDENT SUCCESS

○ ○ ● ○ ○

03.01. Student and Course Outcomes

03.01.01. Enrollment, Retention, and Success

KPI 1-3. Success rate of students in all classes

Figure 3-1. Fall Credit Enrollment, Retention, and Success

DIVISION	ENROLLMENTS			RETENTION			SUCCESS		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Allied Health	715	734	674	94%	92%	91%	86%	79%	80%
Biology	1,017	1,062	1,110	82%	87%	85%	64%	70%	65%
Business	5,244	5,651	5,355	87%	86%	89%	71%	72%	72%
College Services	1,147	1,131	1,229	93%	93%	93%	75%	77%	75%
English	4,495	4,665	4,092	85%	84%	85%	65%	62%	66%
ESL (Credit)	3,219	3,209	3,530	92%	94%	95%	71%	76%	77%
Health & PE	3,300	3,689	3,800	88%	91%	91%	68%	69%	68%
Language Arts	1,965	2,292	2,493	88%	86%	88%	76%	73%	74%
Mathematics	4,102	4,294	4,100	81%	82%	82%	53%	55%	53%
Physical Science	1,689	1,750	1,826	87%	88%	90%	67%	71%	71%
Social Science	7,875	8,019	8,341	86%	85%	86%	62%	62%	63%
Tech & Aviation	2,606	2,239	1,993	90%	88%	90%	76%	74%	77%
Vis & Perf Arts	4,185	4,622	4,499	85%	86%	85%	70%	70%	70%
CREDIT	41,559	43,357	43,042	87%	87%	88%	67%	67%	68%

source: gcc grade detail file

NOTE: "Enrollments" refers to the number of student enrollments at census date. "Retention" is the percentage of census enrollments receiving a grade of A, B, C, CR, D, F, or NC. "Success" is the percentage of census enrollments receiving a grade of A, B, C, or CR.

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

Enrollment, Retention, and Success

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

	TOTAL HOURS			ENROLLMENTS		
DEPARTMENT	2000	2001	2002	2000	2001	2002
High School/GED	196,540	94,297	92,018	6,611	6,028	6,693
ESL (Non-Credit)	479,556	451,479	410,390	6,829	6,241	5,319
Home Arts	675	612	780	30	23	33
Lifelong Learning	26,853	26,960	26,975	1,175	1,366	1,230
Business	66,666	78,843	81,497	2,598	2,491	2,689
Parent Education	19,996	18,974	19,919	646	738	735
Special Education	2,645	2,286	2,531	38	40	42

source: gcc mis data files

Figure 3-4. Total Non-Credit Positive Attendance Hours by Academic Year

Total Non-Credit Positive Attendance Hours
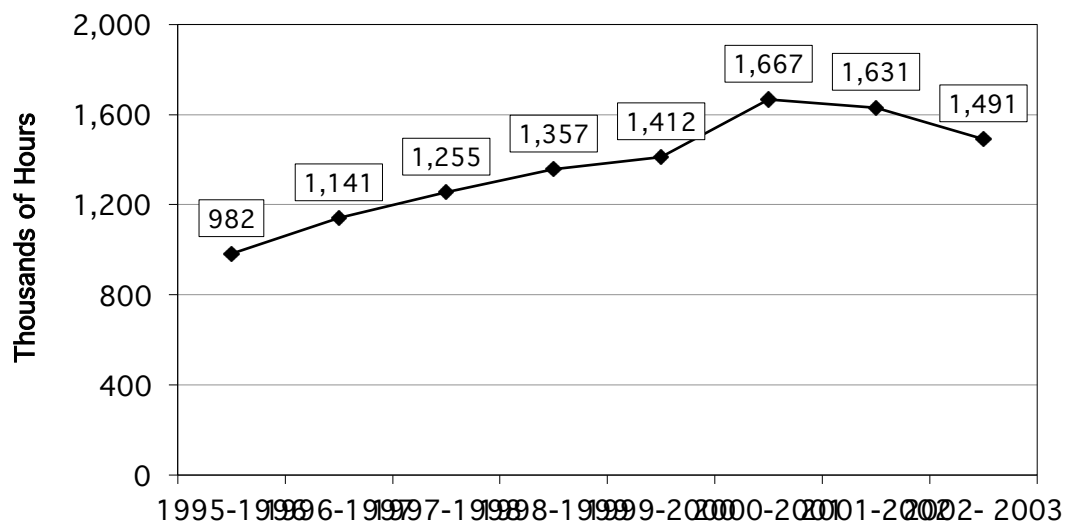
Notes on Figure 3-5 (next page)

KPI 0-1. Success, persistence, and educational goal completion rates

NUM	The total number of students in the group.
MEAN UNITS ATT	The average number of units a student attempted in Fall 2002.
MEAN UNITS COMP	The average number of units a student earned in Fall 2002.
SPRG PERS	The percentage of Fall 2002 students persisting to Spring 2003.
COMPL TERM GPA	The Fall 2002 GPA of students who completed more than zero units.
COMPL PERS	The percentage of Fall 2002 students completing more than zero units who persisted to Spring 2003.
COMPL NUM	The total number of students in the group completing more than zero units.
+/-/√	A minus sign indicates a potential issue for equity because a measure for that group was less than 80% of the collegewide average. A plus indicates the measure was higher than the collegewide average.

03.01. Student and Course Outcomes

Figure 3-5. Fall 2002 Success Comparison (Student Equity Measures)
    (see explanatory notes on previous page)

GROUP	NUM	MEAN UNITS ATT		MEAN UNITS COMP		SPRG PERS		COMPL TERM GPA		COMPL PERS		COMPL NUM
ALL STUDENTS ATTEMPTING UNITS												
Collegewide	16,223	8.3		6.1		66%		2.69		73%		13,088
American Indian	73	7.3	√	4.4	-	56%	√	2.68	√	67%	√	55
Asian	1,733	9.0	+	6.9	+	65%	√	2.82	+	71%	√	1,463
Black	499	8.3	√	4.9	√	57%	√	2.45	√	68%	√	363
Cauc. Cit.	4,706	7.8	√	5.8	√	63%	√	2.85	+	70%	√	3,939
Cauc. Res.	1,847	8.9	+	7.0	+	72%	+	2.63	√	77%	+	1,642
Latino Citizen	2,867	7.8	√	4.9	√	60%	√	2.43	√	69%	√	2,194
Latino Res.	694	7.9	√	5.4	√	66%	+	2.44	√	73%	+	567
Latino Other	362	8.7	+	6.3	+	73%	+	2.44	√	79%	+	308
Filipino	883	8.1	√	5.6	√	61%	√	2.57	√	67%	√	722
Others	2,559	8.8	+	7.2	+	75%	+	2.76	+	80%	+	2,269
Male	6,654	8.2	√	5.9	√	64%	√	2.61	√	71%	√	5,408
Female	9,360	8.4	+	6.2	+	67%	+	2.74	+	73%	+	7,944
Male Under 25	4,064	9.5	+	6.5	+	67%	+	2.41	√	75%	+	3,305
Male Over 24	2,590	6.6	-	5.0	√	59%	√	2.92	+	66%	√	2,103
Female Under 25	4,645	9.6	+	7.0	+	70%	+	2.51	√	76%	+	3,943
Female Over 24	4,715	6.8	√	5.4	√	64%	√	2.98	+	71%	√	4,001
With Disability	791	7.3	√	4.9	√	67%	+	2.67	√	75%	+	645
Stu. Visa	480	12.7	+	11.0	+	77%	+	2.70	+	78%	+	455
EOPS	1,560	11.7	+	10.2	+	89%	+	2.74	+	89%	+	1,531

source: gcc mis data files

GROUP	NUM	MEAN UNITS ATT		MEAN UNITS COMP		SPRG PERS		COMPL TERM GPA		COMPL PERS		COMPL NUM
FIRST-TIME STUDENTS ATTEMPTING UNITS												
Collegewide	2,491	9.2		6.4		73%		2.40		82%		1,929
American Indian	10	9.1	√	5.4	√	90%	+	2.18	√	89%	+	9
Asian	203	9.7	+	7.2	+	75%	+	2.62	+	80%	√	174
Black	82	10.8	+	6.5	+	67%	√	2.29	√	83%	+	59
Cauc. Cit.	590	10.1	+	7.1	+	76%	+	2.40	√	84%	+	497
Cauc. Res.	232	9.2	+	6.9	+	79%	+	2.39	√	85%	+	200
Latino Citizen	514	9.1	√	5.4	√	64%	√	2.13	√	74%	√	385
Latino Res.	109	8.6	√	5.3	√	73%	√	2.28	√	82%	+	85
Latino Other	81	8.7	√	5.9	√	77%	+	2.12	√	86%	+	69
Filipino	107	10.4	+	6.9	+	76%	+	2.28	√	86%	+	87
Others	563	7.9	√	6.3	√	76%	+	2.66	+	83%	+	475
Male	1,155	9.2	+	6.0	√	70%	√	2.50	+	80%	√	916
Female	1,287	9.1	√	6.7	+	76%	+	2.29	√	83%	+	1,083
Male Under 25	934	9.9	+	6.4	√	72%	√	2.20	√	82%	+	742
Male Over 24	221	6.3	-	4.5	-	61%	√	2.71	+	72%	√	174
Female Under 25	871	10.2	+	7.2	+	78%	+	2.36	√	85%	+	736
Female Over 24	416	7.0	-	5.8	√	70%	√	2.82	+	78%	√	347
Disability	77	7.9	√	4.9	-	74%	+	2.45	+	78%	√	64
Student Visa	62	13.2	+	11.8	+	85%	+	2.82	+	82%	+	62
EOPS	190	12.0	+	10.4	+	93%	+	2.71	+	94%	+	186

source: gcc mis data files

03.02.01. Student Characteristics by Educational Goal

Figure 3-6. Credit Enrollment by Educational Goal

GOAL	FALL 2000		FALL 2001		FALL 2002	
Transfer without AA	2,222	14%	2,623	15%	2,865	16%
Transfer with AA	5,484	35%	5,365	31%	5,445	31%
Vocational AA	496	3%	441	3%	396	2%
General Ed. AA	1,692	11%	1,869	11%	2,284	13%
Certificate	610	4%	676	4%	725	4%
Maintain Job	646	4%	785	5%	772	4%
Get New Job	1,153	7%	1,239	7%	1,140	6%
Personal Interest	2,664	17%	3,090	18%	3,164	18%
English/Math Skills	256	2%	306	2%	209	1%
Missing	407	3%	766	4%	555	3%
TOTAL	15,630	100%	17,160	100%	17,555	100%

source: gcc student master record database

KPI 6-4. Number of new students who, within their first year at the college, complete an SEP based on current information regarding job availability and educational requirements.

Figure 3-7. Students Completing Student Educational Plan (SEP)

GROUP	SPRG 2001	SPRG 2002	SPRG 2003
New Students			
Completed SEP	53%	39%	54%
Did Not Complete SEP	47%	61%	46%
All Students			
Completed SEP	61%	59%	64%
Did Not Complete SEP	39%	41%	36%

source: spring student surveys

Figure 3-8. Educational Goal History

Legend: Transfer — General Ed AA — Vocational: AS/Cert — Vocational: Skills Upgrade — Personal Interest — Basic Skills
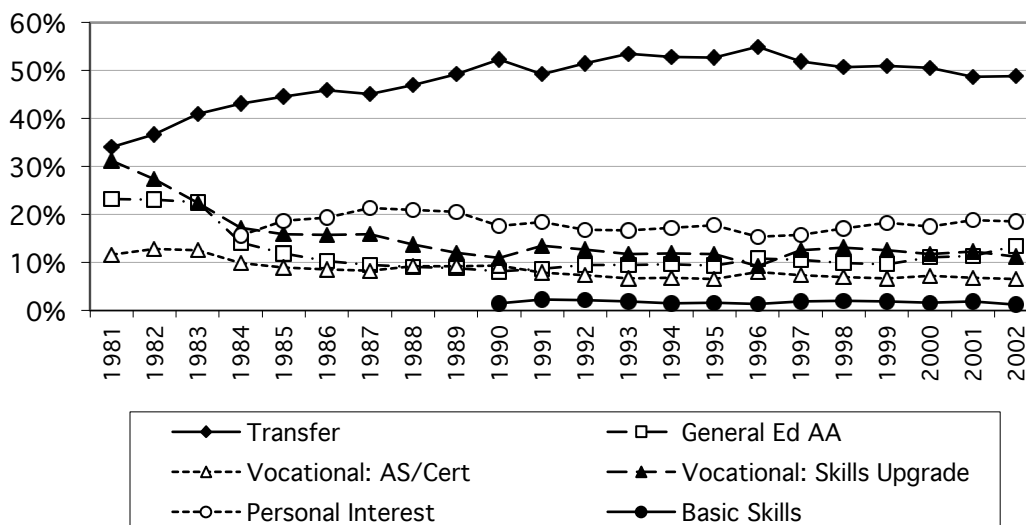
03.02. Educational Goals

Figure 3-9. Characteristics of Students by Goal, Fall 2002

TRANSFER GOAL	VOCATIONAL GOAL	PERSONAL INTEREST

TRANSFER GOAL

Gender

43%
57%

☐Male ◼Female

Age

19%
40%
11%
30%

☐Under 21 ◼21 to 25
◼26 to 30 ◼Over 30

Program

41% 39%
20%

☐Day ◼Night ◼Both

VOCATIONAL GOAL

Gender

35%
65%

☐Male ◼Female

Age

15%
18%
54%
13%

☐Under 21 ◼21 to 25
◼26 to 30 ◼Over 30

Program

37% 33%
30%

☐Day ◼Night ◼Both

PERSONAL INTEREST

Gender

43%
57%

☐Male ◼Female

Age

32% 36%
10%
22%

☐Under 21 ◼21 to 25
◼26 to 30 ◼Over 30

Program

27%
40%
33%

☐Day ◼Night ◼Both

source: gcc student master record database

3. STUDENT SUCCESS
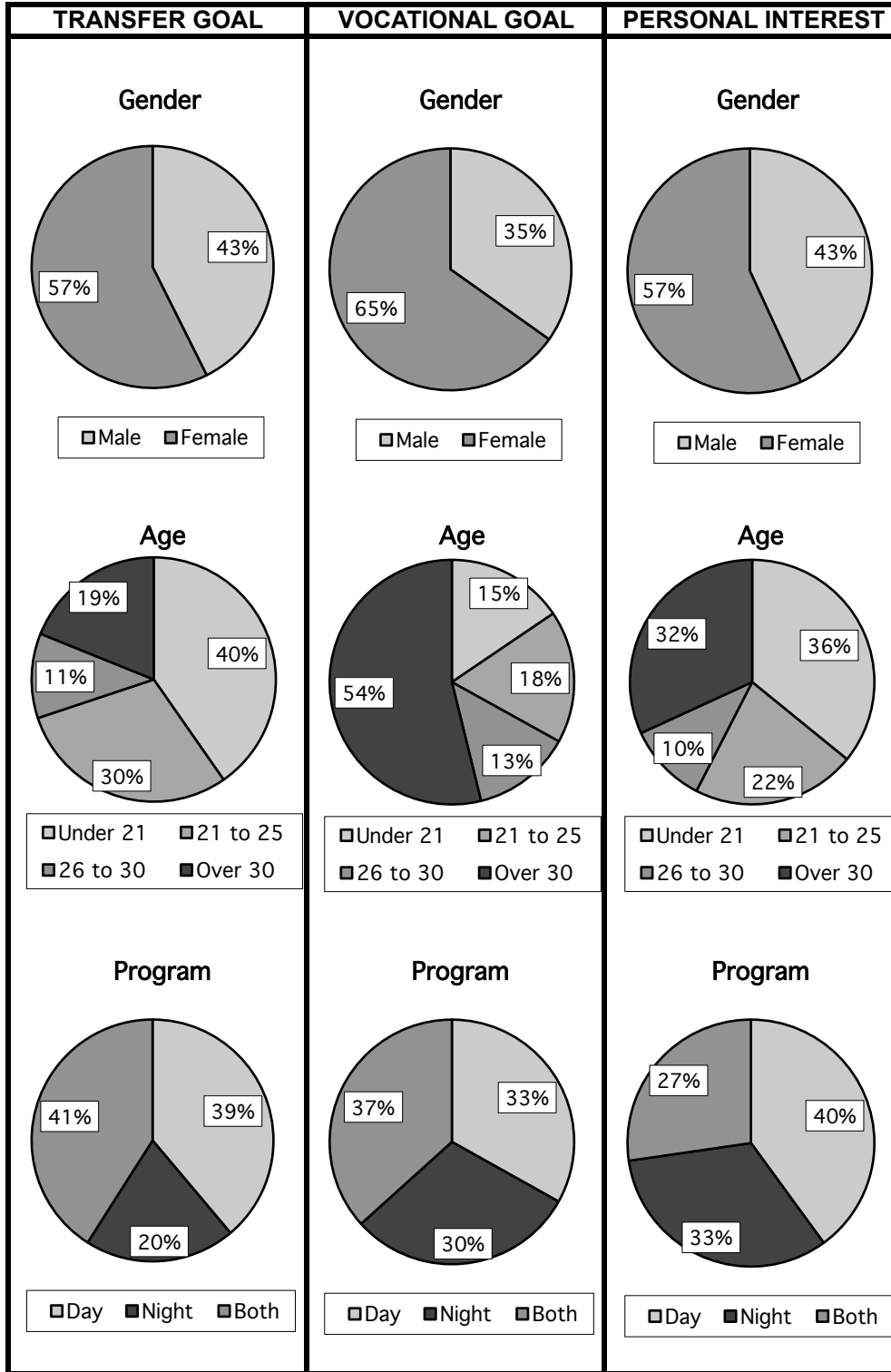
Figure 3-10. Characteristics of Students by Goal, Fall 2002

TRANSFER GOAL	VOCATIONAL GOAL	PERSONAL INTEREST

Citizenship (Transfer Goal)

- 22%
- 4%
- 17%
- 57%

Legend: □ Perm. Res. ■ Student ■ Other ■ US Citizen

Citizenship (Vocational Goal)

- 20%
- 2%
- 20%
- 58%

Legend: □ Perm. Res. ■ Student ■ Other ■ US Citizen

Citizenship (Personal Interest)

- 15%
- 2%
- 9%
- 74%

Legend: □ Perm. Res. ■ Student ■ Other ■ US Citizen

Units Attempted (Transfer Goal)

- 29%
- 39%
- 32%

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

Units Attempted (Vocational Goal)

- 21%
- 43%
- 36%

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

Units Attempted (Personal Interest)

- 16%
- 56%
- 28%

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

Units Completed (Transfer Goal)

- 19%
- 20%
- 25%
- 36%

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

Units Completed (Vocational Goal)

- 14%
- 24%
- 32%
- 30%

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

Units Completed (Personal Interest)

- 8%
- 32%
- 39%
- 21%

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

source: gcc student master record database and grade detail files

03.02. Educational Goals

Figure 3-11. Ethnicity of Transfer-Goal Students

ETHNICITY	FALL 2000		FALL 2001		FALL 2002	
Caucasian/Anglo	1,403	18%	1,334	17%	1,242	15%
Caucasian/Armenian	2,110	27%	2,407	30%	2,730	33%
Hispanic	2,060	27%	2,030	25%	2,031	24%
Asian	968	13%	987	12%	948	11%
Filipino	510	7%	506	6%	487	6%
African-American	229	3%	215	3%	266	3%
American Indian	30	0%	28	0%	23	0%
Other	367	5%	406	5%	421	5%
Missing	40	1%	75	1%	162	2%
TOTAL	7,717	100%	7,988	100%	8,310	100%

source: gcc student master record database

Figure 3-12. Ethnicity of Vocational Students

ETHNICITY	FALL 2000		FALL 2001		FALL 2002	
Caucasian/Anglo	794	27%	818	26%	674	22%
Caucasian/Armenian	770	27%	870	28%	850	28%
Hispanic	690	24%	717	23%	642	21%
Asian	279	10%	329	10%	321	11%
Filipino	152	5%	142	5%	145	5%
African-American	79	3%	80	3%	88	3%
American Indian	10	0%	18	1%	21	1%
Other	93	3%	117	4%	132	4%
Missing	31	1%	50	2%	160	5%
TOTAL	2,898	100%	3,141	100%	3,033	100%

source: gcc student master record database

Figure 3-13. Ethnicity of Personal Interest Students

ETHNICITY	FALL 2000		FALL 2001		FALL 2002	
Caucasian/Anglo	831	31%	894	29%	756	24%
Caucasian/Armenian	483	18%	607	20%	549	17%
Hispanic	693	26%	730	24%	805	25%
Asian	321	12%	394	13%	395	12%
Filipino	141	5%	160	5%	167	5%
African-American	44	2%	64	2%	85	3%
American Indian	9	0%	13	0%	13	0%
Other	114	4%	145	5%	147	5%
Missing	36	1%	83	3%	247	8%
TOTAL	2,672	100%	3,090	100%	3,164	100%

source: gcc student master record database

3. STUDENT SUCCESS

03.03.01. Degrees and Certificates Awarded

KPI 0-1. Success, persistence, and educational goal completion rates

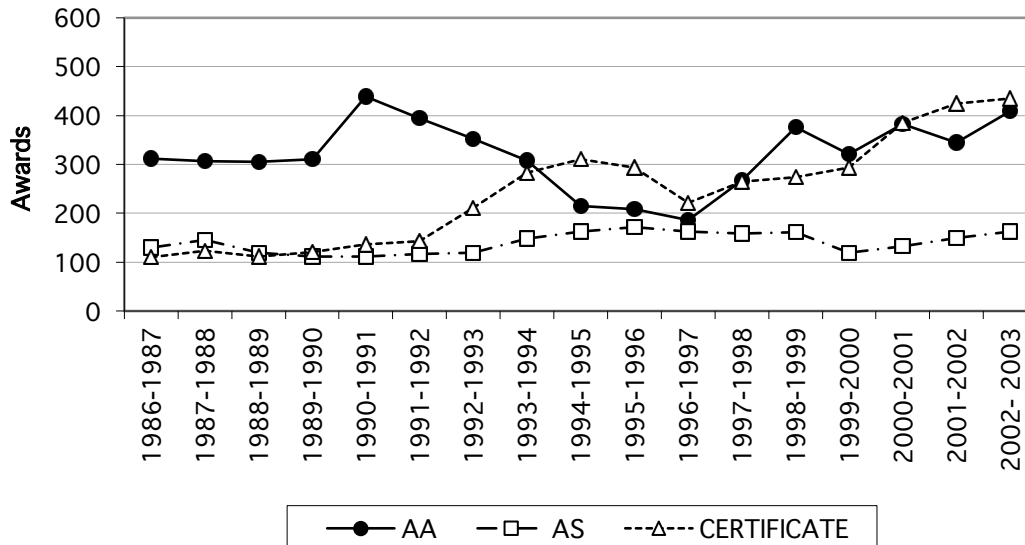Figure 3-14. Number of Degrees and Certificates Awarded

Figure 3-15. Degrees and Certificates Awarded by Gender

	AA DEGREES			AS DEGREES			CERTIFICATES		
GENDER	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003
Male	34%	35%	33%	21%	20%	16%	36%	33%	35%
Female	66%	65%	67%	79%	80%	84%	64%	67%	65%
TOTAL	383	344	409	133	149	162	385	425	435

source: gcc graduation database

Figure 3-16. Degrees and Certificates Awarded by Ethnicity

	AA DEGREES			AS DEGREES			CERTIFICATES		
ETHNICITY	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003	2000-2001	2001-2002	2002-2003
Caucasian	52%	50%	54%	45%	55%	45%	62%	68%	69%
Hispanic	19%	20%	22%	11%	13%	18%	17%	15%	13%
Asian/Pac. Isl.	21%	19%	12%	30%	21%	25%	10%	10%	11%
Filipino	7%	8%	8%	10%	11%	11%	5%	4%	3%
Afr.-American	1%	2%	2%	3%	0%	2%	4%	1%	3%
Am. Indian	0%	0%	1%	0%	0%	0%	0%	0%	0%
Other	0%	2%	1%	1%	0%	0%	2%	1%	1%
TOTAL	383	344	409	133	149	162	385	425	435

source: gcc graduation database

03.03. Student Completion

KPI 5-2. Average length of time taken by full-time students to fulfill transfer, certificate, or degree requirements (measured by level of preparation and by goal)

Figure 3-17. Mean Entry-to-Degree Time (Years)

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
AA	6.1	6.0	6.0	5.7	5.4	5.1	5.1
AS	5.6	6.7	6.7	6.6	6.1	6.9	6.1
Certificate	5.6	5.8	5.5	5.5	5.3	5.1	4.7

The table shows the average number of years between first enrollment at GCC and the award of a degree or certificate. Mean years is shown for all students receiving an award in the indicated academic year.
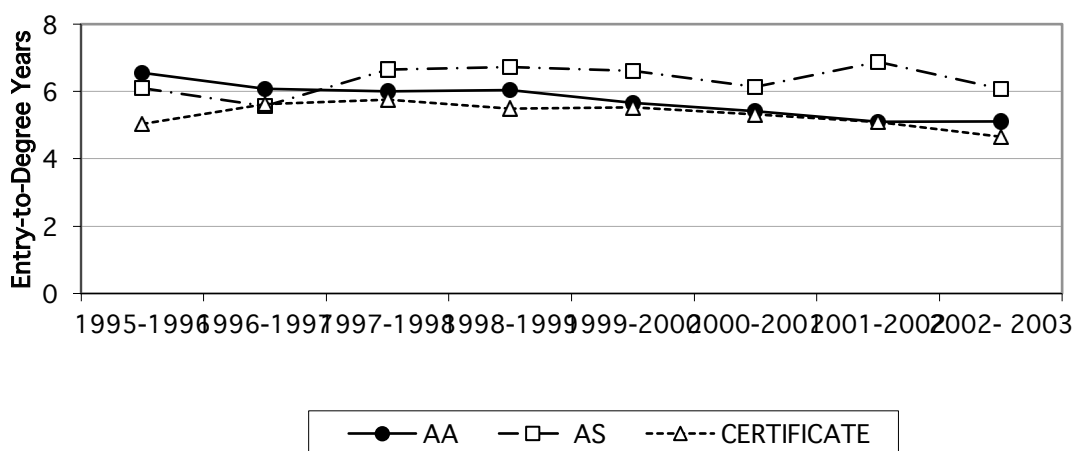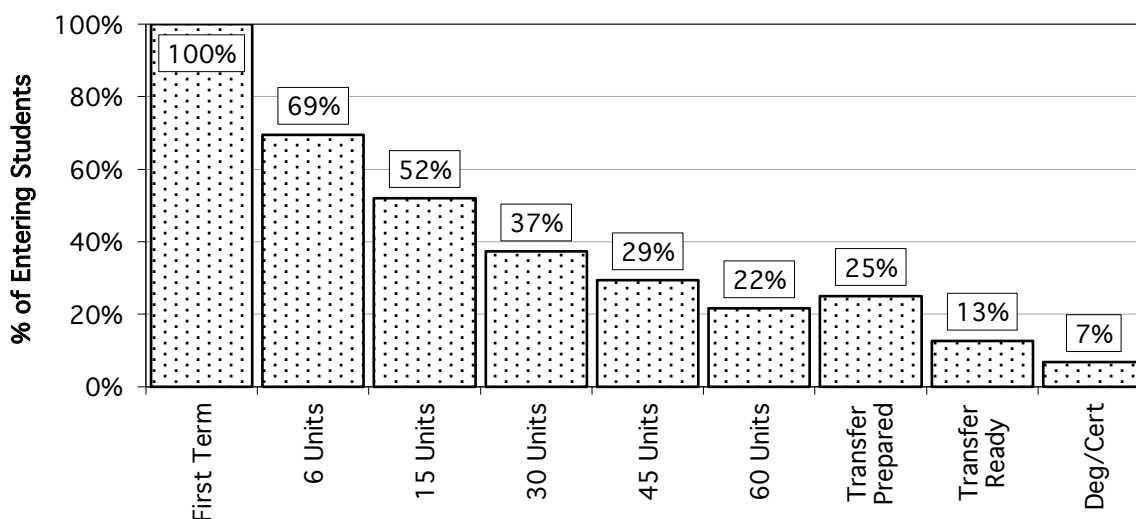

Figure 3-18. Percentage of Entering Cohort Achieving Success Within 4 Years

The graph shows success benchmarks for the student cohort entering as first-time college students in Fall 1999. Transfer prepared refers to completing at least 56 UC/CSU transferable units with a GPA of at least 2.0 in those units. Transfer ready students are transfer prepared and have passed English 101 and a transferable math class. Deg/cert refers to students completing any GCC AA, AS, or certificate within 4 years.

3. STUDENT SUCCESS

KPI 0-1. Success, persistence, and educational goal completion rates

Figure 3-19. Associate in Arts Degrees Awarded

MAJOR	2000-2001	2001-2002	2002-2003	Total
Applied Arts	2	2	0	4
Biological Science	5	2	2	9
Business Administration	48	44	35	127
Choreographic Studies & Dance Techniques	0	0	1	1
English	0	6	3	9
Foreign Language: French	0	2	0	2
Foreign Language: Spanish	4	2	0	6
Foreign Language: Two Languages	2	3	5	10
General Education Transfer Studies	249	232	292	773
Health Science	8	7	16	31
Humanities	1	1	1	3
Interdisciplinary Humanities: Amer. Resp.	0	0	0	0
Interdisciplinary Humanities: Creativity	0	0	0	0
Interdisciplinary Humanities: East-West	0	0	0	0
Liberal Arts	9	3	0	12
Mathematics	0	0	3	3
Media/Communications	0	0	1	1
Music	1	1	1	3
Physical Education	2	1	1	4
Physical Science	1	3	1	5
Social Science	37	28	35	100
Speech/Communication	1	3	1	5
Theatre Arts	0	1	0	1
Visual Arts: Art History	1	0	2	3
Visual Arts: Two Dimensional	6	1	1	8
Visual Arts: Graphic Arts	0	1	5	6
Visual Arts: Three Dimensional	1	1	1	3
Visual Arts: Photography	0	0	0	0
Visual Arts: Animation	0	0	0	0
Visual Arts: Media Arts	1	0	0	1
Visual Arts:Advertising Art	4	0	2	6
Visual Arts: Animation	0	0	0	0
TOTAL	383	344	409	1,136

source: gcc graduation database

03.03. Student Completion

Figure 3-20. Certificates and Associate in Science Degrees Awarded

MAJOR	2000-2001 AS	2000-2001 CERT	2001-2002 AS	2001-2002 CERT	2002-2003 AS	2002-2003 CERT	TOT
Accounting	10	28	18	24	26	14	120
Administration of Justice	4	8	4	4	1	8	29
Advertising Art	4	3	2	4	6	5	24
Aircraft FAA Pwrplnt & Airframe Cert.	0	24	2	16	3	22	67
Animation: Classical Animation	0	1	0	1	1	5	8
Animation: Digital Animation	0	1	2	3	0	8	14
Apprentice Electronics Technician	0	1	0	1	0	0	2
Architectural Drafting & Design	4	3	2	2	1	0	12
Art	0	0	0	0	0	0	0
Art History	0	0	0	1	0	0	1
Art: Three Dimensional	1	0	0	1	0	1	3
Art: Two Dimensional	3	4	1	0	0	4	12
Aviation & Transp.: Aviation Admin.	4	1	3	2	1	1	12
Aviation & Transp.: Pilot Training	1	0	2	0	1	5	9
Aviation & Transp.: Powerplant	0	14	0	23	0	22	59
Bookkeeping	0	21	0	9	0	9	39
Business Admin.: General Business	1	2	2	3	3	0	11
Business Admin.: Int'l Business	0	1	1	0	2	1	5
Business Admin.: Retail Management	0	0	0	0	0	1	1
Business Admin.: Small Business	0	0	0	0	1	1	2
BUSOT: Administrative Assistant	0	3	1	3	1	2	10
BUSOT: Executive Secretary	0	1	1	1	0	1	4
BUSOT: General Office	9	40	15	33	15	70	182
BUSOT: Legal Secretary	3	3	2	0	0	0	8
BUSOT: Secretary	0	0	0	1	1	0	2
Ceramics	0	1	0	1	0	1	3
Certified Tax Preparer	0	5	0	11	0	3	19
Child Dev./Teaching: Admin./Superv.	0	1	0	1	0	0	2
Child Dev./Teaching: Infant/Toddler	1	3	1	2	3	2	12
Child Dev./Teaching: Nursery School	8	14	5	1	4	2	34
Child Dev./Teaching: School Age	1	1	2	1	2	1	8
Child Development: Master Teacher	0	0	1	4	3	4	12
Child Development: Site Supervisor	0	0	0	1	1	0	2
Child Development: Teacher	4	7	7	11	13	15	57
Choreographic Studies & Dance Tech.	5	1	1	1	3	2	13
Clerical Trainee	0	1	0	1	0	4	6
Communications	0	20	0	46	0	48	114
Computer Aided Manufacturing	0	0	0	7	0	3	10
Computerized Accounting Specialist	0	0	0	7	0	8	15
Comp. Info. Sys.: Microcomputer	0	2	0	0	0	0	2
Comp. Info. Sys.: Programming	1	0	0	0	0	0	1
Computer Information Systems	5	5	5	5	5	2	27
Computer Operations Technician	0	0	0	0	0	0	0
Computer Operator	0	7	0	5	0	6	18
Computer Programmer	0	10	0	4	0	3	17
Computer Science	2	3	2	1	2	2	12
Computer Software Technician	1	8	2	6	0	2	19
Computer Support Technician	0	2	0	8	0	5	15
Cosmetology	0	0	0	0	0	0	0
Culinary Arts	0	13	0	9	0	12	34

(Note: This table is continued on the next page.)

Figure 3-20. Certificates and Associate in Science Degrees Awarded (cont'd)

| MAJOR	2000-2001		2001-2002		2002-2003		
	AS	CERT	AS	CERT	AS	CERT	TOT
Desktop Publishing	1	2	0	1	0	0	4
Desktop Publishing Technician	0	3	0	2	0	0	5
Dietary Service Supervisor	1	12	0	10	3	10	36
Drafting/Electro-Mechanical Design	0	1	1	2	1	2	7
ECT: Automation Systems Technician	0	1	0	1	0	0	2
ECT: Comp. Systems Technician	1	5	3	3	0	2	14
ECT: Computer Repair Technician	0	8	0	9	0	1	18
ECT: Electronics Engineering Tech.	1	5	2	4	1	3	16
Electronics & Computer Technology	0	0	1	0	0	0	1
Engineering/Electro-Mech. Design	0	0	0	2	0	5	7
Fashion Design	0	1	0	0	0	0	1
Fashion Design Merchandising	1	4	2	4	1	1	13
Fire Technology	0	1	0	1	0	0	2
Fitness Specialist	0	0	0	0	1	1	2
Flight Attendant	4	5	5	2	7	3	26
Food Service Management	0	0	0	0	0	0	0
Hotel/Restaurant Management	1	2	1	2	3	2	11
International Business Specialist	0	1	0	2	0	2	5
Machine & Manuf. Tech.: Machinist	0	0	0	0	0	0	0
Management	1	2	1	4	1	2	11
Marketing Specialist	0	1	0	1	0	0	2
Mass Communications	1	0	0	0	0	1	2
Med. Admin. Serv.: Med. Front Office	0	8	2	5	1	4	20
Med. Admin. Serv.: Med. Secretary	0	0	0	1	0	0	1
Med. Admin. Serv.: Med. Transcrip.	0	0	0	1	0	1	2
MOUS (Microsoft Office User Specialist)	0	0	0	34	0	23	57
Music	0	0	0	0	1	1	2
Nursing: Registered Nursing	36	10	34	26	35	13	154
Nursing: Vocational Nursing	0	6	1	10	1	3	21
Office Admin.: General Office	3	0	3	1	1	0	8
Office Admin.: Legal Secretary	0	1	0	0	0	0	1
Office Admin.: Secretary	0	0	1	0	0	0	1
Photography	1	2	1	0	0	2	6
Public Relations	0	1	0	0	0	0	1
Real Estate	1	0	1	8	1	5	16
Receptionist/Office Clerk	0	0	0	0	0	11	11
Small Business Specialist	0	3	0	0	0	1	4
Specialist in Alcohol/Drug Studies	3	27	3	19	2	22	76
Theatre Arts: Acting	0	3	0	0	0	0	3
Theatre Arts: Theatre Arts	1	0	0	0	0	1	2
TV Production: Corporate	2	0	0	0	0	0	2
TV Production: Videography	2	1	0	0	1	1	5
Web Graphics	0	0	0	6	0	2	8
Web Publishing Specialist	0	1	2	0	2	3	8
Welding, Occupational (Comb. Welder)	0	5	1	1	0	2	9
TOTAL	133	385	149	427	162	435	1,691

03.03. Student Completion

03.03.02. Transfer

KPI 0-2. Number, performance, and satisfaction of transfer students

Figure 3-21. Transfers from GCC to UC and CSU
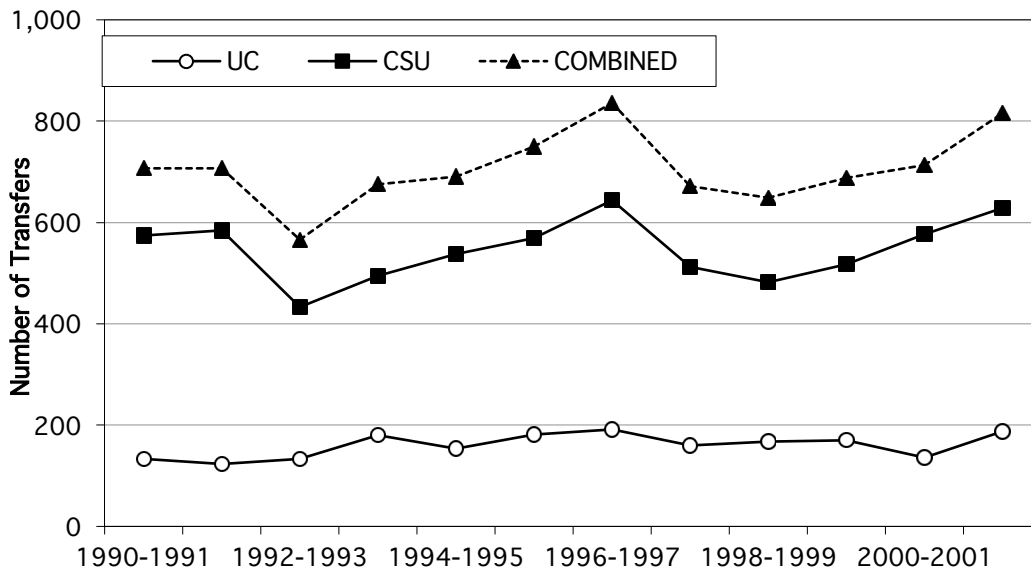
source: california postsecondary education commission and chancellor's office

Figure 3-22. Transfer History

YEAR	To UC	To CSU	To Indep.*	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	--	816

source: california postsecondary education commission

*Note: 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.

3. STUDENT SUCCESS

KPI 0-2. Number, performance, and satisfaction of transfer students

Figure 3-23. Number of Fall Semester Transfers to Senior Institutions

TRANSF INSTITUTION	Fall 1999	Fall 2000	Fall 2001
CSU			
Northridge	168	203	199
Los Angeles	77	68	99
Pomona	31	26	25
Long Beach	13	15	12
Dominguez Hills	9	10	9
San Diego	9	2	4
Fullerton	5	6	6
Other Campuses	13	15	17
Total CSU	325	345	371

source: csu academic performance reports

Figure 3-24. Performance of Upper-Division Students Transferring to CSU

OUTCOME	Fall 1999	Fall 2000	Fall 2001
Number of Transfers	297	296	322
GCC GPA	2.86	2.88	2.89
Fall to Fall Persistence	81%	89%	86%
Persisters' CSU GPA	2.88	2.86	2.90

source: csu academic performance reports

Figure 3-25. CSU GPA of Transfer Students (Upper Division and Lower Division)
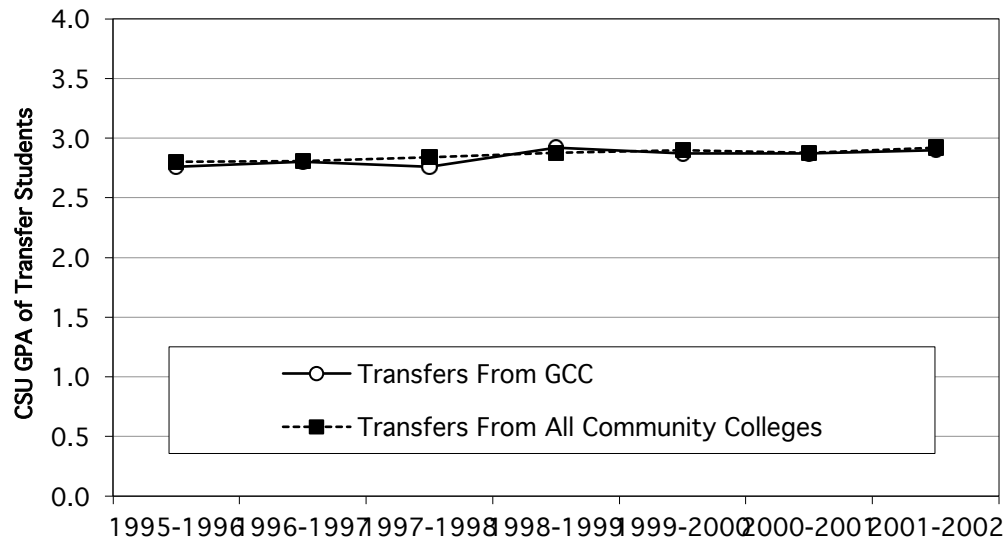
source: csu academic performance reports

03.03. Student Completion

03.03.03. Partnership for Excellence Goals

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

The following figures show Glendale's progress toward statewide goals, assuming Glendale's percentage increase matches the statewide percentage increase goal.

Figure 3-26. PFE Goal One: Transfer

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
UC Actual Transfers		167	170	136	188				
UC Goal		167	179	191	203	215	227	239	251
CSU Actual Transfers		482	518	577	628				
CSU Goal		482	510	538	566	594	622	650	678
Actual Transfer Prepared	1273	1354	991	1327	1522				
Transfer Prepared Goal	1273	1316	1359	1402	1445	1489	1532	1575	1618
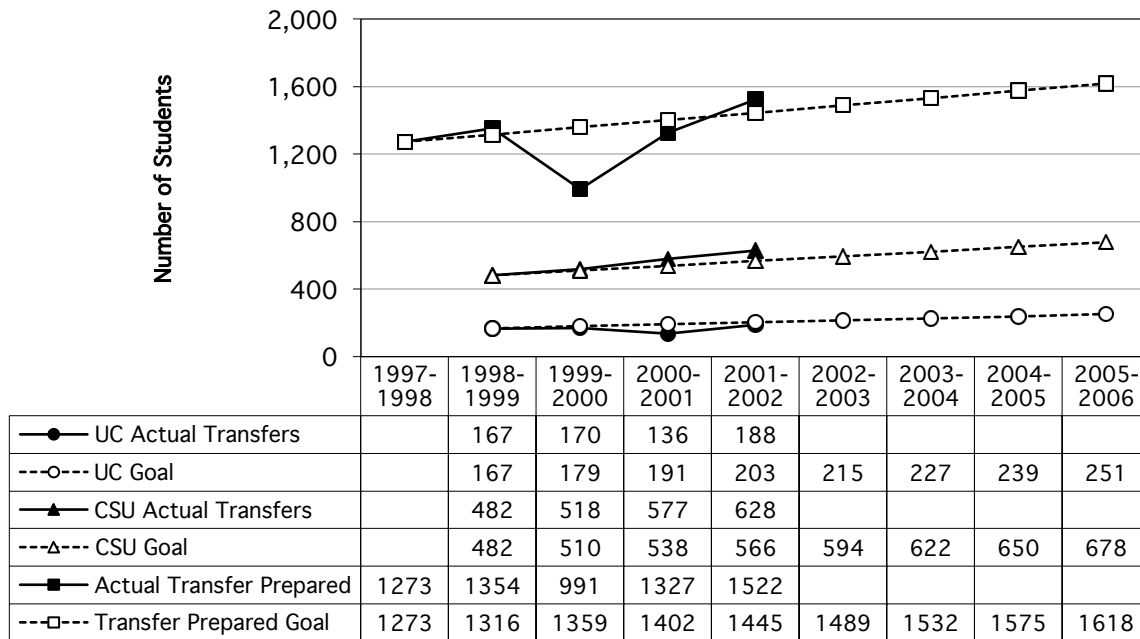
source: chancellor's office

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

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Actual Degrees	411	498	300	496	490				
Degree Goal	411	430	449	468	487	506	526	545	564
Actual Certificates	246	240	415	339	315				
Certificate Goal	246	258	270	383	295	307	319	331	344
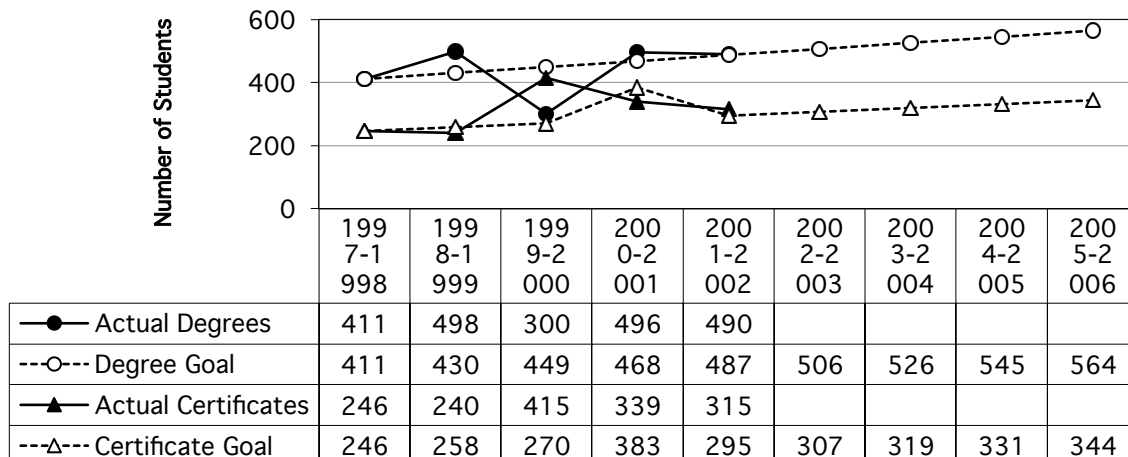
source: chancellor's office

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

YEAR	Overall		Transferable		Vocational		Basic Skills	
	GCC	Goal	GCC	Goal	GCC	Goal	GCC	Goal
1995-1996 base	71.0%	70.6%	71.3%	70.8%	82.6%	80.0%	70.9%	62.5%
1996-1997	70.5%	70.6%	70.9%	70.8%	80.6%	80.0%	69.4%	62.5%
1997-1998	70.8%	70.6%	71.0%	70.8%	80.6%	80.0%	69.4%	62.5%
1998-1999	69.2%	70.6%	69.4%	70.8%	80.3%	80.0%	66.3%	62.5%
1999-2000	68.8%	70.6%	69.5%	70.8%	76.6%	80.0%	62.5%	62.5%
2000-2001	69.7%	70.6%	70.0%	70.8%	78.9%	80.0%	64.8%	62.5%
2001-2002	70.6%	70.6%	71.3%	70.8%	77.3%	80.0%	68.6%	62.5%
2002-2003	--	70.6%	--	70.8%	--	80.0%	--	62.5%
2003-2004	--	70.6%	--	70.8%	--	80.0%	--	62.5%
2004-2005	--	70.6%	--	70.8%	--	80.0%	--	62.5%
2005-2006	--	70.6%	--	70.8%	--	80.0%	--	62.5%

source: chancellor's office

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

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Actual Advanced Voc	1,077	1,020	461	466	1,662				
Goal Advanced Voc	1,077	1,125	1,173	1,221	1,269	1,317	1,365	1,414	1,462
Actual Intro Voc	3,169	3,773	3,596	4,164	5,987				
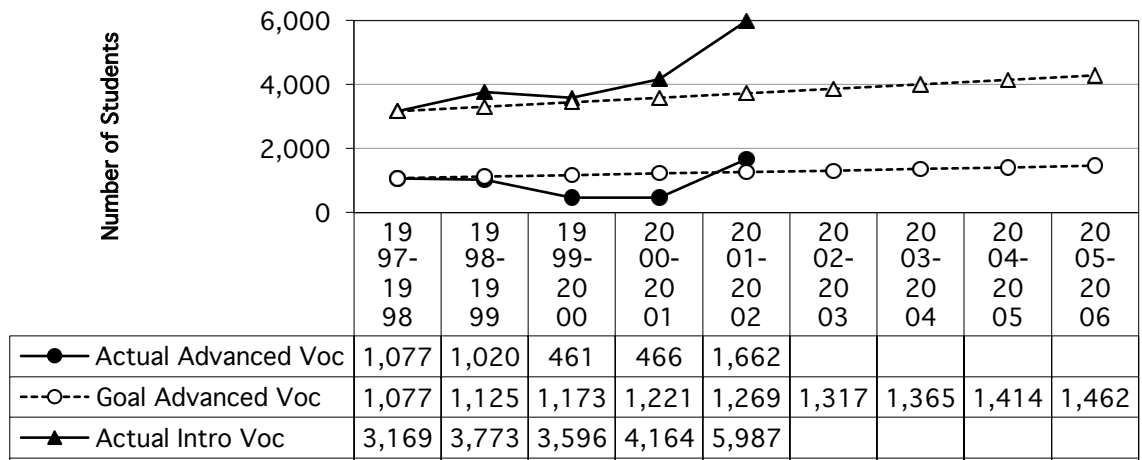
source: chancellor's office

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

	95-96 to 97-98	96-97 to 98-99	97-98 to 99-00	98-99 to 00-01	99-00 to 01-02	00-01 to 02-03	01-02 to 03-04	02-03 to 04-05	03-04 to 05-06	04-05 to 06-07	05-06 to 07-08
Actual English	1,052	1,080	1,127	1,148	1,224						
Goal English	1,052	1,093	1,134	1,175	1,216	1,256	1,297	1,338	1,379	1,420	1,461
Actual Math	289	363	430	490	437						
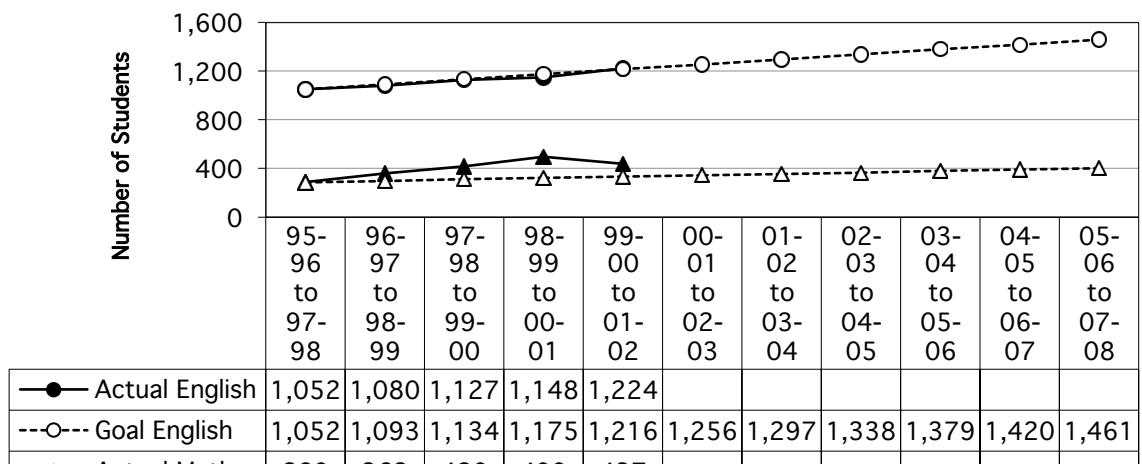
03.03.04. Time to Goal Completion

KPI 5-2. Average length of time taken by full-time students to fulfill transfer, certificate, or degree requirements (measured by level of preparation and by goal)

Figure 3-31. Students Completing Goals Within 150% of Normal Time
(Full-Time, First-Time, Degree-Seeking Students Only)

GLENDALE COMMUNITY COLLEGE

ENTERING COHORT	Number in Cohort	Non-Completers			Completers
		Still Enrolled	Not Enrolled	Transf Out	Complete within 3 years
Entering Fall 1994	371	21%	15%	15%	50%
Entering Fall 1995	504	21%	19%	21%	40%
Entering Fall 1996	527	29%	35%	19%	37%
Entering Fall 1997	513	27%	39%	17%	35%
Entering Fall 1998	495	31%	41%	19%	30%
Entering Fall 1999	369	24%	43%	25%	33%

CALIFORNIA COMMUNITY COLLEGES

ENTERING COHORT	Number in Cohort	Non-Completers			Completers
		Still Enrolled	Not Enrolled	Transf Out	Complete within 3 years
Entering Fall 1994	37,116	18%	28%	17%	39%
Entering Fall 1995	36,461	26%	17%	23%	34%
Entering Fall 1996	39,741	27%	41%	25%	32%
Entering Fall 1997	40,973	27%	41%	26%	33%
Entering Fall 1998	42,415	27%	44%	27%	31%
Entering Fall 1999	37,593	25%	40%	24%	35%

source: chancellor's office student right-to-know data, ipeds graduation rate survey

DEFINITIONS

Number in Cohort	The number of full-time, first-time, degree-seeking students entering college in the specified semester.
Completers	Students who, within 3 years of entry, completed a degree or certificate, or who reached "transfer-prepared" status by completing 56 or more transferable units with a GPA of 2.0 or higher in those units.
Non-Completers	Students who did not complete a degree or certificate and did not reach transfer-prepared status within 3 years of entry.
Transf Out	Non-completers who transferred to a four-year institution or a California community college within 3 years of entry.

NOTE: The "Transf Out" rate, derived from Federal Student Right-to-Know definitions, is often reported as a college "transfer rate." However, this number is a flawed measure of transfer performance for two reasons:
1) it counts only non-completing students (i.e., those not completing a degree or certificate and not becoming transfer-prepared), so it ignores those students the college has successfully prepared for transfer, and
2) it includes "transfers" to community colleges as well as four-year institutions.

03.03.05. Workforce Placement of Students in Vocational Programs

KPI 0-4. Placement rates of students in the workforce and entry level salaries

Figure 3-32. Workforce Placement and Retention

	Reporting Year		
	2001-2002	2002-2003	2003-2004
Workforce Placement			
Leavers & completers	n.r.	n.r.	496
Number placed	n.r.	n.r.	386
Percentage placed	82%	76%	78%
State performance goal	85%	83%	83%
Difference	-3%	-8%	-5%
Workforce Retention			
Leavers & completers	n.r.	n.r.	306
Number retained	n.r.	n.r.	249
Percentage retained	82%	83%	81%
State performance goal	84%	83%	83%
Difference	-2%	0%	-1%

source: chancellor's office core indicator reports

DEFINITIONS

Leavers & completers	Students who completed at least one occupational course and earned at at least 12 units in a vocational program area, or earned a vocational degree or certificate, and who are not still enrolled at a community college.
Placed	Students are considered to be placed if they were employed (in state unemployment insurance-covered employment) in their first year after college, or if they transferred to a UC or CSU school in their first year after college.
Retained	Students are counted as retained if they were employed in their first year after college and they remained employed for three consecutive quarters. Transfer students are not counted in the retained group base.
Performance goal	The state defines a performance goal for each VTEA core indicator.

NOTE

"n.r." indicates *not reported*, i.e., the state did not report counts before 2003-2004.

Section 4
STAFF COMPOSITION

○ ○ ○ ● ○

04.01.01. Faculty and Staff Demographics

Figure 4-1. Staff Composition by Gender, 2002-2003

CATEGORY	MALE		FEMALE		TOTAL	
Management						
Academic	11	33%	22	67%	33	100%
Classified	17	47%	19	53%	36	100%
Faculty						
Regular (Full-Time)	118	51%	113	49%	231	100%
Temporary (Adjunct)	267	52%	249	48%	516	100%
Professional/Non-Faculty	1	9%	10	91%	11	100%
Clerical/Secretarial	20	12%	144	88%	164	100%
Technical/Paraprofessional	48	38%	80	63%	128	100%
Skilled Crafts	6	100%	0	0%	6	100%
Service/Maintenance	39	61%	25	39%	64	100%
TOTAL	527	44%	662	56%	1,189	100%

source: gcc human resources office

Figure 4-2. Staff Composition History
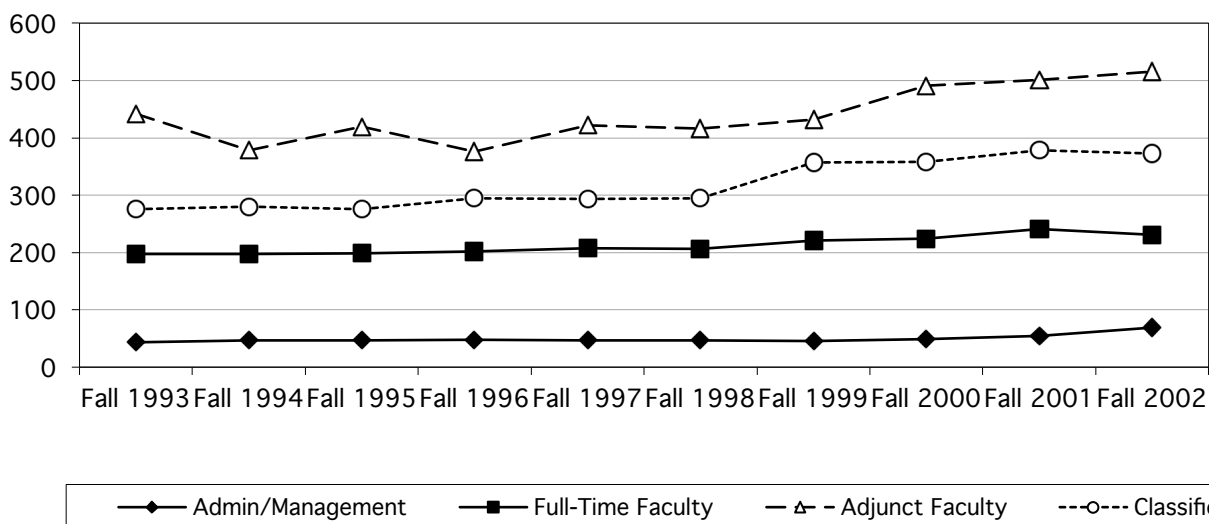
Figure 4-3. Staff Composition by Ethnicity, 2002-2003

CATEGORY	American Indian	Asian	Black	White	Hispanic	Filipino	Total
Management							
Academic	0	1	2	30	0	0	33
Classified	0	1	4	23	6	2	36
Faculty							
Regular (Full-Time)	3	14	7	186	17	4	231
Temporary (Adjunct)	2	49	18	419	25	3	516
Professional/Non-Faculty	0	2	0	9	0	0	11
Clerical/Secretarial	1	10	3	119	24	7	164
Technical/Paraprofessional	1	5	9	81	25	7	128
Skilled Crafts	0	0	1	2	2	1	6
Service/Maintenance	0	1	6	19	36	2	64
TOTAL	7	83	50	888	135	26	1,189

source: gcc human resources office

4. STAFF COMPOSITION

04.01.02. Workload

Figure 4-4. Full-Time Instructional Hour Ratios by Division

DIVISION	FALL 2000	FALL 2001	FALL 2002
Allied Health	83%	73%	68%
Biology	76%	62%	72%
Business	49%	44%	45%
College Services	96%	92%	93%
English	46%	51%	42%
ESL (Credit)	31%	38%	31%
Health & PE	77%	74%	72%
Language Arts	44%	48%	45%
Mathematics	49%	45%	54%
Physical Science	71%	68%	65%
Social Science	52%	54%	45%
Technology & Aviation	75%	64%	63%
Visual & Performing Arts	47%	44%	41%

source: class master fte data

Note: Data in the above table show full-time FTE divided by total FTE for each division. This information is based on raw FTE data. Factors such as released time are not included in these data; only instructional hours are counted. These data are not comparable to AB 1725 ratios.

Figure 4-5. Faculty Workload by Division

DIVISION	FALL 2001			FALL 2002		
	WSCH	FTEF	LOAD	WSCH	FTEF	LOAD
Allied Health	4,479	7.8	577.9	4,341	6.3	694.5
Biology	7,792	14.1	553.0	8,784	15.0	586.8
Business	27,059	38.4	703.9	24,928	36.9	675.2
College Services	1,476	0.9	1,604.1	1,509	1.1	1,397.4
English	20,058	28.4	705.3	18,911	27.2	695.8
ESL (Credit)	19,173	31.2	613.9	21,331	34.3	621.3
Health & PE	11,005	18.1	607.0	11,100	17.6	632.5
Language Arts	11,316	19.4	582.4	12,522	20.4	613.2
Mathematics	22,817	32.7	697.3	21,894	33.1	661.1
Physical Science	10,097	20.0	504.9	10,791	19.0	568.8
Social Science	27,919	39.0	716.2	30,261	40.3	751.8
Technology & Aviation	12,972	39.4	329.3	12,508	34.1	366.7
Visual & Performing Arts	21,502	33.6	640.1	21,230	32.3	657.1
Credit	197,665	323.1	611.76	200,109	317.5	630.34

source: ais wsch reports and class master fte data

Note: Load is defined as Weekly Student Contact Hours (WSCH) divided by Full-Time Equivalent Faculty (FTEF).

04.02.01. Staff Development Budget

Figure 4-6. Staff Development Budget, 2001-2002

Technology
Funds
37%

District Funds
33%

AB 1725 Funds
30%
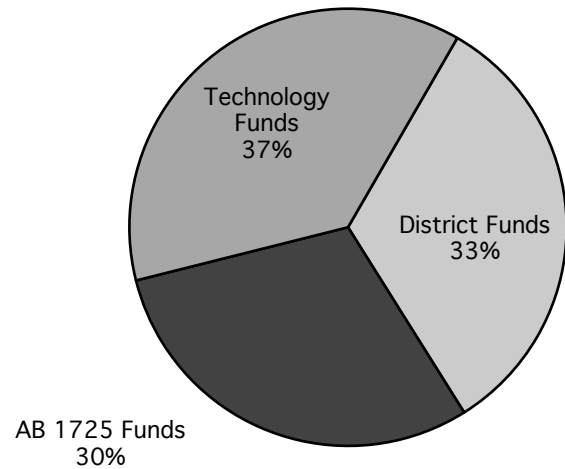
source: gcc staff development office

Figure 4-7. Staff Development Budget Allocations, 1998-1999

Stipends
7%

Media/Supplies
8%

Hourly
3%

Tuition
Reimbursement
8%

Classfied Salary/
Benefits
34%

Retreats
5%

Contract
Lecturers
2%

Faculty/ Staff
Conferences
33%
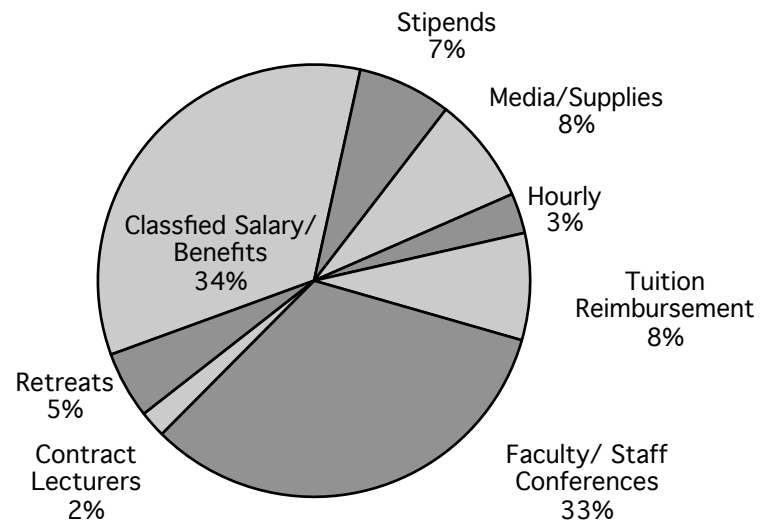
source: gcc staff development office

Section 5
FISCAL CONDITION

○ ○ ○ ○ ●

05.01. Revenues

05.01.01. Revenue Sources

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

YEAR	STATE	LOCAL	FEDERAL	TOTAL
1990-1991	$26,902,798	$7,827,232	$1,741,019	$36,471,049
1992-1992	$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

source: chancellor's office fiscal data abstracts

Figure 5-2. Percentage of General Fund Revenues for Glendale Community College
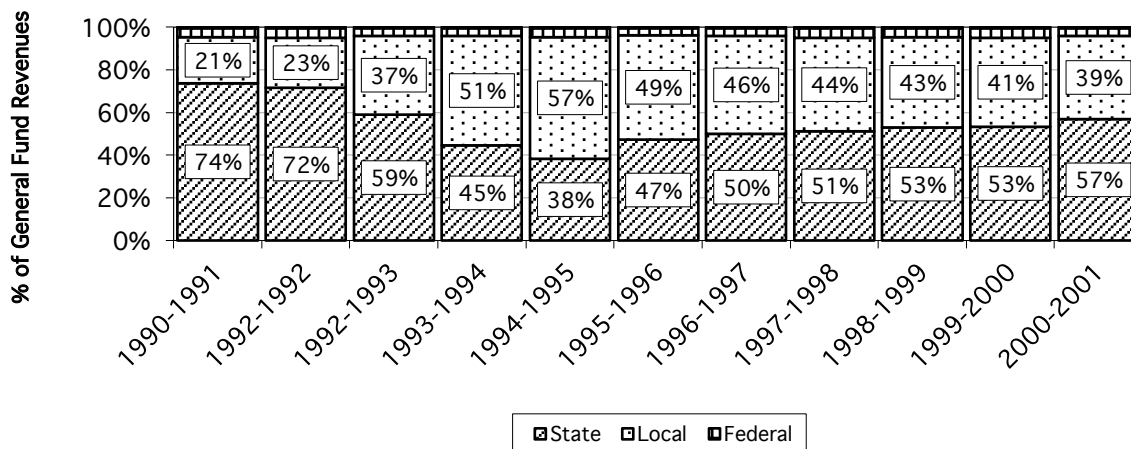
source: chancellor's office fiscal data abstracts

Figure 5-3. Percentage of General Fund Revenues for All California Community Colleges

source: chancellor's office fiscal data abstracts

5. FISCAL CONDITION
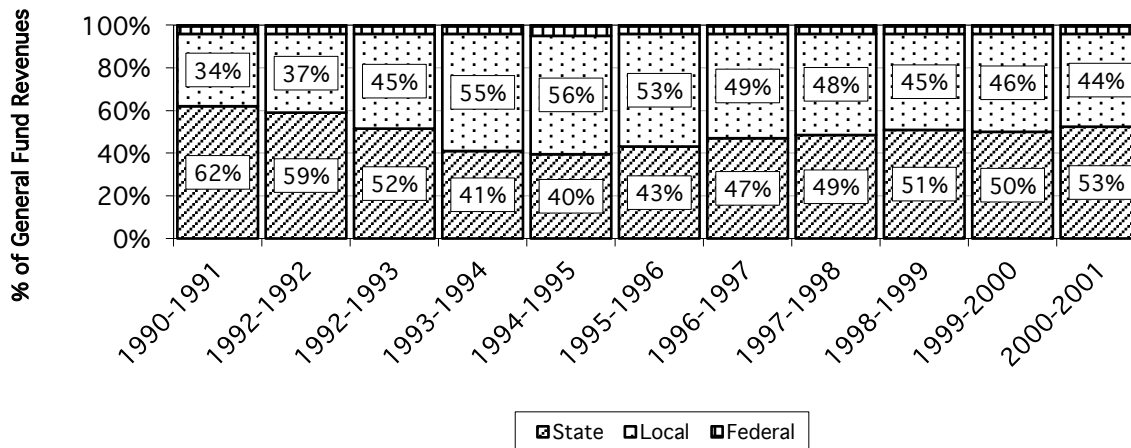
KPIs 10-1-1, 10-1-2, 10-1-3, 10-4-1, 10-4-2, 10-7-1. Revenue generation

Figure 5-4. Revenues from Non-Resident Tuition, Professional Development Center, and Glendale College Foundation

SOURCE	2000-2001	2001-2002	2002-2003
NON-RESIDENT TUITION	$2,181,614	$2,332,158	$2,377,244
PROFESSIONAL DEVELOPMENT CTR			
Beginning Balance	$1,974,348	$1,400,939	$735,587
New Income	$2,831,527	$1,980,204	$3,531,441
Total Program Allocation	$4,805,875	$3,381,143	$4,267,028
GLENDALE COLLEGE FOUNDATION			
Undesignated General Funds	$367,710	$244,414	$466,372
Endowments/Scholarships	$531,153	$791,960	$394,444
Total Foundation	$898,863	$1,036,374	$860,816

source: fiscal data abstracts, gcc budgets, gcc foundation

Figure 5-5. GCC FTES and Fiscal Activity

FISCAL YEAR	ATTENDANCE FTES	ENDING FUND BALANCE (millions)	TOTAL REVENUE (millions)	EXPEND. (1000-5000) (millions)
1992-1993	11,430	$2.25	$38.08	$36.94
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

source: chancellor's office fiscal data abstracts

Figure 5-6. GCC Revenues, Expenditures, and Ending Fund Balance
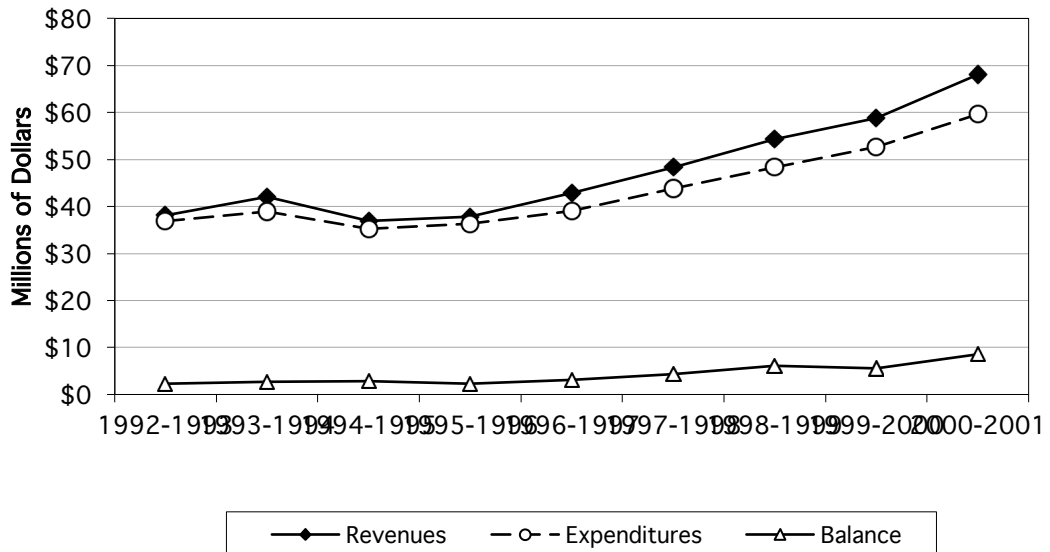
05.01. Revenues

Figure 5-7. Specific Revenue Sources for Glendale Community College, 2000-2001

SOURCE	AMOUNT	% OF TOTAL	% STATE-WIDE
FEDERAL			
Forest Reserve	$0	0%	0%
Higher Education Act	$0	0%	1%
Workforce Investment Act	$1,741	0%	0%
TANF (Temp. Assist. Needy Fam.)	$0	0%	0%
Student Financial Aid	$541,327	1%	0%
Veterans Education	$1,054	0%	0%
Vocational Education Act (VTEA)	$543,387	1%	1%
Other Federal Revenues	$1,661,798	2%	2%
FEDERAL TOTAL	$2,749,307	4%	4%
STATE			
State General Apportionment	$24,633,133	36%	32%
Apprenticeship Allowance	$0	0%	0%
Other General Apportionments	$3,930,023	6%	5%
Child Development	$75,856	0%	0%
EOPS	$589,849	1%	1%
DSPS	$1,162,859	2%	1%
TANF (Temp. Assist. Needy Fam.)	$332,558	0%	0%
CalWORKS	$1,135,777	2%	1%
TTIP (Telecom & Tech. Infrastr.)	$300,043	0%	1%
Other Categorical Apportionments	$3,053,144	4%	5%
Instr. Improvement Grant	$793,042	1%	0%
Other Reimbursed Cat. Prog.	$311,471	0%	2%
Homeowners Property Tax Relief	$70,468	0%	0%
Timber Yield Tax	$0	0%	0%
Other Tax Relief Subventions	$0	0%	0%
State Lottery Proceeds	$2,159,412	3%	3%
State Mandated Costs	$156,156	0%	0%
Other State Revenues	$0	0%	1%
STATE TOTAL	$38,703,791	57%	53%
LOCAL			
Prop. Tax (Sec/Sup/Unsec/ERAF)	$17,920,376	26%	32%
Contr/Gifts/Grants/Endowments	$896,032	1%	0%
Contract Instructional Services	$0	0%	0%
Other Contract Services	$511,729	1%	0%
Sales & Commissions	$182,229	0%	0%
Rentals and Leases	$29,048	0%	0%
Interest/Investment Income	$1,043,756	2%	1%
Student Fees/Charges		0%	
Community Service Class	$831,032	1%	1%
Dormitory	$0	0%	0%
Enrollment	$1,750,846	3%	3%
Field Trips/Nondist. Fac.	$0	0%	0%
Health Services	$243,206	0%	0%
Instr. Mat. Fees/Sales	$144,681	0%	0%
Insurance	$0	0%	0%
Student Records	$105,404	0%	0%
Nonresident Tuition	$2,332,158	3%	2%
Parking Services	$148,044	0%	1%
Other Student Fees	$423,598	1%	0%
Other Local Revenues	$45,517	0%	2%
LOCAL TOTAL	$26,607,656	39%	44%
TOTAL REVENUES	**$68,060,754**	**100%**	**100%**

source: chancellor's office fiscal data abstracts

05.02.01. General Fund Activity

Figure 5-8. Glendale Community College General Fund Expenditures

CATEGORY	CODE	1998-1999	1999-2000	2000-2001
INSTRUCTION				
Agric. & Natural Resources	0100	$0	$0	$0
Architecture & Environ. Design	0200	$24,370	$17,067	$33,593
Biological Science	0400	$768,879	$785,668	$880,459
Business & Management	0500	$1,512,341	$1,489,056	$1,727,111
Communications	0600	$200,909	$216,110	$283,963
Computer & Information Systems	0700	$1,395,140	$1,607,518	$1,747,419
Education	0800	$1,501,810	$1,530,842	$1,733,201
Engineering & Related Tech.	0900	$1,136,790	$1,154,447	$1,437,690
Fine & Applied Arts	1000	$1,974,930	$2,238,681	$2,574,422
Foreign Language	1100	$359,090	$416,346	$552,191
Health	1200	$946,485	$945,562	$1,011,478
Consumer Ed. & Home Econ.	1300	$984,262	$1,110,622	$1,172,695
Law	1400	$33,516	$0	$67,433
Humanities	1500	$5,468,578	$6,179,248	$7,467,211
Library Science	1600	$0	$0	$0
Mathematics	1700	$1,620,402	$1,700,400	$1,957,824
Military Studies	1800	$0	$0	$0
Physical Science	1900	$1,228,976	$1,311,853	$1,403,835
Psychology	2000	$297,943	$349,482	$400,067
Public Affairs & Services	2100	$206,517	$387,753	$416,927
Social Sciences	2200	$1,803,005	$1,938,393	$2,179,758
Commercial Services	3000	$195,013	$309,731	$277,084
Interdisciplinary Studies	4900	$796,129	$923,560	$1,123,080
Instr. Staff Ret. Benefits	5900	$0	$0	$0
INSTRUCTION SUBTOTAL		$22,455,085	$24,612,339	$28,447,441
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	$2,684,793	$2,764,573	$3,268,019
Instructional Support Services	6100	$3,020,483	$3,643,588	$4,297,242
Admissions & Records	6200	$1,358,247	$1,266,691	$1,372,971
Counseling & Guidance	6300	$2,107,994	$2,516,899	$3,004,451
Other Student Services	6400	$3,970,298	$4,366,039	$4,788,554
Operation/Maintenance of Plant	6500	$3,808,585	$4,126,082	$4,565,623
Planning & Policy Making	6600	$1,489,138	$1,541,364	$1,982,108
Gen. Inst'l. Support Services	6700	$6,941,342	$7,228,810	$7,315,305
ADMINISTRATIVE/SUPPORT SUBTOTAL		$25,380,880	$27,454,046	$30,594,273
OTHER ACTIVITIES				
Community Services	6800	$757,970	$796,137	$863,433
Ancillary Services	6900	$594,180	$636,247	$884,311
Auxiliary Operations	7000	$1,197,640	$1,753,610	$652,367
Physical Prop./Related Acquis.	7100	$174,920	$189,743	$152,962
Long-Term Debt	7200	$0	$0	$309,886
Transfers/Student Aid/Other	7300	$2,535,844	$4,070,651	$0
OTHER ACTIVITIES SUBTOTAL		$5,260,554	$7,446,388	$2,862,959
TOTAL		$53,096,519	$59,512,773	$61,904,673

source: chancellor's office fiscal data abstracts

05.02.02. Expenditure Comparison to Statewide Averages

Figure 5-9. General Fund Expenditures as a Percentage of Total Expenditures

	Glendale		Statewide	
CATEGORY	1999-2000	2000-2001	1999-2000	2000-2001
Objects 1000-6000				
Certificated Salaries	44%	45%	43%	42%
Classified Salaries	27%	28%	23%	24%
Employee Benefits	11%	12%	15%	13%
Supplies & Materials/ Operating Expenses	13%	12%	14%	15%
Capital Outlay	5%	4%	6%	5%
Total	100%	100%	100%	100%
Administrative/Support				
Instructional Administration	5%	5%	6%	7%
Instructional Support Services	6%	7%	3%	4%
Admissions & Records	2%	2%	2%	2%
Counseling & Guidance	4%	5%	4%	5%
Other Student Services	7%	8%	6%	7%
Plant Operation/Maintenance	7%	8%	8%	9%
Planning & Policy Making	3%	3%	3%	4%
Gen. Inst'l Support Services	12%	12%	12%	13%
% of All Expenditures	46%	51%	45%	50%

source: chancellor's office fiscal data abstracts

Figure 5-10. Expense of Education

	Glendale (millions)			Statewide (billions)		
	1998-1999	1999-2000	2000-2001	1998-1999	1999-2000	2000-2001
Current Expense of Education	$38.2	$41.3	$46.0	$3.1	$3.4	$3.7
Instructors' Salaries	$19.2	$20.9	$23.3	$1.7	$1.8	$1.9
Salary % of Expense of Education	50%	50%	51%	53%	52%	52%

source: chancellor's office fiscal data abstracts

Figure 5-11. GCC FTES and 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

source: chancellor's office fiscal data abstracts

5. FISCAL CONDITION

05.03.01. Funded and Unfunded FTES

Figure 5-12. History of Funded and Unfunded FTES

	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
☐ Unfunded FTES	385	0	506	366	68	0	0	0	138	1,720	1,506
☒ Funded FTES	10,787	9,664	9,799	10,312	11,088	11,825	12,833	13,295	14,292	14,656	14,894
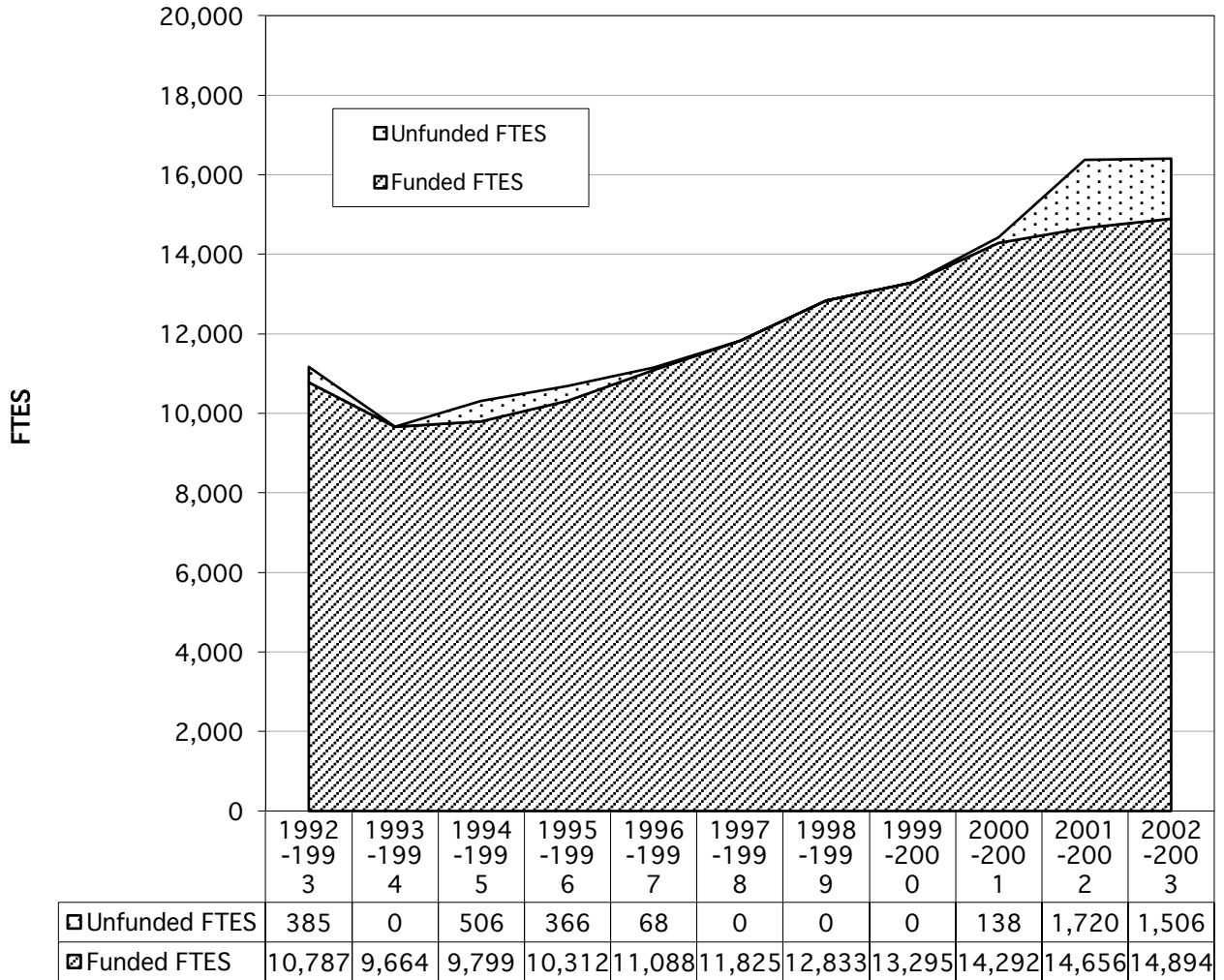
source: gcc budgets

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