



# Campus Profile

# 2013



Glendale Community College

# Campus Profile 2013



Research & Planning  
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# Glendale Community College

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Materials making up Campus Profile 2013 were collected, tabulated, analyzed, and formatted by the Research & Planning Unit staff with the assistance of various campus units, especially Information Technology.

## 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 has had a recent change in organization. Before 2008, 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 recently added features of the Campus Profile include a summary of statewide Student Success Scorecard indicators on pages 46-50, 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.

Additional information, including data from previous years, is available on the Research & Planning web site, located at <http://www.glendale.edu/research>. 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 2013



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# Section 1

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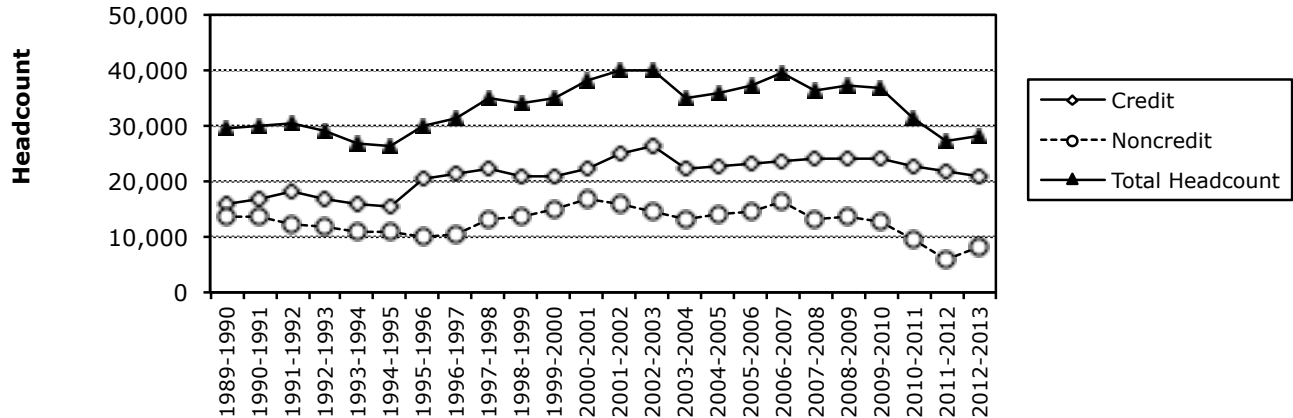


## 1.01. Enrollment & Demographics

### 1.01.01. Credit & Noncredit Enrollment Trends

Historically, annual enrollment has followed cycles of growth and decline. The last peaks were in 1991-1992, 2002-2003, and 2008-2009. With economic downturns, demand for classes tends to increase but state funding and enrollment caps tend to decrease, resulting in class cuts and fewer enrollments.

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



source: GCC MIS data submissions

The table below shows student enrollment by headcount and full-time equivalent students (FTES). Headcount means that each student is counted only once, no matter how many times that student enrolls in classes across the academic year. Full-time equivalent students (FTES) is a measure that counts student contact hours (525 contact hours is considered 1 FTES). California community colleges receive apportionment funding from the state based on reported FTES. The FTES table includes California residents and nonresidents; colleges do not receive apportionment funding for nonresidents taking credit courses.

**Figure 1-2. Student Enrollment by Academic Year**

	2010-2011	2011-2012	2012-2013
<b>Student Headcount</b>			
Credit	22,501	21,732	20,711
Noncredit	9,597	5,877	8,116
Total Headcount	31,233	27,082	28,281
<b>Full-Time Equivalent Students (FTES)</b>			
Credit	13,974	12,934	12,896
Noncredit	2,700	2,336	2,606
Total FTES	16,674	15,270	15,502

source: GCC MIS data submissions and CCFS-320 Apportionment Reports

Fall semester enrollment has showed the same pattern as annual enrollment and tends to be higher than Spring semester enrollment.

**Figure 1-3. Headcount Enrollment, Fall Semesters**

Category	Fall 2010		Fall 2011		Fall 2012	
Credit Headcount						
Full-Time	5,979	36%	5,826	35%	5,742	35%
Part-Time	10,851	64%	10,687	65%	10,454	65%
Total Credit	5,979	36%	16,513	100%	16,196	100%
Noncredit Headcount	6,013		5,586		5,013	

source: GCC MIS data submissions

### 1.01.02. Credit Student Demographics

Mirroring a general trend in higher education, GCC serves more female students than male students. The ratio has been close to 60% female to 40% male since the mid 1990s. For students age 21 and younger, the ratio is close to 50/50. For older students, female students outnumber male students.

**Figure 1-4. Gender of Credit Students**

Gender	Fall 2010		Fall 2011		Fall 2012	
Male	7,403	44%	7,312	44%	7,227	45%
Female	9,272	55%	9,031	55%	8,777	54%
Unknown	155	1%	170	1%	192	1%
Total	16,830	100%	16,513	100%	16,196	100%

source: GCC MIS data submissions

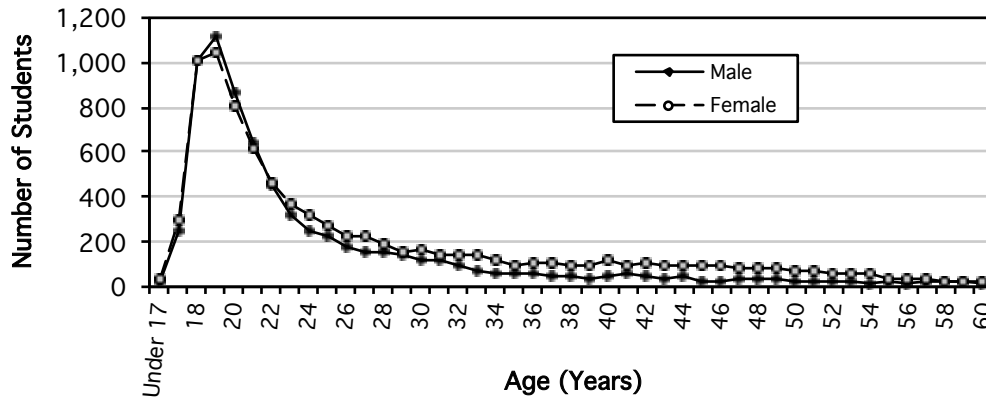
**Figure 1-5. Age of Credit Students**

Age Group	Fall 2010		Fall 2011		Fall 2012	
20 & Under	5,086	30%	4,837	29%	6,530	40%
21 to 25	5,158	31%	5,111	31%	3,958	24%
26 to 30	2,210	13%	2,105	13%	1,717	11%
31 to 50	3,514	21%	3,572	22%	3,112	19%
51 & Over	861	5%	888	5%	879	5%
Unknown	1	0%	0	0%	0	0%
Total Students	16,830	100%	16,513	100%	16,196	100%
Mean Age	27.5		27.7		26.7	
Median Age	23.0		23.0		22.0	

source: GCC MIS data submissions

The graph below shows the age distribution of credit students. Although the average age of students is 26 years, the college serves relatively few students who are 26 years old. Because the distribution is skewed, the median age (23 years) is a more accurate estimate of the student population’s age. About 30% of all credit students are under age 21.

**Figure 1-6. Age Distribution of Credit Students by Gender, Fall 2012**



source: GCC MIS data submissions

The ethnic distribution of credit students changed dramatically with the waves of immigrants to Glendale in the 1980s. The percentage of credit students of Armenian origin has increased from 29% to 34% in the past six years; the percentage of credit students who are Caucasian students of European origin (“Anglos”) has decreased in the same time period.

**Figure 1-7. Ethnicity of Credit Students**

Ethnicity	Fall 2010	Fall 2011	Fall 2012
Caucasian/European/Anglo	11%	19%	19%
Caucasian/Armenian	34%	32%	32%
Latino/Hispanic	22%	21%	27%
Asian/Pacific Islander	8%	8%	9%
Filipino	4%	4%	5%
Black/African American	3%	2%	3%
American Indian	0%	0%	1%
Other	4%	4%	0%
Unknown	14%	9%	5%
Total	16,830	16,513	100%

source: GCC MIS data submissions

Evening classes are those scheduled to begin at 4:30 p.m. or later. About one-third of credit students take both day and evening classes. About one-fifth take evening classes only. A small percentage do not take any classes that are scheduled in the day or evening; for these students, all their credit classes are online classes or do not have regularly scheduled meeting times (e.g., independent study classes).

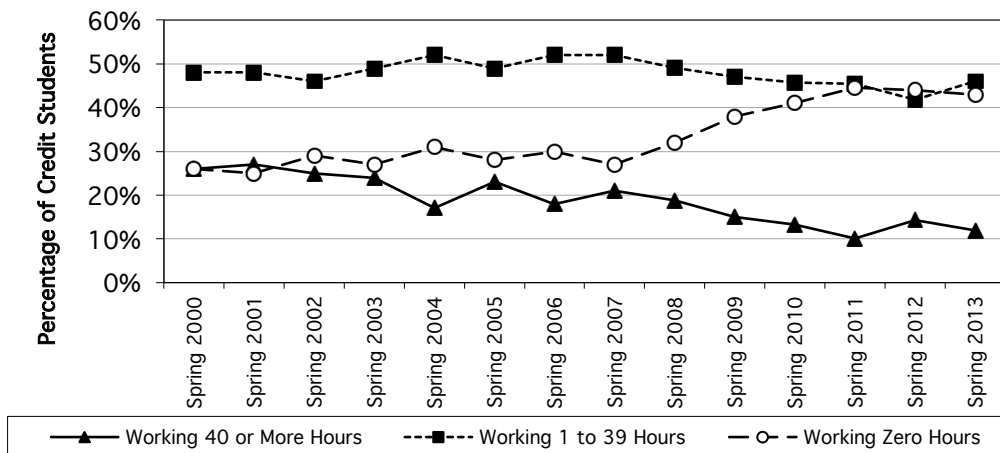
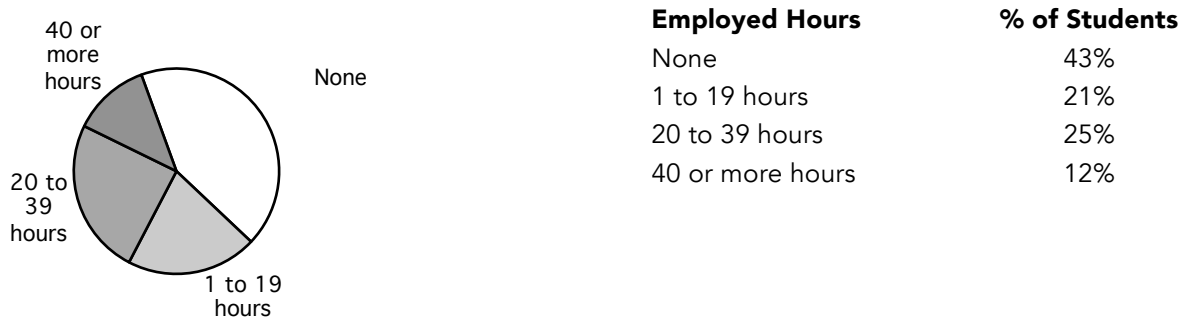
**Figure 1-8. Program (Day, Evening, or Both) of Credit Students**

Program	Fall 2010		Fall 2011		Fall 2012	
Day Classes Only	7,257	43%	7,193	44%	7,042	43%
Evening Classes Only	3,212	19%	2,923	18%	2,659	16%
Both Day and Evening	6,006	36%	6,020	36%	6,121	38%
Neither Day nor Evening	355	2%	377	2%	374	2%
Total	16,830	100%	16,513	100%	16,196	100%

source: GCC MIS data submissions

According to student surveys, about 56% of credit students worked in 2012, representing a decline from about 70% in 2008. About 14% worked at least 40 paid hours per week, and about 24% worked between 20 and 39 paid hours per week. About 3% of credit students (450 per semester) are full-time students and work at least 40 hours per week. As the line graph below shows, the percentage of credit students working zero hours per week has increased substantially since 2007, while the percentage working 40 or more hours per week has decreased substantially.

**Figure 1-9. Employed Hours of Credit Students, Spring 2013**



source: Spring Student Survey

Most credit students (about 67%) are United States citizens. About 18% are permanent residents. The percentage of permanent residents increased from the mid 1980s through about 1996, then began to decrease.

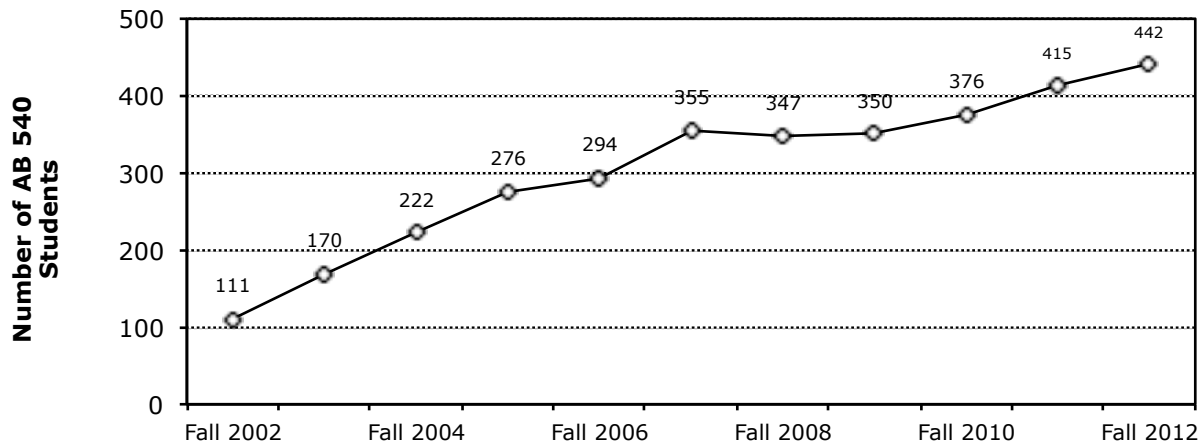
**Figure 1-10. Citizenship/Visa Status of Credit Students**

Citizenship/Visa Status	Fall 2010		Fall 2011		Fall 2012	
	Count	Percentage	Count	Percentage	Count	Percentage
U.S. Citizen	11,430	68%	11,020	67%	10,850	67%
Permanent Resident	2,851	17%	2,966	18%	2,972	18%
Refugee/Asylee	1,484	9%	1,494	9%	1,301	8%
Student Visa	584	3%	528	3%	516	3%
Other	311	2%	326	2%	351	2%
Unknown	170	1%	179	1%	206	1%
<b>Total</b>	<b>16,830</b>	<b>100%</b>	<b>16,513</b>	<b>100%</b>	<b>16,196</b>	<b>100%</b>

source: GCC SMR database

**Figure 1-11. Number of AB 540 Credit Students**

AB 540 students are nonresident immigrants who have graduated from a California high school and whose nonresident tuition is waived. The graph below shows the number of AB 540 credit students in Fall semesters.



source: GCC PeopleSoft student system

GCC serves about 500 international students every Fall semester, nearly 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 1-12. Countries of Birth of International Students**

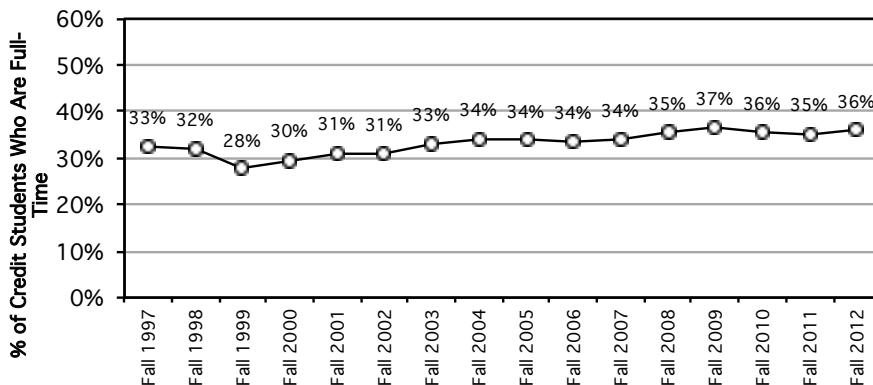
Country	Fall 2010		Fall 2011		Fall 2012	
	Count	%	Count	%	Count	%
Japan	123	22%	101	19%	64	13%
South Korea	155	28%	165	31%	141	30%
Sweden	12	2%	20	4%	30	6%
Vietnam	18	3%	20	4%	17	4%
Taiwan	6	1%	8	1%	7	1%
Indonesia	7	1%	7	1%	9	2%
China	30	5%	31	6%	24	5%
Armenia	22	4%	16	3%	6	1%
Iran	3	1%	4	1%	4	1%
Kenya	0	0%	0	0%	3	1%
Philippines	19	3%	20	4%	7	1%
Thailand	6	1%	7	1%	5	1%
Hong Kong	4	1%	20	4%	23	5%
Total International	559	100%	539	100%	475	100%

source: GCC PeopleSoft student system

A majority of credit students (about 65%) 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 7 units.

**Figure 1-13. Unit Load of Credit Students**

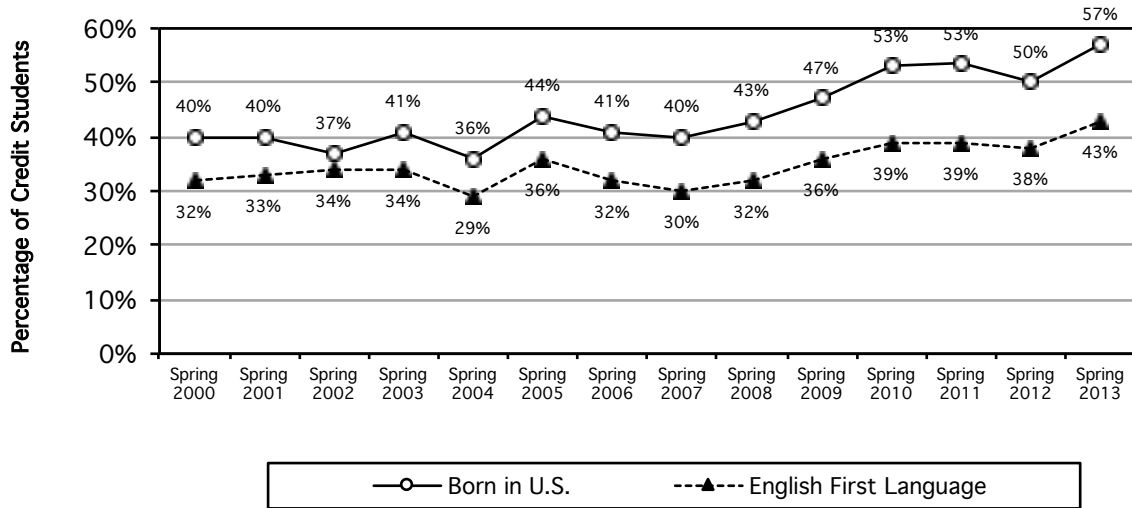
Units	Units Attempted			Units Completed		
	Fall 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012
0	--	--	--	15%	14%	14%
0.1 to 5.9	26%	24%	25%	29%	28%	28%
6.0 to 11.9	39%	40%	40%	36%	38%	37%
12.0 or More	36%	35%	36%	21%	21%	21%
Mean Units	8.9	9.0	8.9	6.6	6.8	6.8
Median Units	9.0	9.0	9.0	6.0	6.0	6.0



source: GCC MIS data submissions

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 50% of credit students were born in the United States and nearly 40% learned English as their first language.

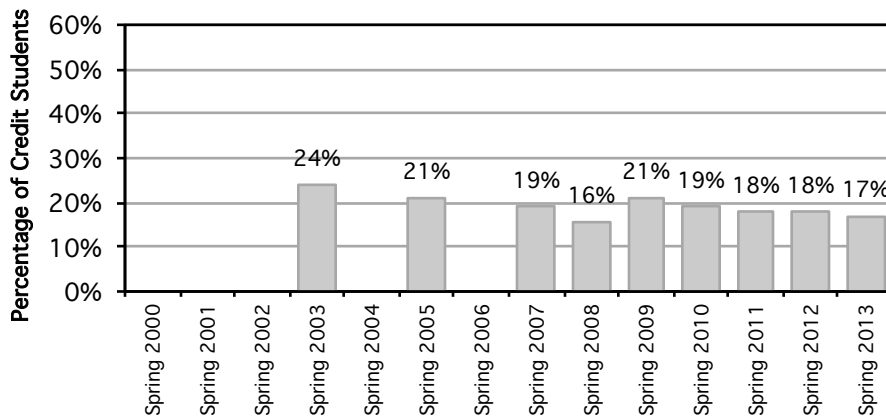
**Figure 1-14. Credit Student Language and Origin**



source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2012, 18% of credit students had dependent children.

**Figure 1-15. Credit Students with Dependent Children**



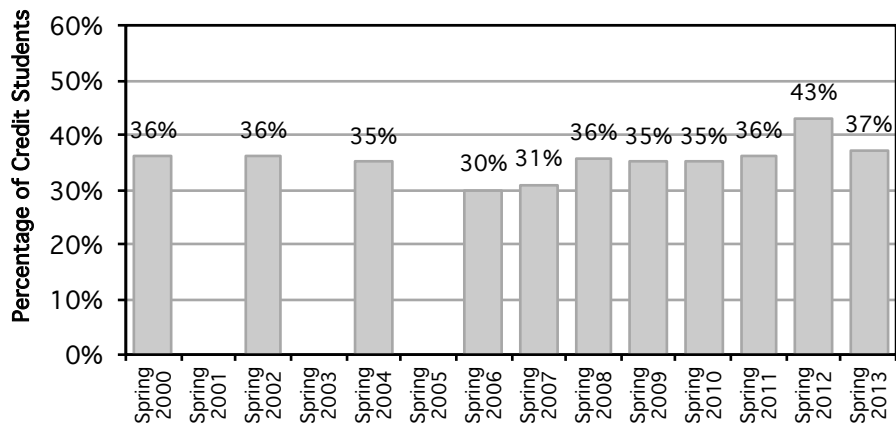
source: Spring Student Surveys



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.

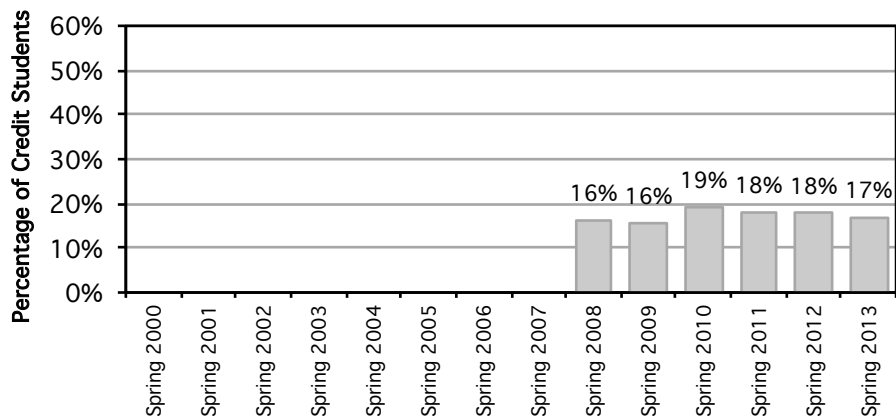
Using this definition of first-generation status, approximately 40% of GCC credit students in 2012 were first-generation college students.

**Figure 1-16. First-Generation Credit Students**



source: Spring Student Surveys

**Figure 1-17. Students with Both Parents Born in the United States**



source: Spring Student Surveys

**Figure 1-18. GCC Fall Freshmen by High School of Origin**

School	Fall 1981	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Change: 2008-2011 Average to 2012
<b>Glendale District</b>							
Glendale	231	349	307	256	245	314	+9%
Hoover	174	268	247	184	248	194	-18%
Crescenta Valley	195	189	184	151	189	182	+2%
Clark Magnet	0	95	136	81	202	184	+43%
Daily	16	28	29	19	19	13	-45%
<b>Burbank District</b>							
Burbank	45	167	155	142	159	173	+11%
Burroughs	33	68	51	90	136	116	+34%
<b>Los Angeles District</b>							
Belmont	10	33	23	14	14	54	+157%
Eagle Rock	72	51	91	45	125	85	+9%
Fairfax	5	5	2	17	19	20	+86%
Francis Poly	1	12	19	18	12	22	+44%
Franklin	58	36	38	64	34	74	+72%
Grant	1	7	7	5	1	23	+360%
Hollywood	12	18	10	14	11	15	+13%
Lincoln	4	14	32	24	40	32	+16%
Los Angeles High School	0	16	8	11	13	27	+125%
Marshall	68	76	60	76	92	87	+14%
North Hollywood	2	24	19	12	23	30	+54%
Roosevelt	0	4	8	6	2	1	-80%
Verdugo Hills	43	66	65	57	81	83	+23%
Other LA District	--	81	82	127	116	205	+102%
<b>Other Public Schools</b>							
Alhambra	0	6	14	9	18	45	+283%
La Cañada	5	16	17	11	24	17	+0%
Muir	0	6	5	4	4	5	+5%
<b>Private Schools</b>							
Alex Pilibos	0	20	19	19	22	29	+45%
Bellarmino-Jefferson	21	19	14	7	2	16	+52%
Glendale Academy	10	14	10	12	1	1	-89%
Holy Family	25	1	8	9	1	5	+5%
Notre Dame	0	3	2	2	1	5	+150%
Providence	4	28	15	15	11	7	-59%
Ribet Academy	0	7	6	1	1	0	-100%
Sacred Heart	1	3	7	6	0	4	+0%
St. Francis	18	15	9	8	12	5	-55%
Village Christian	0	8	2	7	7	9	+50%
Other Private Schools	17	49	39	27	46	66	+64%
<b>Total Freshmen</b>	<b>1,274</b>	<b>2,259</b>	<b>2,252</b>	<b>1,815</b>	<b>2,477</b>	<b>2,736</b>	<b>+24%</b>
<b>% from Glendale USD</b>	<b>48%</b>	<b>41%</b>	<b>40%</b>	<b>38%</b>	<b>36%</b>	<b>32%</b>	<b>-17%</b>
<b>% from Private Schools</b>	<b>8%</b>	<b>7%</b>	<b>6%</b>	<b>6%</b>	<b>4%</b>	<b>5%</b>	<b>-9%</b>

source: GCC Semester Application database, GCC PeopleSoft student system

### 1.01.03. Noncredit Student Demographics

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 65% to 35%.

**Figure 1-19. Gender of Noncredit Students**

Gender	Fall 2010		Fall 2011		Fall 2012	
	Count	Percentage	Count	Percentage	Count	Percentage
Male	2,058	34%	1,839	33%	1,668	33%
Female	3,799	63%	3,481	62%	3,125	62%
Unknown	153	3%	266	5%	220	4%
Total	6,010	100%	5,586	100%	5,013	100%

source: GCC MIS data submissions

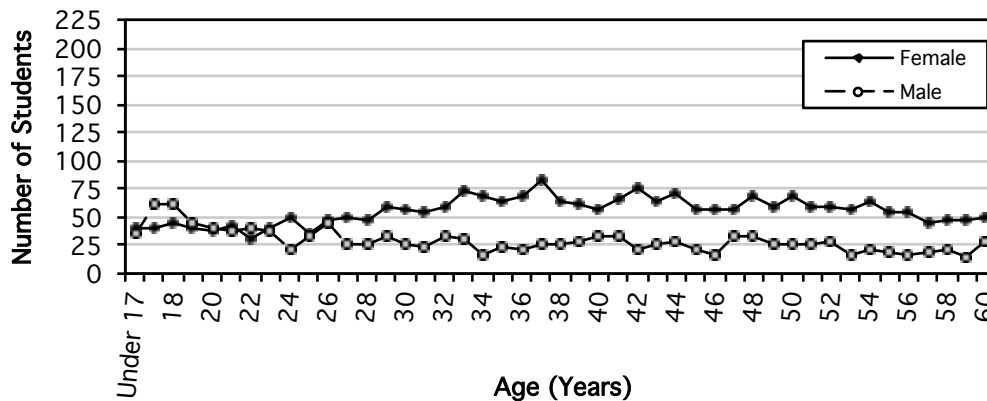
Noncredit students tend to be older than credit students. The median age of noncredit students was 45 years in Fall 2012, compared to 23 years for credit students.

**Figure 1-20. Age of Noncredit Students**

Age Group	Fall 2010		Fall 2011		Fall 2012	
	Count	Percentage	Count	Percentage	Count	Percentage
20 & Under	423	7%	358	6%	484	10%
21 to 25	475	8%	398	7%	393	8%
26 to 30	517	9%	436	8%	430	9%
31 to 50	2,372	39%	2,097	38%	1,889	38%
50 & Over	2,222	37%	2,296	41%	1,814	36%
Unknown	1	0%	1	0%	3	0%
Total Students	6,010	100%	5,586	100%	5,013	100%
Mean Age	45.3		47.0		44.1	
Median Age	43.0		45.0		43.0	

source: GCC MIS data submissions

**Figure 1-21. Age Distribution of Noncredit Students by Gender, Fall 2012**



source: GCC MIS data submissions

The ethnicity of the noncredit population parallels that of the credit population. Armenian students make up nearly 50% of noncredit students, and Caucasian students of European descent (“Anglos”) make up less than 20%. In 2009, the method of collecting and reporting student ethnicity changed to include multiple ethnicities. The following table shows estimated percentages of students in each ethnic category for comparison to previous years.

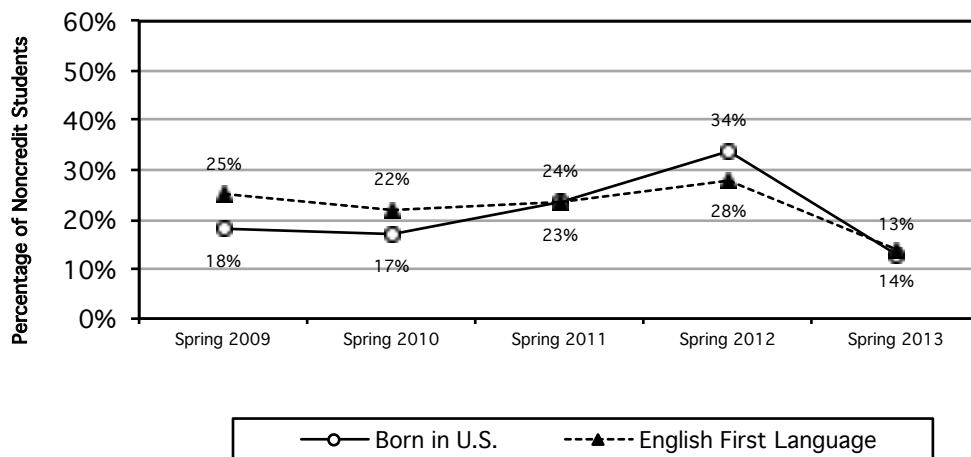
**Figure 1-22. Ethnicity of Noncredit Students**

Ethnicity	Fall 2010	Fall 2011	Fall 2012
American Indian	1%	0%	1%
Asian/Pacific Islander	9%	9%	9%
Black/African-American	1%	1%	1%
Caucasian/Anglo	20%	17%	12%
Caucasian/Armenian	45%	48%	44%
Latino/Hispanic	15%	16%	22%
Filipino	3%	3%	3%
Other	5%	6%	8%
Total	6,010	5,586	5,013

source: GCC MIS data submissions, GCC PeopleSoft student system

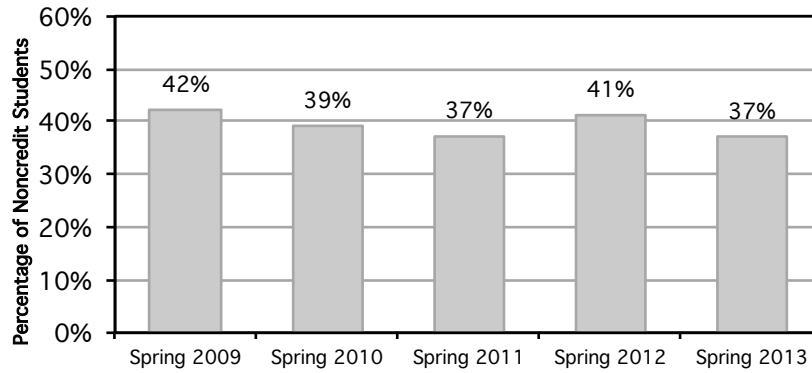
The graph below shows student survey data about the percentage of noncredit students who were born in the United States and who learned English as their first language. Most noncredit students (between 65% and 80%) were born outside the United States and are native speakers of a language other than English. The primary languages other than English that are spoken in noncredit students’ homes are Armenian (30% of noncredit students) and Spanish (17%).

**Figure 1-23. Origin and Language of Noncredit Students**



source: Spring Student Surveys

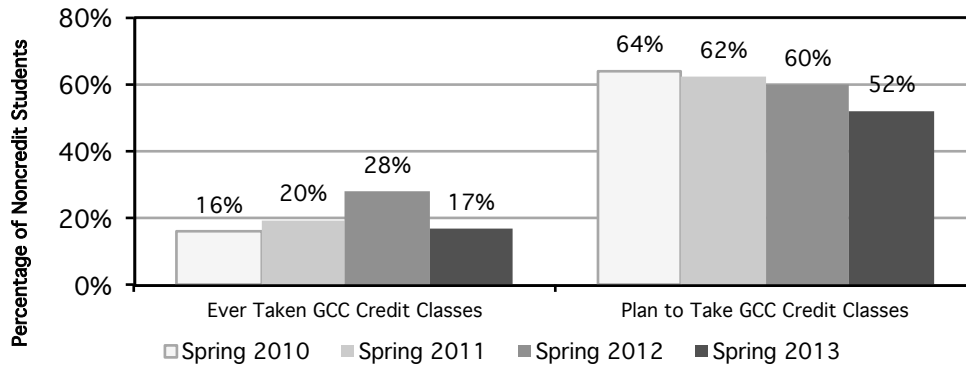
**Figure 1-24. Percent of Noncredit Students with Dependent Children**



source: Spring Student Surveys

The graph below shows the percentage of noncredit students indicating on surveys that they had taken GCC credit classes in the past, and that they planned to take GCC credit classes in the future. A majority of noncredit students report that they plan to take credit classes in the future.

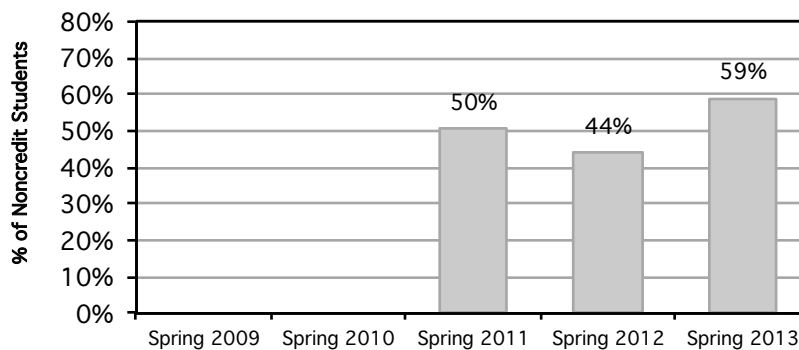
**Figure 1-25. Noncredit Students and Credit Classes**



source: Spring Student Surveys

The graph below shows the percentage of noncredit students who are considered first-generation college students (neither parent attended college), according to student survey results. This question was first asked in 2011.

**Figure 1-26. Noncredit First-Generation Students**



source: Spring Student Surveys

## 1.02. Student Needs

### 1.02.01. Assessment & Placement Results

**Figure 1-27. Percentage of Students Placed into English, ESL, Math, and Chemistry (All Credit Students Taking Placement Tests)**

English Composition	2010-2011	2011-2012	2012-2013
Level 6 (ENGL 101)	46%	43%	42%
Level 5 (ENGL 120)	32%	32%	32%
Level 4 (ENGL 191)	18%	20%	21%
Level 3 (ENGL 189)	4%	5%	5%
Level 2 (ENGL 187)	0%	0%	0%
Missing Placement	0%	0%	0%
Total Placed	4,370	4,250	4,729

ESL Grammar/Composition	2010-2011	2011-2012	2012-2013
Level 5 (ESL 151)	1%	0%	0%
Level 4 (ESL 141)	8%	9%	10%
Level 3 (ESL 133)	17%	19%	20%
Level 2 (ESL 123)	27%	24%	21%
Level 1 (ESL 111)	47%	48%	49%
Undetermined	0%	0%	0%
Total Placed	2,211	1,858	1,631

ESL Listening/Speaking	2010-2011	2011-2012	2012-2013
Level 5 (ESL 155)	11%	10%	10%
Level 4 (ESL 145)	15%	19%	16%
Level 3 (ESL 135)	20%	19%	18%
Level 2 (ESL 125)	32%	29%	30%
Level 1 (ESL 115)	22%	23%	24%
Undetermined	0%	0%	0%
Total Placed	2,096	1,708	1,476

Mathematics	2010-2011	2011-2012	2012-2013
Level 6 (Math 103)	6%	5%	5%
Level 5 (Math 100, 110, 111, 112, 135, 136, 138)	15%	14%	15%
Level 4 (Math 101, 119, 219)	20%	12%	20%
Level 3.5 (Math 119, 219)	5%	10%	5%
Level 3 (Math 141)	9%	9%	8%
Level 2 (Math 145, 245)	19%	21%	21%
Level 1 (Math 155, 255)	26%	29%	26%
Unknown	0%	0%	0%
Total Placed	5,258	5,236	5,557

Chemistry	2010-2011	2011-2012	2012-2013
Chem 101	72%	72%	71%
Chem 110	28%	28%	29%
Total Placed	222	218	198

Source: GCC Assessment Center, placement test data files, PeopleSoft student system

### 1.02.02. Financial Aid

Annually, between 40% and 50% 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. *Note that financial aid data were not available for 2012-2013 at the time of publication of the Campus Profile.*

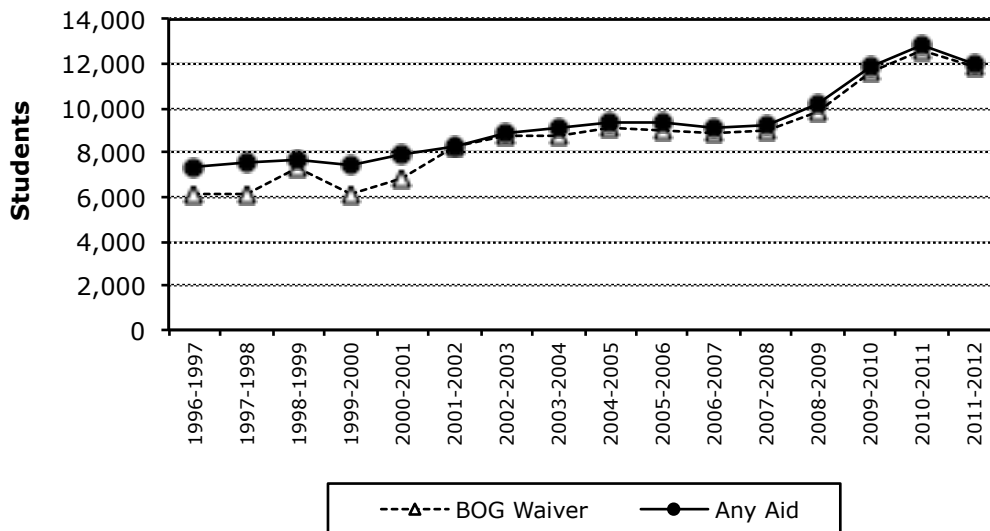
**Figure 1-28. Financial Aid Awards**

Award Category	2009-2010		2010-2011		2011-2012	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	6,261	\$21,243,196	7,540	\$24,966,578	7,475	\$25,435,237
Federal SEOG	840	\$297,300	710	\$246,300	790	\$284,400
EOPS Grants	1,492	\$534,579	793	\$276,719	971	\$171,488
Student Loans	481	\$1,550,828	690	\$2,424,317	933	\$3,220,720
Federal Work Study	323	\$636,176	272	\$449,155	283	\$492,930
BOG Waivers	11,596	\$3,959,460	12,637	\$5,401,797	11,914	\$7,039,676
Cal Grants	1,033	\$1,265,694	931	\$1,112,788	1,072	\$1,293,924
Other	292	\$328,701	573	\$407,492	0	\$0
Total (Unduplicated)	11,899	\$29,815,934	12,793	\$35,285,146	12,054	\$37,938,375

source: GCC MIS data submissions

**Figure 1-29. Percentage of Credit Students Receiving Financial Aid**

Category	2009-2010	2010-2011	2011-2012
BOG Waivers: Number of Students	11,596	12,637	11,882
BOG Waivers: Percentage of Credit Students	48%	56%	55%
Any Financial Aid: Number of Students	11,899	12,793	12,054
Any Financial Aid: Percentage of Credit Students	49%	57%	55%

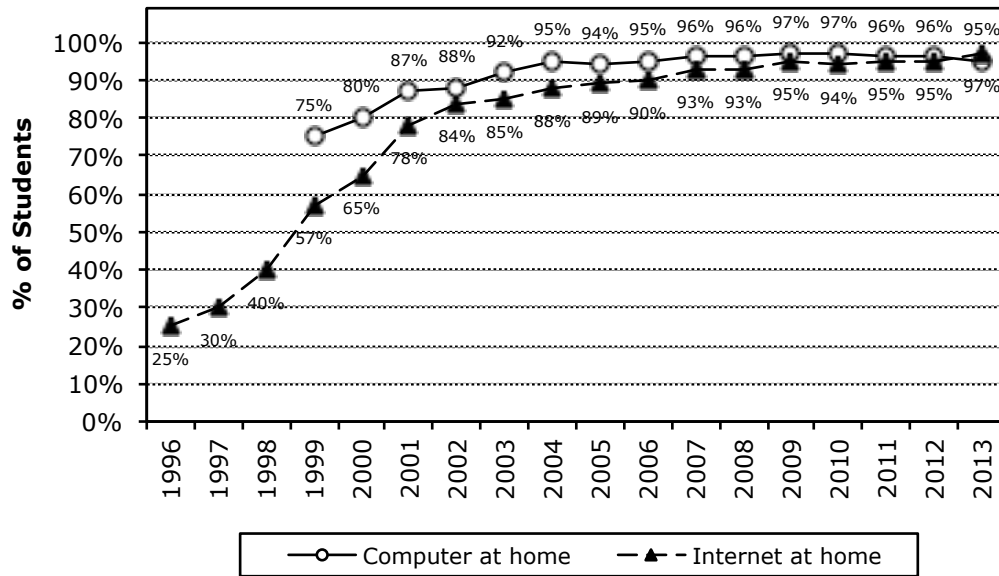


source: GCC MIS data submissions

### 1.02.03. Student Access to Technology

The college has tracked Internet access since 1996. Currently, about 95% of credit students report that they have Internet access from home. Continuing education students are somewhat less likely to have computer and Internet access at home. According to the Spring 2012 continuing education student survey, 85% of continuing education students report that they have a computer at home and 83% report that they have Internet access at home.

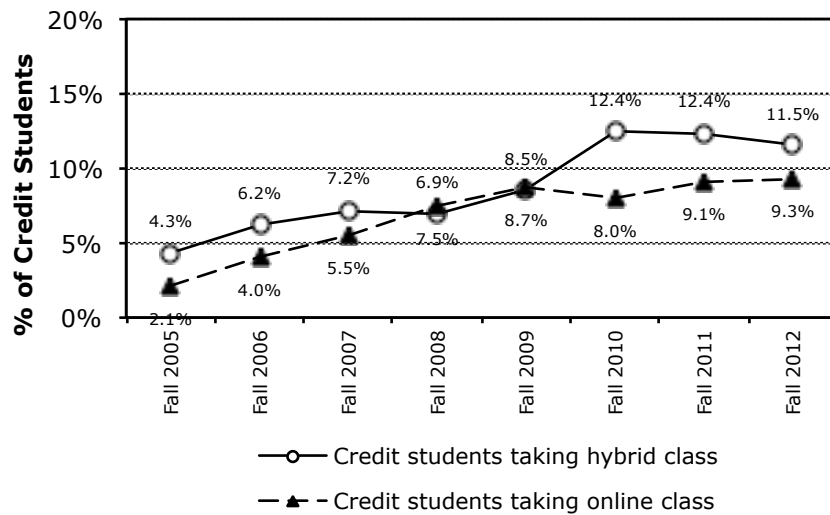
**Figure 1-30. Credit Student Computer and Internet Access**



source: Spring Student Surveys

As the graph below shows, the percentage of credit students taking online and hybrid classes has increased substantially over the past six years.

**Figure 1-31. Credit Students Taking Online and Hybrid Classes**



source: GCC PeopleSoft Student Database



### 1.02.04. Programs Designed to Increase Access & Success

Every three years, the annual Spring Student Survey asks students to rate their experiences with available services. The table 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 1-32. Student Services Recognition, Use, and Satisfaction**

Service	Recognition			Use			Satisfaction		
	2007	2010	2013	2007	2010	2013	2007	2010	2013
Academic Counseling	93%	90%	92%	66%	63%	70%	76%	74%	69%
ACE	--	40%	--	--	12%	--	--	71%	--
Admissions & Records	94%	93%	94%	76%	78%	77%	87%	85%	80%
Adult Re-Entry Center	43%	39%	--	11%	12%	--	65%	67%	--
Alliance for Minority Participation (AMP)	25%	--	--	8%	--	--	53%	--	--
ASGCC	--	58%	65%	--	17%	21%	--	64%	70%
Assessment Center/Placement Testing	87%	90%	92%	68%	72%	75%	80%	85%	83%
Athletics	--	--	84%	--	--	24%	--	--	73%
Baja Program	47%	55%	63%	9%	12%	11%	63%	67%	74%
Bookstore	95%	95%	96%	82%	88%	88%	86%	88%	85%
CAI Lab	43%	48%	62%	10%	16%	22%	58%	74%	84%
CalWORKs	55%	54%	60%	19%	17%	19%	73%	73%	78%
Career Center	82%	81%	79%	35%	35%	31%	75%	72%	74%
Center for Students with Disabilities	68%	73%	75%	12%	15%	17%	76%	72%	75%
Collaborative Learning/SI	59%	51%	54%	24%	21%	23%	77%	78%	84%
Computer Lab (San Gabriel open lab)	86%	85%	81%	51%	57%	50%	88%	90%	90%
Computer Lab (San Rafael open lab)	84%	84%	80%	53%	54%	49%	87%	89%	91%
Connections Office (Basic Skills)	--	34%	--	--	14%	--	--	67%	--
El Vaquero	--	66%	67%	--	27%	25%	--	75%	79%
English Lab (AD 238)	83%	79%	76%	46%	49%	44%	87%	88%	90%
EOPS Office	69%	65%	66%	27%	28%	23%	78%	77%	78%
ESL/Foreign Language Lab	68%	65%	66%	26%	24%	24%	79%	83%	82%
Financial Aid Office	91%	91%	93%	50%	60%	66%	80%	80%	80%
Health Center (SR 131)	84%	83%	79%	28%	37%	28%	83%	85%	84%
Health Center Nursing Services	--	--	72%	--	--	19%	--	--	79%
Health Center Mental Health Services	55%	42%	63%	8%	10%	14%	65%	66%	80%
Health Center Dietary Counseling	--	--	56%	--	--	11%	--	--	75%
High Tech Center (SG 108)	49%	42%	49%	11%	11%	13%	66%	70%	76%
Information Counter (AD building)	67%	66%	66%	38%	39%	35%	85%	80%	83%
Instructional Assistance Center (SG 112)	44%	40%	47%	12%	12%	14%	72%	69%	77%
Job Placement Center	72%	70%	63%	23%	26%	21%	69%	61%	68%
Learning Center (AD 232)	72%	72%	68%	30%	31%	30%	81%	86%	87%
Library	94%	94%	95%	73%	80%	82%	94%	94%	93%
Math Discovery Center	80%	59%	67%	28%	24%	32%	83%	80%	81%
myGCC (web services)	90%	92%	96%	65%	80%	90%	91%	81%	86%
New Student Advising Sessions	--	--	49%	--	--	18%	--	--	71%
Online Admissions Application	--	--	81%	--	--	59%	--	--	86%
Online Orientation	--	--	79%	--	--	50%	--	--	82%
Online Registration	--	--	91%	--	--	80%	--	--	87%
Online Scholarship Application	--	--	70%	--	--	26%	--	--	78%
Orientation	72%	74%	--	32%	39%	--	78%	82%	--

## Section 1. Student Access

Service	Recognition			Use			Satisfaction		
	2007	2010	2013	2007	2010	2013	2007	2010	2013
Outreach Office/SOS	--	43%	48%	--	12%	13%	--	70%	80%
PACE (AD 145)	41%	44%	48%	7%	11%	13%	64%	73%	74%
Scholars Program	63%	64%	62%	12%	14%	16%	63%	67%	76%
Scholarship Office	66%	67%	--	15%	18%	--	66%	67%	--
Center for Student Involvement	57%	51%	56%	15%	18%	16%	79%	76%	79%
Student Activities Office	50%	53%	53%	10%	12%	14%	69%	72%	76%
Study Abroad Office	58%	58%	54%	9%	11%	12%	62%	72%	74%
Transfer Center	78%	77%	80%	30%	32%	33%	80%	76%	77%
Tutoring Center	75%	74%	--	27%	28%	--	80%	78%	--
Tutors Today Teachers Tomorrow (4T)	46%	--	--	11%	--	--	67%	--	--
Veterans Services	--	44%	48%	--	9%	11%	--	64%	77%
Writing Center	69%	67%	69%	23%	24%	27%	75%	82%	83%

source: Spring Student Surveys

### 1.02.05. Basic Skills Offerings & Outcomes

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 2012-2013, the following courses were considered basic skills courses: ENGL 182, 183, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 118, 125, and 128; MATH 141, 145, 146, 155, 190, 245, 246, 255, 301, and 341 (Math 301 and 341 are new Fast Track Algebra courses). In 2009-2010, elementary algebra courses were coded as basic skills courses for the first time due to changes in state definitions and degree applicable status. This resulted in a larger number of credit basic skills enrollments.

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

**Figure 1-33. Credit Basic Skills Enrollment, Retention, and Success**

Measure	Fall 2010	Fall 2011	Fall 2012
Credit Basic Skills Census Enrollments	4,147	3,932	4,991
Credit Basic Skills Course Retention Rates	86%	86%	85%
Credit Basic Skills Course Success Rates	65%	65%	66%
Noncredit Basic Skills Enrollments	3,991	3,785	3,602

source: GCC MIS data submissions

### 1.02.06. Transition from Noncredit to Credit

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

**Figure 1-34. Number of Students Transitioning from Noncredit to Credit**

	Fall 2010	Fall 2011	Fall 2012
Total Noncredit Students	6,010	5,586	5,013
Concurrently Enrolled in Credit Classes	3%	3%	3%
Enrolled in Credit Classes in Next Spring Semester	6%	6%	6%

source: GCC MIS data submissions

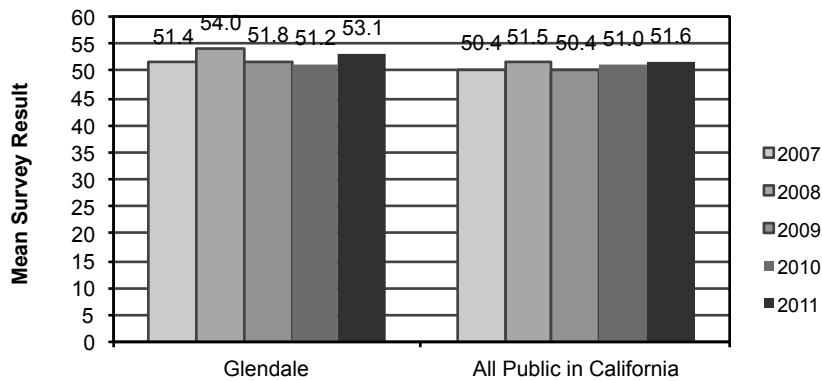
## 1.03. Student Engagement

### 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, 2008, 2009, 2010, and 2011. 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 and for the public community colleges in California administering the survey (13-16 colleges before 2011, and 24 colleges in 2011). GCC’s average scores tended to be slightly higher than the statewide average.

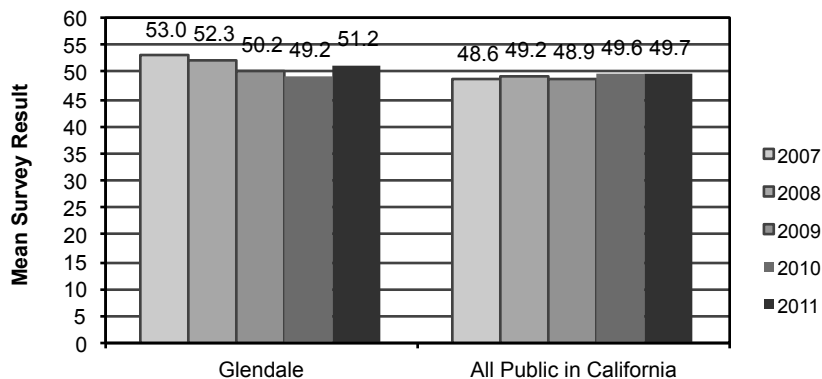
**Figure 1-35. Active and Collaborative Learning**

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.



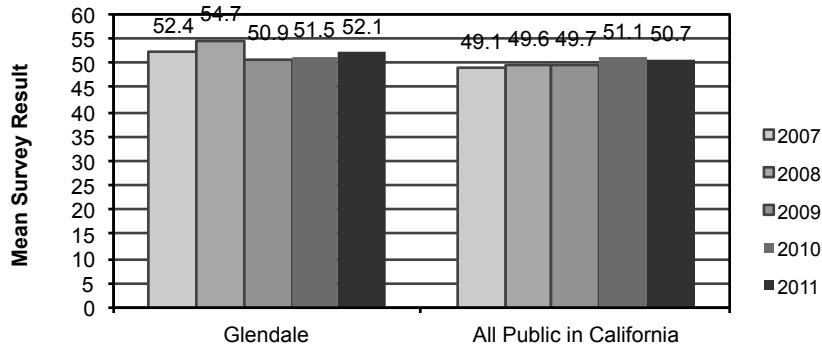
**Figure 1-36. Student Effort**

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



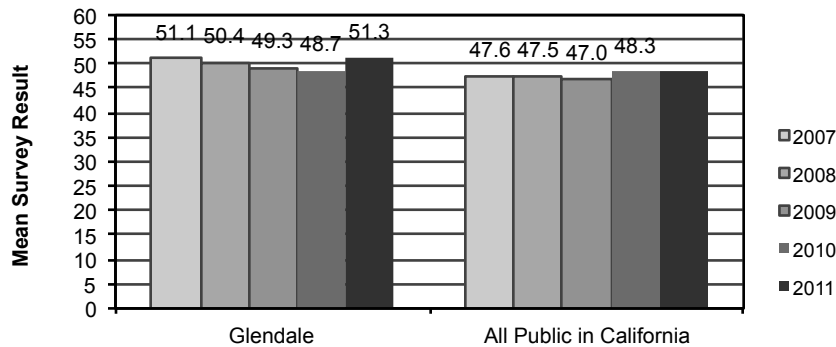
**Figure 1-37. Academic Challenge**

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.



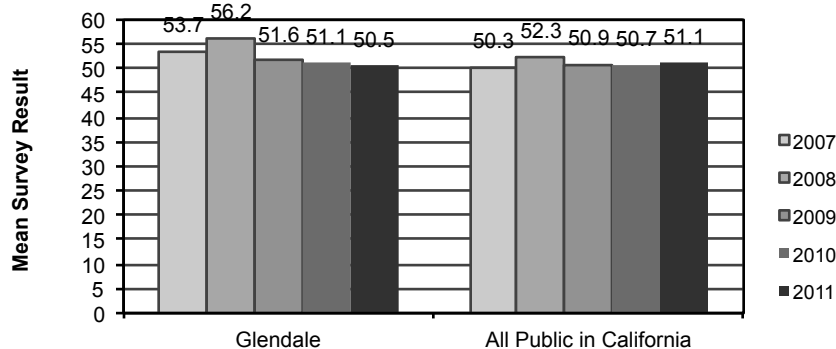
**Figure 1-38. Student-Faculty Interaction**

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



**Figure 1-39. Support for Learners**

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

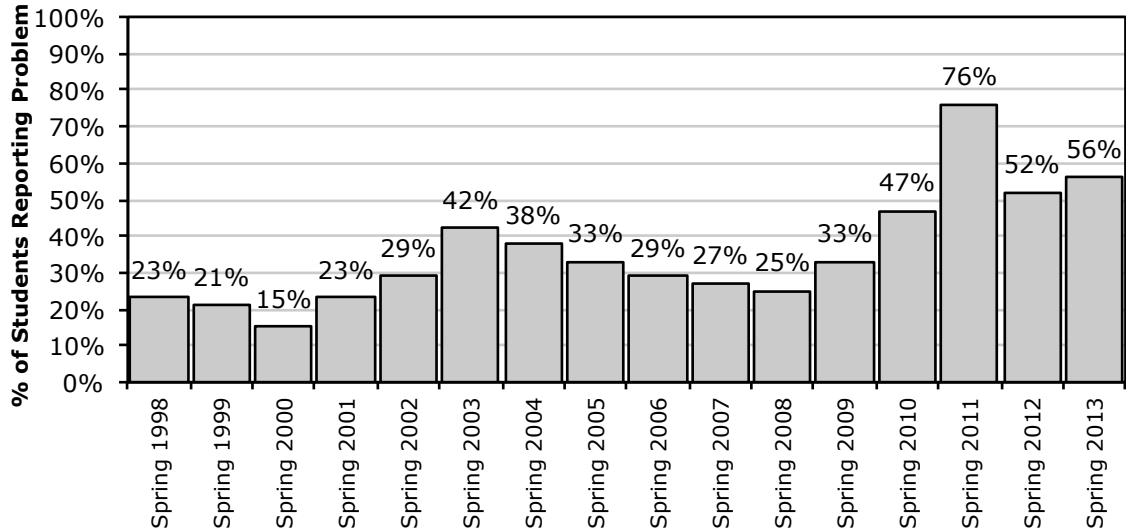


## 1.04. Class Availability & Scheduling

### 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 then decreased to 25% in Spring 2008. It then increased again, to 47% in Spring 2010 and even more dramatically to 76% in Spring 2011.

**Figure 1-40. Percentage of Credit Students Having Problems Getting Classes**



source: Spring Student Surveys

**Figure 1-41. Scheduling Problems Identified by Students**

Problem	Spring 2011	Spring 2012	Spring 2013
Class full	48%	37%	41%
Class not offered at time student wanted it	31%	23%	25%
Class scheduled at same time as another class student needed	27%	19%	21%
Class not offered this semester	13%	10%	11%

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 2012, the highest number of class sections was scheduled to begin between 9:00 am and 9:59 am (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 1-42. Scheduling Density for Credit Classes by Time of Day**

Start Time	Fall 2009	Fall 2010	Fall 2011	Fall 2012
6:00 am – 6:59 am	8	13	11	11
7:00 am – 7:59 am	26	111	92	92
8:00 am – 8:59 am	263	38	65	49
9:00 am – 9:59 am	206	353	373	369
10:00 am – 10:59 am	170	198	214	242
11:00 am – 11:59 am	10	38	30	27
12:00 noon – 12:59 pm	137	67	289	208
1:00 pm – 1:59 pm	224	245	266	287
2:00 pm – 2:59 pm	49	56	45	45
3:00 pm – 3:59 pm	48	103	128	120
4:00 pm – 4:59 pm	61	49	40	46
5:00 pm – 5:59 pm	69	145	160	155
6:00 pm – 6:59 pm	312	341	332	339
7:00 pm – 7:59 pm	71	62	53	42
8:00 pm – 8:59 pm	3	39	45	40
9:00 pm – 9:59 pm	1	12	5	8

source: GCC Class Master data files, GCC PeopleSoft student system

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

**Figure 1-43. Credit Division Fill Rate**

Division	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Biology	118%	110%	111%	108%
Business	88%	92%	93%	97%
English	103%	104%	108%	112%
ESL (Credit)	101%	104%	102%	110%
Health & PE	100%	91%	92%	96%
Health Sciences	97%	86%	86%	81%
Language Arts	103%	106%	99%	105%
Mathematics	105%	107%	104%	103%
Physical Science	105%	104%	104%	108%
Social Science	104%	103%	103%	105%
Student Services	122%	103%	91%	93%
Technology & Aviation	92%	93%	95%	104%
Visual & Performing Arts	99%	94%	97%	100%
Total Credit	101%	100%	100%	103%

source: GCC PeopleSoft student system

### 1.04.03. Enrollment of GCC Students at Other Colleges

Community college students in urban areas frequently enroll at more than one community college. The table below shows the number of first-time college students enrolling in GCC credit courses in 2005-2006, 2006-2007, and 2007-2008 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.

Approximately one quarter of GCC credit students subsequently enroll at another California community college within six years.

**Figure 1.44. GCC Students Subsequently Enrolling at Other Two-Year Colleges**

	GCC Entry Year					
	2005-2006		2006-2007		2007-2008	
	No.	%	No.	%	No.	%
Number of First-Time Students	4,509	100%	4,636	100%	5,312	100%
All Public Two-Year Colleges	1,056	23%	1,549	33%	1,311	25%
PASADENA CITY COLLEGE	413	9%	430	9%	434	8%
LOS ANGELES VALLEY COLLEGE	132	3%	195	4%	214	4%
LOS ANGELES CITY COLLEGE	123	3%	174	4%	191	4%
LOS ANGELES MISSION COLLEGE	45	1%	56	1%	69	1%
SANTA MONICA COLLEGE	48	1%	49	1%	61	1%
COLLEGE OF THE CANYONS	43	1%	49	1%	77	1%
LOS ANGELES PIERCE COLLEGE	41	1%	56	1%	58	1%
EAST LOS ANGELES COLLEGE	37	1%	39	1%	73	1%
LOS ANGELES TRADE TECHNICAL	30	1%	56	1%	53	1%
CITRUS COLLEGE	27	1%	32	1%	29	1%

Glendale Community College  
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## Section 2

# STUDENT SUCCESS

2.01.	Student & Course Outcomes	
	page 27	2.01.01. Enrollment, Retention, and Success
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	page 51	2.03.06. Workforce Preparation





## 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.

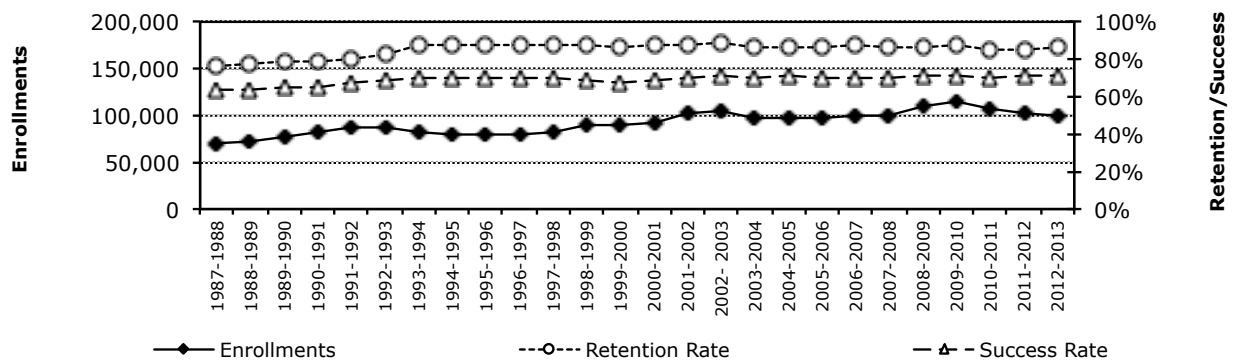
**Figure 2-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates**

Division	Census Enrollments			Retention Rate			Success Rate		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Biology	1,225	1,228	1,174	80%	74%	80%	68%	63%	67%
Business	5,403	5,380	5,175	86%	86%	88%	72%	72%	74%
English	4,802	5,123	4,939	85%	85%	89%	69%	69%	70%
ESL (Credit)	4,085	3,918	3,547	93%	93%	91%	77%	78%	76%
Health & PE	3,470	3,240	3,194	85%	89%	88%	74%	78%	77%
Health Sciences	1,042	958	877	91%	92%	93%	86%	88%	88%
Language Arts	3,179	3,033	3,007	87%	88%	91%	77%	77%	81%
Mathematics	5,229	5,338	5,019	77%	78%	80%	56%	57%	57%
Physical Sciences	2,174	2,199	2,204	85%	82%	85%	68%	66%	70%
Social Sciences	8,932	8,394	8,275	82%	83%	85%	63%	65%	66%
Student Services	871	909	936	91%	89%	90%	75%	75%	74%
Technology & Aviation	2,339	2,353	2,511	89%	88%	91%	77%	75%	79%
Visual & Performing Arts	5,181	5,321	5,102	85%	85%	88%	71%	72%	73%
Total Credit	47,932	47,394	45,960	85%	85%	87%	69%	70%	71%

source: GCC Grade Detail data file and PeopleSoft database

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.

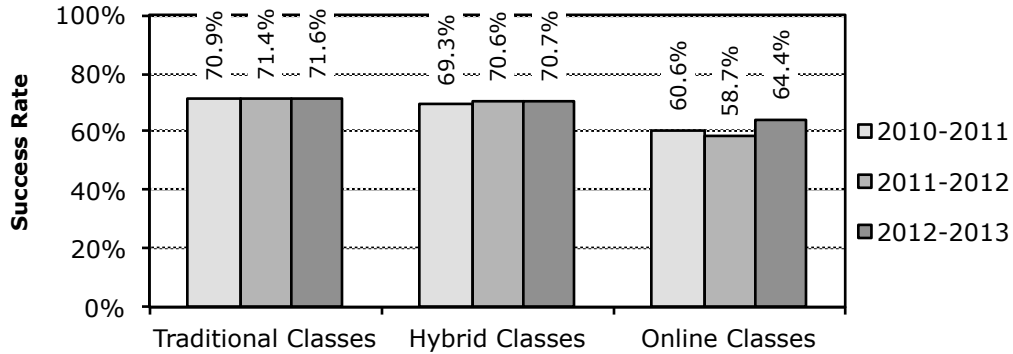
**Figure 2-2. Enrollment, Retention, and Success by Academic Year**



source: GCC Grade Detail data file and PeopleSoft database

The graph below shows success rate trends for traditional, online, and hybrid classes.

**Figure 2-3. Credit Course Success Rate by Distance Education Method**



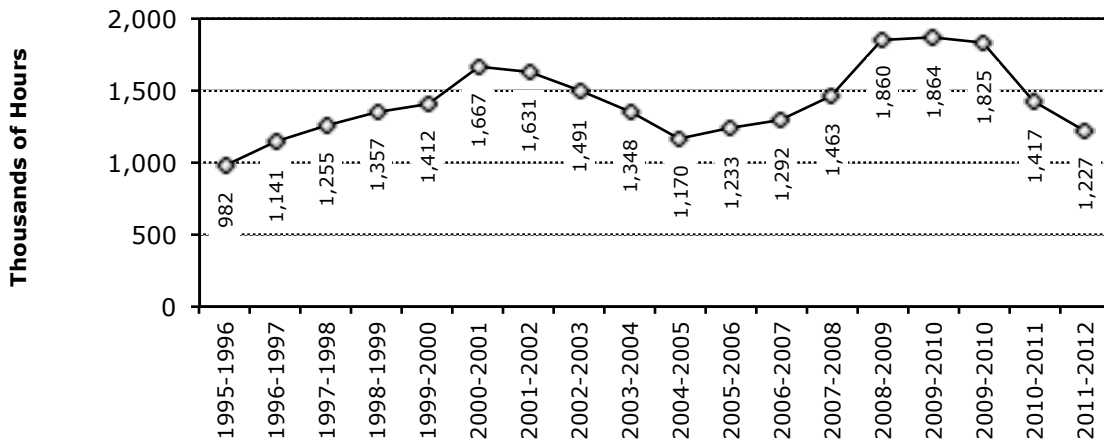
source: GCC PeopleSoft database

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 2010-2011, the noncredit program counted over 1,400,000 hours of attendance. The decline from 2009 to 2010 is partially due to lower noncredit enrollments, but also due to difficulties in implementing attendance tracking with the college’s move to the PeopleSoft student system.

**Figure 2-4. Fall Noncredit Attendance: Total Hours and Students Enrolled**

Department	Total Hours (Fall)			Students Enrolled (Fall)		
	2010	2011	2012	2010	2011	2012
Developmental Skills Lab (DSL)	20,013	22,983	36,122	559	589	729
ESL (Non-Credit)	431,309	404,213	336,759	3,513	3,283	2,956
Home Arts	1,488	1,746	0	57	58	0
Lifelong Learning	11,684	10,305	5,177	625	486	236
Business	81,871	91,857	94,634	1,235	1,231	1,286
Parent Education	0	15,638	9,032	505	486	308
Total Non-Credit	561,432	546,742	481,725	6,010	5,586	5,014

Source: GCC MIS data files



source: GCC MIS data files and CCFS-320 reports

## Section 2. Student Success

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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 2012
MEAN UNITS COMP	The average number of units students completed in Fall 2012
SPRG PERS	The percentage of Fall 2007 students persisting to Spring 2013
COMPL TERM GPA	The Fall 2012 GPA of students who completed more than zero units
COMPL PERS	The percentage of Fall 2012 students completing more than zero units who persisted to Spring 2013
COMPL NUM	The total number of students in the group completing more than zero units

Section 2. Student Success

**Figure 2-5. Fall 2012 Success Comparison (Student Equity Measures**

Group	All Students Attempting Units											
	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	16,196	11.2		6.6		76%		2.72		80%		13,772
American Indian	31	10.8	√	6.0	√	66%	√	2.81	+	69%	√	25
Asian	1,355	12.3	+	7.5	+	73%	√	2.88	+	77%	√	1,200
Black	388	10.5	√	5.1	-	66%	√	2.46	√	71%	√	294
Caucasian Citizen	4,748	10.6	√	6.7	+	74%	√	2.84	+	78%	√	4,102
Caucasian Resident	2,273	13.0	+	7.6	+	84%	+	2.82	+	87%	+	2,033
Latino Citizen	4,006	10.0	√	5.5	√	73%	√	2.42	√	79%	√	3,139
Latino Resident	229	10.4	√	5.6	√	71%	√	2.48	√	72%	√	183
Latino Other	352	10.3	√	6.3	√	76%	√	2.55	√	80%	√	295
Filipino	676	10.8	√	6.6	√	75%	√	2.70	√	79%	√	591
Others	2,138	12.4	+	7.6	+	81%	+	2.83	+	85%	+	1,910
Male	7,227	11.1	√	6.4	√	75%	√	2.64	√	80%	√	6,003
Female	8,777	11.3	+	6.9	+	77%	+	2.78	+	80%	√	7,615
Male Under 25	5,248	11.4	+	6.7	+	77%	+	2.54	√	83%	+	4,372
Male Over 24	1,979	10.3	√	5.5	√	68%	√	2.91	+	73%	√	1,631
Female Under 25	5,399	11.6	+	7.1	+	77%	+	2.64	√	82%	+	4,665
Female Over 24	3,378	10.8	√	6.4	√	76%	√	3.01	+	79%	√	2,950
With Disability	708	11.4	+	6.2	√	81%	+	2.58	√	84%	+	581
Student Visa	516	15.2	+	9.4	+	76%	√	2.81	+	79%	√	481
EOPS	1,472	16.2	+	10.7	+	95%	+	2.91	+	96%	+	1,444
18-24, No High School Diploma	194	10.0	√	4.9	-	67%	√	2.47	√	74%	√	135

Group	First-Time Students Attempting Units											
	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	2,796	11.1		6.5		82%		2.51		87%		2,323
American Indian	5	8.0	-	3.6	-	80%	√	2.67	+	100%	+	3
Asian	238	14.5	+	8.9	+	78%	√	2.88	+	82%	√	214
Black	90	10.8	√	4.8	-	72%	√	2.13	√	77%	√	65
Caucasian Citizen	726	10.9	√	7.3	+	84%	+	2.66	+	88%	+	643
Caucasian Resident	340	13.5	+	7.1	+	89%	+	2.73	+	94%	+	288
Latino Citizen	967	9.6	√	5.4	√	81%	√	2.20	√	87%	√	756
Latino Resident	40	10.1	√	5.7	√	82%	√	2.06	√	88%	+	33
Latino Other	100	9.0	√	5.2	√	71%	√	2.51	√	77%	√	77
Filipino	116	9.9	√	6.4	√	82%	√	2.62	+	85%	√	101
Others	174	13.3	+	6.7	+	79%	√	2.74	+	83%	√	143
Male	1,399	10.7	√	6.1	√	80%	√	2.48	√	86%	√	1,130
Female	1,361	11.5	+	6.9	+	83%	+	2.54	+	87%	√	1,164
Male Under 25	1,229	10.5	√	6.2	√	82%	√	2.44	√	87%	√	1,007
Male Over 24	170	11.7	+	5.1	-	66%	√	2.83	+	72%	√	123
Female Under 25	1,147	11.1	+	7.0	+	84%	+	2.50	√	88%	+	986
Female Over 24	214	13.5	+	6.3	√	81%	√	2.82	+	85%	√	178
With Disability	118	10.0	√	4.4	-	79%	√	2.11	√	84%	√	91
Student Visa	138	18.7	+	10.7	+	78%	√	2.90	+	82%	√	129
EOPS	168	16.4	+	10.8	+	95%	+	2.68	+	95%	+	168
18-24, No High School Diploma	15	11.1	+	2.7	-	56%	-	2.50	√	67%	-	6

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 2010	Fall 2011	Fall 2012
<b>Course Success Rate</b>			
<i>All new students</i>	78%	67%	67%
New students completing orientation	80%	66%	74%
New students completing SEP	86%	75%	82%
New students completing assessment	79%	74%	56%
<b>Persistence to Spring</b>			
<i>All new students</i>	81%	80%	80%
New students completing orientation	87%	78%	90%
New students completing SEP	92%	89%	90%
New students completing assessment	85%	74%	67%

source: Student Master Record, Grade Detail, and Matriculation data files, GCC MIS data submissions

### 2.01.03. Student Satisfaction

Every Spring semester, the college conducts a student survey which includes evaluations of student satisfaction.

**Figure 2-7. Student Satisfaction Survey Results**

<b>% of Credit Students Responding "Excellent" or "Good"</b>	Spring 2010	Spring 2011	Spring 2012	Spring 2013
The education you are getting at GCC	--	--	81%	--
Campus friendliness to students	73%	74%	74%	73%

source: Spring Student Surveys

## 2.02. Educational Goals

### 2.02.01. Student Characteristics by Educational Goal

Over half of all credit students (about 65%) 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 15% of credit students have a vocational goal; this represents a drop from about 20% in 1998. In the table below, percentages do not include students with unknown goals.

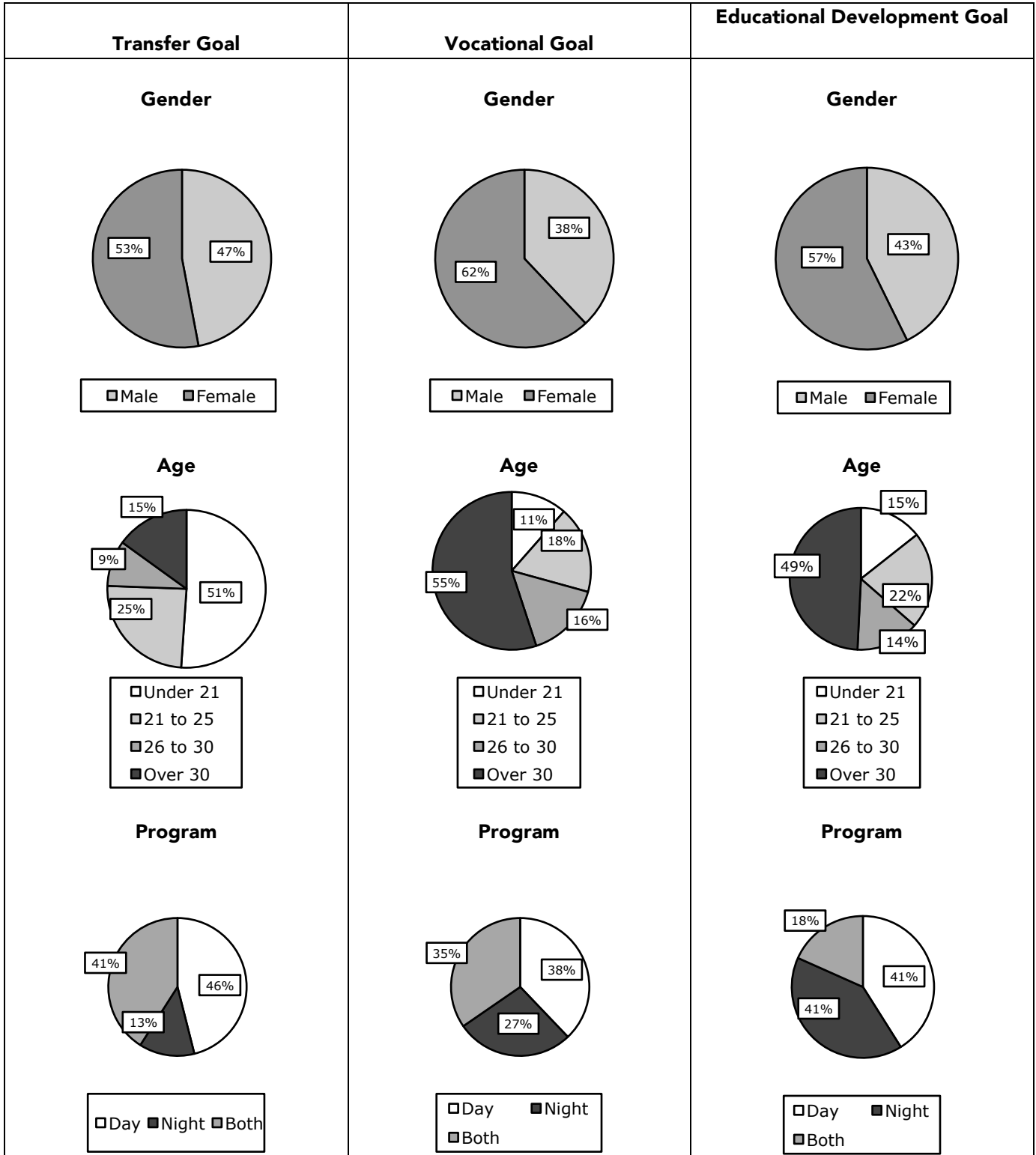
**Figure 2-8. Credit Enrollment by Educational Goal**

Goal	Fall 2010		Fall 2011		Fall 2012	
	Count	Percentage	Count	Percentage	Count	Percentage
Transfer with AA	4,335	32%	6,266	40%	6,442	41%
Transfer without AA	3,283	25%	3,887	25%	4,084	26%
Associate's degree	1,026	8%	1,485	10%	1,485	9%
Vocational degree	640	5%	739	5%	905	6%
Certificate	345	3%	605	4%	576	4%
Discover career interests	223	2%	159	1%	136	1%
Prepare for new career	338	3%	344	2%	306	2%
Advance current job	246	2%	233	1%	170	1%
Maintain licensure	155	1%	114	1%	88	1%
Educational development	352	3%	300	2%	258	2%
Improve English, Math	260	2%	202	1%	166	1%
Complete GED/diploma	121	1%	52	0%	59	0%
Undecided	1,700	13%	935	6%	796	5%
Noncredit to Credit	24	0%	5	0%	7	0%
4-Year Student	331	2%	294	2%	312	2%
Unknown Goal	2,194		893		406	
Total	15,573	100%	16,513	100%	16,196	100%

source: GCC Semester Application database

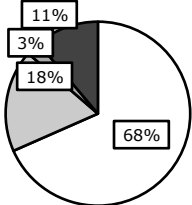
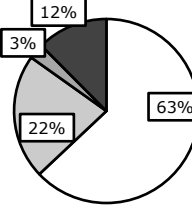
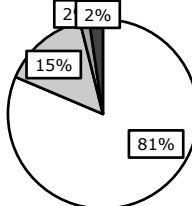
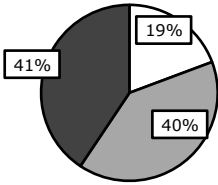
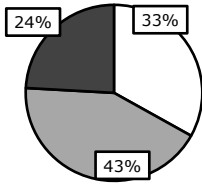
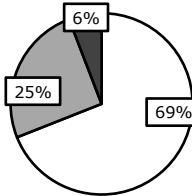
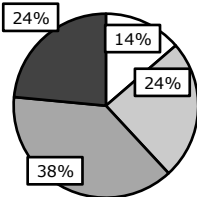
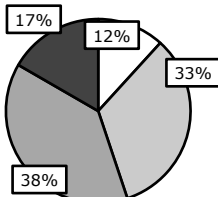
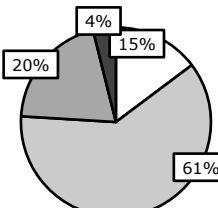
The following pages show characteristics of credit students by educational goal. Transfer-goal students are younger and take more units than other students, and educational development students are older and more likely to be U.S. citizens than other students.

**Figure 2-9. Characteristics of Credit Students by Goal, Fall 2012**



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



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

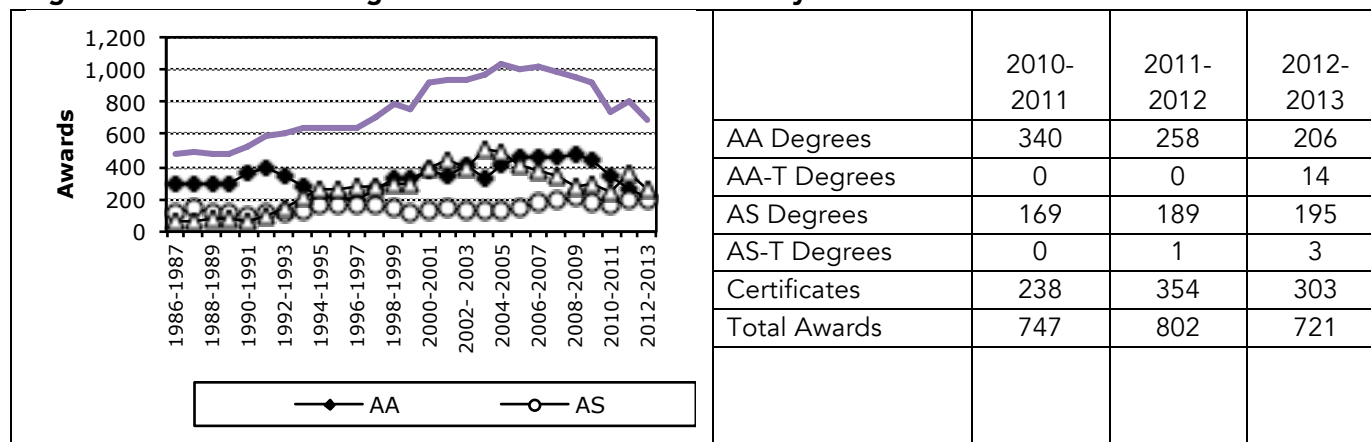
source: GCC MIS data files

## 2.03. Student Completion

### 2.03.01. Degrees & Certificates Awarded

Degree and certificate awards increased from a low point in 1996-1997 to a high point in 2008-2009, then declined in recent years.

**Figure 2-10. Number of Degrees and Certificates Awarded by Academic Year**



source: PeopleSoft degree award table

**Figure 2-11. Degrees and Certificates Awarded by Gender**

Gender	AA Degrees			AS Degrees			Certificates		
	2010-2011	2011-2012	2011-2012	2010-2011	2011-2012	2011-2012	2010-2011	2011-2012	2011-2012
Male	32%	26%	32%	26%	18%	20%	29%	37%	32%
Female	68%	74%	68%	74%	82%	80%	71%	63%	68%
Total	340	258	220	169	190	198	217	317	303

source: PeopleSoft degree award table

**Figure 2-12. Degrees and Certificates Awarded by Ethnicity**

Ethnicity	AA Degrees			AS Degrees			Certificates		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Caucasian/Anglo	16%	16%	20%	16%	17%	15%	21%	20%	17%
Caucasian/Armenian	38%	39%	31%	33%	34%	43%	46%	45%	51%
Latino/Hispanic	23%	24%	30%	14%	10%	16%	14%	17%	15%
Asian	14%	10%	10%	9%	14%	16%	7%	7%	5%
Filipino	2%	6%	3%	18%	14%	8%	2%	4%	5%
African-American	1%	2%	1%	6%	2%	1%	4%	3%	1%
American Indian	2%	0%	1%	0%	1%	0%	2%	1%	1%
Other	5%	2%	4%	5%	8%	1%	3%	3%	5%
Total	340	258	220	169	190	198	217	317	303

source: PeopleSoft degree award table

## Section 2. Student Success

The tables below show the numbers of AA degrees, AS degrees, and certificates awarded by major for the past three academic years.

**Figure 2-13. Associate of Arts (AA) Degrees Awarded**

Major	2010-2011	2011-2012	2012-2013	3-Year Total
ARTS AND HUMANITIES	2	5	4	11
BIOLOGICAL SCIENCE	2	4	3	9
BUSINESS ADMINISTRATION	46	47	46	139
CHOREOGRAPHIC STUDIES & DANCE TECHNIQUE	1	1	1	3
COMMUNICATION STUDIES AA-T	0	0	7	7
ENGLISH	1	8	6	15
FOREIGN LANGUAGE	15	4	6	25
FOREIGN LANGUAGE - OPTION 2	0	0	0	0
FOREIGN LANGUAGE - SPANISH	0	0	0	0
GENERAL EDUCATION TRANSFER STUDIES	177	75	37	289
HEALTH SCIENCE	32	38	27	97
HUMANITIES	0	1	1	2
MASS COMMUNICATIONS	1	0	3	4
MATHEMATICS	0	0	1	1
MUSIC	0	2	0	2
PHYSICAL EDUCATION	0	0	0	0
PHYSICAL SCIENCE	1	1	1	3
SCIENCE	0	0	1	1
SCIENCE AND MATHEMATICS	1	2	4	7
SOCIAL AND BEHAVIORAL SCIENCES	3	2	1	6
SOCIAL SCIENCE	44	54	57	155
SPEECH/COMMUNICATION	3	3	2	8
SOCIOLOGY AA-T	0	0	7	7
THEATER ARTS	0	1	0	1
THEATER ARTS – ACTING	0	1	1	2
VISUAL ARTS - ANIMATION	0	0	0	0
VISUAL ARTS - ART HISTORY	1	0	1	2
VISUAL ARTS – GRAPHIC ARTS	3	3	0	6
VISUAL ARTS - MEDIA ARTS	2	0	0	2
VISUAL ARTS - PHOTOGRAPHY	0	0	0	0
VISUAL ARTS – THREE DIMENSIONAL	0	1	2	3
VISUAL ARTS - TWO DIMENSIONAL	5	4	1	10
MISSING	0	1	0	1
<b>TOTAL</b>	<b>340</b>	<b>258</b>	<b>220</b>	<b>818</b>

source: PeopleSoft degree award table

**Figure 2-14. Certificates and Associate of Science (AS) Degrees Awarded**

Major	2010-2011		2011-2012		2012-2013		Total
	AS	Cert	AS	Cert	AS	Cert	
ACCOUNTING	17	15	29	40	32	27	160
ADMINISTRATION OF JUSTICE	4	6	2	9	6	14	41
ADVANCED CULINARY ARTS	0	0	2	1	1	0	4
ADVERTISING ART	0	1	3	2	0	2	8
ANIMATION - DIGITAL ANIMATION	0	0	0	0	1	2	3
ARCHITECTURE - RESIDENTIAL	0	0	0	0	0	1	1
ARCHITECTURAL DRAFTING & DESIGN	1	0	1	1	2	1	6
ART	1	3	0	3	1	0	8
AVIATION & TRANSPORTATION - AIRCRAFT POWERPLANT & AIRFRAME MAINTENANCE	0	0	0	0	0	1	1
AVIATION & TRANSPORTATION - AVIATION ADMINISTRATION	0	1	2	1	0	1	5
AVIATION & TRANSPORTATION - FLIGHT ATTENDANT	5	3	3	13	2	10	36
AVIATION & TRANSPORTATION - PILOT TRAINING	1	1	0	1	0	2	5
BEGINNING CULINARY ARTS CERTIFICATE	0	21	0	22	0	9	52
BOOKKEEPING	1	7	1	7	1	9	26
BUSINESS ADMINISTRATION - FINANCIAL PLANNING AND INVESTMENT	0	1	0	0	1	1	3
BUSINESS ADMINISTRATION - GENERAL BUSINESS	0	3	1	5	3	4	16
BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS	0	0	1	1	2	3	7
BUSINESS ADMINISTRATION- ENTREPRENEURSHIP/SMALL BUSINESS	0	0	0	0	2	1	2
CERAMICS	0	0	1	5	1	4	11
CHILD DEVELOPMENT - MASTER TEACHER	0	2	0	0	1	1	4
CHILD DEVELOPMENT - SITE SUPERVISOR	0	2	0	0	1	0	3
CHILD DEVELOPMENT - TEACHER	1	10	17	12	12	10	62
CHILD DEVELOPMENT/TEACHER - INFANT/TODDLER	0	4	2	2	0	0	8
CHILD DEVELOPMENT/TEACHER - SCHOOL AGE CARE	0	2	2	0	0	0	4
CHOREOGRAPHIC STUDIES AND DANCE TECHNIQUE	1	0	0	0	0	2	3
COMMUNICATIONS	0	3	0	0	0	0	3
COMPUTER AIDED MANUFACTURING	0	0	1	0	0	0	1
COMPUTER APPLICATIONS TECHNICIAN	0	0	0	1	0	2	3
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - ADMINISTRATIVE ASST.	2	3	1	1	3	5	15
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - GENERAL OFFICE	16	19	12	21	19	7	94
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - LEGAL SECRETARY	0	0	1	0	0	0	1
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - MEDICAL SECRETARY	0	0	1	0	0	0	1
COMPUTER APPLICATIONS SPECIALIST	0	1	0	1	0	1	3
COMPUTER INFORMATION SYSTEMS	1	1	2	2	2	3	11
COMPUTER PROGRAMMER	0	1	1	1	1	2	6
COMPUTER SCIENCE	0	0	0	0	1	0	1
COMPUTER SOFTWARE TECHNICIAN	0	0	0	0	0	1	1
COMPUTERIZED ACCOUNTING SPECIALIST	0	3	0	5	0	2	10
CSU GENERAL EDUCATION	0	0	0	0	0	1	1
DANCE TEACHING	1	5	0	2	3	4	15
DENTAL FRONT OFFICE/BILLING & CODING	0	4	0	13	0	9	26

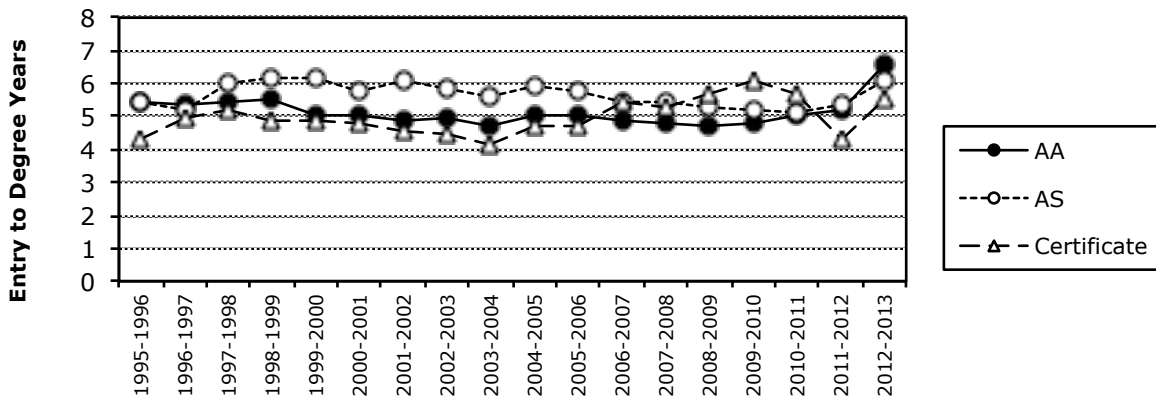
## Section 2. Student Success

Major	2010-2011		2011-2012		2012-2013		Total
	AS	Cert	AS	Cert	AS	Cert	
DESKTOP PUBLISHING TECHNICIAN	0	1	0	2	0	0	3
DIETARY SERVICES SUPERVISOR	2	4	2	13	1	15	37
DRAFTING/ELECTRO-MECHANICAL DESIGN	0	1	0	0	0	0	1
ELECTRO/MECHANICAL FABRICATION TECHNICIAN	0	1	0	0	0	0	1
ELECTRONICS AND COMPUTER TECHNOLOGY	0	0	1	0	0	0	1
ELECTONICS AND COMPUTER TECHNOLOGY - COMPUTER SYSTEMS TECHNICIAN	0	0	1	1	0	0	2
ENGINEERING/ELECTRO-MECHANICAL DESIGN	0	0	1	3	1	0	5
FIRE ACADEMY: VERDUGO FIRE ACADEMY	0	12	0	41	0	2	55
FIRE TECHNOLOGY	4	5	3	6	3	4	25
FITNESS SPECIALIST	0	0	0	0	1	0	1
GRAPHIC DESIGN	0	0	0	0	0	3	3
HOTEL/RESTAURANT MANAGEMENT	1	0	0	1	0	1	3
IGETC	0	0	0	18	0	16	34
INSURANCE PROFESSIONAL CERTIFICATE	0	1	0	0	0	0	1
MACHINE AND MANUFACTURING TECHNOLOGY- MACHINIST	0	1	0	1	0	11	13
MANAGEMENT	0	4	1	3	7	3	18
MARKETING	0	0	1	1	0	0	2
MASS COMMUNICATIONS	0	0	0	0	1	0	1
MATHEMATICS AS-T	0	0	0	0	3	0	3
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL FRONT OFFICE	1	2	3	10	6	15	37
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL SECRETARY	0	0	0	0	0	0	0
MEDICAL BILLING AND CODING	0	9	0	21	0	30	60
MUSIC	0	1	0	2	0	1	4
PHOTOGRAPHY	0	2	1	2	2	4	11
REAL ESTATE	1	11	1	10	1	2	26
REAL ESTATE APPRAISAL	0	2	0	3	0	1	6
RECEPTIONIST/OFFICE CLERK	0	12	0	13	0	4	29
REGISTERED NURSING	93	5	87	2	68	1	256
RESTAURANT MANAGEMENT	1	2	0	1	0	12	16
RESTAURANT SUPERVISION	0	0	0	0	0	2	2
RETAIL MANAGEMENT	0	0	0	0	0	0	0
SPECIALIST IN ALCOHOL/DRUG STUDIES	3	27	0	12	5	22	69
TAX PREPARER	0	7	0	6	0	4	17
TELEVISION PRODUCTION - MASS MEDIA	0	0	0	0	0	0	0
TELEVISION PRODUCTION - VIDEOGRAPHY	0	0	0	2	0	2	4
TELEVISION PRODUCTION - CORPORATE TELEVISION	0	0	0	0	0	0	0
UNIX SYSTEM ADMINISTRATOR	0	0	0	1	0	0	1
WEB DEVELOPMENT	0	3	2	4	1	3	13
WEB GRAPHICS	0	1	0	0	0	0	1
WELDING, OCCUPATIONAL (COMBINATION WELDER)	1	2	0	3	0	3	9
Grand Total	169	238	190	354	197	303	1,451

source: PeopleSoft degree award table

Time between entry and degree completion has increased in the past three years, possibly due at least in part to students' difficulty getting classes.

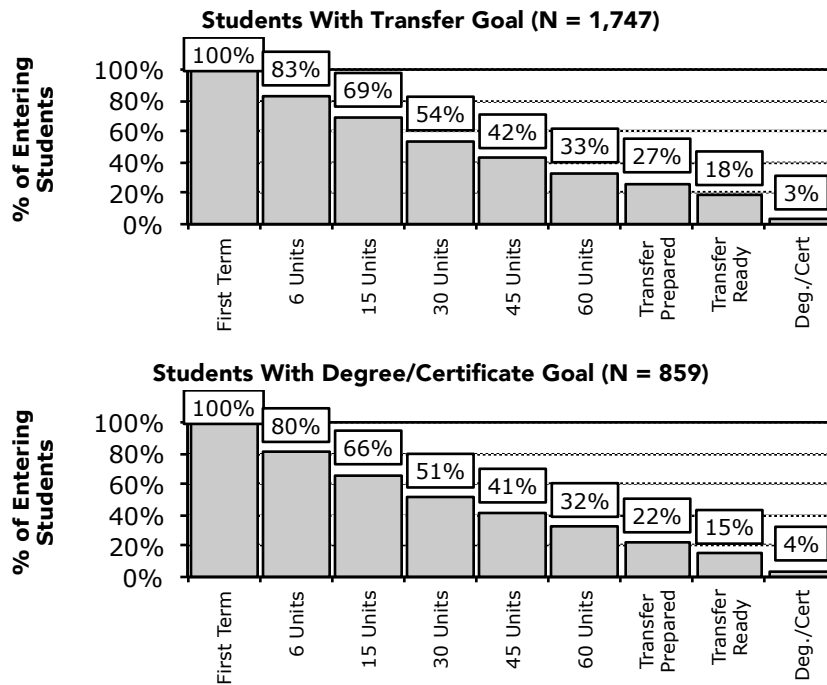
**Figure 2-15. Mean Entry to Degree Time (Years)**



source: GCC PeopleSoft database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2008. 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 2-16. Percentage of Fall 2008 Entering Cohort Achieving Success Within 4 Years**



source: GCC MIS 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 2-17. Continuing and Community Education Student Completion**

	2010-2011	2011-2012	2012-2013
Students obtaining GED	90	56	95
Students completing high school diploma	4	5	7
Successful student completions of high school courses	192	227	264
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	2,603	2,572	2,759
Students earning Adult Basic Education CASAS benchmarks	98	84	88

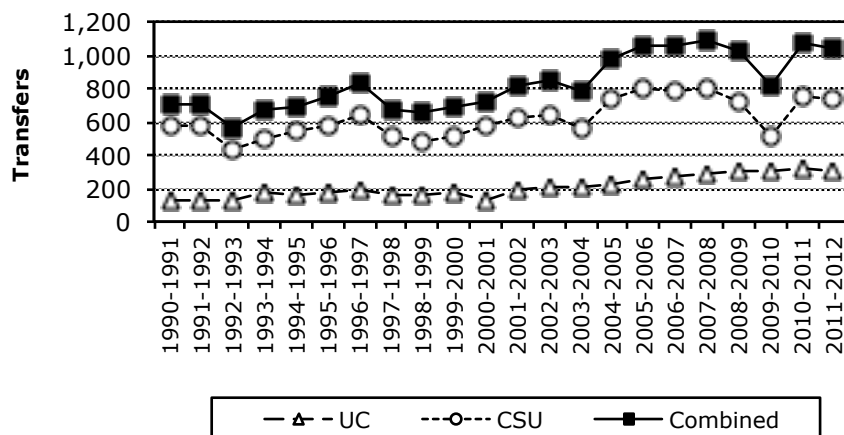
source: GCC Continuing and Community Education Program

Note: The decline of the number of students obtaining a GED in 2011-2012 was due at least in part to the lack of Summer and Winter noncredit sessions.

### 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. While the number of transfers to UC remained flat between 2008-2009 and 2009-2010, the number of transfers to CSU dropped substantially, due primarily to the CSU's restriction of Spring transfers in 2010.

**Figure 2-18. Transfers from GCC to UC and CSU**



source: California Postsecondary Education Commission (CPEC)

**Figure 2-19. Retrospective Transfer History**

Year	To UC	To CSU	To Independents*	To In-State Privates	To Out-of-State	Total Known
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	--	220	76	1,266
2005-2006	251	799	--	216	62	1,328
2006-2007	273	777	--	249	61	1,360
2007-2008	285	806	--	304	222	1,617
2008-2009	301	728	--	263	95	1,387
2009-2010	297	512	--	298	113	1,220
2010-2011	318	755	--			
2011-2012	299	738	--			

source: California Postsecondary Education Commission (CPEC) and California Community Colleges Chancellor's Office

\* Before 2002-2003, CPEC reported Fall-only transfers to independent institutions. Transfers to UC, CSU, in-state privates, and out-of-state institutions are reported for students entering at any time during the academic year.



## Section 2. Student Success

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 2-20. Number of Transfers to Senior Institutions**

Transfer Institution	2009-2010	2010-2011	2011-2012
<b>CSU</b>			
Northridge	296	354	412
Los Angeles	125	259	226
Pomona	28	45	36
Long Beach	1	27	17
Dominguez Hills	19	15	11
Fullerton	10	9	7
San Diego	0	7	1
Other CSU	33	39	28
<b>CSU Total</b>	<b>512</b>	<b>755</b>	<b>738</b>
<b>UC</b>			
Los Angeles	146	102	105
Irvine	39	52	35
Santa Barbara	27	21	25
Berkeley	29	38	25
San Diego	35	67	56
Riverside	11	21	33
Other UC	10	17	20
<b>UC Total</b>	<b>297</b>	<b>318</b>	<b>299</b>

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. Data are shown for upper-division transfers to CSU.

**Figure 2-21. Performance of Upper-Division Students Transferring to CSU**

Performance Measure	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of CSU Transfers from GCC	464	595	586	552
Pre-Admission GPA of Transfers from GCC	2.91	2.99	2.85	2.93
Fall-to-Fall Persistence of GCC Transfers	89%	89%	88%	
Persistence of All CC Transfers	86%	88%	87%	
CSU GPA of Persisters from GCC	2.96	3.08	3.13	
CSU GPA of Persisters from All CC's	2.98	3.03	3.03	

source: CSU Academic Performance Reports

Note: Performance data for Fall 2012 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 between 2003-2004 and 2006-2007. 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 2-22. Prospective Analysis of GCC Students Enrolling at Four-Year Institutions**

	Year Entering GCC			
	2004-2005	2005-2006	2006-2007	2007-2008
<b>All First-Time Students</b>				
Number of Students	4,384	4,509	4,636	5,311
Percent Enrolling at a Public 4-Year Institution	24%	24%	25%	23%
Percent Enrolling at a Private 4-Year Institution	9%	9%	9%	9%
Percent Enrolling at Any 4-Year Institution	31%	31%	32%	30%
<b>First-Time Students with Transfer Goal</b>				
Number of Students	2,012	2,092	2,246	2,651
Percent Enrolling at a Public 4-Year Institution	28%	28%	30%	28%
Percent Enrolling at a Private 4-Year Institution	9%	11%	10%	10%
Percent Enrolling at Any 4-Year Institution	35%	36%	37%	35%

source: National Student Clearinghouse data files

The next table shows four-year institutions attended within six academic years by GCC first-time students starting in 2003-2004 through 2006-2007.

**Figure 2-23. Prospective Analysis of Transfer: Four-Year Institutions**

Four-Year Institution	Number of Transfer Students by Year Entering GCC			
	2004-2005	2005-2006	2006-2007	2007-2008
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	330	359	388	376
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	150	154	181	174
UNIVERSITY OF CALIFORNIA-LOS ANGELES	153	136	165	176
UNIVERSITY OF SOUTHERN CALIFORNIA	78	78	77	106
UNIVERSITY OF CALIFORNIA-SAN DIEGO	38	54	61	86
UNIVERSITY OF PHOENIX	41	70	61	64
WOODBURY UNIVERSITY	50	51	68	60
CALIFORNIA STATE POLYTECHNIC	53	56	41	50
UNIVERSITY OF CALIFORNIA-IRVINE	67	92	0	0
UNIVERSITY OF CALIFORNIA - IRVINE	0	0	76	82
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	28	38	28	40
CALIFORNIA STATE UNIVERSITY - LONG BEACH	26	20	27	30
UNIVERSITY OF CALIFORNIA-BERKELEY	54	17	25	28
ITT TECHNICAL INSTITUTE	17	30	20	21
CALIFORNIA STATE UNIVERSITY - FULLERTON	22	23	17	15

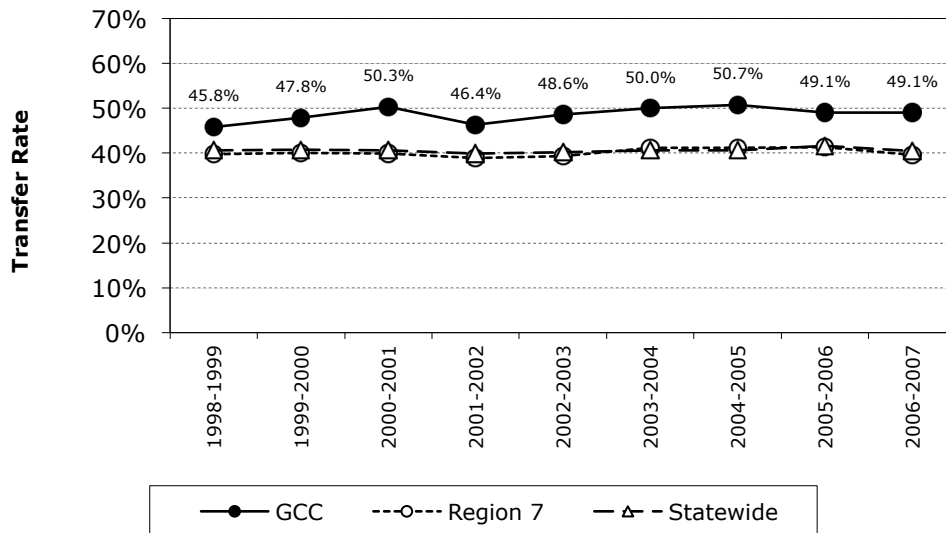
source: National Student Clearinghouse data files

Section 2. Student Success

Transfer rates are reported by the California Community Colleges Chancellor’s Office using a standard definition. Students who complete 12 or more units and attempt transfer-level English or math within six years of entry at a California community college are tracked to see whether they enrolled at a four-year institution. Chancellor’s Office data matches with UC, CSU, and the National Student Clearinghouse, which provides enrollment data for member institutions across the United States, provide transfer information. The transfer rate is the number of students enrolling at a four-year institution within six years divided by the total number of students in the cohort.

**Figure 2-24. GCC Transfer Rate**

	Entering Cohort			
	2003-2004	2004-2005	2005-2006	2006-2007
Transfer Rate				
Glendale Community College	50.0%	50.7%	49.1%	49.1%
Region 7 Colleges	41.2%	41.2%	41.4%	39.6%
All California Colleges	40.7%	40.6%	41.6%	40.5%



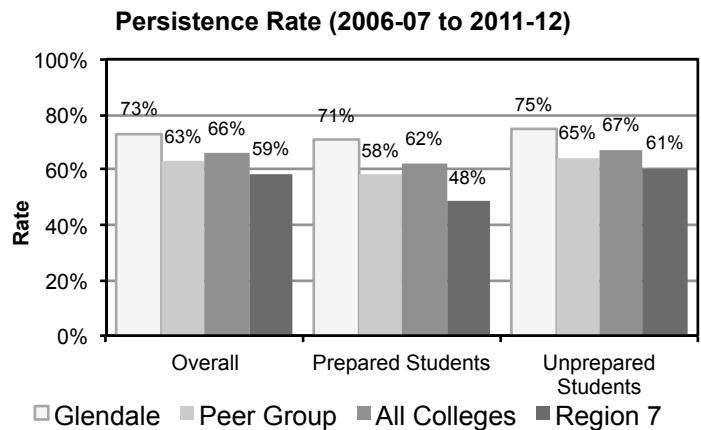
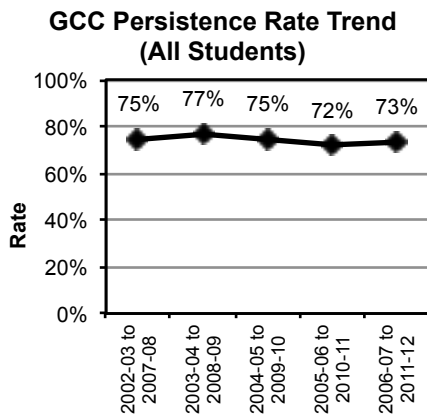
### 2.03.04. Student Success Scorecard

The statewide Student Success Scorecard is an accountability reporting system developed by the Chancellor’s Office of the California Community Colleges. It replaces the ARCC (Accountability Reporting for the Community Colleges) system that reported success data from 2007 to 2012. The following figures summarize GCC’s performance on the most recently published Scorecard indicators. Scorecard data for all community colleges in California are available at <http://scorecard.cccco.edu>.

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, and all 14 colleges in Region 7 (East LA College, El Camino College, Glendale Community College, LA City College, LA Harbor College, LA Mission College, LA Pierce College, LA Southwest College, LA Trade Tech College, LA Valley College, Pasadena City College, Santa Monica College, West LA College, and Compton Center).

**Figure 2-25. Persistence Rate**

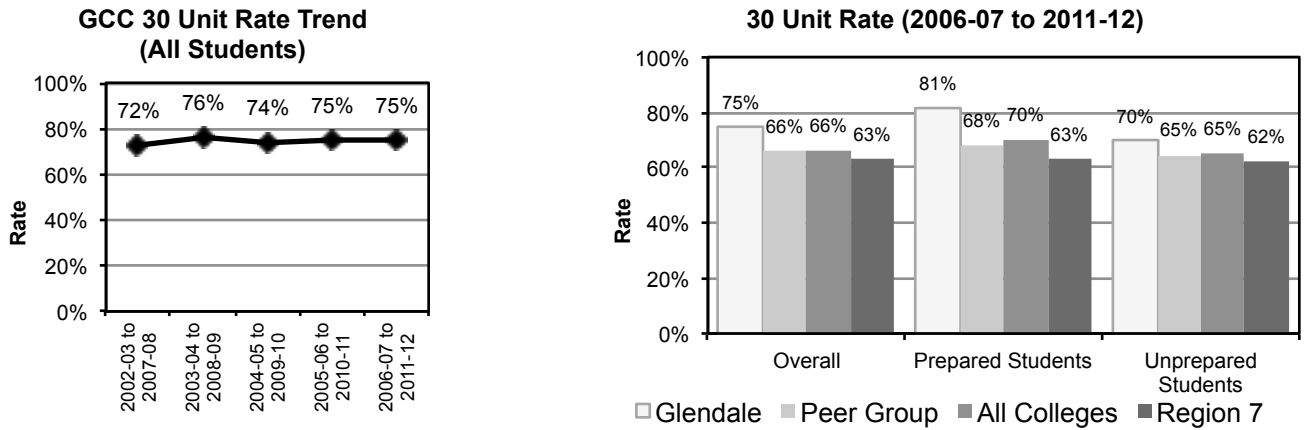
Persistence rate is the percentage of entering college students who enrolled in the first three primary (Fall or Spring) semesters from their entry semester. Only students completing six or more units and attempting any Math or English course within three years from entry are tracked. For persistence rate, based on all students entering in 2006-2007, GCC ranked 9<sup>th</sup> in California, 2<sup>nd</sup> in its state-defined peer group of colleges, and 1<sup>st</sup> in Region 7. For prepared students (those whose first Math and English courses were college-level courses), GCC ranked 11<sup>th</sup> in California, 1<sup>st</sup> in its peer group, and 1<sup>st</sup> in Region 7. For unprepared students, GCC ranked 12<sup>th</sup> in California, 4<sup>th</sup> in its peer group, and 1<sup>st</sup> in Region 7.



source: Chancellor’s Office “Focus on Results” Report ARCC Reports

**Figure 2-26. 30 Units Rate**

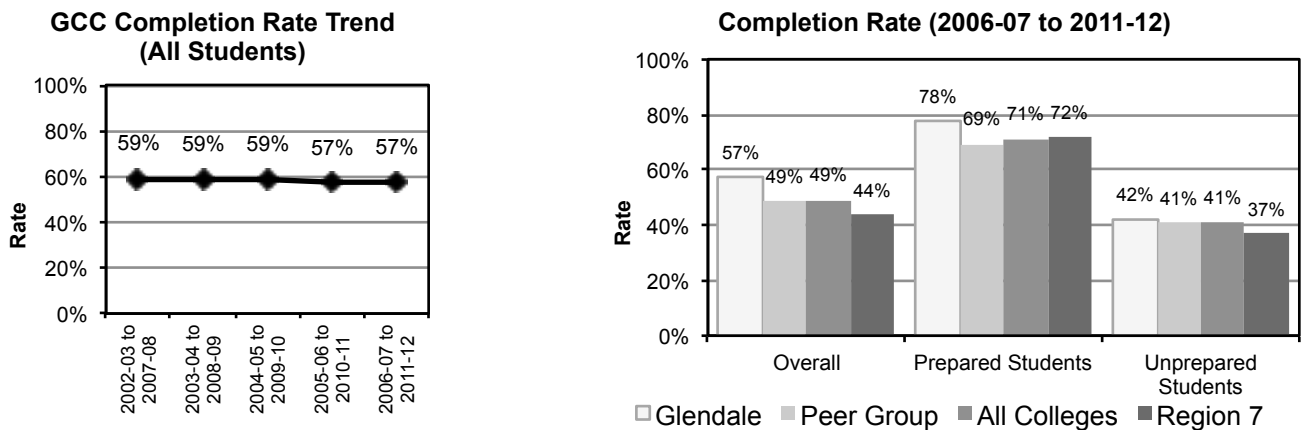
30 units rate is the percentage of entering college students who complete at least 30 units in the California community college system within six years of entry. Only students completing six or more units and attempting any Math or English course within three years from entry are tracked. For 30 units rate, based on all students entering in 2006-2007, GCC ranked 4<sup>th</sup> in California, 1<sup>st</sup> in its peer group, and 1<sup>st</sup> in Region 7. For prepared students, GCC ranked 1<sup>st</sup> in California, 1<sup>st</sup> in its peer group, and 1<sup>st</sup> in Region 7. For unprepared students, GCC ranked 23<sup>rd</sup> in California, 4<sup>th</sup> in its peer group, and 3<sup>rd</sup> in Region 7.



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

**Figure 2-27. Completion Rate**

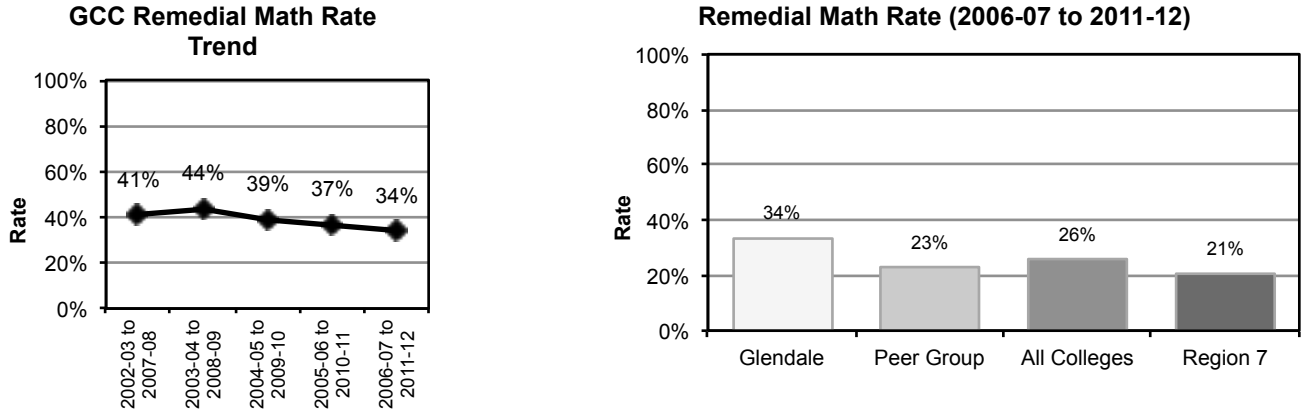
Completion rate is the percentage of entering students completing a degree or certificate, or transferring to a four-year institution, or becoming transfer prepared by earning 60 or more transferable units within six years of entry. Only students completing six or more units and attempting any Math or English course within three years from entry are tracked. For completion rate, based on all students entering in 2006-2007, GCC ranked 14<sup>th</sup> in California, 1<sup>st</sup> in its peer group, and 1<sup>st</sup> in Region 7. For unprepared students, GCC ranked 38<sup>th</sup> in California, 12<sup>th</sup> in its peer group, and 3<sup>rd</sup> in Region 7. For prepared students, GCC ranked 10<sup>th</sup> in California, 1<sup>st</sup> in its peer group, and 3<sup>rd</sup> in Region 7.



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

**Figure 2-28. Remedial Math Rate**

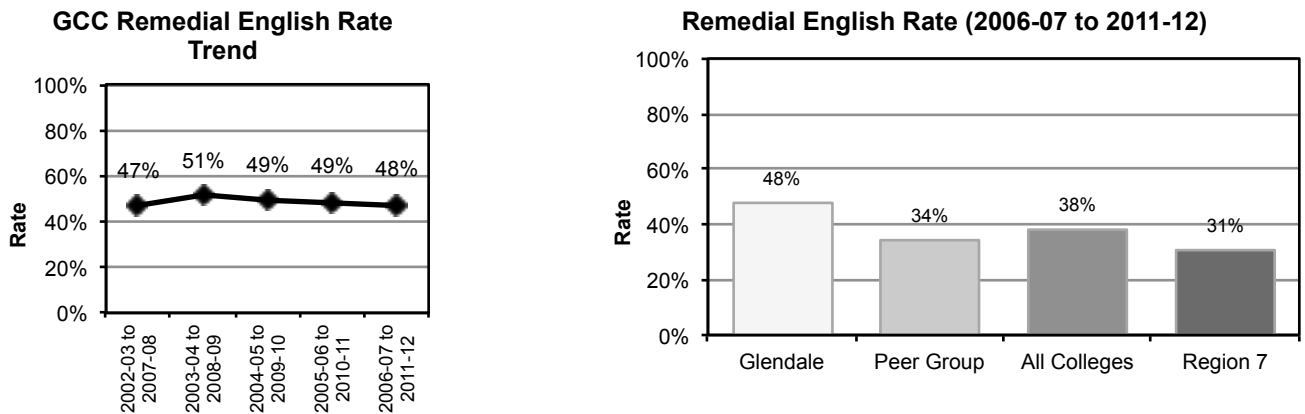
Remedial Math rate is the percentage of students attempting a Math course below transfer level who completed a college-level Math course within six years. Based on students entering in 2006-2007, GCC ranked 22<sup>nd</sup> in California, 4<sup>th</sup> in its peer group, and 1<sup>st</sup> in Region 7.



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

**Figure 2-29. Remedial English Rate**

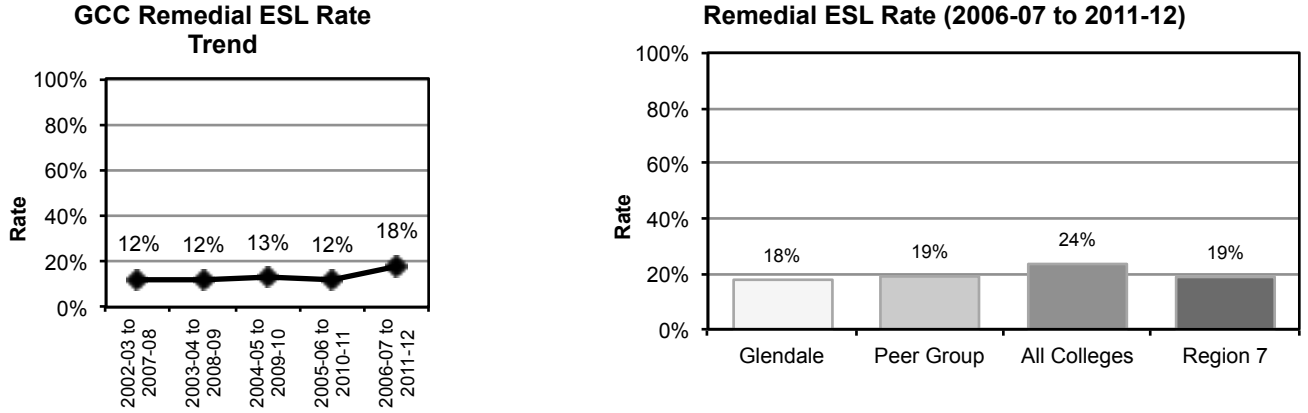
Remedial English rate is the percentage of students attempting an English course below transfer level who completed a college-level English course within six years. Based on students entering in 2006-2007, GCC ranked 19<sup>th</sup> in California, 5<sup>th</sup> in its peer group, and 1<sup>st</sup> in Region 7.



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

**Figure 2-30. Remedial ESL Rate**

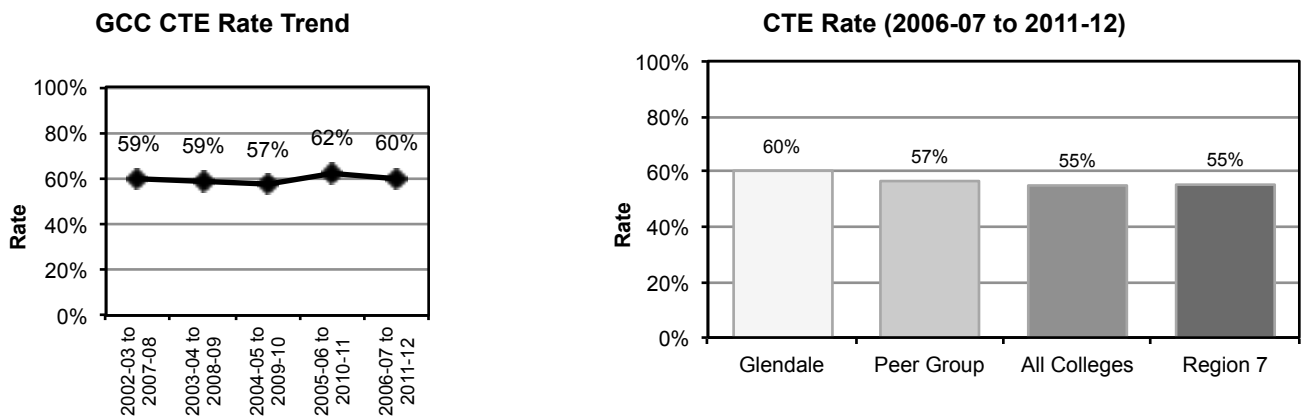
Remedial ESL rate is the percentage of students attempting an ESL course below transfer level who completed a college-level ESL/English course within six years. Based on students entering in 2006-2007, GCC ranked 47<sup>th</sup> in California, 13<sup>th</sup> in its peer group, and 7<sup>th</sup> in Region 7.



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

**Figure 2-31. CTE Rate**

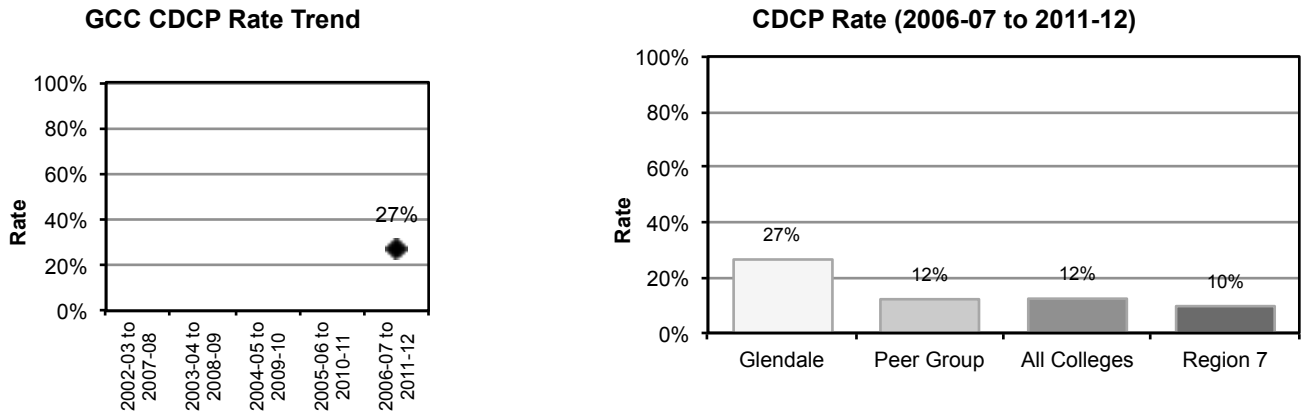
CTE (Career Technical Education) rate is the percentage of students attempting a CTE course and completing at least eight units in the same discipline over three years who earned a degree or certificate, or transferred to a four-year institution, or became transfer prepared by completing 60 or more transferable units within six years of entry. Based on students entering in 2006-2007, GCC ranked 27<sup>th</sup> in California, 10<sup>th</sup> in its peer group, and 5<sup>th</sup> in Region 7 on this indicator.



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

**Figure 2-32. CDCP Rate**

CDCP (Career Development and College Preparation) rate is the percentage of students attempting at least two noncredit CDCP courses with at least four hours in each course within three years who earned a CDCP certificate, earned a credit degree or certificate, transferred to a four-year institution, or became transfer prepared by completing 60 or more transferable units within six years. For students entering in 2006-2007, GCC ranked 3<sup>rd</sup> in California, 2<sup>nd</sup> in its peer group, and 1<sup>st</sup> in Region 7. The Chancellor’s Office only provided CDCP rate data for students entering in 2006-2007 so no trend is available.



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 and 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.

**Figure 2-33. Student Right-to-Know Data**

<b>Glendale Community College</b>			
Entering Cohort	Number in Cohort	Transfers Out	Completers
Entering Fall 2002	355	27%	37%
Entering Fall 2003	396	10%	43%
Entering Fall 2004	1,022	21%	31%
Entering Fall 2005	1,557	20%	29%
Entering Fall 2006		18%	31%
Entering Fall 2007		18%	29%
Entering Fall 2008		16%	28%
Entering Fall 2009		13%	22%

<b>Statewide (All California Community Colleges)</b>			
Entering Cohort	Number in Cohort	Transfers Out	Completers
Entering Fall 2002	30,444	30%	36%
Entering Fall 2003		17%	36%
Entering Fall 2004	86,982	25%	25%
Entering Fall 2005	128,018	18%	24%
Entering Fall 2006		17%	25%
Entering Fall 2007		15%	24%
Entering Fall 2008		14%	25%
Entering Fall 2009		14%	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). Placement 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.

Beginning in 2008, each community college in California must negotiated a performance level for it to meet. The performance level and the differences between the negotiated level and GCC’s rates are shown in the table. All data are aggregated across all CTE programs at GCC.

**Figure 2-34. Workforce Placement and Retention of GCC Vocational Students**

	Reporting Year		
	2010-2011	2011-2012	2012-2013
	Data Year		
	2008-2009	2009-2010	2010-2011
<b>Workforce Placement</b>			
Leavers & Completers	641	673	486
Number Placed	550	510	364
Percentage Placed	86%	76%	75%
Negotiated Performance Level	75%	81%	73%
Difference	+11%	-5%	+2%

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 2-35. NCLEX Pass Rates for Nursing Graduates**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number Taking Test					
Glendale Students	90	94	115	98	84
All Community College Students	5,453	6,078	6,165	5,962	5,435
Pass Rate					
Glendale Students	95.6%	88.3%	93.0%	91.8%	94.1%
All Community College Students	86.0%	87.9%	89.0%	89.0%	90.5%

source: California Board of Registered Nursing

## **Section 3**

# **STAFF COMPOSITION**

3.01. Faculty & Staff

Page 55	3.01.01. Faculty & Staff Demographics
Page 57	3.01.02. Workload

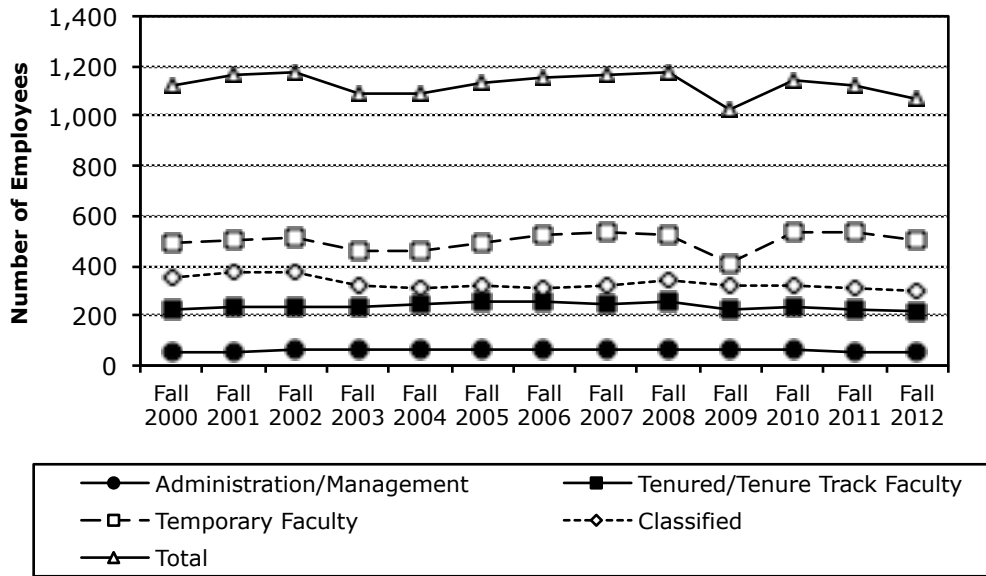


### 3.01. Faculty & Staff

#### 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 2012**

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	11	42%	15	58%	26	100%
Classified Management	16	55%	13	45%	29	100%
Faculty						
Tenured/Tenure Track	102	47%	116	53%	218	100%
Temporary (Adjunct)	248	49%	255	51%	503	100%
Classified						
Classified/Professional	1	10%	9	90%	10	100%
Classified/Support	100	35%	187	65%	287	100%
<b>Total</b>	<b>478</b>	<b>45%</b>	<b>595</b>	<b>55%</b>	<b>1,073</b>	<b>100%</b>

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

**Figure 3-3. Staff Composition by Ethnicity, Fall 2012**

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	1	19	3	1	1	26
Classified Management	0	2	1	20	5	0	1	29
Faculty								
Regular (Full-Time)	3	18	4	163	20	8	2	218
Temporary (Adjunct)	4	55	16	372	47	6	3	503
Classified								
Classified/Professional	0	2	0	7	1	0	0	10
Classified/Support	0	15	12	170	73	14	3	287
Total	7	93	34	751	149	29	10	1,073

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0%	4%	4%	73%	12%	4%	4%	100%
Classified Management	0%	7%	3%	69%	17%	0%	3%	100%
Faculty								
Regular (Full-Time)	1%	8%	2%	75%	9%	4%	1%	100%
Temporary (Adjunct)	1%	11%	3%	74%	9%	1%	1%	100%
Classified								
Classified/Professional	0%	20%	0%	70%	10%	0%	0%	100%
Classified/Support	0%	5%	4%	59%	25%	5%	1%	100%
Total	1%	9%	3%	70%	14%	3%	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**

Division	2010-2011			2011-2012			2012-2013		
	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF
Biology	18,963	31.2	607	18,924	30.1	628	19,943	31.0	643
Business	45,610	84.6	539	39,866	83.2	479	40,525	84.2	481
English	34,418	76.2	451	35,470	76.9	461	38,349	84.3	455
ESL (Credit)	36,447	68.9	529	36,157	69.0	524	35,772	75.6	473
Health & PE	21,236	30.9	687	19,838	30.4	653	20,186	31.4	643
Health Sciences	10,871	22.8	477	10,673	21.0	508	10,976	17.2	638
Language Arts	28,094	52.0	540	28,044	51.4	546	30,124	53.8	560
Mathematics	50,310	77.6	648	49,536	77.8	637	53,361	86.3	619
Physical Sciences	25,800	49.2	524	26,047	48.4	538	28,176	46.3	609
Social Sciences	58,455	81.6	716	65,780	80.9	702	57,951	79.3	731
Technology & Aviation	21,481	44.8	480	23,487	50.4	466	25,710	46.4	554
Visual & Performing Arts	39,170	79.5	493	40,208	87.8	458	41,259	84.2	490
Credit	392,966	705.5	557	385,031	707.5	544	402,332	719.9	559

Source: CCFS 320, Class Master data files, GCC PeopleSoft student system

#### 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. This exclusion underestimates FTEF and overestimates WSCH per FTEF.
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.

## **Section 4**

# **FISCAL CONDITION**

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- 4.03. Funded and Unfunded FTES
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## 4.01. Revenues

### 4.01.01. Revenue Sources

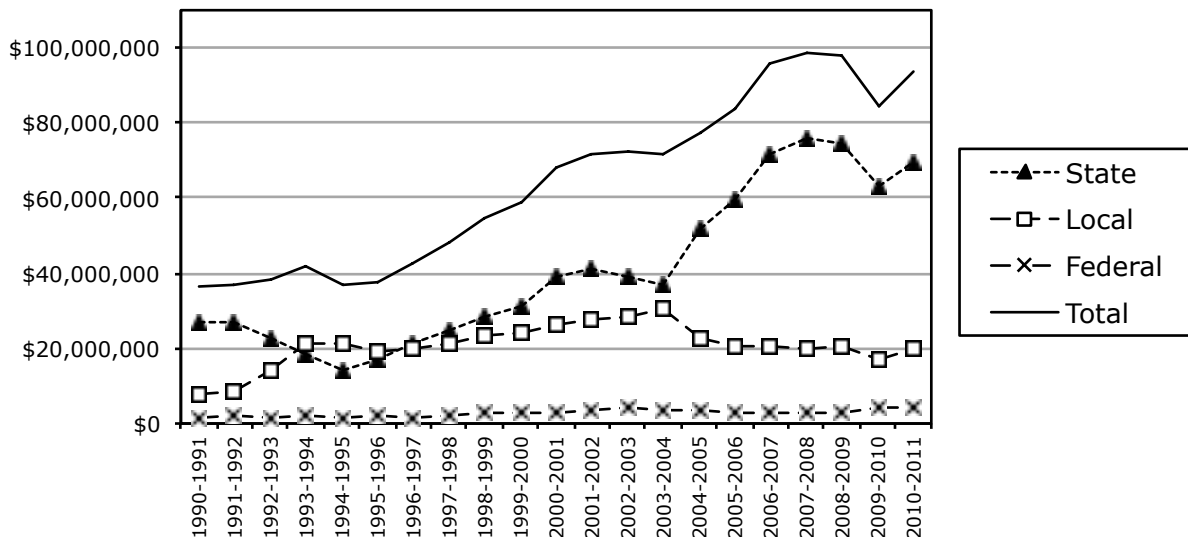
The tables below show GCC’s revenue sources. About 75% of GCC’s general fund revenues come from state sources, compared to about 20% from local sources and 3% from federal sources. The increase in state revenues from 2003-2004 onward is due in part to an accounting shift of \$200 million from deferred apportionment.

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

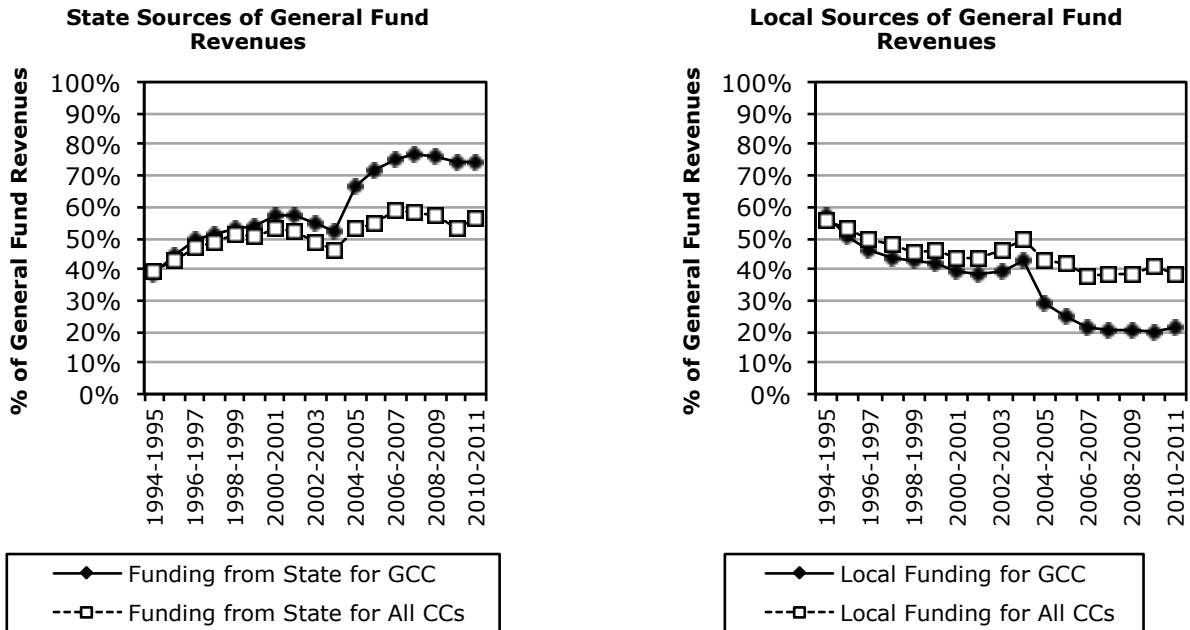
Year	State	Local	Federal	Total
1996-1997	\$21,425,613	\$19,667,353	\$1,767,141	\$42,860,107
1997-1998	\$24,718,639	\$21,114,212	\$2,448,862	\$48,281,713
1998-1999	\$28,696,019	\$23,104,700	\$2,495,080	\$54,295,799
1999-2000	\$31,414,145	\$24,369,202	\$2,990,116	\$58,773,463
2000-2001	\$38,703,791	\$26,607,656	\$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
2007-2008	\$75,779,258	\$19,961,178	\$2,685,386	\$98,425,822
2008-2009	\$74,674,718	\$20,388,400	\$2,840,873	\$97,903,991
2009-2010	\$62,905,064	\$16,826,309	\$4,388,097	\$84,119,470
2010-2011	\$69,781,429	\$19,807,145	\$4,121,383	\$93,709,957

source: Chancellor’s Office Fiscal Data Abstracts

**GCC General Fund Revenues by Source**



**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, 2010-2011**

Source	Amount	% of Total	% State-Wide
<b>Federal</b>			
Forest Reserve	\$0	0%	0%
Higher Education Act	\$0	0%	1%
Workforce Investment Act	\$7,929	0%	1%
TANF (Temp. Assist. Needy Fam.)	\$264,770	0%	0%
Student Financial Aid	\$462,979	0%	0%
Veterans Education	\$1,148	0%	0%
Vocational Education Act (VTEA)	\$737,531	1%	1%
Other Federal Revenues	\$2,647,026	3%	2%
<b>Federal Total</b>	<b>\$4,121,383</b>	<b>4%</b>	<b>5%</b>
<b>State</b>			
State General Apportionment	\$0	0%	6%
Apprenticeship Apportionment	\$61,115,039	65%	42%
Other General Apportionments	\$565,940	1%	0%
Child Development	\$45,314	0%	0%
EOPS	\$632,370	1%	1%
DSPS	\$971,446	1%	1%
TANF (Temp. Assist. Needy Fam.)	\$10,723	0%	0%
CalWORKS	\$1,051,159	1%	0%
TTIP (Telecom & Tech. Infrastr.)	\$0	0%	0%
Other Categorical Apportionments	\$2,286,274	2%	2%
Instr. Improvement Grant	\$0	0%	0%
Other Reimbursed Cat. Prog.	\$232,615	0%	1%
Homeowners Property Tax Relief	\$71,753	0%	0%
Timber Yield Tax	\$0	0%	0%
Other Tax Relief Subventions	\$0	0%	0%
State Lottery Proceeds	\$2,282,964	2%	2%
State Mandated Costs	\$515,832	1%	0%
Other State Non-Tax Revenues	\$0	0%	0%
Other State Revenues	\$0	0%	0%
<b>State Total</b>	<b>\$69,781,429</b>	<b>74%</b>	<b>57%</b>
<b>Local</b>			
Prop. Tax (Sec/Sup/Unsec/ERAF)	\$9,449,009	10%	27%
Redevelopment Agency Funds	\$0	0%	0%
Contr/Gifts/Grants/Endowments	\$388,463	0%	0%
Contract Instructional Services	\$0	0%	0%
Other Contract Services	\$647,557	1%	0%
Sales & Commissions	\$110,274	0%	0%
Rentals and Leases	\$29,702	0%	0%
Interest/Investment Income	\$204,881	0%	0%
Student Fees/Charges	\$8,829,425	9%	9%
Community Service Class	\$749,890	1%	0%
Dormitory	\$0	0%	0%
Enrollment	\$3,606,474	4%	4%
Field Trips/Nondist. Fac.	\$44,934	0%	0%
Health Services	\$647,978	1%	1%
Instr. Mat. Fees/Sales	\$204,918	0%	0%
Insurance	\$0	0%	0%
Student Records	\$193,026	0%	0%
Nonresident Tuition	\$2,737,805	3%	2%
Parking Services	\$161,698	0%	1%
Other Student Fees	\$482,702	1%	0%
Other Local Revenues	\$147,834	0%	1%
<b>Local Total</b>	<b>\$19,807,145</b>	<b>21%</b>	<b>38%</b>
<b>Total Revenues</b>	<b>\$93,709,957</b>	<b>100%</b>	<b>100%</b>

source: Chancellor's Office Fiscal Data Abstracts

## 4.02. Expenditures

### 4.02.01. General Fund Activity

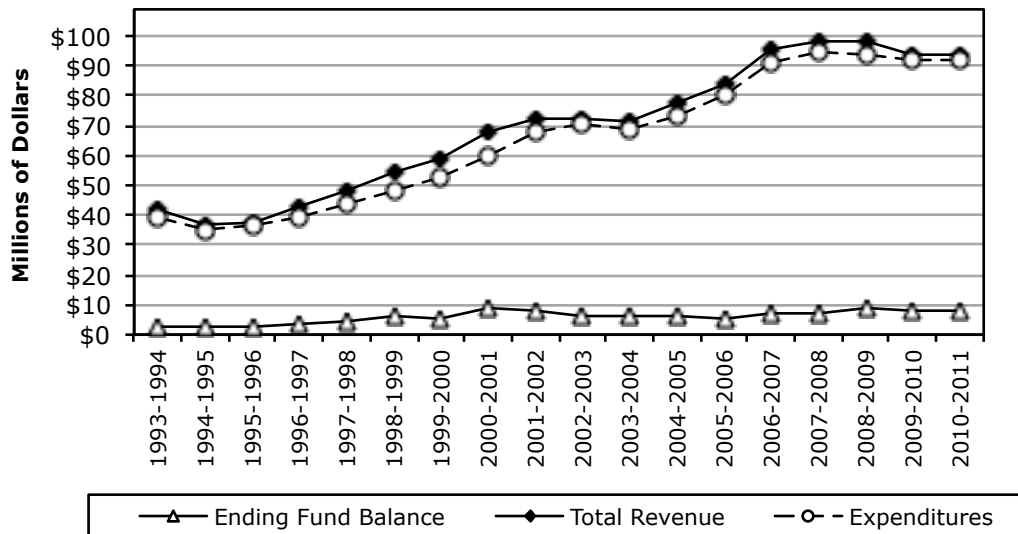
The table and graph below show revenues, expenditures, and ending fund balance since 1996-1997. Expenditures data do not include capital outlay.

**Figure 4-4. GCC Fiscal Activity**

Fiscal Year	Attendance FTES	Ending Fund Balance (millions)	Total Revenue (millions)	Expenditures (1000-5000) (millions)
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
2007-2008	17,565	\$7.20	\$98.43	\$94.77
2008-2009	16,195	\$8.69	\$97.90	\$94.13
2009-2010	20,056	\$8.37	\$93.95	\$91.73
2010-2011	15,974	\$7.74	\$93.71	\$91.75

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	2008-2009	2009-2010	2010-2011
<b>INSTRUCTION</b>				
Agric. & Natural Resources	0100	\$0	\$0	\$0
Architecture & Environ. Design	0200	\$225,186	\$208,026	\$243,684
Environmental Sci. & Technology	0399	\$0	\$0	\$0
Biological Science	0400	\$1,497,269	\$1,437,587	\$1,457,630
Business & Management	0500	\$3,520,563	\$3,379,184	\$3,192,865
Communications	0600	\$482,257	\$519,341	\$530,913
Computer & Information Systems	0700	\$1,938,545	\$1,446,758	\$1,347,002
Education	0800	\$2,610,979	\$2,522,553	\$2,432,079
Engineering & Related Tech.	0900	\$984,984	\$1,042,826	\$1,381,644
Fine & Applied Arts	1000	\$4,262,736	\$4,204,739	\$4,338,119
Foreign Language	1100	\$1,386,486	\$1,473,536	\$1,419,743
Health	1200	\$2,453,418	\$2,336,000	\$2,296,444
Consumer Ed. & Home Econ.	1300	\$2,092,251	\$2,027,358	\$2,314,818
Law	1400	\$0	\$0	\$0
Humanities	1500	\$11,177,094	\$11,145,333	\$11,426,717
Library Science	1600	\$6,084	\$14,041	\$5,020
Mathematics	1700	\$4,211,275	\$4,172,597	\$3,750,654
Military Studies	1800	\$0	\$0	\$0
Physical Science	1900	\$2,217,036	\$2,146,164	\$2,088,434
Psychology	2000	\$456,953	\$469,421	\$450,928
Public Affairs & Services	2100	\$774,293	\$802,095	\$820,567
Social Sciences	2200	\$3,719,797	\$3,707,353	\$3,454,174
Commercial Services	3000	\$388,453	\$436,041	\$421,462
Interdisciplinary Studies	4900	\$1,925,544	\$2,088,708	\$2,302,982
Instr. Staff Ret. Benefits	5900	\$0	\$0	\$0
<b>INSTRUCTION SUBTOTAL</b>		<b>\$46,331,203</b>	<b>\$45,579,661</b>	<b>\$45,675,879</b>
<b>ADMINISTRATIVE/SUPPORT</b>				
Instructional Administration	6000	\$3,750,473	\$3,535,753	\$3,525,230
Instructional Support Services	6100	\$4,481,340	\$4,077,164	\$4,189,504
Admissions & Records	6200	\$1,764,808	\$1,801,366	\$1,822,915
Counseling & Guidance	6300	\$4,527,874	\$5,038,519	\$4,593,621
Other Student Services	6400	\$8,361,731	\$7,448,502	\$7,650,850
Operation/Maintenance of Plant	6500	\$6,963,872	\$6,287,740	\$6,236,597
Planning & Policy Making	6600	\$2,575,769	\$2,532,294	\$2,721,650
Gen. Inst'l. Support Services	6700	\$12,362,580	\$11,836,885	\$11,781,167
<b>ADMINISTRATIVE/SUPPORT SUBTOTAL</b>		<b>\$37,446,877</b>	<b>\$44,788,447</b>	<b>\$42,558,223</b>
<b>OTHER ACTIVITIES</b>				
Community Services	6800	\$1,103,316	\$1,140,561	\$951,663
Ancillary Services	6900	\$1,198,610	\$1,283,728	\$1,319,709
Auxiliary Operations	7000	\$597,440	\$1,017,676	\$1,161,007
Physical Prop./Related Acquis.	7100	\$32,003	\$29,051	\$21,594
Long-Term Debt	7200	\$82,698	\$118,477	\$95,810
Transfers/Student Aid/Other	7300	\$0	\$0	\$0
<b>OTHER ACTIVITIES SUBTOTAL</b>		<b>\$3,014,067</b>	<b>\$3,589,493</b>	<b>\$3,549,783</b>
<b>TOTAL</b>		<b>\$94,133,717</b>	<b>\$91,727,377</b>	<b>\$91,747,196</b>

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 2010-2011, GCC spent 46% of general fund expenditures on administrative and support functions. The statewide average was 48%.

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

CATEGORY	Glendale			Statewide		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
<b>Objects 1000-6000</b>						
Certificated Salaries	44%	44%	42%	42%	42%	41%
Classified Salaries	26%	27%	26%	23%	24%	23%
Employee Benefits	19%	18%	19%	19%	20%	20%
Supplies & Materials/Operating Expenses	11%	10%	10%	14%	13%	14%
Capital Outlay	1%	1%	2%	2%	2%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Administrative/Support</b>						
Instructional Administration	4%	4%	4%	6%	6%	6%
Instructional Support Services	5%	4%	5%	4%	4%	4%
Admissions & Records	2%	2%	2%	2%	2%	2%
Counseling & Guidance	5%	5%	5%	5%	4%	4%
Other Student Services	9%	8%	8%	7%	7%	7%
Plant Operation/Maintenance	7%	7%	7%	8%	8%	8%
Planning & Policy Making	3%	3%	3%	3%	3%	3%
Gen. Inst'l Support Services	13%	13%	13%	13%	13%	14%
<b>% of All Expenditures</b>	<b>48%</b>	<b>46%</b>	<b>46%</b>	<b>48%</b>	<b>48%</b>	<b>48%</b>

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)		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Current Expense of Education	\$74.3	\$73.0	\$72.7	\$5.8	\$5.5	\$5.5
Salaries of Classroom Instructors	\$37.8	\$37.8	\$36.6	\$3.0	\$2.9	\$2.8
% Expended for Instructor Salaries	51%	52%	50%	52%	52%	51%

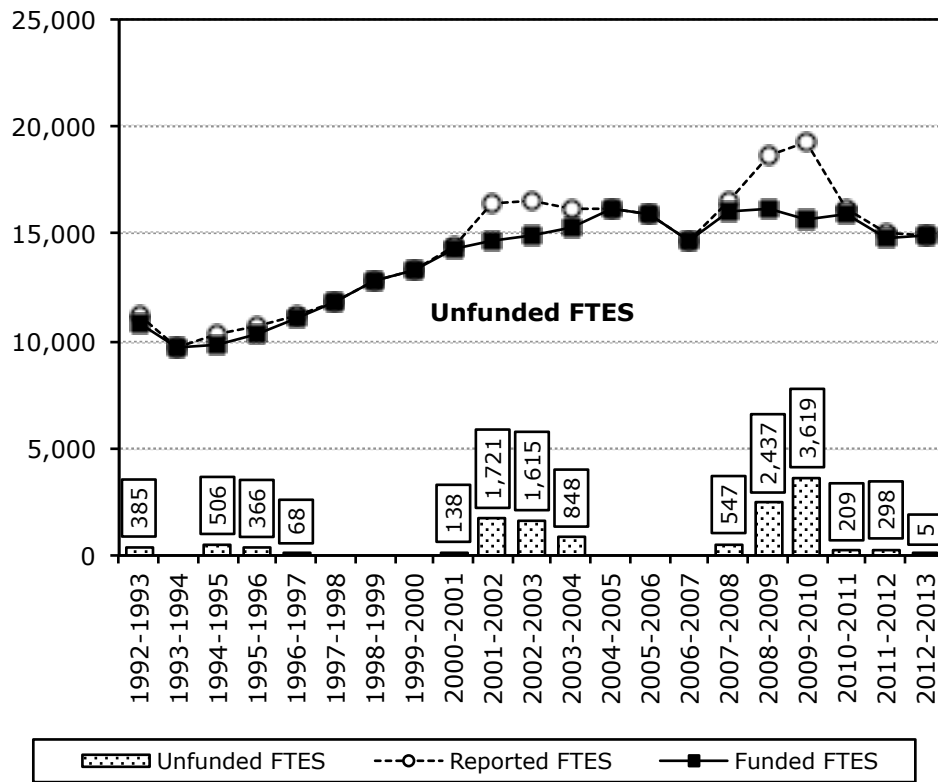
source: Chancellor's Office Fiscal Data Abstracts

### 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



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