GLENDALE
COMMUNITY
COLLEGE

Campus
Profile

2014

Glendale Community College

Campus Profile 2014

October 2014 Update

Glendale Community College

Research & Planning

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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.

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 links to reports available from Research & Planning.

This October update follows the original September 2014 publication of the Campus Profile with some corrections and the addition of the college's institution-set standards on page 47.

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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
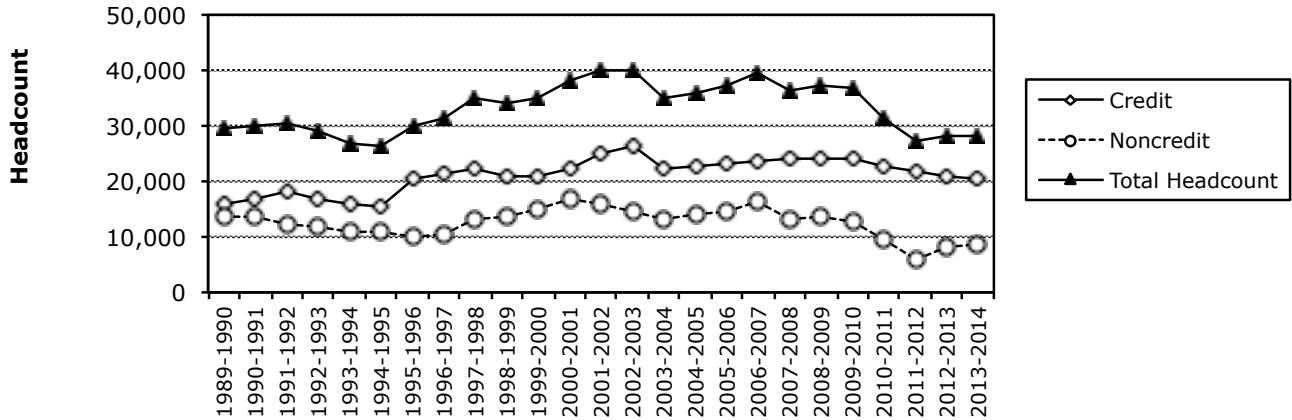
source: GCC MIS data submissions

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

	2011-2012	2012-2013	2013-2014
Student Headcount			
Credit	21,732	20,711	20,230
Noncredit	5,877	8,116	8,431
Total Headcount	27,082	28,281	28,080
Full-Time Equivalent Students (FTES)			
Credit	13,115	12,921	13,280
Noncredit	2,558	2,674	2,784
Total FTES	15,673	15,595	16,064

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 2011		Fall 2012		Fall 2013	
Credit Headcount						
Full-Time	5,826	35%	5,742	35%	6,015	38%
Part-Time	10,687	65%	10,454	65%	9,977	62%
Total Credit	16,513	100%	16,196	100%	15,992	100%
Noncredit Headcount	5,586		5,013		5,149	

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 2011		Fall 2012		Fall 2013	
Male	7,312	44%	7,227	45%	7,154	45%
Female	9,031	55%	8,777	54%	8,623	54%
Unknown	170	1%	192	1%	215	1%
Total	16,513	100%	16,196	100%	15,992	100%

source: GCC MIS data submissions

Figure 1-5. Age of Credit Students

Age Group	Fall 2011		Fall 2012		Fall 2013	
20 & Under	4,837	29%	6,530	40%	6,474	40%
21 to 25	5,111	31%	3,958	24%	4,105	26%
26 to 30	2,105	13%	1,717	11%	1,651	10%
31 to 50	3,572	22%	3,112	19%	2,877	18%
51& Over	888	5%	879	5%	885	6%
Unknown	0	0%	0	0%	0	0%
Total Students	16,513	100%	16,196	100%	15,992	100%
Mean Age	27.7		26.7		26.5	
Median Age	23.0		22.0		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 (22 years) is a more accurate estimate of the student population's age. About 40% of all credit students are under age 21.

Figure 1-6. Age Distribution of Credit Students by Gender, Fall 2013
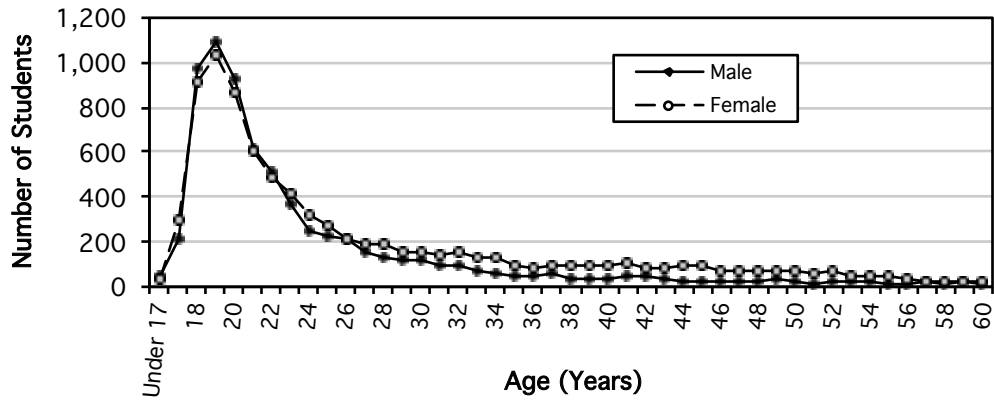
source: GCC MIS data submissions

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 33% 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 2011	Fall 2012	Fall 2013
Caucasian/European/Anglo	19%	19%	18%
Caucasian/Armenian	32%	32%	33%
Latino/Hispanic	21%	27%	29%
Asian/Pacific Islander	8%	9%	9%
Filipino	4%	5%	5%
Black/African American	2%	3%	3%
American Indian	0%	1%	1%
Other	4%	0%	0%
Unknown	9%	5%	3%
Total	16,513	16,196	15,992

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 2011		Fall 2012		Fall 2013	
Day Classes Only	7,193	44%	7,042	43%	7,233	45%
Evening Classes Only	2,923	18%	2,659	16%	2,479	16%
Both Day and Evening	6,020	36%	6,121	38%	5,969	37%
Neither Day nor Evening	377	2%	374	2%	311	2%
Total	16,513	100%	16,196	100%	15,992	100%

source: GCC MIS data submissions

According to student surveys, about 59% of credit students worked in 2014, representing a decline from about 70% in 2008. About 13% worked at least 40 paid hours per week, and about 25% 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 2014

Employed Hours	% of Students
None	41%
1 to 19 hours	21%
20 to 39 hours	25%
40 or more hours	13%
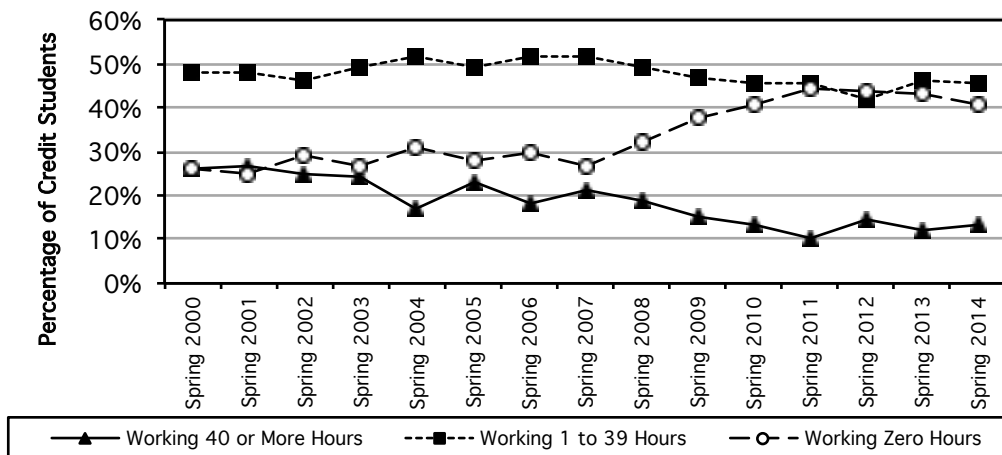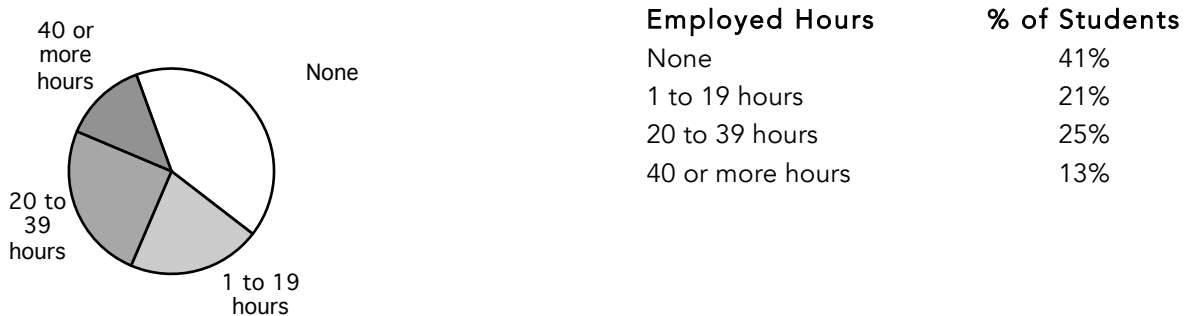
source: Spring Student Survey

Most credit students (about 68%) are United States citizens. About 19% 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 2011		Fall 2012		Fall 2013	
U.S. Citizen	11,020	67%	10,850	67%	10,861	68%
Permanent Resident	2,966	18%	2,972	18%	2,967	19%
Refugee/Asylee	1,494	9%	1,301	8%	1,044	7%
Student Visa	528	3%	516	3%	625	4%
Other	326	2%	351	2%	363	2%
Unknown	179	1%	206	1%	132	1%
Total	16,513	100%	16,196	100%	15,992	100%

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.
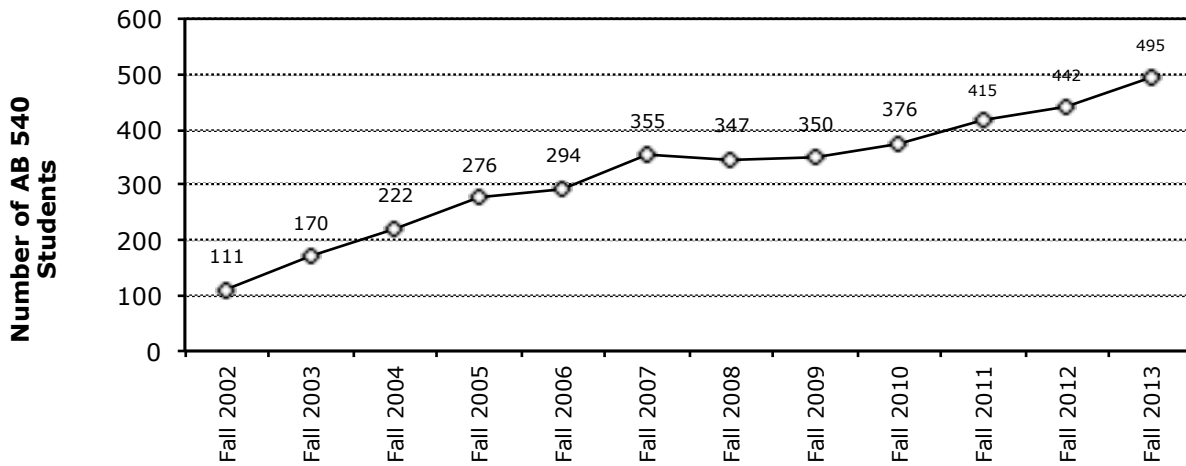
source: GCC PeopleSoft student system

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 2011		Fall 2012		Fall 2013	
South Korea	165	31%	141	30%	154	27%
Japan	101	19%	64	13%	78	14%
China	31	6%	24	5%	44	8%
Sweden	20	4%	30	6%	39	7%
Hong Kong	20	4%	23	5%	25	4%
Saudi Arabia	1	0%	4	1%	21	4%
Vietnam	20	4%	17	4%	16	3%
Germany	10	2%	11	2%	15	3%
Indonesia	7	1%	9	2%	12	2%
Taiwan	8	1%	7	1%	11	2%
Armenia	16	3%	6	1%	9	2%
Iran	4	1%	4	1%	5	1%
Philippines	20	4%	7	1%	5	1%
Total International	539	100%	475	100%	569	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 2011	Fall 2012	Fall 2013	Fall 2011	Fall 2012	Fall 2013
0	--	--	--	14%	14%	15%
0.1 to 5.9	24%	25%	23%	28%	28%	27%
6.0 to 11.9	40%	40%	39%	38%	37%	37%
12.0 or More	35%	36%	38%	21%	21%	22%
Mean Units	9.0	8.9	9.1	6.8	6.8	6.8
Median Units	9.0	9.0	9.0	6.0	6.0	6.0
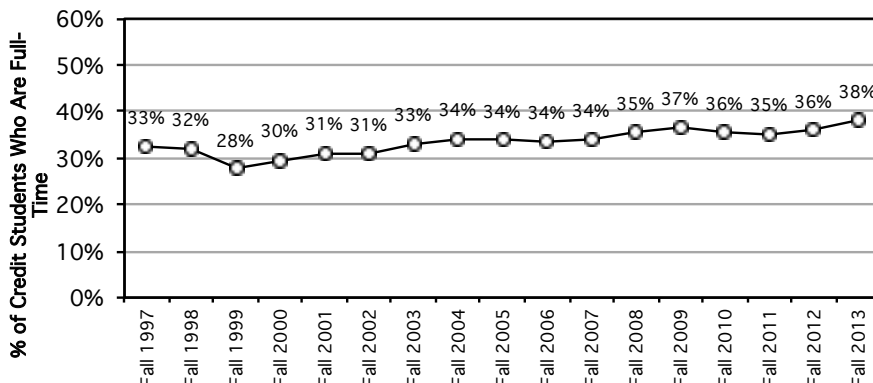
source: GCC MIS data submissions

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 57% of credit students where born in the United States and about 44% learned English as their first language.

Figure 1-14. Credit Student Language and Origin
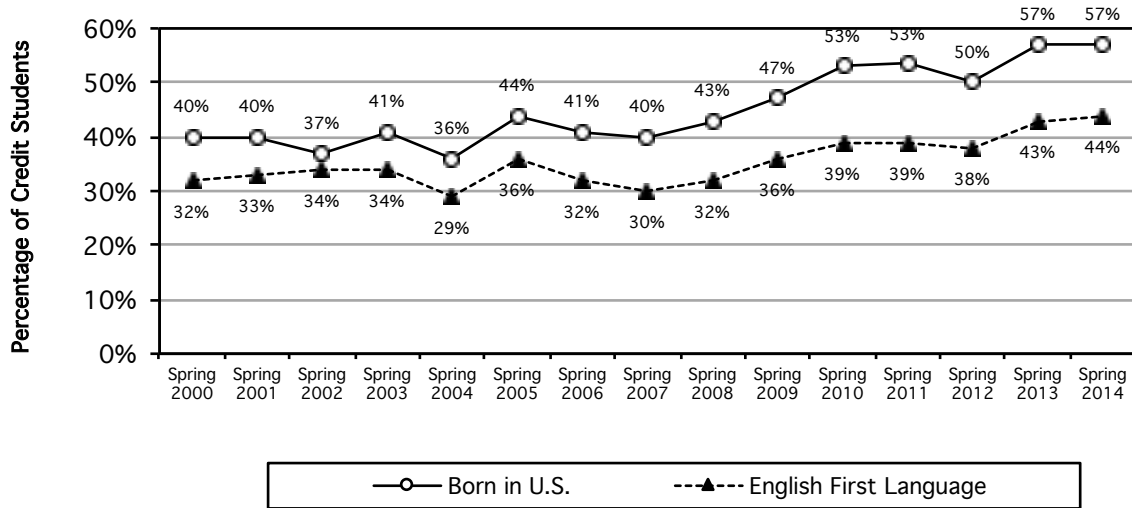
source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2014, 19% of credit students had dependent children.

Figure 1-15. Credit Students with Dependent Children
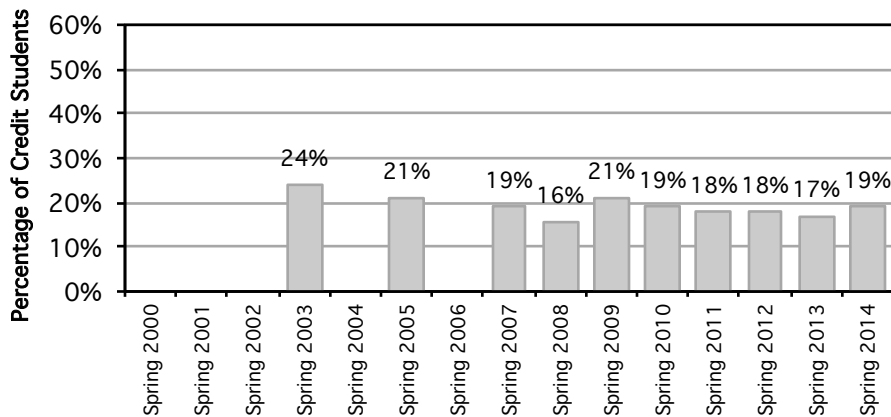
source: Spring Student Surveys

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 30%-40% of GCC credit students are first-generation college students.

Figure 1-16. First-Generation Credit Students
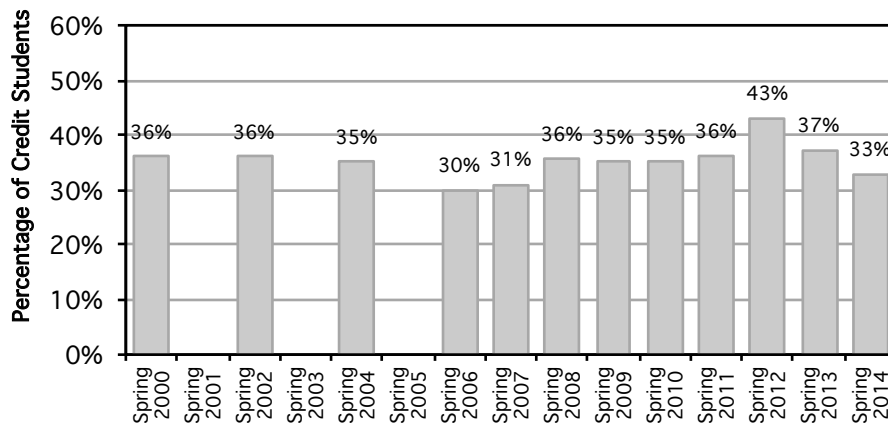
source: Spring Student Surveys

Figure 1-17. Students with Both Parents Born in the United States
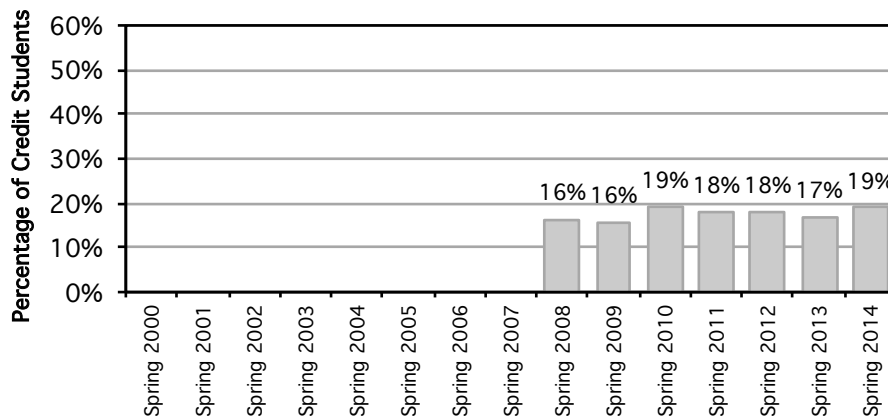
source: Spring Student Surveys

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

School	Fall 1981	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Change: 2009-2012 Average to 2013
Glendale District							
Glendale	231	307	256	245	314	271	-3%
Hoover	174	247	184	248	194	210	-4%
Crescenta Valley	195	184	151	189	182	185	+5%
Clark Magnet	0	136	81	202	184	142	-6%
Daily	16	29	19	19	13	18	-10%
Burbank District							
Burbank	45	155	142	159	173	156	-1%
Burroughs	33	51	90	136	116	92	-6%
Los Angeles District							
Belmont	10	23	14	14	54	27	+3%
Eagle Rock	72	91	45	125	85	71	-18%
Fairfax	5	2	17	19	20	10	-31%
Francis Poly	1	19	18	12	22	30	+69%
Franklin	58	38	64	34	74	53	+1%
Grant	1	7	5	1	23	14	+56%
Hollywood	12	10	14	11	15	8	-36%
Lincoln	4	32	24	40	32	30	-6%
Los Angeles High School	0	8	11	13	27	16	+8%
Marshall	68	60	76	92	87	74	-6%
North Hollywood	2	19	12	23	30	21	+0%
Roosevelt	0	8	6	2	1	9	+112%
Verdugo Hills	43	65	57	81	83	54	-24%
Other LA District	--	82	127	116	205	246	+86%
Other Public Schools							
Alhambra	0	14	9	18	45	29	+35%
La Cañada	5	17	11	24	17	14	-19%
Muir	0	5	4	4	5	5	+11%
Private Schools							
Alex Pilibos	0	19	19	22	29	14	-37%
Bellarmine-Jefferson	21	14	7	2	16	17	+74%
Glendale Academy	10	10	12	1	1	3	-50%
Holy Family	25	8	9	1	5	3	-48%
Notre Dame	0	2	2	1	5	2	-20%
Providence	4	15	15	11	7	6	-50%
Ribet Academy	0	6	1	1	0	1	-50%
Sacred Heart	1	7	6	0	4	0	-100%
St. Francis	18	9	8	12	5	13	+53%
Village Christian	0	2	7	7	9	4	-36%
Other Private Schools	17	39	27	46	66	34	-24%
Total Freshmen	1,274	2,252	1,815	2,477	2,736	2,506	+8%
% from Glendale USD	48%	40%	38%	36%	32%	33%	
% from Private Schools	8%	6%	6%	4%	5%	4%	

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 2011		Fall 2012		Fall 2013	
Male	1,839	33%	1,668	33%	1,648	32%
Female	3,481	62%	3,125	62%	3,221	63%
Unknown	266	5%	220	4%	280	5%
Total	5,586	100%	5,013	100%	5,149	100%

source: GCC MIS data submissions

Noncredit students tend to be older than credit students. The median age of noncredit students was 40 years in Fall 2013, compared to 22 years for credit students.

Figure 1-20. Age of Noncredit Students

Age Group	Fall 2011		Fall 2012		Fall 2013	
20 & Under	358	6%	484	10%	563	11%
21 to 25	398	7%	393	8%	473	9%
26 to 30	436	8%	430	9%	538	10%
31 to 50	2,097	38%	1,889	38%	1,885	37%
50 & Over	2,296	41%	1,814	36%	1,689	33%
Unknown	1	0%	3	0%	1	0%
Total Students	5,586	100%	5,013	100%	5,149	100%
Mean Age	47.0		44.1		42.3	
Median Age	45.0		43.0		40.0	

source: GCC MIS data submissions

Figure 1-21. Age Distribution of Noncredit Students by Gender, Fall 2013
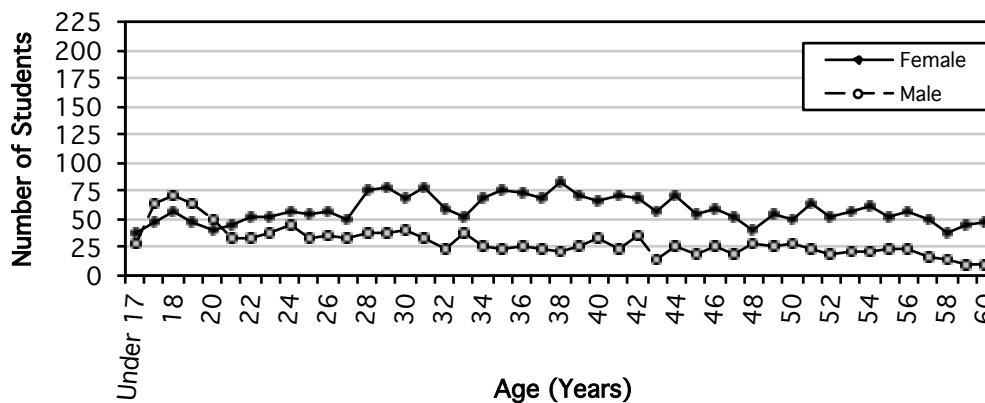
source: GCC MIS data submissions

The ethnicity of the noncredit population parallels that of the credit population. Armenian students make up nearly 45% 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 2011	Fall 2012	Fall 2013
American Indian	0%	1%	1%
Asian/Pacific Islander	9%	9%	8%
Black/African-American	1%	1%	1%
Caucasian/Anglo	17%	12%	12%
Caucasian/Armenian	48%	44%	42%
Latino/Hispanic	16%	22%	24%
Filipino	3%	3%	3%
Other	6%	8%	9%
Total	5,586	5,013	5,149

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 85%) 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
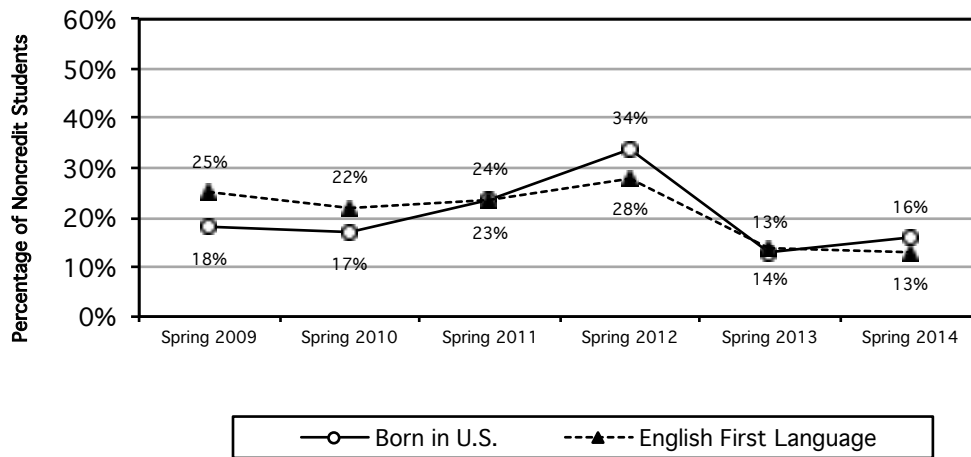
source: Spring Student Surveys

Figure 1-24. Percent of Noncredit Students with Dependent Children
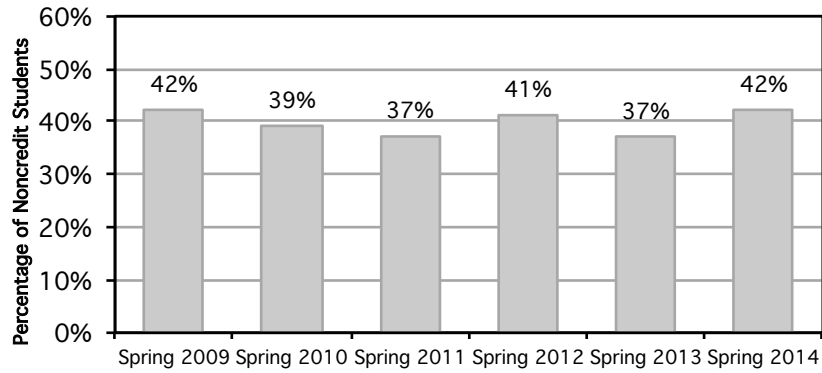
source: Spring Student Surveys

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
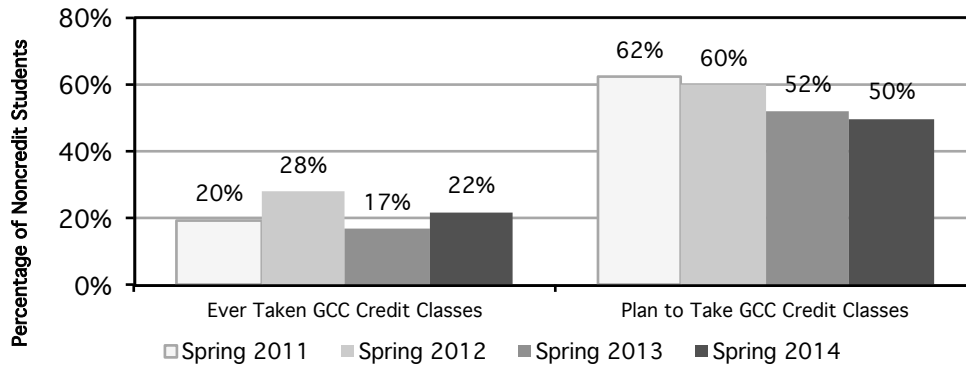
source: Spring Student Surveys

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
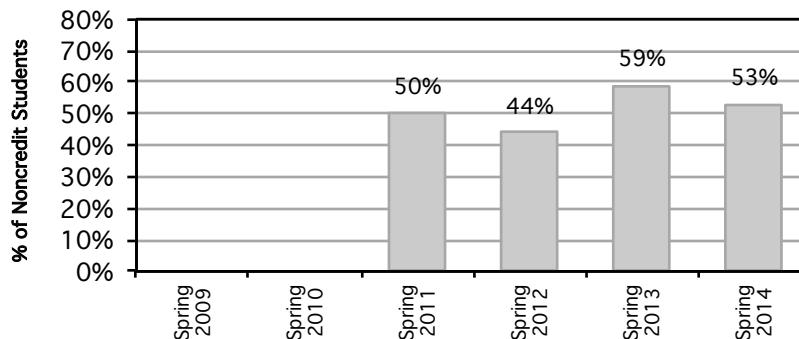
source: Spring Student Surveys

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	2011-2012	2012-2013	2013-2014
Level 6 (ENGL 101)	43%	42%	41%
Level 5 (ENGL 120)	32%	32%	32%
Level 4 (ENGL 191)	20%	21%	22%
Level 3 (ENGL 189)	5%	5%	4%
Level 2 (ENGL 187)	0%	0%	0%
Missing Placement	0%	0%	0%
Total Placed	4,250	4,729	4,213

| ESL Grammar/ Composition	2011-2012	2012-2013	2013-2014
Level 5 (ESL 151)	0%	0%	0%
Level 4 (ESL 141)	9%	10%	10%
Level 3 (ESL 133)	19%	20%	20%
Level 2 (ESL 123)	24%	21%	26%
Level 1 (ESL 111)	48%	49%	43%
Undetermined	0%	0%	0%
Total Placed	1,858	1,631	1,467

ESL Listening/ Speaking	2011-2012	2012-2013	2013-2014
Level 5 (ESL 155)	10%	10%	11%
Level 4 (ESL 145)	19%	16%	20%
Level 3 (ESL 135)	19%	18%	19%
Level 2 (ESL 125)	29%	30%	29%
Level 1 (ESL 115)	23%	24%	22%
Undetermined	0%	0%	0%
Total Placed	1,708	1,476	1,346

Mathematics	2011-2012	2012-2013	2013-2014
Level 6 (Math 103)	5%	5%	5%
Level 5 (Math 100, 110, 111, 112, 135, 136, 138)	14%	15%	14%
Level 4 (Math 101, 119, 219)	12%	20%	19%
Level 3.5 (Math 119, 219)	10%	5%	5%
Level 3 (Math 141)	9%	8%	8%
Level 2 (Math 145, 245)	21%	21%	21%
Level 1 (Math 155, 255)	29%	26%	29%
Unknown	0%	0%	0%
Total Placed	5,236	5,557	4,771

Chemistry	2011-2012	2012-2013	2013-2014
Chem 101	72%	71%	77%
Chem 110	28%	29%	23%
Total Placed	218	198	180

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

1.02.02. Financial Aid

Annually, between 40% and 60% 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.

Figure 1-28. Financial Aid Awards

Award Category	2010-2011		2011-2012		2012-2013	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	7,540	$24,966,578	7,475	$25,435,237	7,777	$26,078,486
Federal SEOG	710	$246,300	790	$284,400	877	$316,600
EOPS Grants	793	$276,719	971	$171,488	1,050	$168,598
Student Loans	690	$2,424,317	933	$3,220,720	1,126	$3,995,868
Federal Work Study	272	$449,155	283	$492,930	260	$411,866
BOG Waivers	12,637	$5,401,797	11,914	$7,039,676	12,491	$9,338,157
Cal Grants	931	$1,112,788	1,072	$1,293,924	1,223	$1,379,793
Other	573	$407,492	0	$0	0	$0
Total (Unduplicated)	12,793	$35,285,146	12,054	$37,938,375	12,636	$41,689,368

source: GCC MIS data submissions

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

Category	2010-2011	2011-2012	2012-2013
BOG Waivers: Number of Students	12,637	11,882	12,457
BOG Waivers: Percentage of Credit Students	56%	55%	57%
Any Financial Aid: Number of Students	12,793	12,054	12,636
Any Financial Aid: Percentage of Credit Students	57%	55%	58%
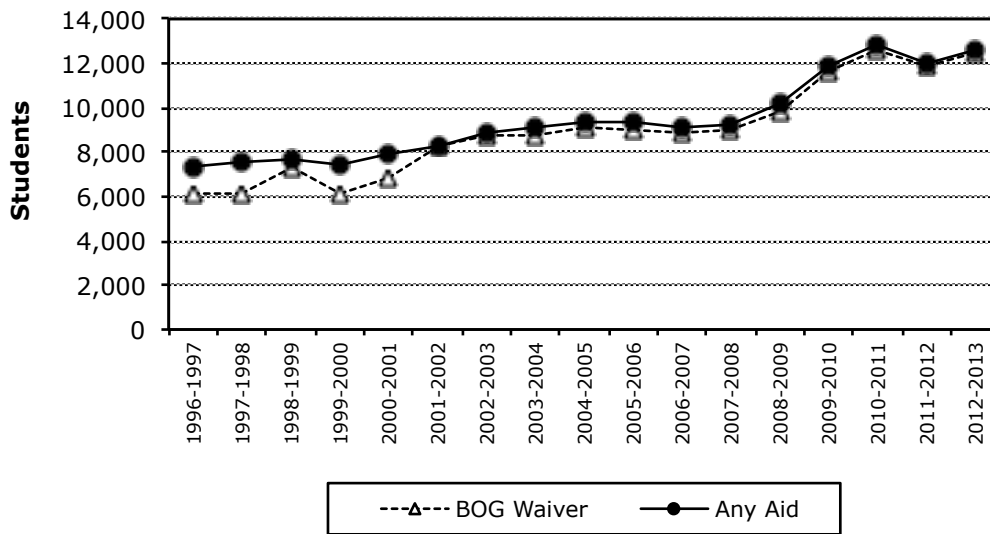
source: GCC MIS data submissions

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 2014 continuing education student survey, 74% of continuing education students report that they have a computer at home and 81% report that they have Internet access at home.

Figure 1-30. Credit Student Computer and Internet Access
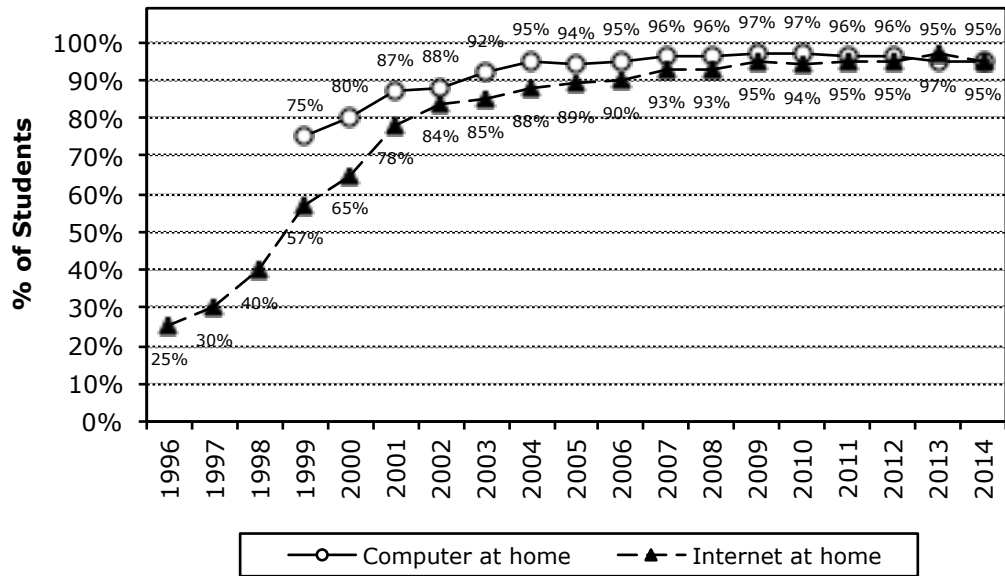
source: Spring Student Surveys

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
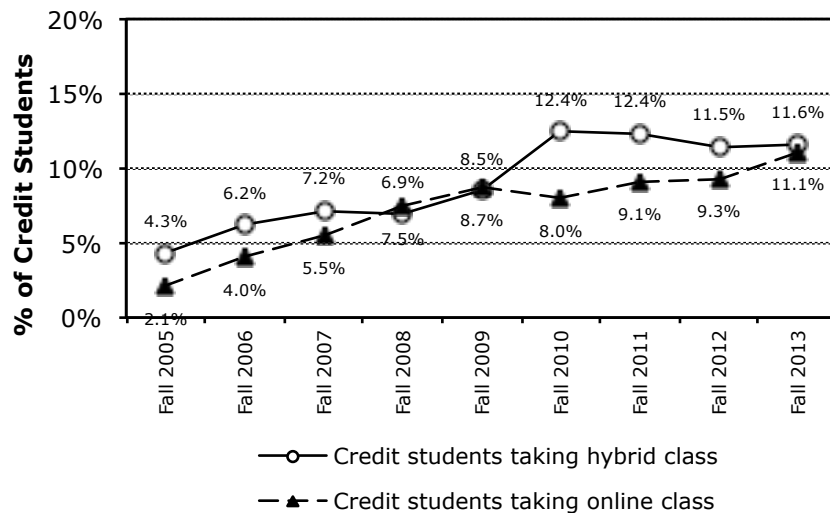
source: GCC PeopleSoft Student Database

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%	--

	Recognition			Use			Satisfaction		
Service	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 2011	Fall 2012	Fall 2013
Credit Basic Skills Census Enrollments	3,932	4,991	3,669
Credit Basic Skills Course Retention Rates	86%	85%	81%
Credit Basic Skills Course Success Rates	65%	66%	57%
Noncredit Basic Skills Enrollments	3,785	3,602	3,885

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 2011	Fall 2012	Fall 2013
Total Noncredit Students	5,586	5,013	5,149
Concurrently Enrolled in Credit Classes	3%	3%	3%
Enrolled in Credit Classes in Next Spring Semester	6%	6%	5%

source: GCC MIS data submissions

1.03. Class Availability & Scheduling

1.03.01. Student Satisfaction with Course Scheduling

Satisfaction with scheduling and class availability have mirrored the state's budget difficulties and the subsequent class cuts. According to student surveys, approximately 20% of credit students have historically reported problems getting classes; the number increased to 42% in Spring 2003 and 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
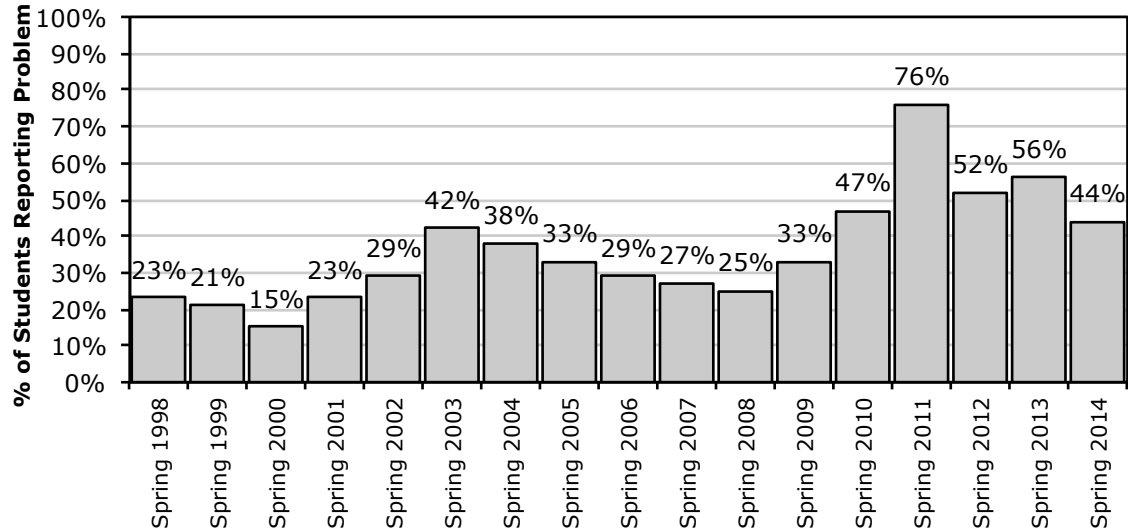
source: Spring Student Surveys

Figure 1-41. Scheduling Problems Identified by Students

Problem	Spring 2012	Spring 2013	Spring 2014
Class full	37%	41%	30%
Class not offered at time student wanted it	23%	25%	19%
Class scheduled at same time as another class student needed	19%	21%	16%
Class not offered this semester	10%	11%	8%

source: Spring Student Surveys

1.03.02. Classroom Occupation, Availability & Fill Rate

Classroom occupation can be presented as "scheduling density," or the number of class sections scheduled to begin during each available time block of the day. The figure below shows overall scheduling density for the past three Fall semesters. For Fall 2013, 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 2010	Fall 2011	Fall 2012	Fall 2013
6:00 am – 6:59 am	13	11	11	16
7:00 am – 7:59 am	111	92	92	104
8:00 am – 8:59 am	38	65	49	26
9:00 am – 9:59 am	353	373	369	380
10:00 am – 10:59 am	198	214	242	231
11:00 am – 11:59 am	38	30	27	19
12:00 noon – 12:59 pm	67	289	208	192
1:00 pm – 1:59 pm	245	266	287	303
2:00 pm – 2:59 pm	56	45	45	40
3:00 pm – 3:59 pm	103	128	120	165
4:00 pm – 4:59 pm	49	40	46	50
5:00 pm – 5:59 pm	145	160	155	144
6:00 pm – 6:59 pm	341	332	339	364
7:00 pm – 7:59 pm	62	53	42	43
8:00 pm – 8:59 pm	39	45	40	37
9:00 pm – 9:59 pm	12	5	8	6

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 2010	Fall 2011	Fall 2012	Fall 2013
Biology	109%	111%	108%	105%
Business	92%	94%	96%	92%
Credit ESL	104%	102%	109%	103%
English	104%	109%	109%	102%
Health & PE	97%	96%	96%	89%
Health Sciences	86%	86%	79%	82%
Language Arts	106%	99%	104%	98%
Math	111%	107%	105%	98%
Physical Science	105%	105%	108%	103%
Social Science	103%	104%	105%	97%
Student Services	95%	96%	94%	89%
Technology & Aviation	94%	95%	103%	99%
Visual & Performing Arts	95%	98%	99%	93%
Total Credit	101%	101%	102%	97%

source: GCC PeopleSoft student system

1.03.03. 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 2006-2007, 2007-2008, and 2008-2009 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 | | | | | |
| | 2006-2007 | | 2007-2008 | | 2008-2009 | |
	No.	%	No.	%	No.	%
Number of First-Time Students	4,636	100%	5,312	100%	4,661	100%
All Public Two-Year Colleges	1,549	33%	1,311	25%	1,664	36%
PASADENA CITY COLLEGE	430	9%	434	8%	355	8%
LOS ANGELES VALLEY COLLEGE	195	4%	214	4%	269	6%
LOS ANGELES CITY COLLEGE	174	4%	191	4%	184	4%
LOS ANGELES MISSION COLLEGE	56	1%	69	1%	89	2%
SANTA MONICA COLLEGE	49	1%	61	1%	50	1%
COLLEGE OF THE CANYONS	49	1%	77	1%	78	2%
LOS ANGELES PIERCE COLLEGE	56	1%	58	1%	58	1%
EAST LOS ANGELES COLLEGE	39	1%	73	1%	73	2%
LOS ANGELES TRADE TECHNICAL	56	1%	53	1%	65	1%
CITRUS COLLEGE	32	1%	29	1%	24	1%

Glendale Community College
Campus Profile 2014

Section 2
STUDENT SUCCESS

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Biology	1,228	1,174	1,186	74%	80%	78%	63%	67%	63%
Business	5,380	5,175	5,059	86%	88%	84%	72%	74%	71%
English	5,123	4,939	5,280	85%	89%	86%	69%	70%	71%
ESL (Credit)	3,918	3,547	3,420	93%	91%	88%	78%	76%	73%
Health & PE	3,240	3,194	2,711	89%	88%	89%	78%	77%	78%
Health Sciences	958	877	829	92%	93%	90%	88%	88%	87%
Language Arts	3,033	3,007	3,198	88%	91%	90%	77%	81%	80%
Mathematics	5,338	5,019	5,487	78%	80%	77%	57%	57%	53%
Physical Sciences	2,199	2,204	2,230	82%	85%	86%	66%	70%	70%
Social Sciences	8,394	8,275	7,964	83%	85%	84%	65%	66%	66%
Student Services	909	936	759	89%	90%	93%	75%	74%	76%
Technology & Aviation	2,353	2,511	2,295	88%	91%	87%	75%	79%	76%
Visual & Performing Arts	5,321	5,102	5,430	85%	88%	88%	72%	73%	72%
Total Credit	47,394	45,960	45,848	85%	87%	85%	70%	71%	70%

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.
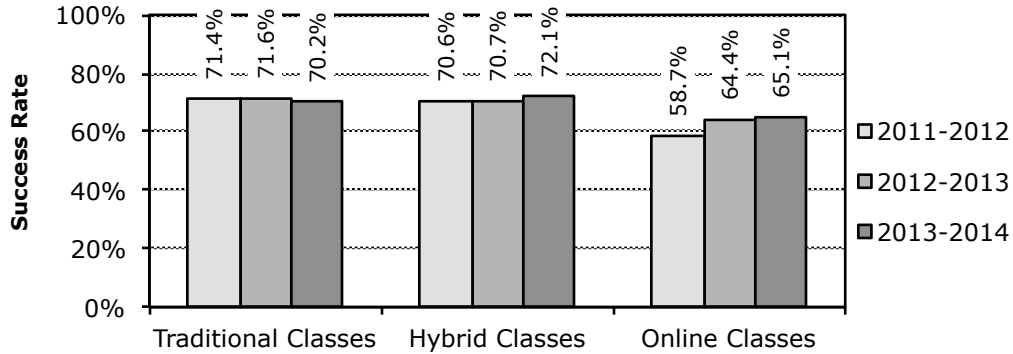
Figure 2-2. Enrollment, Retention, and Success by Academic Year
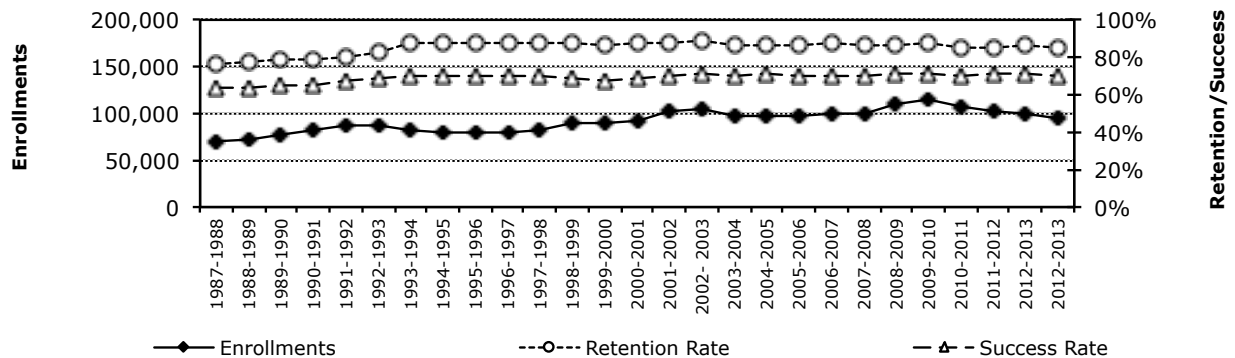
source: GCC Grade Detail data file and PeopleSoft database

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 2013-2014, the noncredit program counted over 1,100,000 hours of attendance.

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

Department	Total Hours (Fall)			Students Enrolled (Fall)		
	2011	2012	2013	2011	2012	2013
Developmental Skills Lab (DSL)	22,983	36,122	32,472	589	729	793
ESL (Non-Credit)	404,213	336,759	363,249	3,283	2,956	3,166
Home Arts	1,746	0	0	58	0	0
Lifelong Learning	10,305	5,177	4,603	486	236	209
Business	91,857	94,634	83,272	1,231	1,286	1,214
Parent Education	15,638	9,032	9,855	486	308	285
Total Non-Credit	546,742	481,725	493,452	5,586	5,014	5,149

Source: GCC MIS data files
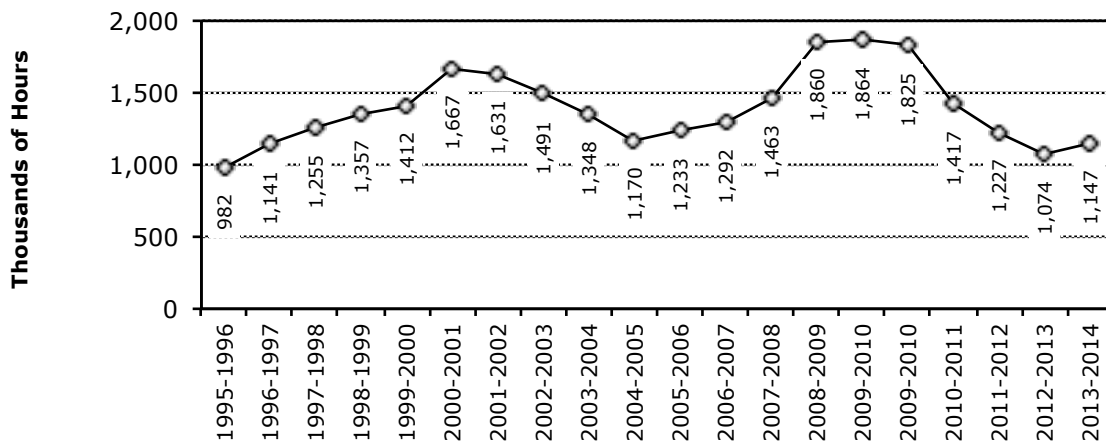
source: GCC MIS data files and CCFS-320 reports

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 2013
MEAN UNITS COMP	The average number of units students completed in Fall 2013
SPRG PERS	The percentage of Fall 2013 students persisting to Spring 2014
COMPL TERM GPA	The Fall 2013 GPA of students who completed more than zero units
COMPL PERS	The percentage of Fall 2013 students completing more than zero units who persisted to Spring 2014
COMPL NUM	The total number of students in the group completing more than zero units

Figure 2-5. Fall 2013 Success Comparison (Student Equity Measures

		All Students Attempting Units										
Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	15,992	10.8		6.7		74%		2.75		79%		13,466
American Indian	23	8.3	-	5.3	-	70%	√	2.81	+	82%	+	17
Asian	1,327	12.0	+	7.8	+	75%	+	2.82	+	78%	√	1,187
Black	443	10.6	√	5.0	-	63%	√	2.44	√	73%	√	313
Caucasian Citizen	4,723	10.6	√	6.8	+	73%	√	2.89	+	77%	√	4,069
Caucasian Resident	2,283	11.1	+	7.6	+	80%	+	2.88	+	83%	+	2,024
Latino Citizen	4,247	10.3	√	5.7	√	71%	√	2.48	√	77%	√	3,346
Latino Resident	251	9.8	√	5.8	√	73%	√	2.59	√	78%	√	198
Latino Other	380	10.7	√	5.6	√	70%	√	2.37	√	77%	√	291
Filipino	656	11.2	+	6.6	√	71%	√	2.78	+	76%	√	557
Others	1,659	11.0	+	7.4	+	79%	+	2.88	+	82%	+	1,464
Male	7,154	10.8	+	6.4	√	72%	√	2.65	√	78%	√	5,887
Female	8,623	10.7	√	6.9	+	75%	+	2.83	+	79%	√	7,402
Male Under 25	4,935	11.5	+	6.8	+	74%	√	2.52	√	80%	+	4,078
Male Over 24	2,219	9.3	√	5.6	√	67%	√	2.94	+	71%	√	1,809
Female Under 25	4,891	11.7	+	7.4	+	77%	+	2.67	√	82%	+	4,219
Female Over 24	3,732	9.5	√	6.3	√	73%	√	3.04	+	76%	√	3,183
With Disability	566	10.8	+	6.2	√	80%	+	2.68	√	83%	+	473
Student Visa	625	13.9	+	9.4	+	76%	+	2.63	√	79%	√	570
EOPS	1,560	14.6	+	10.4	+	93%	+	2.92	+	94%	+	1,493
18-24, No High School Diploma	201	9.3	√	4.9	-	69%	√	2.56	√	79%	√	140

		First-Time Students Attempting Units										
Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	2,583	10.9		6.8		78%		2.44		84%		2,114
American Indian	2	11.5	+	5.3	-	100%	+	1.75	-	100%	+	2
Asian	207	12.7	+	8.8	+	80%	+	2.52	+	82%	√	192
Black	92	11.1	+	4.6	-	62%	-	1.91	-	73%	√	60
Caucasian Citizen	685	11.6	+	7.8	+	82%	+	2.62	+	86%	+	602
Caucasian Resident	329	10.4	√	7.2	+	81%	+	2.73	+	84%	√	282
Latino Citizen	917	10.4	√	5.8	√	78%	√	2.16	√	84%	√	698
Latino Resident	39	9.3	√	5.5	√	77%	√	2.22	√	80%	√	27
Latino Other	87	9.1	√	4.9	-	68%	√	2.26	√	80%	√	61
Filipino	83	9.9	√	6.5	√	74%	√	2.68	+	79%	√	69
Others	142	11.4	+	7.8	+	77%	√	2.57	+	80%	√	121
Male	1,277	10.9	+	6.3	√	75%	√	2.32	√	82%	√	1,009
Female	1,265	11.0	+	7.3	+	81%	+	2.55	+	86%	+	1,075
Male Under 25	1,110	11.3	+	6.5	√	77%	√	2.29	√	83%	√	882
Male Over 24	167	8.7	-	5.3	-	65%	√	2.56	+	70%	√	127
Female Under 25	1,030	11.3	+	7.5	+	83%	+	2.51	+	88%	+	880
Female Over 24	235	9.4	√	6.3	√	75%	√	2.75	+	76%	√	195
With Disability	91	10.3	√	5.6	√	77%	√	2.43	√	80%	√	73
Student Visa	169	14.1	+	9.7	+	80%	+	2.36	√	81%	√	158
EOPS	199	14.5	+	10.4	+	92%	+	2.69	+	93%	+	190
18-24, No High School Diploma	53	7.4	-	2.7	-	59%	-	2.27	√	70%	√	27

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 2011	Fall 2012	Fall 2013
Course Success Rate			
All new students	67%	67%	63%
New students completing orientation	66%	74%	75%
New students completing SEP	75%	82%	74%
New students completing assessment	74%	56%	82%
Persistence to Spring			
All new students	80%	80%	77%
New students completing orientation	78%	90%	85%
New students completing SEP	89%	90%	92%
New students completing assessment	74%	67%	88%

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

% of Credit Students Responding "Excellent" or "Good"	Spring 2011	Spring 2012	Spring 2013	Spring 2014
The education you are getting at GCC	--	81%	--	83%
Campus friendliness to students	74%	74%	73%	77%

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 2011		Fall 2012		Fall 2013	
Transfer with AA	6,266	40%	6,442	41%	5,961	38%
Transfer without AA	3,887	25%	4,084	26%	4,518	29%
Associate's degree	1,485	10%	1,485	9%	1,429	9%
Vocational degree	739	5%	905	6%	925	6%
Certificate	605	4%	576	4%	641	4%
Discover career interests	159	1%	136	1%	116	1%
Prepare for new career	344	2%	306	2%	293	2%
Advance current job	233	1%	170	1%	157	1%
Maintain licensure	114	1%	88	1%	97	1%
Educational development	300	2%	258	2%	255	2%
Improve English, Math	202	1%	166	1%	161	1%
Complete GED/diploma	52	0%	59	0%	58	0%
Undecided	935	6%	796	5%	804	5%
Noncredit to Credit	5	0%	7	0%	9	0%
4-Year Student	294	2%	312	2%	308	2%
Unknown Goal	893		406		360	
Total	16,513	100%	16,196	100%		100%

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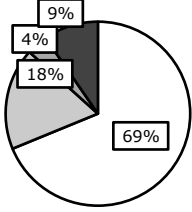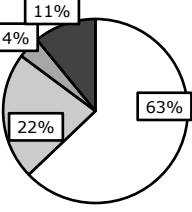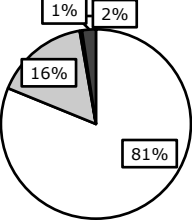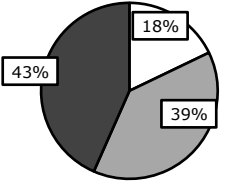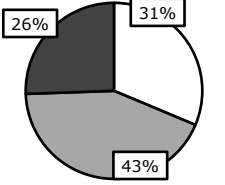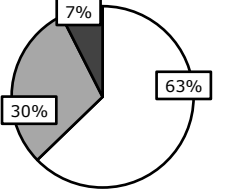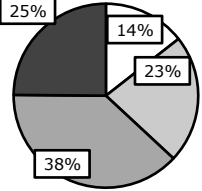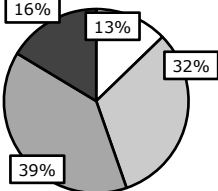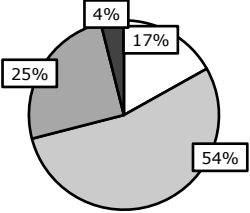
The following pages show characteristics of credit students by educational goal. Transfer-goal students are younger and take more units than other students, and educational development students are older and more likely to be U.S. citizens than other students.

Figure 2-9. Characteristics of Credit Students by Goal, Fall 2013

Transfer Goal	Vocational Goal	Educational Development Goal
Gender	**Gender**	**Gender**
53% / 47%	38% / 62%	41% / 59%
☐ Male ☐ Female	☐ Male ☐ Female	☐ Male ☐ Female
Age	**Age**	**Age**
14% / 9% / 27% / 50%	12% / 19% / 16% / 53%	14% / 18% / 18% / 50%
☐ Under 21 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30	☐ Under 21 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30	☐ Under 21 ☐ 21 to 25 ☐ 26 to 30 ☐ Over 30
Program	**Program**	**Program**
40% / 12% / 48%	34% / 25% / 41%	22% / 38% / 40%
☐ Day ☐ Night ☐ Both	☐ Day ☐ Night ☐ Both	☐ Day ☐ Night ☐ Both
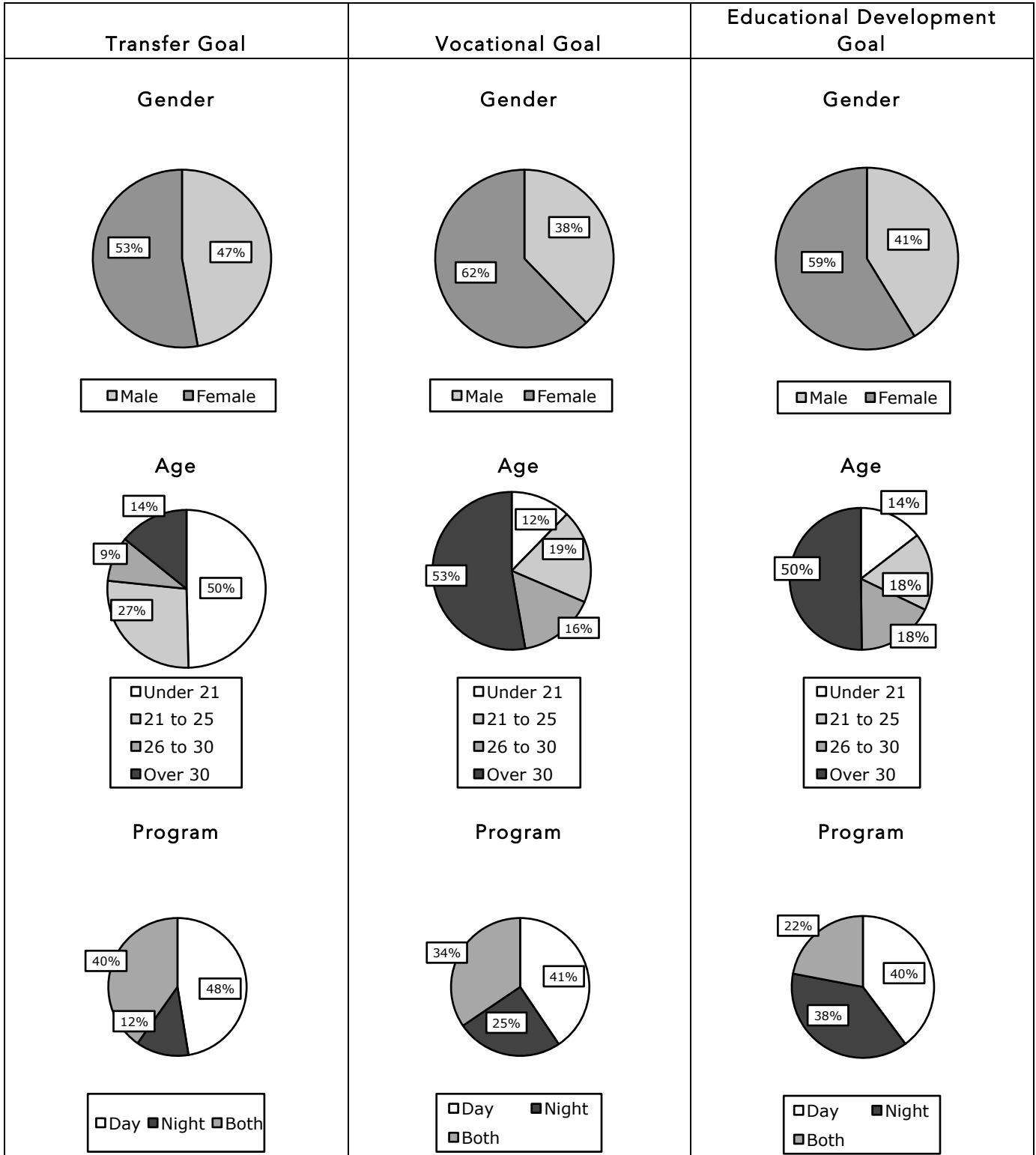
source: GCC Semester Application, Grade Detail, and Student Master Record databases

Transfer Goal	Vocational Goal	Educational Development Goal

Citizenship (Transfer Goal)

9%
4%
18%
69%

- ☐ US Citizen
- ☐ Perm Res
- ☐ Student
- ■ Other

Citizenship (Vocational Goal)

11%
4%
22%
63%

- ☐ US Citizen
- ☐ Perm Res
- ☐ Student
- ■ Other

Citizenship (Educational Development Goal)

1%
2%
16%
81%

- ☐ US Citizen
- ☐ Perm Res
- ☐ Student
- ■ Other

Units Attempted (Transfer Goal)

18%
43%
39%

- ☐ 0 to 5.9 units
- ■ 6.0 to 11.9 units
- ■ 12.0 or more units

Units Attempted (Vocational Goal)

31%
26%
43%

- ☐ 0 to 5.9 units
- ■ 6.0 to 11.9 units
- ■ 12.0 or more units

Units Attempted (Educational Development Goal)

7%
30%
63%

- ☐ 0 to 5.9 units
- ■ 6.0 to 11.9 units
- ■ 12.0 or more units

Units Completed (Transfer Goal)

25%
14%
23%
38%

- ☐ 0 units
- ☐ 0.1 to 5.9
- ■ 6.0 to 11.9
- ■ 12.0+

Units Completed (Vocational Goal)

16%
13%
32%
39%

- ☐ 0 units
- ☐ 0.1 to 5.9
- ■ 6.0 to 11.9
- ■ 12.0+

Units Completed (Educational Development Goal)

4%
17%
25%
54%

- ☐ 0 units
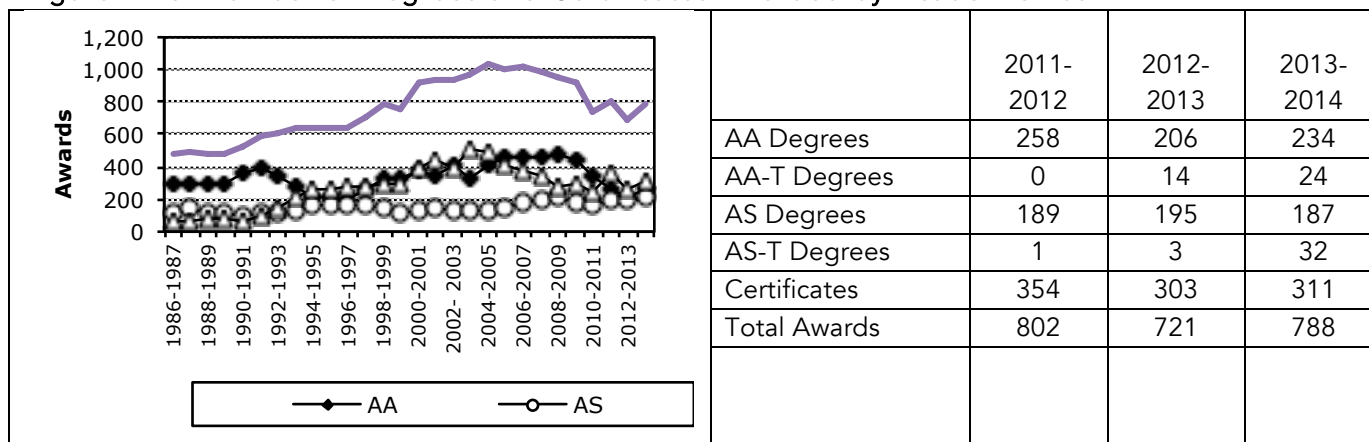- ☐ 0.1 to 5.9
- ■ 6.0 to 11.9
- ■ 12.0+

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

	2011-2012	2012-2013	2013-2014
AA Degrees	258	206	234
AA-T Degrees	0	14	24
AS Degrees	189	195	187
AS-T Degrees	1	3	32
Certificates	354	303	311
Total Awards	802	721	788

source: PeopleSoft degree award table

Figure 2-11. Degrees and Certificates Awarded by Gender

	AA Degrees			AS Degrees			Certificates		
Gender	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Male	26%	32%	34%	18%	20%	25%	37%	32%	29%
Female	74%	68%	66%	82%	80%	75%	63%	68%	71%
Total	258	220	258	190	198	219	317	303	311

source: PeopleSoft degree award table

Figure 2-12. Degrees and Certificates Awarded by Ethnicity

	AA Degrees			AS Degrees			Certificates		
Ethnicity	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Caucasian/Anglo	16%	20%	19%	17%	15%	19%	20%	17%	17%
Caucasian/Armenian	39%	31%	29%	34%	43%	41%	45%	51%	54%
Latino/Hispanic	24%	30%	24%	10%	16%	15%	17%	15%	15%
Asian	10%	10%	10%	14%	16%	9%	7%	5%	8%
Filipino	6%	3%	7%	14%	8%	9%	4%	5%	2%
African-American	2%	1%	4%	2%	1%	2%	3%	1%	2%
American Indian	0%	1%	1%	1%	0%	1%	1%	1%	1%
Other	2%	4%	5%	8%	1%	3%	3%	5%	1%
Total	258	220	258	190	198	219	317	303	311

source: PeopleSoft degree award table

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 and AA-T) Degrees Awarded

Major	2011-2012	2012-2013	2013-2014	3-Year Total
APPLIED ARTS	0	0	1	1
ARTS AND HUMANITIES	5	4	6	15
BIOLOGICAL SCIENCE	4	3	2	9
BUSINESS ADMINISTRATION	47	46	67	160
CHOREOGRAPHIC STUDIES & DANCE TECHNIQUE	1	1	0	2
COMMUNICATION STUDIES FOR TRANSFER AA-T	0	7	6	13
ENGLISH	8	6	3	17
FOREIGN LANGUAGE	4	6	5	15
FOREIGN LANGUAGE – FRENCH	0	0	1	1
FOREIGN LANGUAGE - SPANISH	0	0	0	0
GENERAL EDUCATION TRANSFER STUDIES	75	37	16	128
GEOGRAPHY FOR TRANSFER AA-T	0	0	1	1
HEALTH SCIENCE	38	27	44	109
HISTORY FOR TRANSFER AA-T	0	0	1	1
HUMANITIES	1	1	0	2
KINESIOLOGY FOR TRANSFER AA-T	0	0	9	9
MASS COMMUNICATIONS	0	3	1	4
MATHEMATICS	0	1	0	1
MUSIC	2	0	0	2
PHYSICAL EDUCATION	0	0	0	0
PHYSICAL SCIENCE	1	1	0	2
POLITICAL SCIENCE FOR TRANSFER AA-T	0	0	4	4
SCIENCE	0	1	0	1
SCIENCE AND MATHEMATICS	2	4	1	7
SOCIAL AND BEHAVIORAL SCIENCES	2	1	5	8
SOCIAL SCIENCE	54	57	66	177
SOCIOLOGY FOR TRANSFER AA-T	0	7	7	14
SPANISH FOR TRANSFER AA-T	0	0	1	1
SPEECH/COMMUNICATION	3	2	1	6
THEATER ARTS	1	0	1	2
THEATER ARTS – ACTING	1	1	1	3
VISUAL ARTS - ANIMATION	0	0	1	1
VISUAL ARTS - ART HISTORY	0	1	1	2
VISUAL ARTS – GRAPHIC ARTS	3	0	1	4
VISUAL ARTS - MEDIA ARTS	0	0	0	0
VISUAL ARTS - PHOTOGRAPHY	0	0	0	0
VISUAL ARTS – THREE DIMENSIONAL	1	2	2	5
VISUAL ARTS - TWO DIMENSIONAL	4	1	3	8
MISSING	1	0	0	1
TOTAL	258	220	258	736

source: PeopleSoft degree award table

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

Major	2011-2012		2012-2013		2013-2014		Total
	AS	Cert	AS	Cert	AS	Cert	
ACCOUNTING	29	40	32	27	25	28	181
ADMINISTRATION OF JUSTICE	2	9	6	14	8	9	48
ADMINISTRATION OF JUSTICE FOR TRANSFER (AS-T)	0		0		5		5
ADVANCED CULINARY ARTS	2	1	1	0	0	2	6
ADVERTISING ART	3	2	0	2	1	0	8
ANIMATION - DIGITAL ANIMATION	0	0	1	2	4	1	8
ARCHITECTURE - RESIDENTIAL	0	0	0	1	0	0	1
ARCHITECTURAL DRAFTING & DESIGN	1	1	2	1	1	1	7
ART	0	3	1	0	1	1	6
AVIATION & TRANSPORTATION - AIRCRAFT POWERPLANT & AIRFRAME MAINTENANCE	0	0	0	1	0	0	1
AVIATION & TRANSPORTATION - AVIATION ADMINISTRATION	2	1	0	1	0	2	6
AVIATION & TRANSPORTATION - FLIGHT ATTENDANT	3	13	2	10	0	15	43
AVIATION & TRANSPORTATION - PILOT TRAINING	0	1	0	2			3
BEGINNING CULINARY ARTS CERTIFICATE	0	22	0	9	0	7	38
BOOKKEEPING	1	7	1	9	1	14	33
BUSINESS ADMINISTRATION FOR TRANSFER (AS-T)	0		0		22		22
BUSINESS ADMINISTRATION - FINANCIAL PLANNING AND INVESTMENT	0	0	1	1	0	0	2
BUSINESS ADMINISTRATION - GENERAL BUSINESS	1	5	3	4	1	6	20
BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS	1	1	2	3	2	2	11
BUSINESS ADMINISTRATION-ENTREPRENEURSHIP/SMALL BUSINESS	0	0	2	1	0	1	4
CERAMICS	1	5	1	4	0	1	12
CHILD DEVELOPMENT - MASTER TEACHER	0	0	1	1	0	3	5
CHILD DEVELOPMENT - SITE SUPERVISOR	0	0	1	0	2	3	6
CHILD DEVELOPMENT - TEACHER	17	12	12	10	16	5	72
CHILD DEVELOPMENT/TEACHER - INFANT/TODDLER	2	2	0	0	0	1	5
CHILD DEVELOPMENT/TEACHER - SCHOOL AGE CARE	2	0	0	0	0	0	2
CHOREOGRAPHIC STUDIES AND DANCE TECHNIQUE	0	0	0	2	0	2	4
COMPUTER AIDED MANUFACTURING	1	0	0	0	0	0	1
COMPUTER APPLICATIONS TECHNICIAN	0	1	0	2	0	2	5
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - ADMINISTRATIVE ASST.	1	1	3	5	6	3	19
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - GENERAL OFFICE	12	21	19	7	13	13	85
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - LEGAL SECRETARY	1	0	0	0	0	0	1
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - MEDICAL SECRETARY	1	0	0	0	0	0	1
COMPUTER APPLICATIONS SPECIALIST	0	1	0	1			2
COMPUTER INFORMATION SYSTEMS	2	2	2	3	1	0	10
COMPUTER PROGRAMMER	1	1	1	2	0	3	8
COMPUTER SCIENCE	0	0	1	0	2	2	5
COMPUTER SOFTWARE TECHNICIAN	0	0	0	1	0	0	1
COMPUTER SUPPORT TECHNICIAN	0	0	0	0	0	1	1
COMPUTERIZED ACCOUNTING SPECIALIST	0	5	0	2	0	4	11
CSU GENERAL EDUCATION	0	0	0	1	0	0	1

Major	2011-2012 AS	2011-2012 Cert	2012-2013 AS	2012-2013 Cert	2013-2014 AS	2013-2014 Cert	Total
DANCE TEACHING	0	2	3	4	1	4	14
DENTAL FRONT OFFICE/BILLING & CODING	0	13	0	9	0	8	30
DESKTOP PUBLISHING TECHNICIAN	0	2	0	0	0	0	2
DIETARY SERVICES SUPERVISOR	2	13	1	15	2	2	35
ELECTRONICS AND COMPUTER TECHNOLOGY	1	0	0	0	0	0	1
ELECTONICS AND COMPUTER TECHNOLOGY - COMPUTER SYSTEMS TECHNICIAN	1	1	0	0	0	0	2
ELECTRONICS TECHNOLOGY TECHNICIAN	0	0	0	0	0	2	2
ENGINEERING/ELECTRO-MECHANICAL DESIGN	1	3	1	0	2	1	8
FIRE ACADEMY: VERDUGO FIRE ACADEMY	0	41	0	2	0	23	66
FIRE TECHNOLOGY	3	6	3	4	3	2	21
FITNESS SPECIALIST	0	0	1	0	0	0	1
GRAPHIC DESIGN	0	0	0	3	0	3	6
HUMAN RESOURCES ASSISTANT	0	0	0	0	0	1	1
HOTEL/RESTAURANT MANAGEMENT	0	1	0	1	0	0	2
IGETC	0	18	0	16	0	16	50
INTERNATIONAL BUSINESS PROFESSIONAL	0	0	0	0	0	1	1
MACHINE AND MANUFACTURING TECHNOLOGY-MACHINIST	0	1	0	11	0	8	20
MANAGEMENT	1	3	7	3	1	3	18
MARKETING	1	1	0	0	0	1	3
MASS COMMUNICATIONS	0	0	1	0	1	0	2
MATHEMATICS FOR TRANSFER AS-T	0		3		5		8
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL FRONT OFFICE	3	10	6	15	6	15	55
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL SECRETARY	0	0	0	0	0	2	2
MEDICAL BILLING AND CODING	0	21	0	30	0	23	74
MEDICAL TRANSCRIPTION	0	0	0	0	0	2	2
MUSIC	0	2	0	1	0	1	4
PHOTOGRAPHY	1	2	2	4	1	6	16
REAL ESTATE	1	10	1	2	0	5	19
REAL ESTATE APPRAISAL	0	3	0	1	1	0	5
RECEPTIONIST/OFFICE CLERK	0	13	0	4	0	18	35
REGISTERED NURSING	87	2	68	1	72	0	230
RESTAURANT MANAGEMENT	0	1	0	12	6	8	27
RESTAURANT SUPERVISION	0	0	0	2	0	1	3
SPECIALIST IN ALCOHOL/DRUG STUDIES	0	12	5	22	3	11	53
TAX PREPARER	0	6	0	4	0	6	16
TELEVISION PRODUCTION - VIDEOGRAPHY	0	2	0	2	0	2	6
TELEVISION PRODUCTION - CORPORATE TELEVISION	0	0	0	0	1	0	1
UNIX SYSTEM ADMINISTRATOR	0	1	0	0	0	0	1
WEB DEVELOPMENT	2	4	1	3	1	1	12
WELDING, OCCUPATIONAL (COMBINATION WELDER)	0	3	0	3	0	4	10
Grand Total	190	354	197	303	219	311	1,574

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)
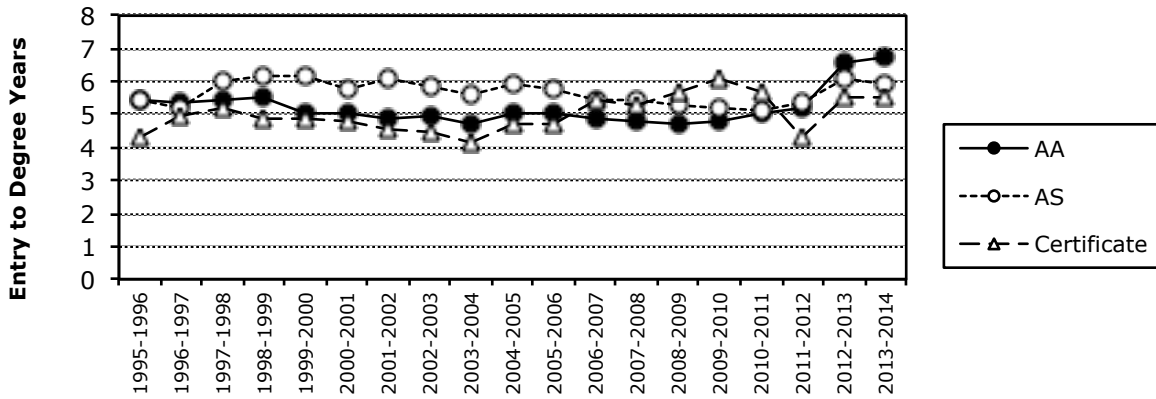
source: GCC PeopleSoft database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2010. 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 2010 Entering Cohort Achieving Success Within 4 Years
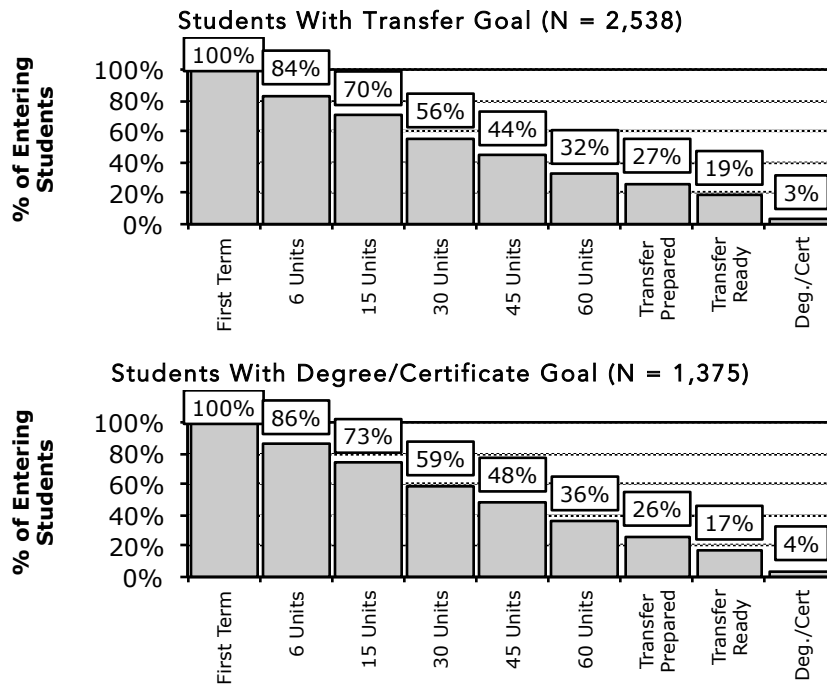
source: GCC MIS data files

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, as well as continuing education certificates. 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

	2011-2012	2012-2013	2013-2014
Students obtaining GED	56	95	116
Students completing high school diploma	5	7	10
Successful student completions of high school courses	227	264	353
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	2,572	2,759	2,659
Students earning Adult Basic Education CASAS benchmarks	84	88	47
Continuing Education Certificates Awarded			
Account Clerk I	15	8	6
Account Clerk II	7	2	4
Beginning ESL	31	1	1
Intermediate ESL	18	0	1
Advanced ESL	3	0	10
Dental Front Office Clerk	2	7	4
GED Preparation	0	0	1
General Office Clerk I	25	20	6
General Office Clerk II	3	3	2
General Office Clerk III	2	0	1
Introduction to Hospitality and Tourism	0	0	0
Medical Front Office Clerk	1	7	2
Total	107	48	38

source: GCC Continuing and Community Education Program

2.03.03. Transfer

A primary part of the college's mission is to prepare students for transfer to four-year institutions. The number of students transferring from GCC has fluctuated in the past 15 years, but has tended to increase since 1998. 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. A similar decrease occurred in 2012-2013, when only 10 out of 23 CSU campuses accepted Spring transfers.

Figure 2-18. Transfers from GCC to UC and CSU
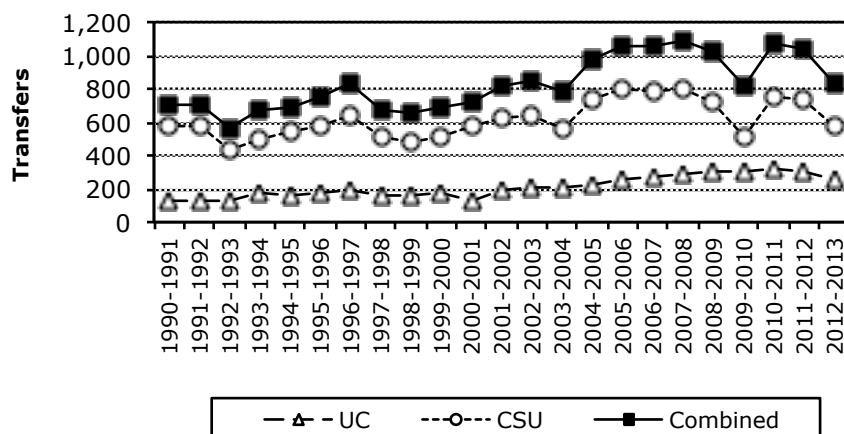
source: California Postsecondary Education Commission (CPEC), CSU, and UC

Figure 2-19. Retrospective Transfer History

Year	To UC	To CSU	To Independents*	To In-State Privates	To Out-of-State	Total Known
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	--	285	114	1,472
2011-2012	299	738	--	256	105	1,398
2012-2013	251	574	--	280	139	1,244

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.

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	2010-2011	2011-2012	2012-2013
CSU			
Northridge	354	412	291
Los Angeles	259	226	152
Pomona	45	36	52
Long Beach	27	17	23
Dominguez Hills	15	11	14
Fullerton	9	7	5
San Diego	7	1	4
Other CSU	39	28	33
CSU Total	755	738	574
UC			
Los Angeles	102	105	85
Irvine	52	35	48
Santa Barbara	21	25	31
Berkeley	38	25	25
San Diego	67	56	19
Riverside	21	33	20
Other UC	17	20	23
UC Total	318	299	251

source: California Postsecondary Education Commission (CPEC), CSU, and UC

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 2010	Fall 2011	Fall 2012	Fall 2013
Number of CSU Transfers from GCC	595	586	552	779
Pre-Admission GPA of Transfers from GCC	2.99	2.85	2.93	2.93
Fall-to-Fall Persistence of GCC Transfers	89%	88%	91%	
Persistence of All CC Transfers	88%	87%	87%	
CSU GPA of Persisters from GCC	3.08	3.13	3.16	
CSU GPA of Persisters from All CC's	3.03	3.03	3.03	

source: CSU Academic Performance Reports

Note: Performance data for Fall 2013 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 2005-2006 and 2008-2009. 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			
	2005-2006	2006-2007	2007-2008	2008-2009
All First-Time Students				
Number of Students	4,509	4,636	5,311	5,607
Percent Enrolling at a Public 4-Year Institution	24%	25%	23%	24%
Percent Enrolling at a Private 4-Year Institution	9%	9%	9%	10%
Percent Enrolling at Any 4-Year Institution	31%	32%	30%	32%
First-Time Students with Transfer Goal				
Number of Students	2,092	2,246	2,651	2,800
Percent Enrolling at a Public 4-Year Institution	28%	30%	28%	29%
Percent Enrolling at a Private 4-Year Institution	11%	10%	10%	11%
Percent Enrolling at Any 4-Year Institution	36%	37%	35%	37%

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 2005-2006 through 2008-2009.

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

Four-Year Institution	Number of Transfer Students by Year Entering GCC			
	2005-2006	2006-2007	2007-2008	2008-2009
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	359	388	376	424
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	154	181	174	197
UNIVERSITY OF CALIFORNIA-LOS ANGELES	136	165	176	147
UNIVERSITY OF SOUTHERN CALIFORNIA	78	77	106	125
UNIVERSITY OF CALIFORNIA-SAN DIEGO	54	61	86	100
UNIVERSITY OF PHOENIX	70	61	64	56
WOODBURY UNIVERSITY	51	68	60	62
CALIFORNIA STATE POLYTECHNIC (POMONA)	56	41	50	71
UNIVERSITY OF CALIFORNIA - IRVINE	92	76	82	78
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	38	28	40	51
CALIFORNIA STATE UNIVERSITY - LONG BEACH	20	27	30	28
UNIVERSITY OF CALIFORNIA-BERKELEY	17	25	28	12
ITT TECHNICAL INSTITUTE	30	20	21	18
CALIFORNIA STATE UNIVERSITY - FULLERTON	23	17	15	20

source: National Student Clearinghouse data files

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			
	2004-2005	2005-2006	2006-2007	2007-2008
Transfer Rate				
Glendale Community College	50.7%	49.1%	49.1%	46.4%
Region 7 Colleges	41.2%	41.4%	39.6%	40.3%
All California Colleges	40.6%	41.6%	40.5%	39.4%
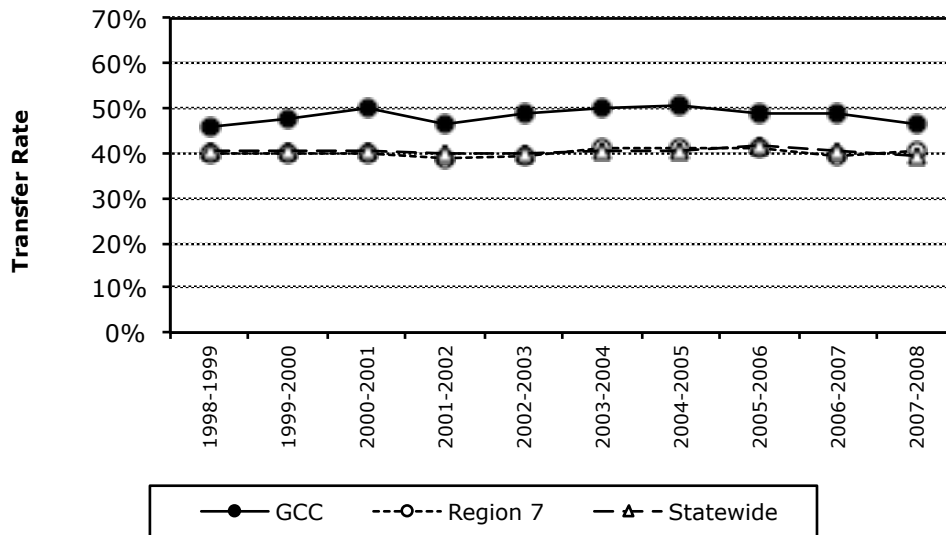
2.03.04. Student Success Scorecard

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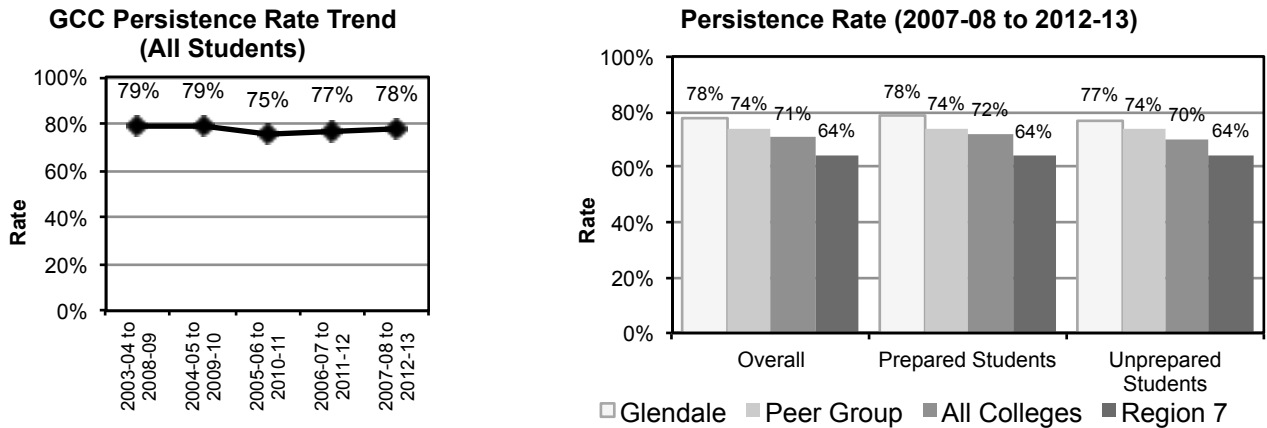
source: Chancellor's Office "Focus on Results" Report ARCC Reports

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.

GCC 30 Unit Rate Trend (All Students)

30 Unit Rate (2007-08 to 2012-13)
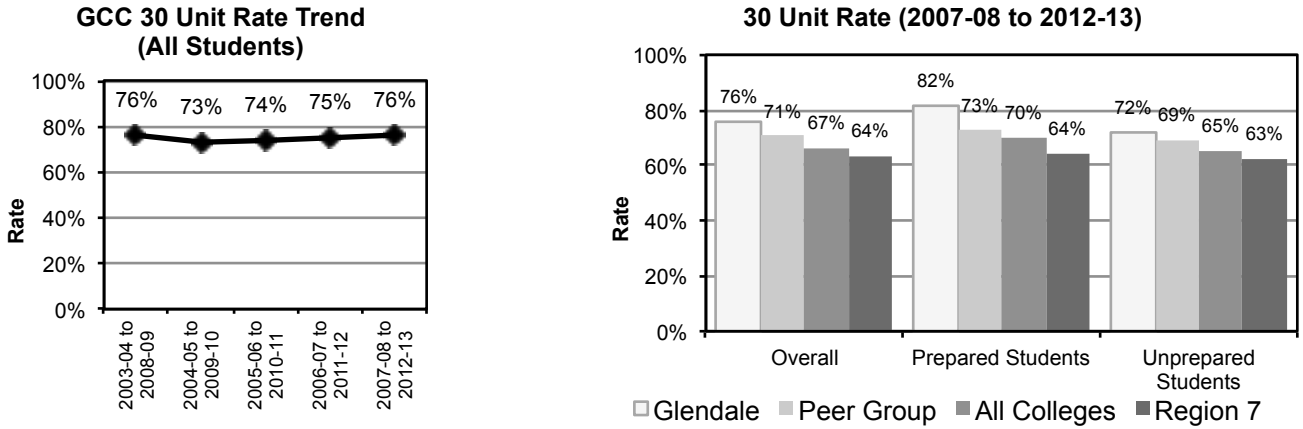
source: Chancellor's Office "Focus on Results" Report ARCC Reports

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.

GCC Completion Rate Trend (All Students)

Completion Rate (2007-08 to 2012-13)
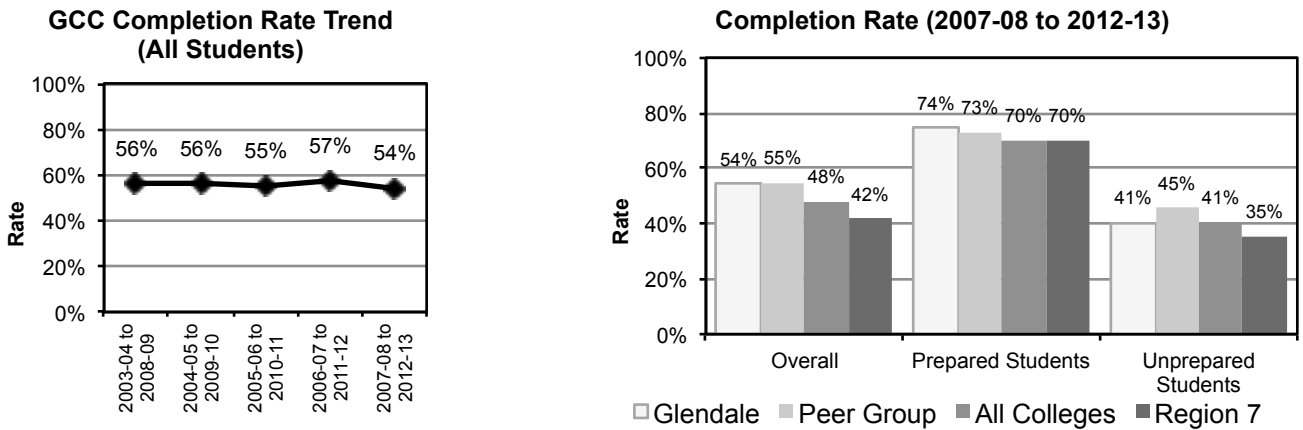
source: Chancellor's Office "Focus on Results" Report ARCC Reports

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.

GCC Remedial Math Rate Trend

Period	Rate
2003-04 to 2008-09	44%
2004-05 to 2009-10	39%
2005-06 to 2010-11	37%
2006-07 to 2011-12	34%
2007-08 to 2012-13	35%

Remedial Math Rate (2007-08 to 2012-13)

Glendale	Peer Group	All Colleges	Region 7
35%	37%	31%	27%
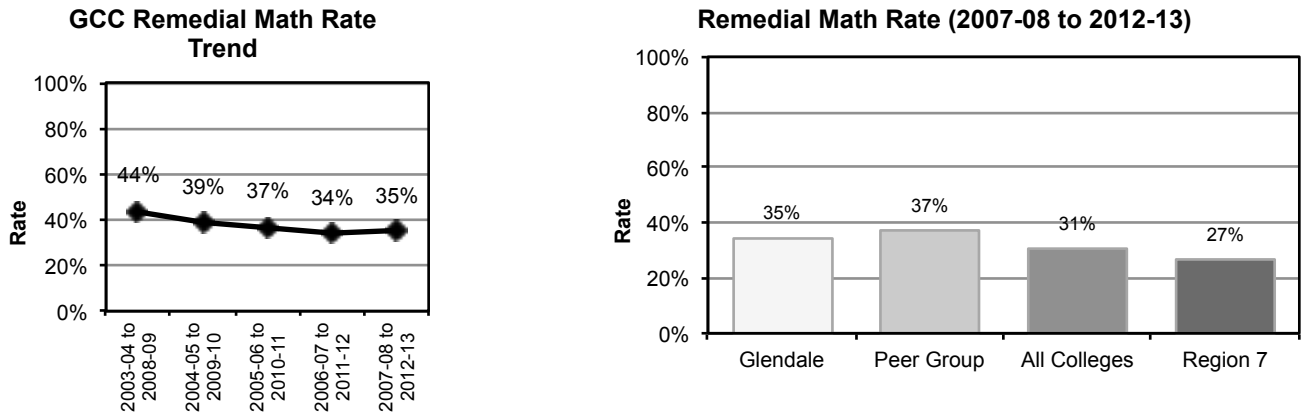
source: Chancellor's Office "Focus on Results" Report ARCC Reports

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.

GCC Remedial English Rate Trend

Period	Rate
2003-04 to 2008-09	51%
2004-05 to 2009-10	49%
2005-06 to 2010-11	49%
2006-07 to 2011-12	47%
2007-08 to 2012-13	52%

Remedial English Rate (2007-08 to 2012-13)

Glendale	Peer Group	All Colleges	Region 7
52%	53%	43%	40%
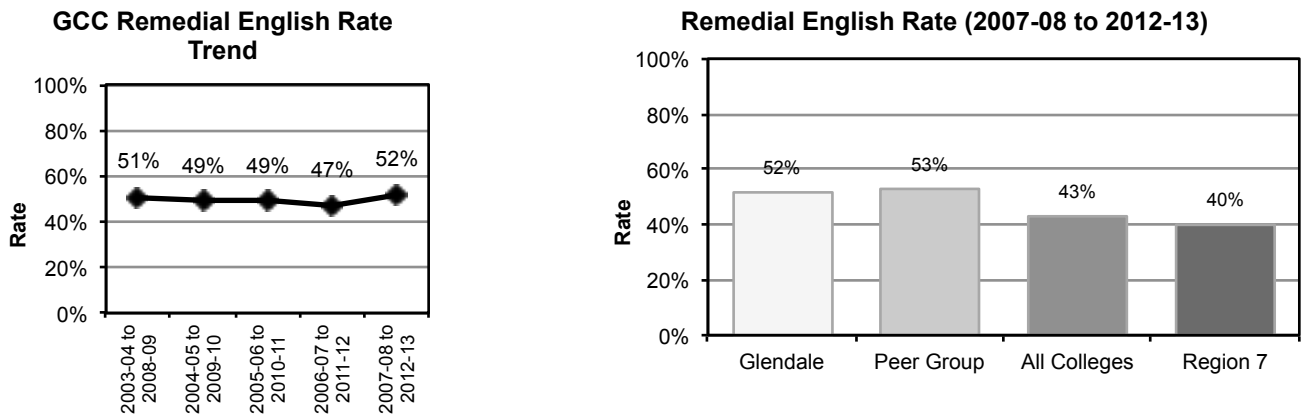
source: Chancellor's Office "Focus on Results" Report ARCC Reports

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.

GCC Remedial ESL Rate Trend

Remedial ESL Rate (2007-08 to 2012-13)
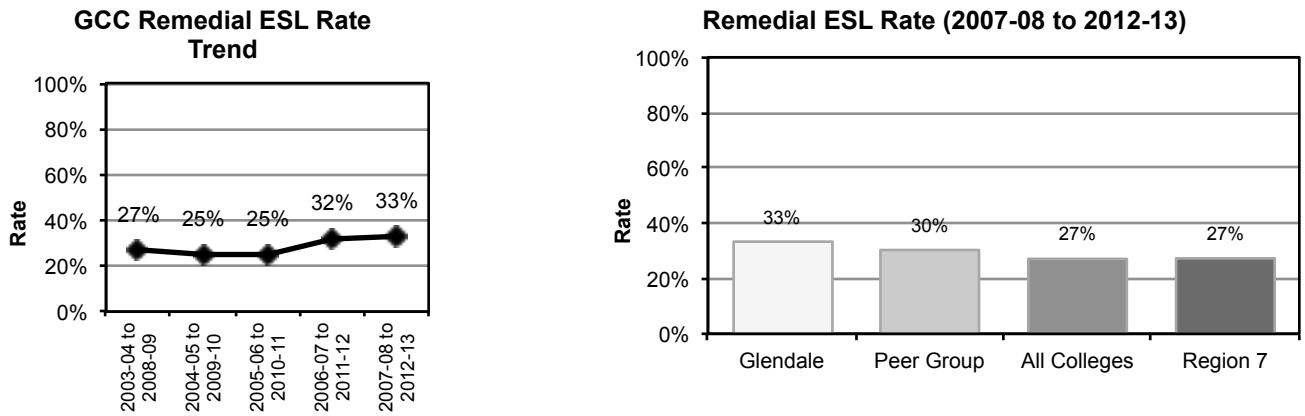
source: Chancellor's Office "Focus on Results" Report ARCC Reports

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.

GCC CTE Rate Trend

CTE Rate (2007-08 to 2012-13)
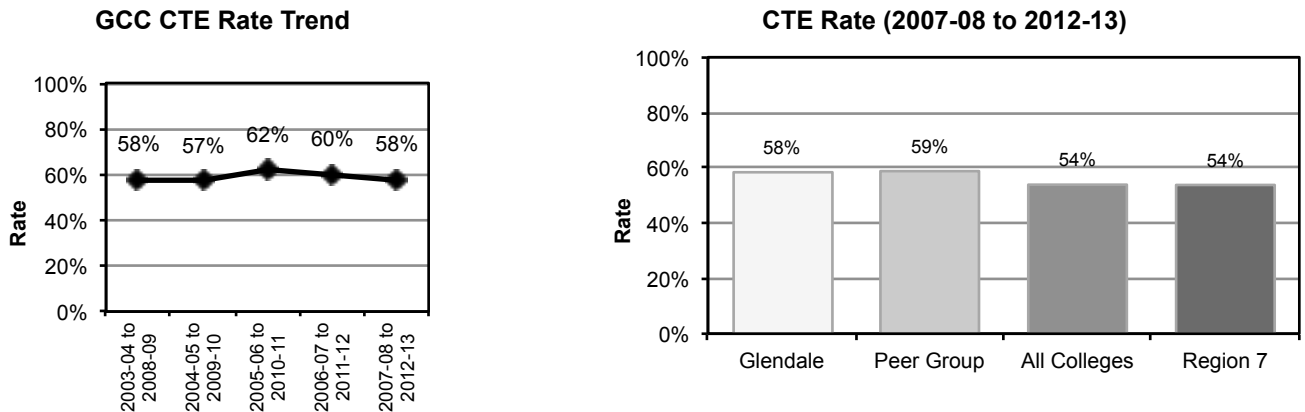
source: Chancellor's Office "Focus on Results" Report ARCC Reports

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.

GCC CDCP Rate Trend

CDCP Rate (2007-08 to 2012-13)
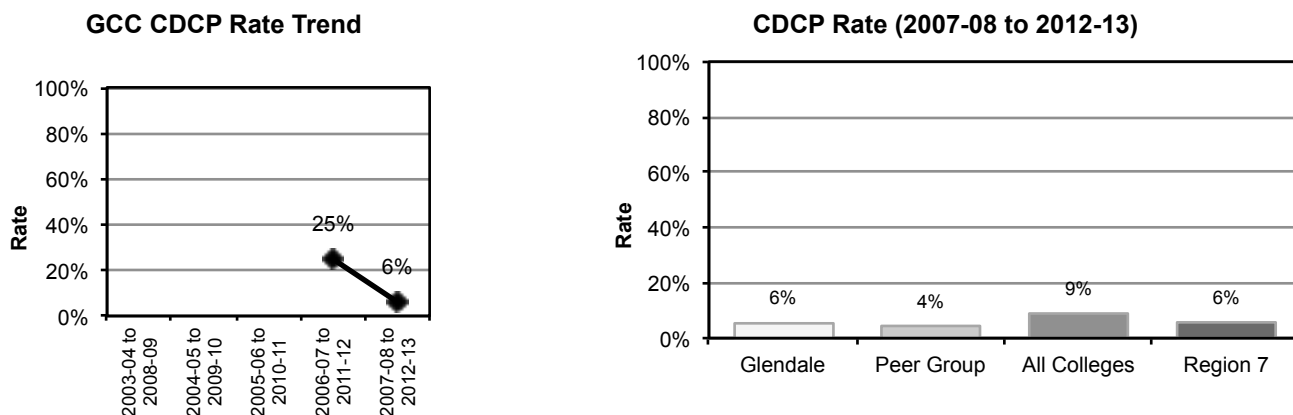
source: Chancellor's Office "Focus on Results" Report ARCC Reports

2.03.05. Institution-Set Standards

GCC has established the following standards for student achievement.

Indicator	Institution-Set Standard	2011-2012	2012-2013	2013-2014
Course Completion Rate	**67%**	69%	69%	68%
Retention Rate	**47%**	55%	55%	53%
Degree Completion	**350**	444	417	477
Transfers (to UC and CSU)	**800**	1,037	825	n/a
Certificate Completion	**200**	317	303	311

Transfer data to the University of California in 2013-2014 were not available in time for publication of the Campus Profile, but the number of transfers from GCC to the California State University in 2013-2014 was 803, exceeding the institution-set standard even without counting UC transfers.

2.03.06. 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

Glendale Community College			
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%
Entering Fall 2010		13%	19%

Statewide (All California Community Colleges)			
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%
Entering Fall 2010		14%	26%

2.03.07. 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		
	2011-2012	2012-2013	2013-2014
	Data Year		
	2009-2010	2010-2011	2011-2012
Workforce Placement			
Leavers & Completers	591	506	660
Number Placed	431	344	417
Percentage Placed	72%	68%	63%
Negotiated Performance Level	81%	73%	71%
Difference	-9%	-5%	-8%

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

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number Taking Test					
Glendale Students	94	115	98	84	79
All Community College Students	6,078	6,165	5,962	5,435	5,164
Pass Rate					
Glendale Students	88.3%	93.0%	91.8%	94.1%	89.9%
All Community College Students	87.9%	89.0%	89.0%	90.5%	89.0%

source: California Board of Registered Nursing

Glendale Community College
Campus Profile 2014

Section 3
STAFF COMPOSITION

3.01.   Faculty & Staff

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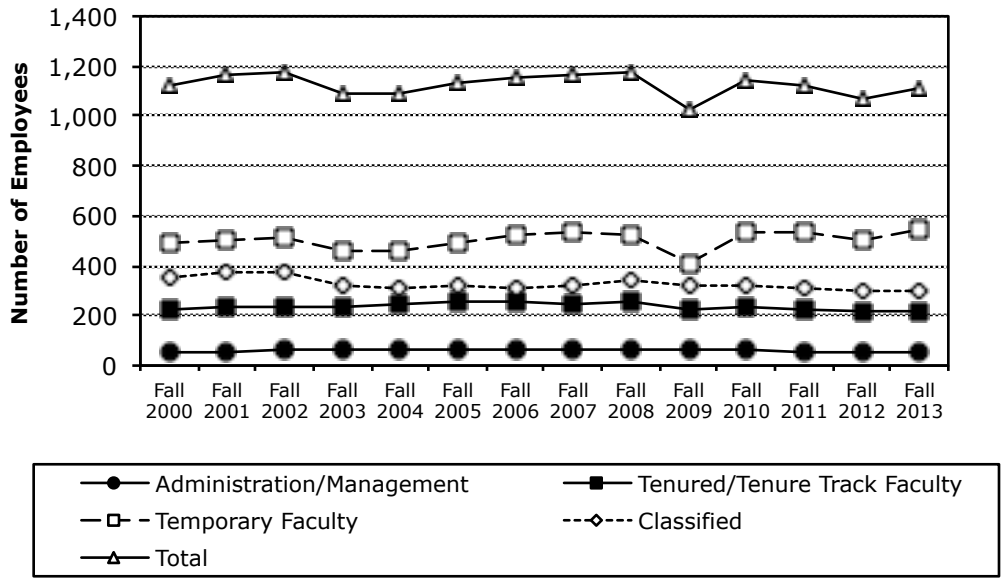
source: Chancellor's Office Report on Staffing, MIS data submissions

Figure 3-2. Staff Composition by Gender, Fall 2013

	Male		Female		Total	
Category	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	21	45%	26	55%	47	100%
Classified Management	5	56%	4	44%	9	100%
Faculty						
Tenured/Tenure Track	98	45%	121	55%	219	100%
Temporary (Adjunct)	259	48%	286	52%	545	100%
Classified						
Classified/Professional	1	9%	10	91%	11	100%
Classified/Support	100	35%	185	65%	285	100%
Total	484	43%	632	57%	1,116	100%

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

Figure 3-3. Staff Composition by Ethnicity, Fall 2013

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	3	2	33	6	1	2	47
Classified Management	0	0	0	6	3	0	0	9
Faculty								
Regular (Full-Time)	2	19	5	162	21	8	2	219
Temporary (Adjunct)	5	54	17	407	54	4	4	545
Classified								
Classified/Professional	0	2	0	7	1	0	1	11
Classified/Support	0	15	11	170	71	14	4	285
Total	7	93	35	785	156	27	13	1,116

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0%	6%	4%	70%	13%	2%	4%	100%
Classified Management	0%	0%	0%	67%	33%	0%	0%	100%
Faculty								
Regular (Full-Time)	1%	9%	2%	74%	10%	4%	1%	100%
Temporary (Adjunct)	1%	10%	3%	75%	10%	1%	1%	100%
Classified								
Classified/Professional	0%	18%	0%	64%	9%	0%	9%	100%
Classified/Support	0%	5%	4%	60%	25%	5%	1%	100%
Total	1%	8%	3%	70%	14%	2%	1%	100%

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

3.01.02. Workload

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

Figure 3-4. Faculty Workload by Division

Division	2011-2012			2012-2013			2013-2014		
	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF
Biology	18,924	31.5	600	19,943	31.0	643	20,893	32.3	647
Business	39,866	85.4	467	40,525	82.3	492	40,141	88.3	455
English	35,470	81.1	437	38,349	84.3	455	40,257	94.9	424
ESL (Credit)	36,157	72.7	497	35,772	75.3	475	31,015	77.7	399
Health & PE	19,838	31.8	624	20,186	31.1	649	18,292	28.9	633
Health Sciences	10,673	25	429	10,976	17.0	645	10,955	20.6	531
Language Arts	28,044	54.4	515	30,124	53.1	567	30,930	58.8	526
Mathematics	49,536	77.0	643	53,361	80.3	665	57,650	92.2	625
Physical Sciences	26,047	46.3	563	28,176	46.5	606	30,437	50.1	607
Social Sciences	56,780	85.1	667	57,951	79.9	725	59,387	86.0	690
Technology & Aviation	23,487	50.7	463	25,710	46.0	559	28,500	45.3	629
Visual & Performing Arts	40,208	73.7	545	41,259	82.7	499	43,951	92.3	476
Credit	385,031	714.7	539	402,332	709.6	567	412,408	767.6	537

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.

Glendale Community College
Campus Profile 2014

Section 4
FISCAL CONDITION

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
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
2011-2012	$63,164,240	$19,452,721	$4,658,091	$87,275,052
2012-2013	$58,729,744	$26,790,672	$5,482,508	$91,002,924

source: Chancellor's Office Fiscal Data Abstracts

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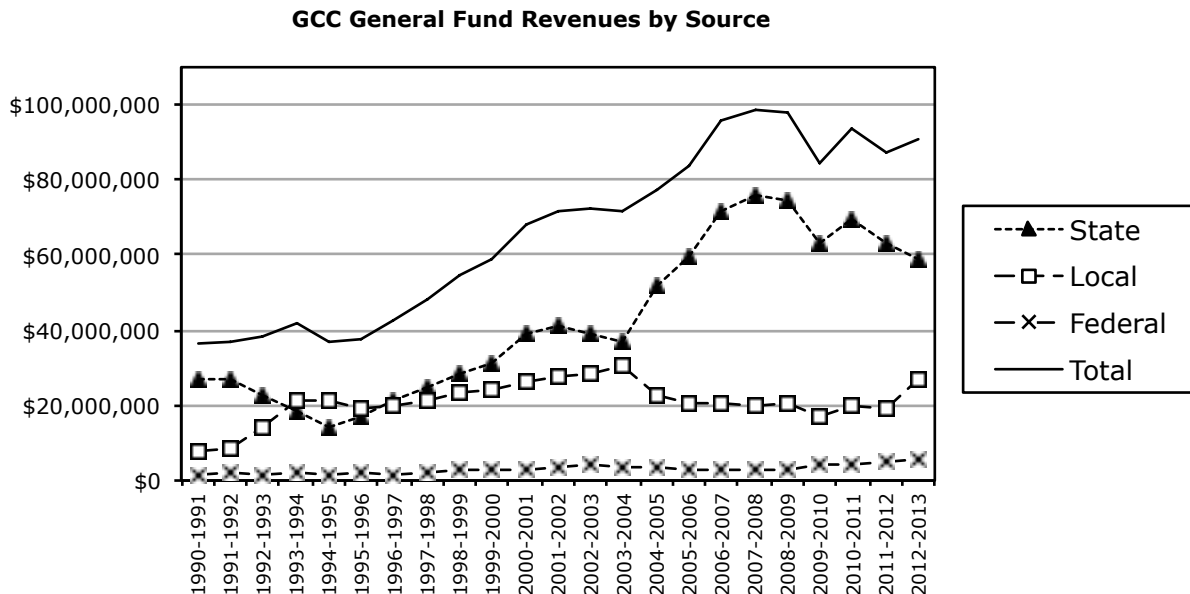
Figure 4-2. Percentage of General Fund Revenues by Source, Glendale College

State Sources of General Fund Revenues

Local Sources of General Fund Revenues
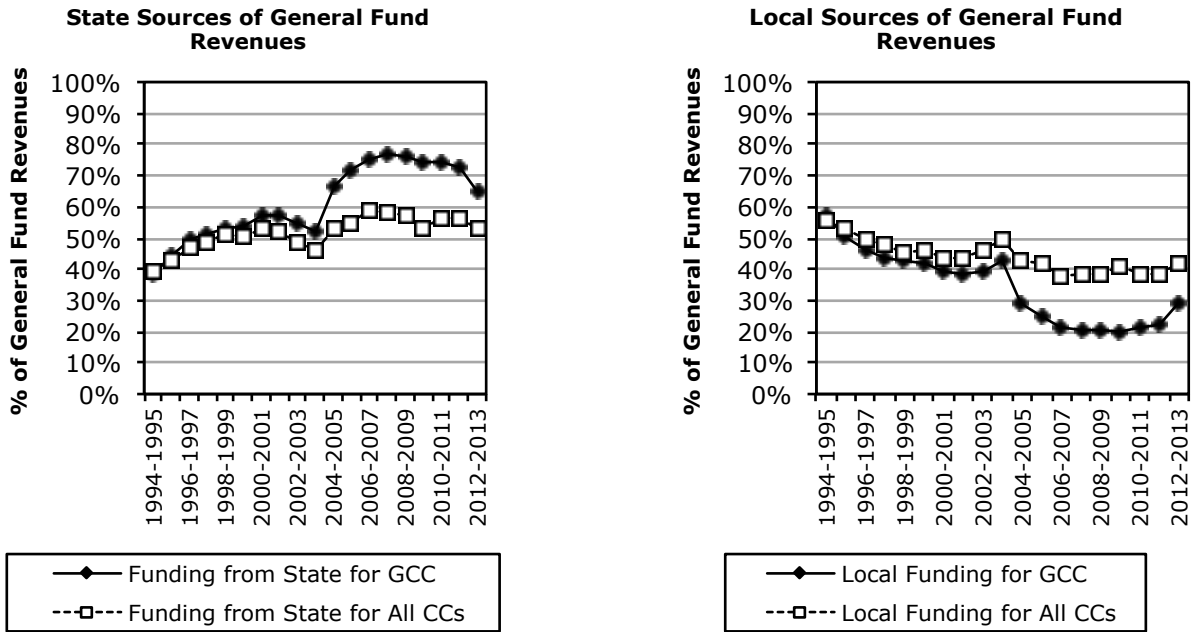
source: Chancellor's Office Fiscal Data Abstracts

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, 2012-2013

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	$0	0%	0%
Higher Education Act	$0	0%	2%
Workforce Investment Act	$15,000	0%	0%
TANF (Temp. Assist. Needy Fam.)	$238,707	0%	0%
Student Financial Aid	$520,708	1%	0%
Veterans Education	$2,325	0%	0%
Vocational Education Act (VTEA)	$604,920	1%	1%
Other Federal Revenues	$4,100,848	5%	2%
Federal Total	**$5,482,508**	**7%**	**5%**
State			
State General Apportionment	$0	0%	0%
Apprenticeship Apportionment	$39,284,234	49%	31%
Other General Apportionments	$701,761	1%	1%
Child Development	$114,102	0%	0%
EOPS	$0	0%	1%
DSPS	$781,442	1%	1%
TANF (Temp. Assist. Needy Fam.)	$0	0%	0%
CalWORKS	$966,595	1%	0%
TTIP (Telecom & Tech. Infrastr.)	$0	0%	0%
Other Categorical Apportionments	$2,454,367	3%	3%
Instr. Improvement Grant	$0	0%	0%
Other Reimbursed Cat. Prog.	$231,049	0%	1%
Homeowners Property Tax Relief	$69,427	0%	0%
Timber Yield Tax	$0	0%	0%
Other Tax Relief Subventions	$0	0%	0%
State Lottery Proceeds	$2,455,896	3%	3%
State Mandated Costs	$414,380	1%	0%
Other State Non-Tax Revenues	$0	0%	0%
Other State Revenues	$0	0%	0%
State Total	**$47,473,253**	**60%**	**43%**
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	$14,128,365	18%	34%
Redevelopment Agency Funds	$827,729	1%	0%
Contr/Gifts/Grants/Endowments	$198,242	0%	0%
Contract Instructional Services	$0	0%	0%
Other Contract Services	$734,642	1%	0%
Sales & Commissions	$121,692	0%	0%
Rentals and Leases	$37,503	0%	0%
Interest/Investment Income	$494,814	1%	0%
Student Fees/Charges	$9,756,561	12%	13%
Community Service Class	$836,491	1%	0%
Dormitory	$0	0%	0%
Enrollment	$4,442,269	6%	8%
Field Trips/Nondist. Fac.	$60,007	0%	0%
Health Services	$643,586	1%	1%
Instr. Mat. Fees/Sales	$216,489	0%	0%
Insurance	$0	0%	0%
Student Records	$86,182	0%	0%
Nonresident Tuition	$2,755,295	3%	3%
Parking Services	$167,693	0%	1%
Other Student Fees	$548,549	1%	0%
Other Local Revenues	$297,356	0%	2%
Local Total	**$26,596,904**	**33%**	**51%**
Total Revenues	**$79,552,665**	**100%**	**100%**

source: Chancellor's Office Fiscal Data Abstracts

4.02. Expenditures

4.02.01. General Fund Activity

The table and graph below show revenues, expenditures, and ending fund balance since 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)
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
2011-2012	14,753	$8.23	$87.28	$71.92
2012-2013	14,955	$8.22	$91.00	$88.66

source: Chancellor's Office Fiscal Data Abstracts

Figure 4-5. GCC Revenues, Expenditures, and Ending Fund Balance
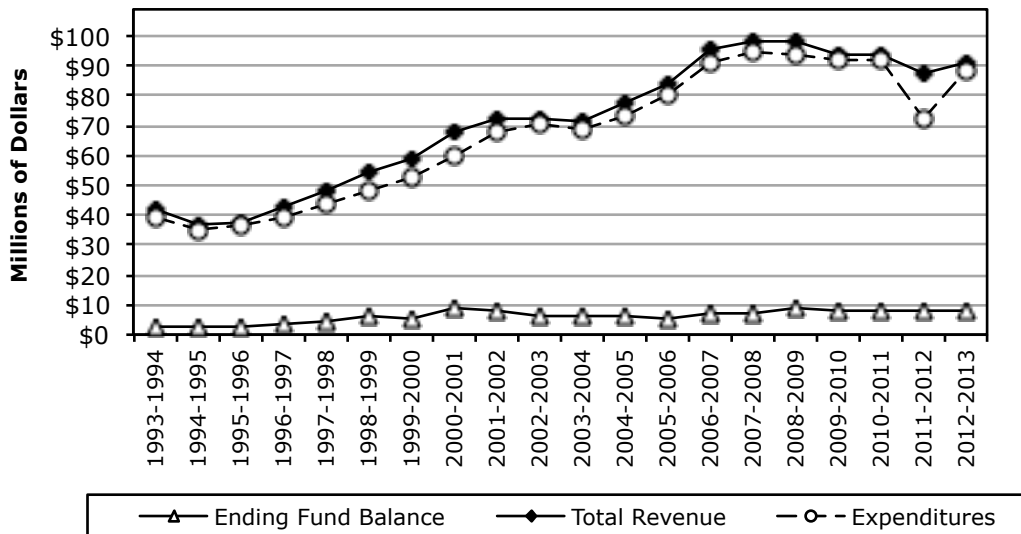
source: Chancellor's Office Fiscal Data Abstracts

Figure 4-6. Glendale Community College General Fund Expenditures

CATEGORY	CODE	2010-2011	2011-2012	2012-2013
INSTRUCTION				
Agric. & Natural Resources	0100	$0	$0	$0
Architecture & Environ. Design	0200	$243,684	$200,173	$219,005
Environmental Sci. & Technology	0399	$0	$0	$0
Biological Science	0400	$1,457,630	$1,429,604	$1,529,750
Business & Management	0500	$3,192,865	$3,185,921	$3,262,959
Communications	0600	$530,913	$551,487	$518,025
Computer & Information Systems	0700	$1,347,002	$1,283,630	$1,255,799
Education	0800	$2,432,079	$1,957,525	$2,028,454
Engineering & Related Tech.	0900	$1,381,644	$1,558,122	$1,524,987
Fine & Applied Arts	1000	$4,338,119	$4,060,945	$3,951,139
Foreign Language	1100	$1,419,743	$1,220,458	$1,252,500
Health	1200	$2,296,444	$1,970,150	$2,084,943
Consumer Ed. & Home Econ.	1300	$2,314,818	$1,830,099	$1,655,911
Law	1400	$0	$0	$0
Humanities	1500	$11,426,717	$10,004,611	$11,112,932
Library Science	1600	$5,020	($404)	$0
Mathematics	1700	$3,750,654	$3,535,966	$3,624,026
Military Studies	1800	$0	$0	$0
Physical Science	1900	$2,088,434	$2,121,621	$2,161,569
Psychology	2000	$450,928	$411,702	$453,740
Public Affairs & Services	2100	$820,567	$795,619	$780,680
Social Sciences	2200	$3,454,174	$3,039,481	$2,997,680
Commercial Services	3000	$421,462	$415,086	$437,965
Interdisciplinary Studies	4900	$2,302,982	$1,895,610	$1,014,371
Instr. Staff Ret. Benefits	5900	$0	$0	$0
INSTRUCTION SUBTOTAL		**$45,675,879**	**$41,467,406**	**$41,866,435**
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	$3,525,230	$2,542,293	$2,632,746
Instructional Support Services	6100	$4,189,504	$4,059,390	$4,145,576
Admissions & Records	6200	$1,822,915	$1,486,163	$1,473,480
Counseling & Guidance	6300	$4,593,621	$5,431,885	$6,300,496
Other Student Services	6400	$7,650,850	$7,250,126	$7,351,547
Operation/Maintenance of Plant	6500	$6,236,597	$6,402,248	$7,135,501
Planning & Policy Making	6600	$2,721,650	$2,593,681	$2,674,778
Gen. Inst'l. Support Services	6700	$11,781,167	$11,679,975	$11,783,657
ADMINISTRATIVE/SUPPORT SUBTOTAL		**$42,521,534**	**$41,445,761**	**$43,497,781**
OTHER ACTIVITIES				
Community Services	6800	$951,663	$938,082	$907,310
Ancillary Services	6900	$1,319,709	$1,173,194	$1,347,710
Auxiliary Operations	7000	$1,161,007	$872,644	$592,736
Physical Prop./Related Acquis.	7100	$21,594	$41,802	$14,332
Long-Term Debt	7200	$95,810	$204,813	$438,350
Transfers/Student Aid/Other	7300	$0	$0	$0
OTHER ACTIVITIES SUBTOTAL		**$3,549,783**	**$3,230,535**	**$3,300,438**
TOTAL		**$91,747,196**	**$86,143,702**	**$88,664,654**

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

	Glendale			Statewide		
CATEGORY	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Objects 1000-6000						
Certificated Salaries	42%	41%	41%	41%	41%	40%
Classified Salaries	26%	25%	25%	23%	23%	23%
Employee Benefits	19%	21%	21%	20%	22%	22%
Supplies & Materials/Operating Expenses	10%	11%	12%	14%	13%	14%
Capital Outlay	2%	2%	2%	2%	1%	2%
Total	100%	100%	100%	100%	100%	100%
Administrative/Support						
Instructional Administration	4%	3%	3%	6%	6%	6%
Instructional Support Services	5%	5%	5%	4%	4%	4%
Admissions & Records	2%	2%	2%	2%	2%	2%
Counseling & Guidance	5%	6%	7%	4%	4%	4%
Other Student Services	8%	8%	8%	7%	7%	7%
Plant Operation/Maintenance	7%	7%	8%	8%	8%	8%
Planning & Policy Making	3%	3%	3%	3%	3%	3%
Gen. Inst'l Support Services	13%	14%	13%	14%	14%	14%
% of All Expenditures	46%	48%	49%	48%	48%	49%

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)		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Current Expense of Education	$72.7	$67.2	$68.3	$5.5	$5.4	$5.3
Salaries of Classroom Instructors	$36.6	$33.8	$34.4	$2.8	$2.8	$2.8
% Expended for Instructor Salaries	50%	50%	50%	51%	51%	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
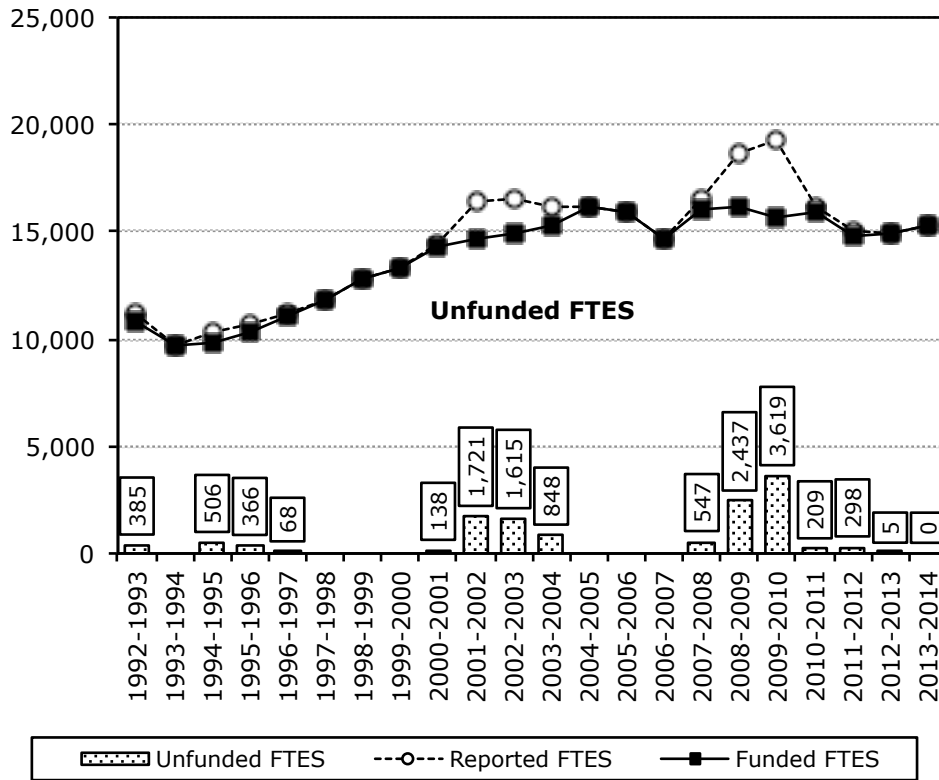
source: Annual GCC Budgets

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