



Campus Profile

2015

Glendale Community College

Campus Profile 2015



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Materials making up Campus Profile 2015 were collected, tabulated, analyzed, and formatted by the Research & Planning Unit staff with the assistance of various campus units, especially Information Technology.

PREFACE

The Campus Profile is designed to help faculty, staff, and students understand the college's diverse operations and make informed decisions. The publication is organized around the statewide accountability model. It is the intent of Research & Planning to incorporate accountability reports mandated by the federal and state governments into this annual publication, as such requirements develop.

The Campus Profile had a 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.

Research & Planning
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Section 1

STUDENT ACCESS

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1.03. Class Availability & Scheduling

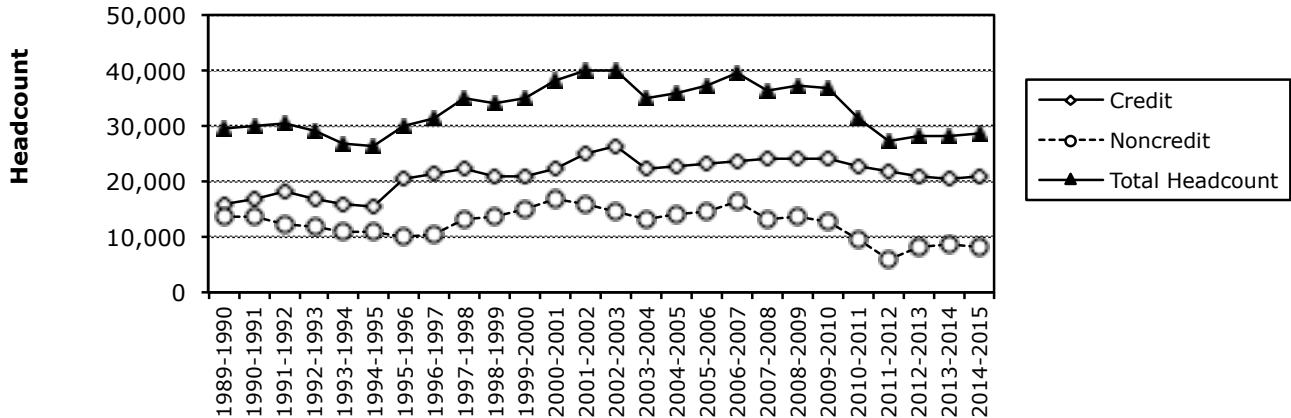
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1.01. Enrollment & Demographics

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

	2012-2013	2013-2014	2014-2015
Student Headcount			
Credit	20,711	20,230	21,089
Noncredit	8,116	8,431	8,122
Total Headcount	28,281	28,080	28,635
Full-Time Equivalent Students (FTES)			
Credit	12,921	13,280	13,411
Noncredit	2,674	2,784	2,920
Total FTES	15,595	16,064	16,331

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 2012		Fall 2013		Fall 2014	
Credit Headcount						
Full-Time	5,742	35%	6,015	38%	5,761	38%
Part-Time	10,454	65%	9,977	62%	9,568	62%
Total Credit	16,196	100%	15,992	100%	15,329	100%
Noncredit Headcount	5,013		5,149		4,826	

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 was close to 60% female to 40% male between the mid 1990s and late 2000s, but has recently been closer to 55% female to 45% male. 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 2012		Fall 2013		Fall 2014	
Male	7,227	45%	7,154	45%	6,817	44%
Female	8,777	54%	8,623	54%	8,298	54%
Unknown	192	1%	215	1%	214	1%
Total	16,196	100%	15,992	100%	15,329	100%

source: GCC MIS data submissions

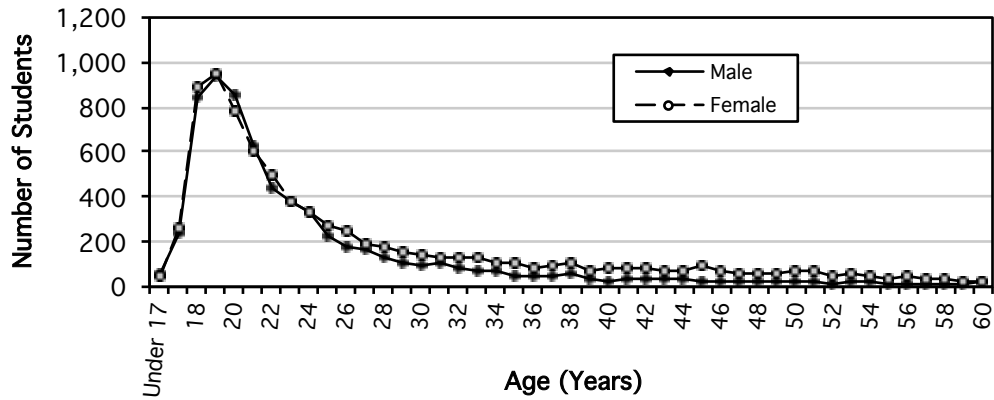
Figure 1-5. Age of Credit Students

Age Group	Fall 2012		Fall 2013		Fall 2014	
20 & Under	6,530	40%	6,474	40%	5,976	39%
21 to 25	3,958	24%	4,105	26%	4,137	27%
26 to 30	1,717	11%	1,651	10%	1,624	11%
31 to 50	3,112	19%	2,877	18%	2,696	18%
51 & Over	879	5%	885	6%	893	6%
Unknown	0	0%	0	0%	3	0%
Total Students	16,196	100%	15,992	100%	15,329	100%
Mean Age	26.7		26.5		26.6	
Median Age	22.0		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 about 27 years, the college serves relatively few students who are 27 years old. Because the distribution is skewed, the median age (22 years) is a more accurate estimate of the student population’s age. About 40% of all credit students are under age 21.

Figure 1-6. Age Distribution of Credit Students by Gender, Fall 2014



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 2012	Fall 2013	Fall 2014
Caucasian/European/Anglo	19%	18%	17%
Caucasian/Armenian	32%	33%	33%
Latino/Hispanic	27%	29%	30%
Asian/Pacific Islander	9%	9%	10%
Filipino	5%	5%	5%
Black/African American	3%	3%	3%
American Indian	1%	1%	2%
Other	0%	0%	0%
Unknown	5%	3%	2%
Total	16,196	15,992	15,329

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).

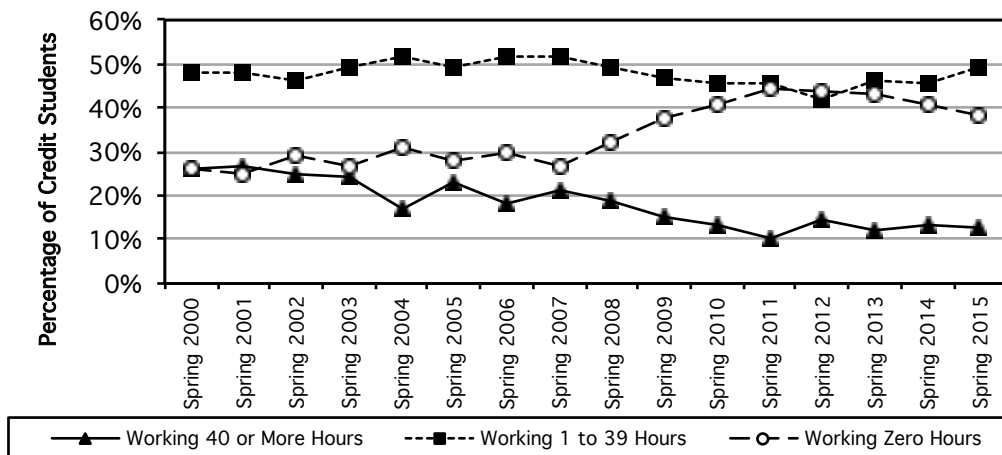
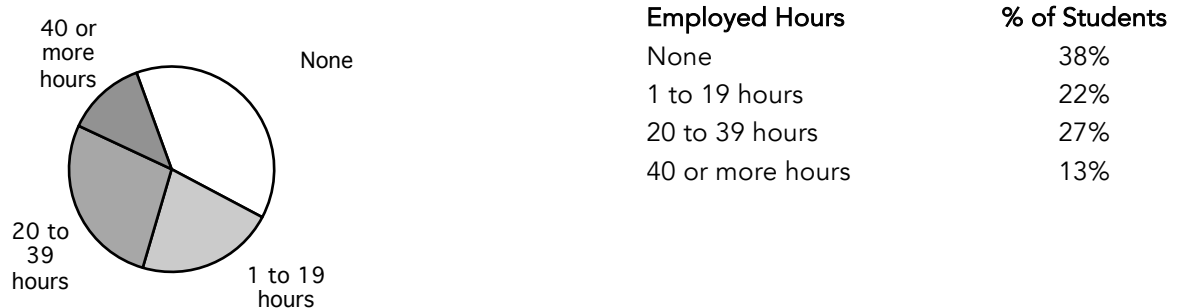
Figure 1-8. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2012		Fall 2013		Fall 2014	
Day Classes Only	7,042	43%	7,233	45%	7,048	46%
Evening Classes Only	2,659	16%	2,479	16%	2,378	16%
Both Day and Evening	6,121	38%	5,969	37%	5,605	37%
Neither Day nor Evening	374	2%	311	2%	298	2%
Total	16,196	100%	15,992	100%	15,329	100%

source: GCC MIS data submissions

According to student surveys, about 62% of credit students worked in 2015, representing a decline from about 70% in 2008. About 13% worked at least 40 paid hours per week, and about 27% 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



source: Spring Student Survey

Most credit students (about 69%) are United States citizens. About 18% are permanent residents. The percentage of permanent residents increased from the mid 1980s through about 1996, then began to decrease.

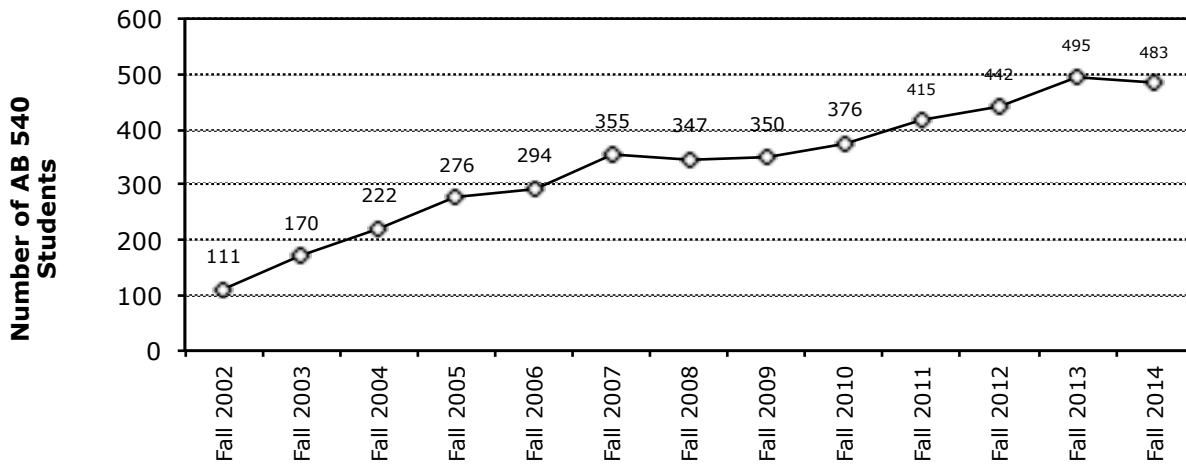
Figure 1-10. Citizenship/Visa Status of Credit Students

Citizenship/Visa Status	Fall 2012		Fall 2013		Fall 2014	
	Count	Percentage	Count	Percentage	Count	Percentage
U.S. Citizen	10,850	67%	10,861	68%	10,540	69%
Permanent Resident	2,972	18%	2,967	19%	2,747	18%
Refugee/Asylee	1,301	8%	1,044	7%	865	6%
Student Visa	516	3%	625	4%	746	5%
Other	351	2%	363	2%	337	2%
Unknown	206	1%	132	1%	94	1%
Total	16,196	100%	15,992	100%	15,329	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 has historically served about 500 international students every Fall semester, nearly 600 every academic year. Since 2013, the number has been increasing. 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

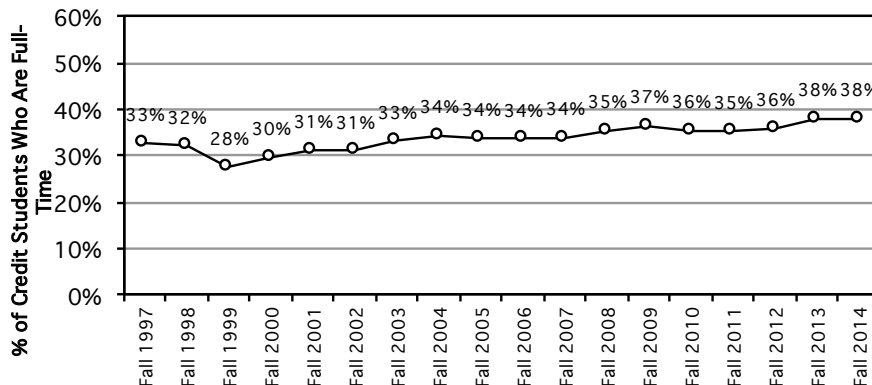
Country	Fall 2012		Fall 2013		Fall 2014	
	Count	Percentage	Count	Percentage	Count	Percentage
South Korea	141	30%	154	27%	206	28%
Japan	64	13%	78	14%	112	15%
China	24	5%	44	8%	88	12%
Sweden	30	6%	39	7%	62	8%
Hong Kong	23	5%	25	4%	35	5%
Saudi Arabia	4	1%	21	4%	93	12%
Vietnam	17	4%	16	3%	25	3%
Germany	11	2%	15	3%	20	3%
Indonesia	9	2%	12	2%	16	2%
Taiwan	7	1%	11	2%	16	2%
Armenia	6	1%	9	2%	26	3%
Iran	4	1%	5	1%	9	1%
Philippines	7	1%	5	1%	4	1%
Total International	475	100%	569	100%	746	100%

source: GCC PeopleSoft student system

A majority of credit students (about 62%) 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

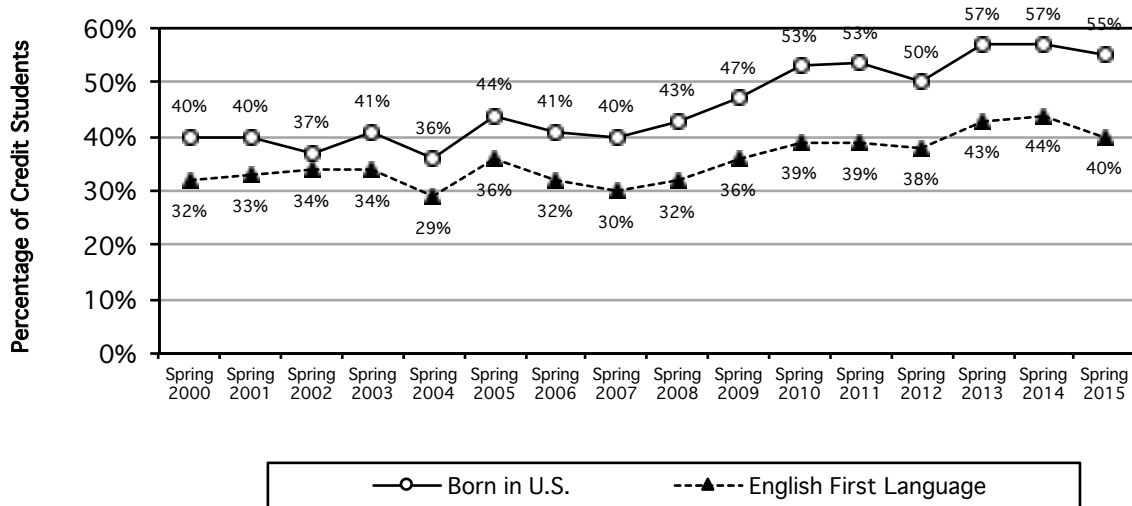
Units	Units Attempted			Units Completed		
	Fall 2012	Fall 2013	Fall 2014	Fall 2012	Fall 2013	Fall 2014
0	--	--	--	14%	15%	15%
0.1 to 5.9	25%	23%	23%	28%	27%	26%
6.0 to 11.9	40%	39%	39%	37%	37%	37%
12.0 or More	36%	38%	38%	21%	22%	22%
Mean Units	8.9	9.1	9.2	6.8	6.8	6.9
Median Units	9.0	9.0	9.0	6.0	6.0	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 55% of credit students were born in the United States and about 40% learned English as their first language.

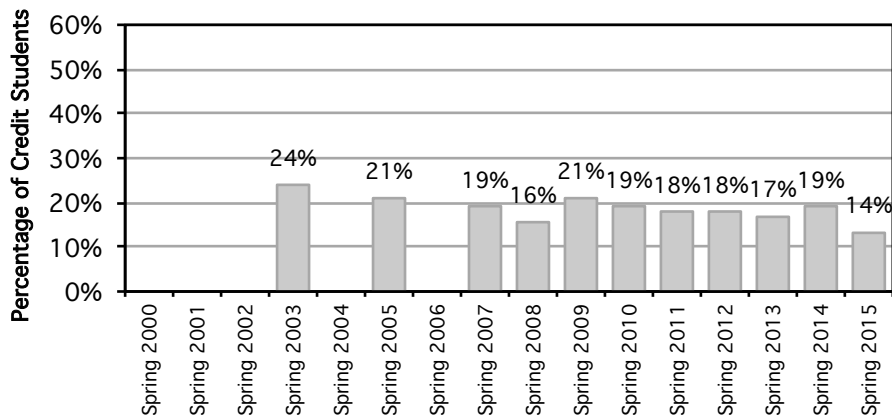
Figure 1-14. Credit Student Language and Origin



source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2015, 14% of credit students had dependent children.

Figure 1-15. Credit Students with Dependent Children

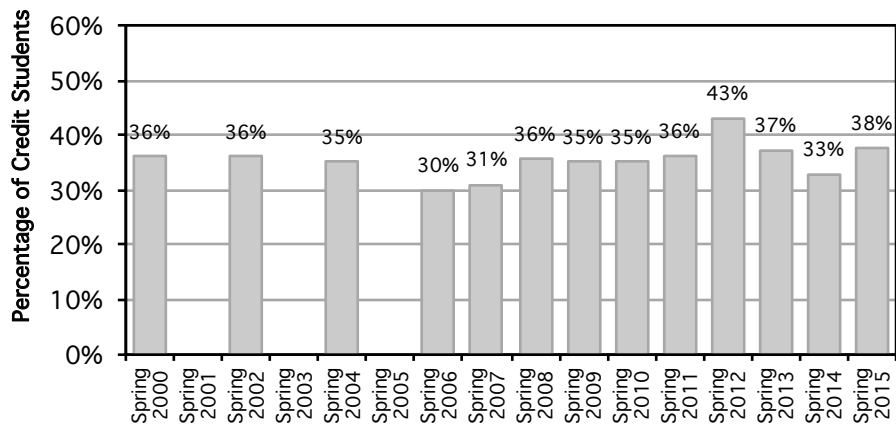


source: Spring Student Surveys

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.

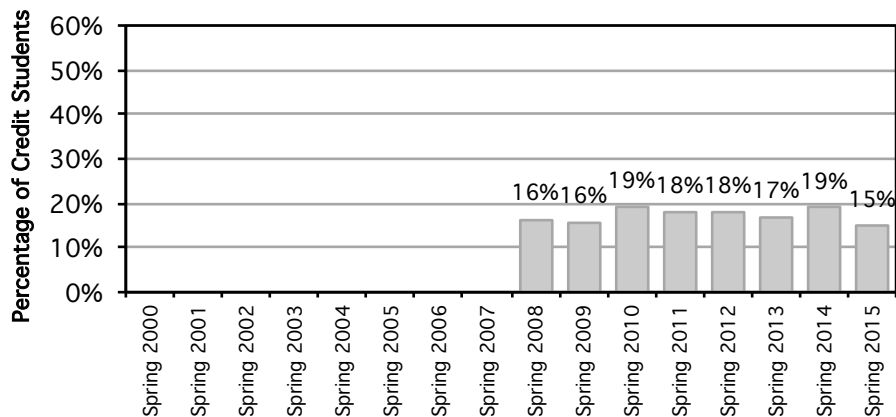
Using this definition of first-generation status, approximately 30%-40% of GCC credit students are first-generation college students.

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 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change: 2010-2013 Average to 2014
Glendale District							
Glendale	231	256	245	314	271	262	-3%
Hoover	174	184	248	194	210	217	+4%
Crescenta Valley	195	151	189	182	185	178	+1%
Clark Magnet	0	81	202	184	142	142	-7%
Daily	16	19	19	13	18	19	+10%
Burbank District							
Burbank	45	142	159	173	156	142	-10%
Burroughs	33	90	136	116	92	84	-23%
Los Angeles District							
Belmont	10	14	14	54	27	34	+25%
Eagle Rock	72	45	125	85	71	46	-44%
Fairfax	5	17	19	20	10	19	+15%
Francis Poly	1	18	12	22	30	34	+66%
Franklin	58	64	34	74	53	31	-45%
Grant	1	5	1	23	14	10	-7%
Hollywood	12	14	11	15	8	7	-42%
Lincoln	4	24	40	32	30	23	-27%
Los Angeles High School	0	11	13	27	16	1	-94%
Marshall	68	76	92	87	74	46	-44%
North Hollywood	2	12	23	30	21	28	+30%
Roosevelt	0	6	2	1	9	6	+33%
Verdugo Hills	43	57	81	83	54	58	-16%
Other LA District	--	127	116	205	246	141	-19%
Other Public Schools							
Alhambra	0	9	18	45	29	14	-45%
La Cañada	5	11	24	17	14	13	-21%
Muir	0	4	4	5	5	1	-78%
Private Schools							
Alex Pilibos	0	19	22	29	14	7	-67%
Bellarmine-Jefferson	21	7	2	16	17	7	-33%
Glendale Academy	10	12	1	1	3	3	-29%
Holy Family	25	9	1	5	3	0	-100%
Notre Dame	0	2	1	5	2	3	+20%
Providence	4	15	11	7	6	3	-69%
Ribet Academy	0	1	1	0	1	0	-100%
Sacred Heart	1	6	0	4	0	9	+260%
St. Francis	18	8	12	5	13	7	-26%
Village Christian	0	7	7	9	4	7	+4%
Other Private Schools	17	27	46	66	34	15	-65%
Total Freshmen	1,274	1,815	2,477	2,736	2,506	2,242	+8%
% from Glendale USD	48%	38%	36%	32%	33%	36%	-10%
% from Private Schools	8%	6%	4%	5%	4%	3%	-28%

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 2012		Fall 2013		Fall 2014	
Male	1,668	33%	1,648	32%	1,562	32%
Female	3,125	62%	3,221	63%	3,004	62%
Unknown	220	4%	280	5%	260	5%
Total	5,013	100%	5,149	100%	4,826	100%

source: GCC MIS data submissions

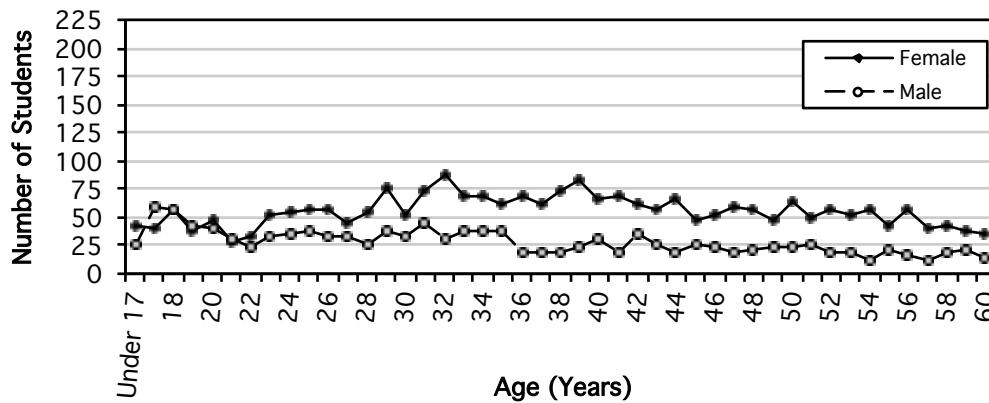
Noncredit students tend to be older than credit students. The median age of noncredit students was 40 years in Fall 2014, compared to 22 years for credit students.

Figure 1-20. Age of Noncredit Students

Age Group	Fall 2012		Fall 2013		Fall 2014	
20 & Under	484	10%	563	11%	493	10%
21 to 25	393	8%	473	9%	406	8%
26 to 30	430	9%	538	10%	470	10%
31 to 50	1,889	38%	1,885	37%	1,927	40%
50 & Over	1,814	36%	1,689	33%	1,530	32%
Unknown	3	0%	1	0%	0	0%
Total Students	5,013	100%	5,149	100%	4,826	100%
Mean Age	44.1		42.3		42.4	
Median Age	43.0		40.0		40.0	

source: GCC MIS data submissions

Figure 1-21. Age Distribution of Noncredit Students by Gender, Fall 2014



source: GCC MIS data submissions

The ethnicity of the noncredit population parallels that of the credit population. Armenian students make up nearly 48% of noncredit students, and Caucasian students of European descent (“Anglos”) make up less than 15%. 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.

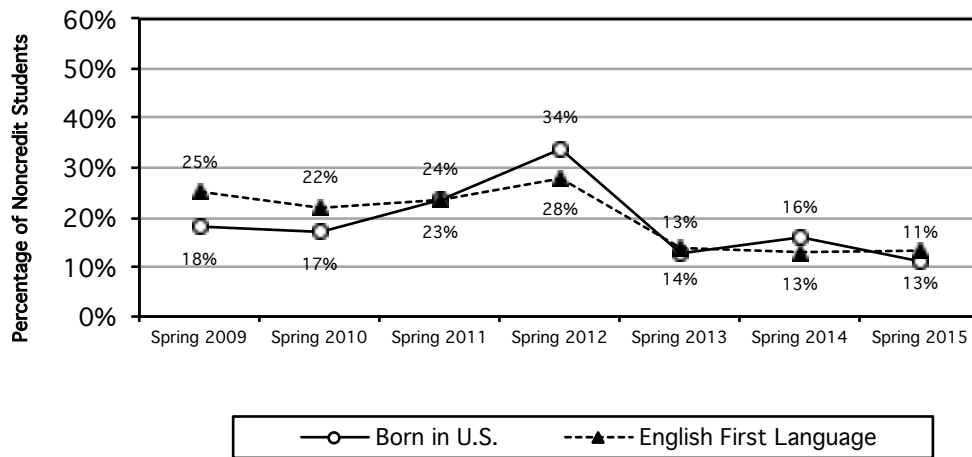
Figure 1-22. Ethnicity of Noncredit Students

Ethnicity	Fall 2012	Fall 2013	Fall 2014
American Indian	1%	1%	1%
Asian/Pacific Islander	9%	8%	7%
Black/African-American	1%	1%	1%
Caucasian/Anglo	12%	12%	11%
Caucasian/Armenian	44%	42%	48%
Latino/Hispanic	22%	24%	22%
Filipino	3%	3%	2%
Other	8%	9%	8%
Total	5,013	5,149	4,826

source: GCC MIS data submissions, GCC PeopleSoft student system

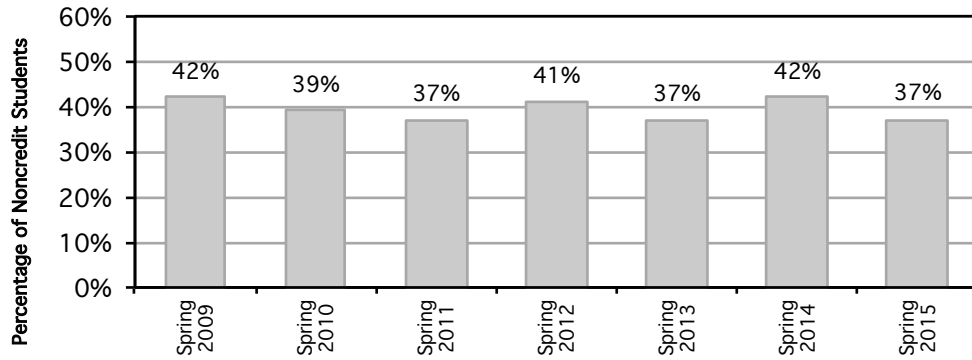
The graph below shows student survey data about the percentage of noncredit students who were born in the United States and who learned English as their first language. Most noncredit students (between 65% and 85%) were born outside the United States and are native speakers of a language other than English. 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

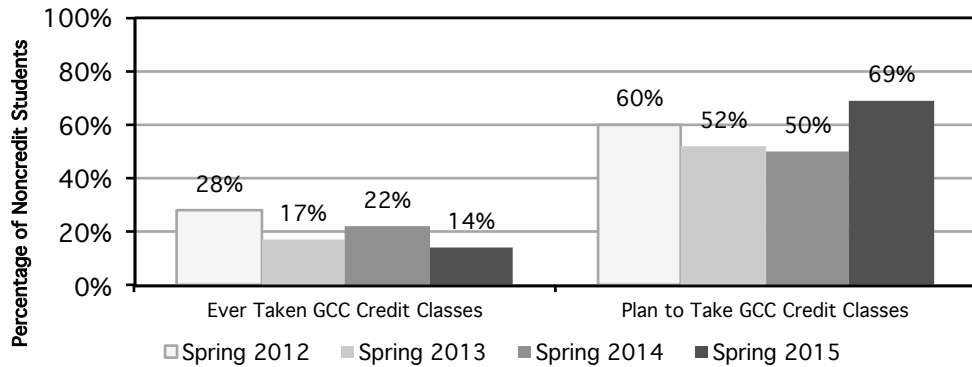
Figure 1-24. Percent of Noncredit Students with Dependent Children



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.

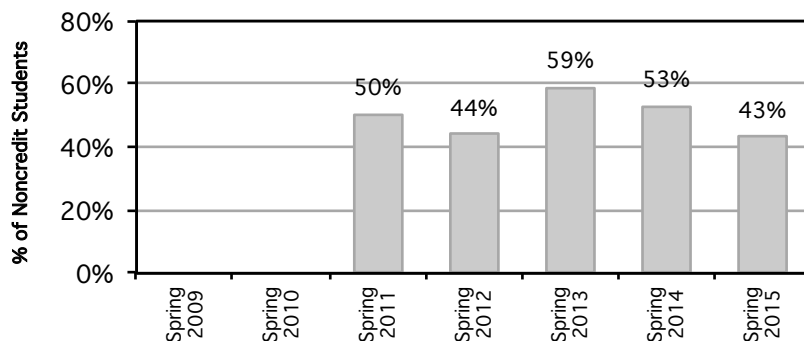
Figure 1-25. Noncredit Students and Credit Classes



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	2012-2013	2013-2014	2014-2015
Level 6 (ENGL 101)	42%	41%	43%
Level 5 (ENGL 120)	32%	32%	31%
Level 4 (ENGL 191)	21%	22%	21%
Level 3 (ENGL 189)	5%	4%	5%
Level 2 (ENGL 187)	0%	0%	0%
Missing Placement	0%	0%	0%
Total Placed	4,729	4,213	4,218

ESL Grammar/Composition	2012-2013	2013-2014	2014-2015
Level 5 (ESL 151)	0%	0%	1%
Level 4 (ESL 141)	10%	10%	11%
Level 3 (ESL 133)	20%	20%	18%
Level 2 (ESL 123)	21%	26%	25%
Level 1 (ESL 111)	49%	43%	46%
Undetermined	0%	0%	0%
Total Placed	1,631	1,467	1,506

ESL Listening/Speaking	2012-2013	2013-2014	2014-2015
Level 5 (ESL 155)	10%	11%	12%
Level 4 (ESL 145)	16%	20%	19%
Level 3 (ESL 135)	18%	19%	17%
Level 2 (ESL 125)	30%	29%	28%
Level 1 (ESL 115)	24%	22%	24%
Undetermined	0%	0%	0%
Total Placed	1,476	1,346	1,417

Mathematics	2012-2013	2013-2014	2014-2015
Level 6 (Math 103)	5%	5%	5%
Level 5 (Math 100, 110, 111, 112, 135, 136, 138)	15%	14%	14%
Level 4 (Math 101, 119, 219)	20%	19%	19%
Level 3.5 (Math 119, 219)	5%	5%	5%
Level 3 (Math 141)	8%	8%	10%
Level 2 (Math 145, 245)	21%	21%	20%
Level 1 (Math 155, 255)	26%	29%	27%
Unknown	0%	0%	0%
Total Placed	5,557	4,771	5,064

Chemistry	2012-2013	2013-2014	2014-2015
Chem 101	71%	77%	71%
Chem 110	29%	23%	29%
Total Placed	198	180	189

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

1.02.02. Financial Aid

Annually, between 50% 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.

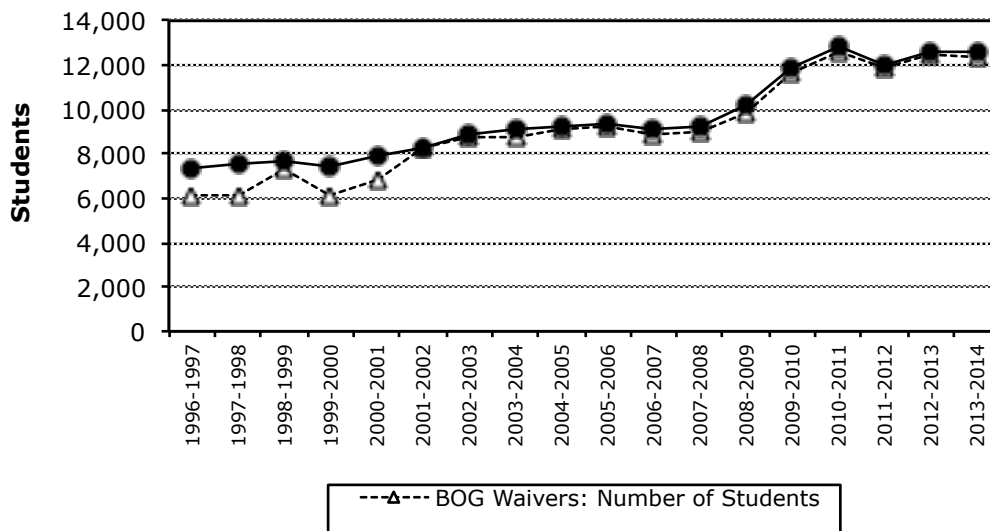
Figure 1-28. Financial Aid Awards

Award Category	2011-2012		2012-2013		2013-2014	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	7,475	\$25,435,237	7,777	\$26,078,486	7,632	\$26,048,511
Federal SEOG	790	\$284,400	877	\$316,600	668	\$239,600
EOPS Grants	971	\$171,488	1,050	\$168,598	995	\$171,054
Student Loans	933	\$3,220,720	1,126	\$3,995,868	359	\$1,252,704
Federal Work Study	283	\$492,930	260	\$411,866	211	\$330,248
BOG Waivers	11,914	\$7,039,676	12,491	\$9,338,157	12,404	\$9,736,748
Cal Grants	1,072	\$1,293,924	1,223	\$1,379,793	1,364	\$1,549,120
Other	0	\$0	0	\$0	0	\$0
Total (Unduplicated)	12,054	\$37,938,375	12,636	\$41,689,368	12,637	\$39,327,985

source: GCC MIS data submissions

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

Category	2011-2012	2012-2013	2013-2014
BOG Waivers: Number of Students	11,882	12,457	12,393
BOG Waivers: Percentage of Credit Students	55%	57%	61%
Any Financial Aid: Number of Students	12,054	12,636	12,637
Any Financial Aid: Percentage of Credit Students	55%	58%	62%

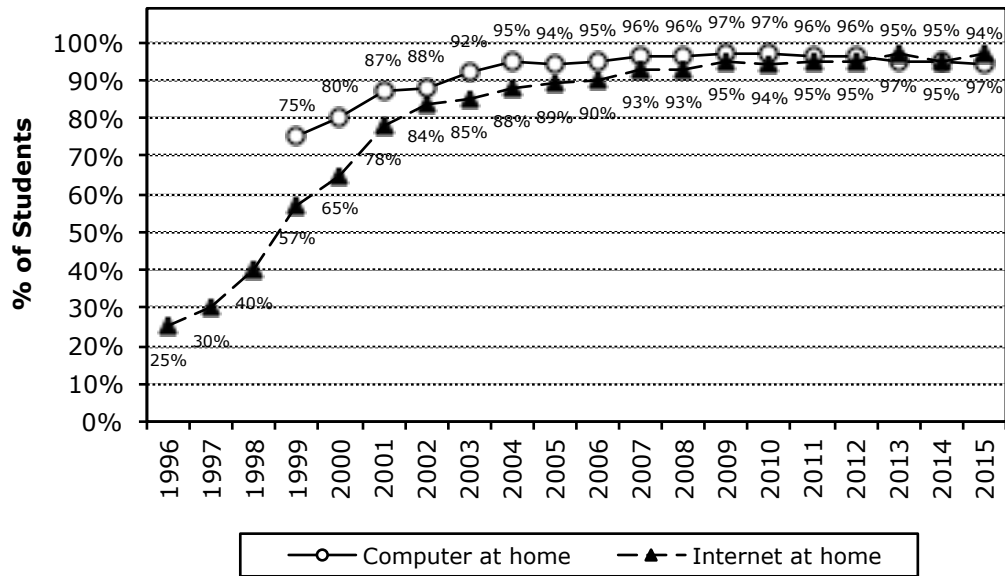


source: GCC MIS data submissions

1.02.03. Student Access to Technology

The college has tracked Internet access since 1996. Currently, about 97% 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 2015 continuing education student survey, 81% of continuing education students report that they have a computer at home and 87% report that they have Internet access at home.

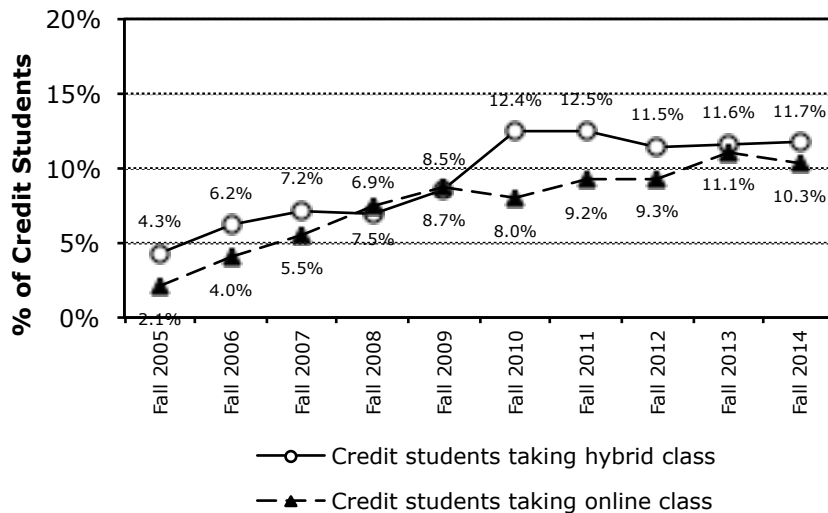
Figure 1-30. Credit Student Computer and Internet Access



source: Spring Student Surveys

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

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



source: GCC PeopleSoft Student Database

1.02.04. Programs Designed to Increase Access & Success

Every three years, the annual Spring Student Survey asks students to rate their experiences with available services. The table shows recognition of services, use of services, and satisfaction with services, measured by the survey. Recognition is the percentage of students reporting they have heard of the service; use is the percentage of students reporting they have used the service; satisfaction is the percentage of service users who report the service was helpful or very helpful.

Figure 1-32. Student Services Recognition, Use, and Satisfaction

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

Section 1. Student Access

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

source: Spring Student Surveys

1.02.05. Basic Skills Offerings & Outcomes

Basic skills courses are defined by Title 5 of the California Code of Regulations as courses in reading, writing, computation, and English as a Second Language designated by the college as credit, non-degree applicable courses. In 2012-2013, the following courses were considered basic skills courses: ENGL 182, 183, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 118, 125, and 128; MATH 141, 145, 146, 155, 190, 245, 246, 255, 301, and 341 (Math 301 and 341 are new Fast Track Algebra courses). In 2009-2010, elementary algebra courses were coded as basic skills courses for the first time due to changes in state definitions and degree applicable status. This resulted in a larger number of credit basic skills enrollments.

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

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

Measure	Fall 2012	Fall 2013	Fall 2014
Credit Basic Skills Census Enrollments	4,991	3,669	3,568
Credit Basic Skills Course Retention Rates	85%	81%	85%
Credit Basic Skills Course Success Rates	66%	57%	62%
Noncredit Basic Skills Enrollments	3,602	3,885	3,700

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 2012	Fall 2013	Fall 2014
Total Noncredit Students	5,013	5,149	4,826
Concurrently Enrolled in Credit Classes	3%	3%	3%
Enrolled in Credit Classes in Next Spring Semester	6%	5%	5%

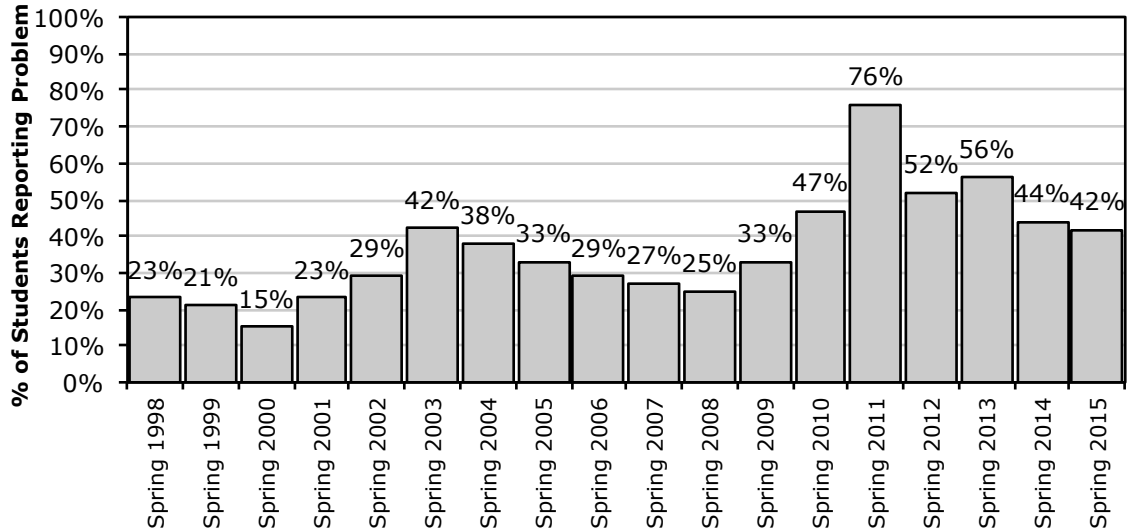
source: GCC MIS data submissions

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 2013	Spring 2014	Spring 2015
Class full	41%	30%	24%
Class not offered at time student wanted it	25%	19%	20%
Class scheduled at same time as another class student needed	21%	16%	13%
Class not offered this semester	11%	8%	7%

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 2014, 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 2011	Fall 2012	Fall 2013	Fall 2014
6:00 am – 6:59 am	11	11	16	13
7:00 am – 7:59 am	92	92	104	113
8:00 am – 8:59 am	65	49	26	30
9:00 am – 9:59 am	373	369	380	381
10:00 am – 10:59 am	214	242	231	260
11:00 am – 11:59 am	30	27	19	21
12:00 noon – 12:59 pm	289	208	192	104
1:00 pm – 1:59 pm	266	287	303	317
2:00 pm – 2:59 pm	45	45	40	42
3:00 pm – 3:59 pm	128	120	165	147
4:00 pm – 4:59 pm	40	46	50	60
5:00 pm – 5:59 pm	160	155	144	126
6:00 pm – 6:59 pm	332	339	364	369
7:00 pm – 7:59 pm	53	42	43	32
8:00 pm – 8:59 pm	45	40	37	36
9:00 pm – 9:59 pm	5	8	6	10

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 2011	Fall 2012	Fall 2013	Fall 2014
Biology	111%	108%	105%	107%
Business	94%	96%	92%	85%
Credit ESL	102%	109%	103%	82%
English	109%	109%	102%	97%
Health & PE	96%	96%	89%	57%
Health Sciences	86%	79%	82%	85%
Language Arts	99%	104%	98%	93%
Math	107%	105%	98%	93%
Physical Science	105%	108%	103%	99%
Social Science	104%	105%	97%	91%
Student Services	96%	94%	89%	75%
Technology & Aviation	95%	103%	99%	93%
Visual & Performing Arts	98%	99%	93%	83%
Total Credit	101%	102%	97%	87%

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 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.

Over 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					
	2007-2008		2008-2009		2009-2010	
	No.	%	No.	%	No.	%
Number of First-Time Students	5,312	100%	4,661	100%	5,189	100%
All Public Two-Year Colleges	1,311	25%	1,664	36%	1,533	30%
PASADENA CITY COLLEGE	434	8%	355	8%	273	5%
LOS ANGELES VALLEY COLLEGE	214	4%	269	6%	219	4%
LOS ANGELES CITY COLLEGE	191	4%	184	4%	176	3%
LOS ANGELES MISSION COLLEGE	69	1%	89	2%	85	2%
SANTA MONICA COLLEGE	61	1%	50	1%	62	1%
COLLEGE OF THE CANYONS	77	1%	78	2%	83	2%
LOS ANGELES PIERCE COLLEGE	58	1%	58	1%	54	1%
EAST LOS ANGELES COLLEGE	73	1%	73	2%	84	2%
LOS ANGELES TRADE TECHNICAL	53	1%	65	1%	51	1%

Glendale Community College
Campus Profile 2015

Section 2

STUDENT SUCCESS

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2.02.	Educational Goals	
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2.01. Student & Course Outcomes

2.01.01. Enrollment, Retention, and Success

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

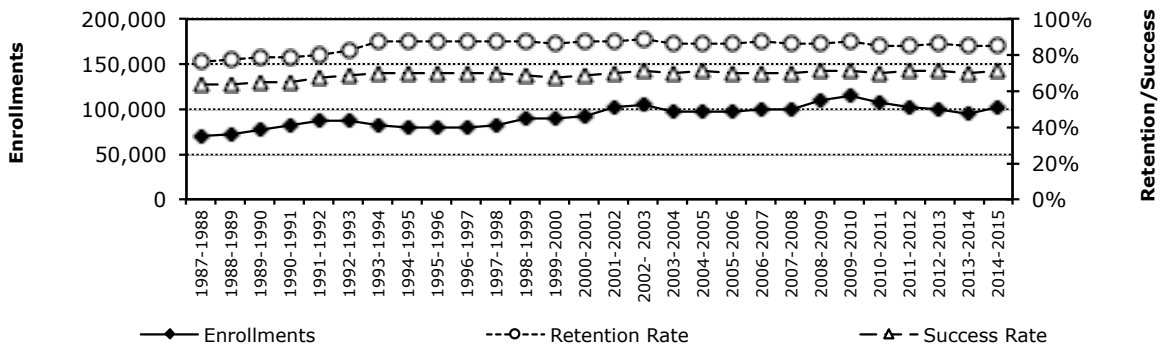
Figure 2-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

Division	Census Enrollments			Retention Rate			Success Rate		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Biology	1,174	1,186	1,235	80%	78%	83%	67%	63%	67%
Business	5,175	5,059	4,938	88%	84%	83%	74%	71%	70%
English	4,939	5,280	4,997	89%	86%	85%	70%	71%	68%
ESL (Credit)	3,547	3,420	3,065	91%	88%	89%	76%	73%	75%
Kinesiology (Health & PE)	3,194	2,711	3,086	88%	89%	88%	77%	78%	69%
Health Sciences	877	829	873	93%	90%	89%	88%	87%	85%
Language Arts	3,007	3,198	3,098	91%	90%	88%	81%	80%	79%
Mathematics	5,019	5,487	5,371	80%	77%	79%	57%	53%	54%
Physical Sciences	2,204	2,230	2,255	85%	86%	83%	70%	70%	68%
Social Sciences	8,275	7,964	8,187	85%	84%	84%	66%	66%	65%
Student Services	936	759	703	90%	93%	91%	74%	76%	78%
Technology & Aviation	2,511	2,295	2,187	91%	87%	90%	79%	76%	79%
Visual & Performing Arts	5,102	5,430	4,925	88%	88%	86%	73%	72%	71%
Total Credit	45,960	45,848	44,920	87%	85%	85%	71%	70%	69%

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

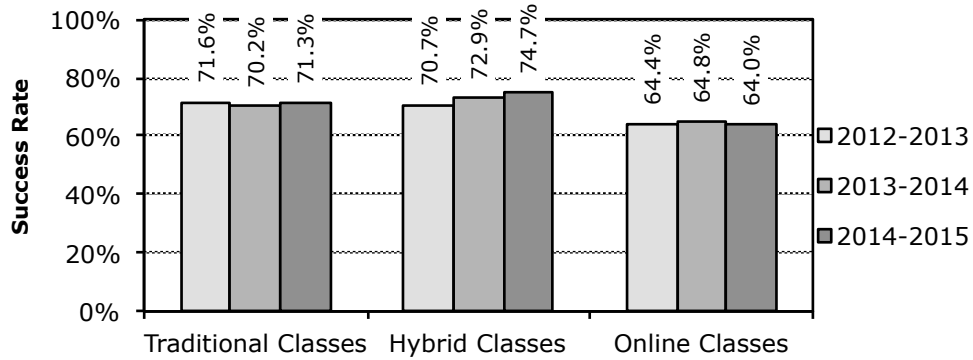


source: GCC Grade Detail data file and PeopleSoft database

Section 2. Student Success

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

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



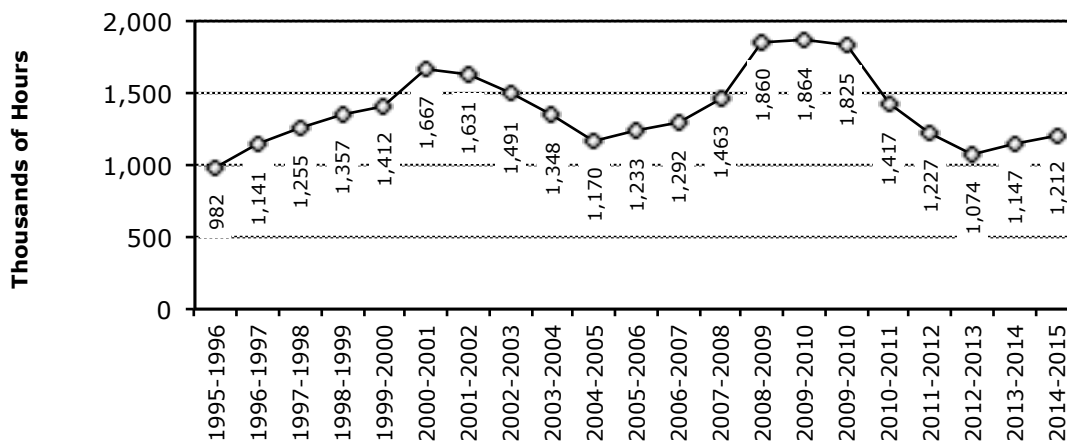
source: GCC PeopleSoft database

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 2014-2015, the noncredit program counted over 1,200,000 hours of attendance.

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

Department	Total Hours (Fall)			Students Enrolled (Fall)		
	2012	2013	2014	2012	2013	2014
Developmental Skills Lab (DSL)	36,122	32,472	27,461	729	793	603
ESL (Non-Credit)	336,759	363,249	373,687	2,956	3,166	3,160
Home Arts	0	0	0	0	0	0
Lifelong Learning	5,177	4,603	3,143	236	209	138
Business	94,634	83,272	82,253	1,286	1,214	1,209
Parent Education	9,032	9,855	9,272	308	285	272
Total Non-Credit	481,725	493,452	495,816	5,014	5,149	4,826

Source: GCC MIS data files



source: GCC MIS data files and CCFS-320 reports

Section 2. Student Success

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 2014
MEAN UNITS COMP	The average number of units students completed in Fall 2014
SPRG PERS	The percentage of Fall 2013 students persisting to Spring 2015
COMPL TERM GPA	The Fall 2014 GPA of students who completed more than zero units
COMPL PERS	The percentage of Fall 2014 students completing more than zero units who persisted to Spring 2015
COMPL NUM	The total number of students in the group completing more than zero units

Section 2. Student Success

Figure 2-5. Fall 2014 Success Comparison (Student Equity Measures)

Group	All Students Attempting Units											
	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	15,329	10.8		6.8		74%		2.76		78%		13,092
American Indian	29	12.4	+	6.1	√	66%	√	2.90	+	70%	√	20
Asian	1,461	12.1	+	7.9	+	71%	√	2.87	+	75%	√	1,207
Black	461	10.6	√	5.3	-	62%	√	2.45	√	69%	√	302
Caucasian Citizen	4,986	10.6	√	6.9	+	74%	√	2.91	+	78%	√	4,024
Caucasian Resident	2,318	11.0	+	7.7	+	80%	+	2.92	+	83%	+	1,917
Latino Citizen	4,664	10.4	√	5.8	√	71%	√	2.46	√	77%	√	3,318
Latino Resident	252	9.9	√	6.1	√	72%	√	2.62	√	77%	√	190
Latino Other	402	10.2	√	6.0	√	71%	√	2.41	√	74%	√	304
Filipino	679	11.0	+	6.8	+	74%	√	2.76	+	78%	√	525
Others	1,504	11.3	+	7.8	+	80%	+	2.93	+	82%	+	1,285
Male	7,456	10.9	+	6.5	√	73%	√	2.67	√	78%	√	5,683
Female	9,068	10.7	√	7.0	+	75%	+	2.83	+	79%	+	7,234
Male Under 25	5,024	11.6	+	7.0	+	76%	+	2.53	√	82%	+	3,863
Male Over 24	2,432	9.3	√	5.6	√	65%	√	2.97	+	69%	√	1,820
Female Under 25	5,054	11.8	+	7.5	+	78%	+	2.65	√	82%	+	4,043
Female Over 24	4,014	9.4	√	6.3	√	71%	√	3.07	+	74%	√	3,191
With Disability	527	10.5	√	6.0	√	80%	+	2.57	√	84%	+	437
Student Visa	767	14.1	+	9.8	+	73%	√	2.73	√	76%	√	683
EOPS	1,653	14.5	+	10.3	+	93%	+	2.89	+	94%	+	1,596
18-24, No High School Diploma	170	9.3	√	5.7	√	66%	√	2.51	√	75%	√	127

Group	First-Time Students Attempting Units											
	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	3,014	11.4		7.3		81%		2.46		86%		2,276
American Indian	3	10.3	√	2.2	-	67%	√	1.84	-	50%	-	2
Asian	230	12.9	+	9.1	+	82%	+	2.78	+	86%	√	183
Black	107	11.1	√	5.3	-	64%	-	2.15	√	75%	√	67
Caucasian Citizen	795	11.8	+	8.0	+	84%	+	2.56	+	89%	+	651
Caucasian Resident	403	11.1	√	7.9	+	82%	+	2.78	+	86%	√	307
Latino Citizen	980	11.0	√	6.1	√	80%	√	2.10	√	85%	√	695
Latino Resident	42	10.9	√	6.8	√	79%	√	2.51	+	85%	√	34
Latino Other	93	10.4	√	6.5	√	81%	√	2.24	√	82%	√	68
Filipino	113	11.5	+	6.8	√	71%	√	2.36	√	75%	√	81
Others	248	11.7	+	8.1	+	82%	+	2.85	+	86%	√	188
Male	1,488	11.4	√	6.9	√	80%	√	2.34	√	86%	√	1,089
Female	1,461	11.4	+	7.6	+	82%	+	2.58	+	85%	√	1,142
Male Under 25	1,258	11.7	+	7.1	√	82%	+	2.26	√	88%	+	937
Male Over 24	230	9.8	√	6.1	√	71%	√	2.79	+	76%	√	152
Female Under 25	1,099	12.0	+	7.9	+	84%	+	2.47	+	88%	+	884
Female Over 24	362	9.7	√	6.8	√	73%	√	2.94	+	77%	√	258
With Disability	105	10.6	√	5.5	-	86%	+	2.09	√	91%	+	87
Student Visa	188	13.7	+	10.0	+	81%	√	2.74	+	84%	√	174
EOPS	331	14.7	+	10.3	+	95%	+	2.56	+	97%	+	317
18-24, No High School Diploma	40	9.0	-	5.4	-	58%	-	2.24	√	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 2012	Fall 2013	Fall 2014
Course Success Rate			
<i>All new students</i>	67%	63%	66%
New students completing orientation	74%	75%	68%
New students completing SEP	82%	74%	73%
New students completing assessment	56%	82%	67%
Persistence to Spring			
<i>All new students</i>	80%	77%	79%
New students completing orientation	90%	85%	85%
New students completing SEP	90%	92%	94%
New students completing assessment	67%	88%	79%

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 2012	Spring 2013	Spring 2014	Spring 2015
The education you are getting at GCC	81%	--	83%	83%
Campus friendliness to students	74%	73%	77%	79%

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

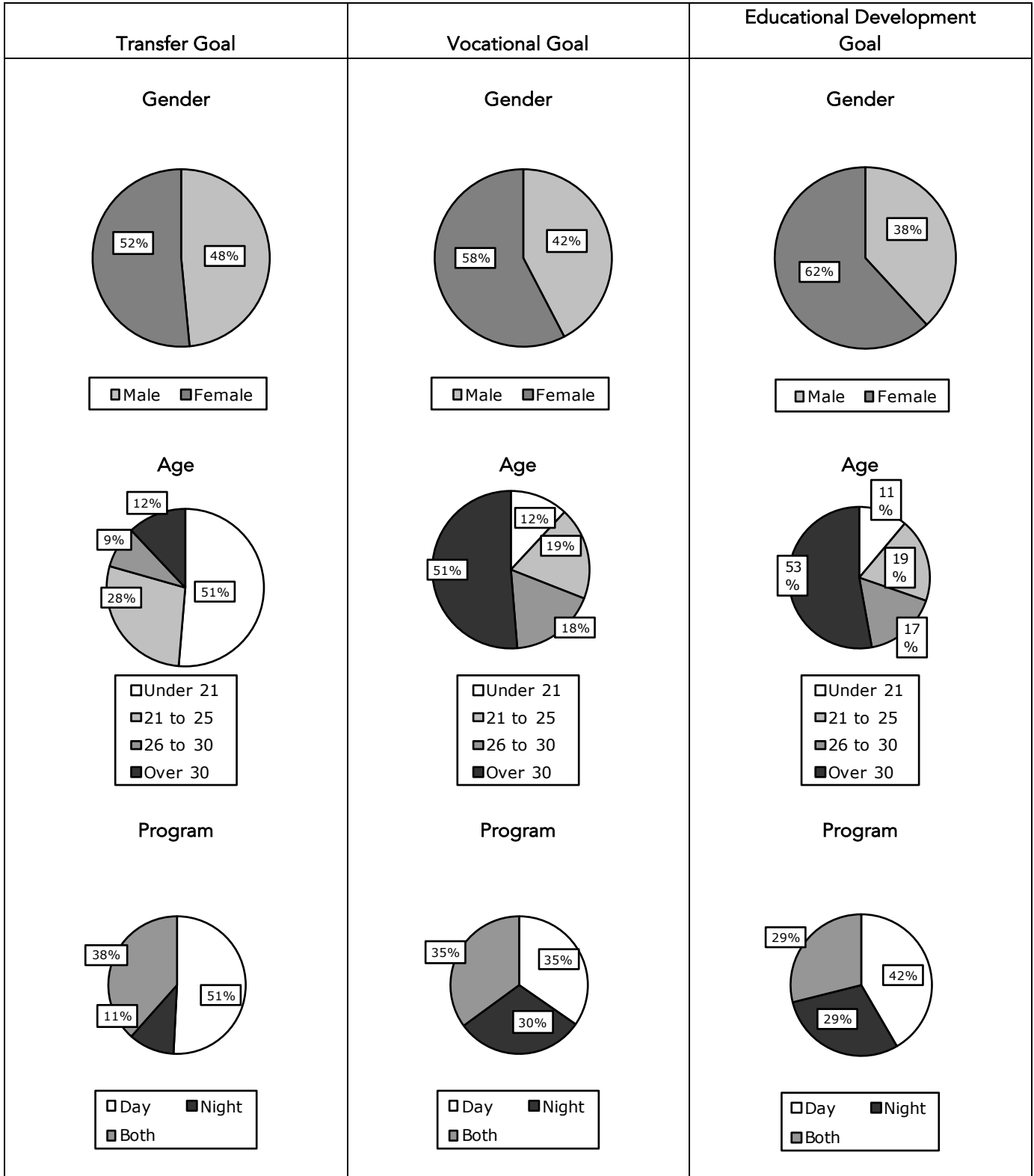
Goal	Fall 2012		Fall 2013		Fall 2014	
	Count	Percentage	Count	Percentage	Count	Percentage
Transfer with AA	6,442	41%	5,961	38%	6,316	39%
Transfer without AA	4,084	26%	4,518	29%	3,074	19%
Associate's degree	1,485	9%	1,429	9%	875	5%
Vocational degree	905	6%	925	6%	143	1%
Certificate	576	4%	641	4%	323	2%
Discover career interests	136	1%	116	1%	233	1%
Prepare for new career	306	2%	293	2%	528	3%
Advance current job	170	1%	157	1%	265	2%
Maintain licensure	88	1%	97	1%	191	1%
Educational development	258	2%	255	2%	496	3%
Improve English, Math	166	1%	161	1%	351	2%
Complete GED/diploma	59	0%	58	0%	165	1%
Undecided	796	5%	804	5%	2,340	15%
Noncredit to Credit	7	0%	9	0%	102	1%
4-Year Student	312	2%	308	2%	692	4%
Unknown Goal	406		360			
Total	16,196	100%		100%		100%

source: GCC Semester Application database

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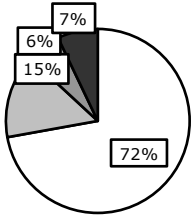
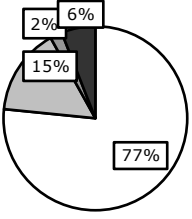
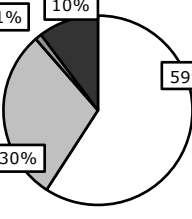
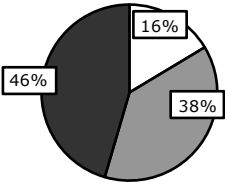
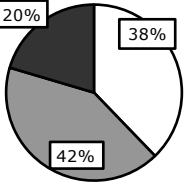
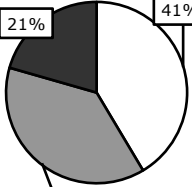
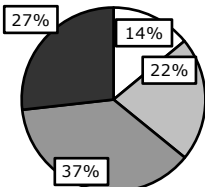
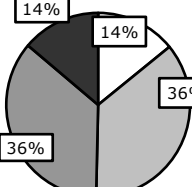
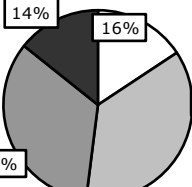
The following pages show characteristics of credit students by educational goal. Transfer-goal students are younger and take more units than other students, and educational development students are older and more likely to be U.S. citizens than other students.

Figure 2-9. Characteristics of Credit Students by Goal, Fall 2014



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

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

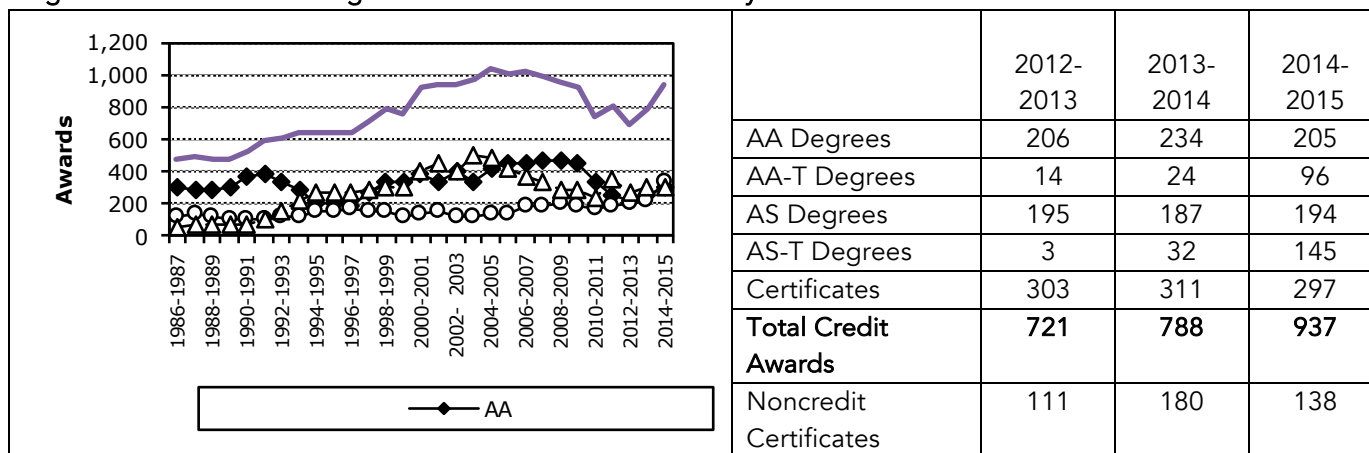
source: GCC MIS data files

2.03. Student Completion

2.03.01. Degrees & Certificates Awarded

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

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



source: PeopleSoft degree award table

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

Gender	AA Degrees			AS Degrees			Credit Certificates		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Male	32%	34%	32%	20%	25%	30%	32%	29%	35%
Female	68%	66%	68%	80%	75%	70%	68%	71%	65%
Total	220	258	301	198	219	339	303	311	297

source: PeopleSoft degree award table

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

Ethnicity	AA Degrees			AS Degrees			Credit Certificates		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Caucasian/Anglo	20%	19%	24%	15%	19%	21%	17%	17%	23%
Caucasian/Armenian	31%	29%	24%	43%	41%	43%	51%	54%	47%
Latino/Hispanic	30%	24%	25%	16%	15%	16%	15%	15%	11%
Asian	10%	10%	11%	16%	9%	8%	5%	8%	7%
Filipino	3%	7%	5%	8%	9%	6%	5%	2%	5%
African-American	1%	4%	3%	1%	2%	4%	1%	2%	3%
American Indian	1%	1%	1%	0%	1%	1%	1%	1%	1%
Other	4%	5%	6%	1%	3%	3%	5%	1%	4%
Total	220	258	301	198	219	339	303	311	297

source: PeopleSoft degree award table

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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	2012-2013	2013-2014	2014-2015	3-Year Total
Anthropology AA-T	0	0	3	3
Applied Arts	0	1	0	1
Arts and Humanities	4	6	4	14
Biological Science	3	2	2	7
Business Administration	46	67	45	158
Choreographic Studies & Dance Technique	1	0	1	2
Communication Studies AA-T	7	6	12	25
English AA	6	3	3	12
English AA-T	0	0	11	11
Foreign Language	6	5	10	21
French	0	1	0	1
General Education Transfer Studies	37	16	7	60
Geography AA-T	0	1	1	2
Health Science	27	44	46	117
History AA-T	0	1	2	3
Humanities	1	0	0	1
Kinesiology AA-T	0	9	6	15
Mass Communications	3	1	2	6
Mathematics AA	1	0	1	2
Philosophy AA-T	0	0	1	1
Physical Science	1	0	1	2
Political Science AA-T	0	4	11	15
Psychology AA-T	0	0	32	32
Science and Mathematics	4	1	6	11
Social and Behavioral Sciences	1	5	6	12
Social Science	57	66	50	173
Sociology AA-T	7	7	15	29
Spanish AA-T	0	1	2	3
Speech/Communication	2	1	5	8
Theatre Arts	0	1	1	2
Theatre Arts AA-T	0	0	1	1
Theatre Arts: Acting	1	1	0	2
Visual Arts: Animation	0	1	1	2
Visual Arts: Art History	1	1	0	2
Visual Arts: Graphic Art	0	1	6	7
Visual Arts: Media Arts	0	0	2	2
Visual Arts: Photography	0	0	1	1
Visual Arts: Three Dimensional	2	2	1	5
Visual Arts: Two Dimensional	1	3	2	6
(Missing Data)	0	0	1	1
TOTAL	220	258	301	778

source: PeopleSoft degree award table

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

Major	2012-2013		2013-2014		2014-2015		Total
	AS	Cert	AS	Cert	AS	Cert	
Accounting	32	27	25	28	26	25	163
Administration of Justice	6	14	13	9	21	8	71
Advanced Culinary Arts	1	0	0	2	0	1	4
Advertising Art	0	2	1	0	1	0	4
Animation - Digital	1	2	4	1	0	2	10
Animation - Classical	0	0	0	0	0	2	2
Architecture - Residential	0	1	0	0	0	0	1
Architectural Drafting & Design	2	1	1	1	0	2	7
Art	1	0	1	1	0	1	4
Aviation & Transportation - Aircraft Powerplant & Airframe Maintenance	0	1	0	0	0	1	2
Aviation & Transportation - Aircraft Powerplant Maintenance & Overhaul	0	0	0	0	0	1	1
Aviation & Transportation - Aviation Administration	0	1	0	2	2	4	9
Aviation & Transportation - Flight Attendant	2	10	0	15	0	6	33
Aviation & Transportation - Pilot Training	0	2	0	0	2	7	11
Beginning Culinary Arts Certificate	0	9	0	7	0	2	18
Bookkeeping	1	9	1	14	3	7	35
Business Administration	0	0	22	0	80	0	102
Business Administration - Financial Planning & Investment	1	1	0	0	1	2	5
Business Administration - General Business	3	4	1	6	4	4	22
Business Administration - International Business	2	3	2	2	2	1	12
Business Administration - Entrepreneurship/Small Business	2	1	0	1	1	0	5
Ceramics	1	4	0	1	0	3	9
Child Development - Master Teacher	1	1	0	3	1	3	9
Child Development - Site Supervisor	1	0	2	3	1	1	8
Child Development - Teacher	12	10	16	5	14	12	69
Child Development- Infant/Toddler	0	0	0	1	1	1	3
Child Development - School Age Care	0	0	0	0	0	0	0
Child Development/Teaching - Nursery School	0	0	0	0	1	0	1
Choreographic Studies and Dance Technique	0	2	0	2	1	2	7
Computer Aided Manufacturing	0	0	0	0	0	0	0
Computer Applications Technician	0	2	0	2	0	1	5
Computer Applications/Business Office Technology - Administrative Assistant	3	5	6	3	8	1	26
Computer Applications/Business Office Technology - General Office	19	7	13	13	11	12	75
Computer Applications/Business Office Technology - Legal Secretary	0	0	0	0	0	1	1
Computer Applications/Business Office Technology - Medical Secretary	0	0	0	0	0	0	0
Computer Applications Specialist	0	1	0	0	0	0	1
Computer Information Systems	2	3	1	0	0	1	7
Computer Numerical Control Technician	0	0	0	0	0	1	1
Computer Programmer	1	2	0	3	0	3	9
Computer Science	1	0	2	2	2	0	7
Computer Software Technician	0	1	0	0	0	0	1
Computer Support Technician	0	0	0	1	0	1	2
Computerized Accounting Specialist	0	2	0	4	0	2	8
CSU General Education	0	1	0	0	0	2	3

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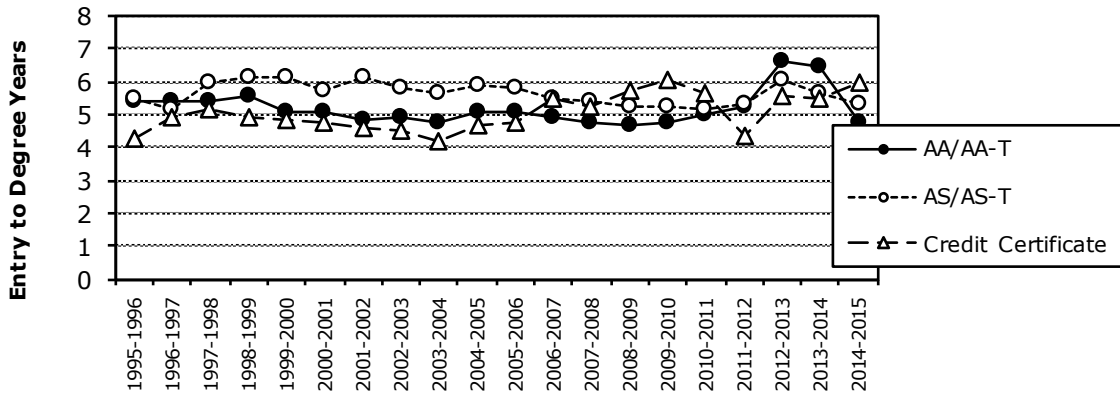
Major	2012-2013		2013-2014		2014-2015		Total
	AS	Cert	AS	Cert	AS	Cert	
Dance Teaching	3	4	1	4	3	4	19
Dental Front Office/Billing and Coding	0	9	0	8	0	6	23
Desktop Publishing Technician	0	0	0	0	0	0	0
Dietary Services Supervisor	1	15	2	2	2	5	27
Electronics and Computer Technology	0	0	0	0	0	0	0
Electronics and Computer Technology - Computer Systems Technician	0	0	0	0	0	0	0
Electronics Technology Technician	0	0	0	2	0	7	9
Engineering/Electro-Mechanical Design	1	0	2	1	0	5	9
Fire Academy - Verdugo Fire Academy	0	2	0	23	0	2	27
Fire Technology	3	4	3	2	4	0	16
Fitness Specialist	1	0	0	0	0	0	1
Graphic Design	0	3	0	3	0	11	17
Human Resources Assistant	0	0	0	1	0	0	1
Hotel/Restaurant Management	0	1	0	0	1	0	2
IGETC	0	16	0	16	0	33	65
International Business Professional	0	0	0	1	2	1	4
Machine & Manufacturing Technology - Machinist	0	11	0	8	0	5	24
Management	7	3	1	3	4	7	25
Marketing	0	0	0	1	0	0	1
Mass Communications	1	0	1	0	0	2	4
Mathematics AS-T	3	0	5	0	12	0	20
Medical Administrative Services - Medical Front Office	6	15	6	15	11	8	61
Medical Administrative Services - Medical Secretary	0	0	0	2	0	0	2
Medical Billing and Coding	0	30	0	23	0	11	64
Medical Transcription	0	0	0	2	0	0	2
Music	0	1	0	1	0	1	3
Photography	2	4	1	6	1	5	19
Real Estate	1	2	0	5	2	6	16
Real Estate Appraisal	0	1	1	0	0	0	2
Receptionist/Office Clerk	0	4	0	18	0	20	42
Registered Nursing	68	1	72	0	70	0	211
Restaurant Management	0	12	6	8	4	7	37
Restaurant Supervision	0	2	0	1	0	0	3
Specialist in Alcohol/Drug Studies	5	22	3	11	4	17	62
Tax Preparer	0	4	0	6	0	3	13
Television Production - Videography	0	2	0	2	2	3	9
Television Production - Corporate Television	0	0	1	0	1	0	2
Unix System Administrator	0	0	0	0	0	0	0
Web Development	1	3	1	1	1	5	12
Welding, Occupational (Combination Welder)	0	3	0	4	0	1	8
Grand Total	198	303	217	312	307	298	1,635

source: PeopleSoft degree award table

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

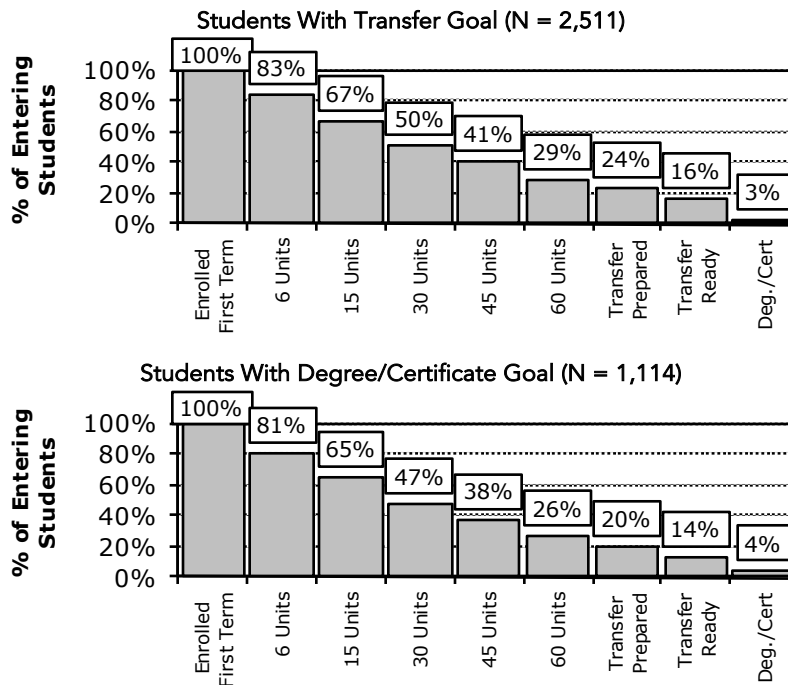
Figure 2-15. Mean Entry to Degree Time (Years)



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 2011 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

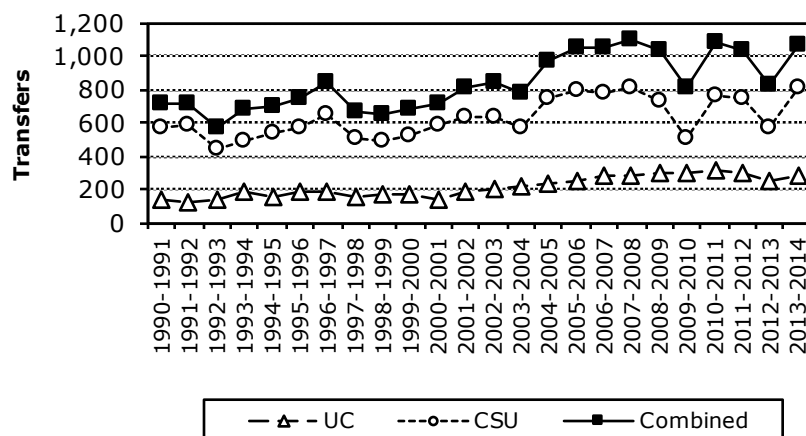
	2012-2013	2013-2014	2014-2015
Students obtaining GED	95	116	
Students completing high school diploma	7	10	
Successful student completions of high school courses	264	353	
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	2,759	2,659	
Students earning Adult Basic Education CASAS benchmarks	88	47	
Continuing Education Certificates Awarded			
Account Clerk I	8	10	7
Account Clerk II	2	6	4
Adult Basic Education	1	0	0
Beginning ESL	6	35	28
Intermediate ESL	0	6	2
Advanced ESL	2	11	14
Dental Front Office Clerk	9	4	1
GED Preparation	0	1	0
General Office Clerk I	20	17	21
General Office Clerk II	3	3	7
General Office Clerk III	0	1	3
Introduction to Hospitality and Tourism	0	0	0
Medical Front Office Clerk	7	3	6
Total	58	97	93

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	--	244	79	1,414
2008-2009	301	728	--	255	92	1,376
2009-2010	297	512	--	292	103	1,204
2010-2011	313	755	--	295	120	1,483
2011-2012	296	738	--	282	106	1,422
2012-2013	246	574	--	288	143	1,251
2013-2014	273	803	--	219	190	1,485

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

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

Section 2. Student Success

The table below shows the number of transfer students to UC and CSU institutions. Most of GCC's transfer students transfer to CSU Northridge and CSU Los Angeles.

Figure 2-20. Number of Transfers to Senior Institutions

Transfer Institution	2011-2012	2012-2013	2013-2014
CSU			
Northridge	412	291	394
Los Angeles	226	152	236
Pomona	36	52	76
Long Beach	17	23	24
Dominguez Hills	11	14	26
Fullerton	7	5	7
San Diego	1	4	3
Other CSU	28	33	37
CSU Total	738	574	803
UC			
Los Angeles	105	85	82
Irvine	35	48	44
Santa Barbara	25	31	26
Berkeley	25	25	25
San Diego	56	19	48
Riverside	33	20	31
Other UC	20	23	17
UC Total	299	251	273

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 2011	Fall 2012	Fall 2013	Fall 2014
Number of CSU Transfers from GCC	586	552	776	860
Pre-Admission GPA of Transfers from GCC	2.85	2.93	2.89	2.89
Fall-to-Fall Persistence of GCC Transfers	88%	91%	91%	
Persistence of All CC Transfers	87%	87%	88%	
CSU GPA of Persisters from GCC	3.13	3.16	3.18	
CSU GPA of Persisters from All CC's	3.03	3.03	3.05	

source: CSU Academic Performance Reports

Note: Performance data for Fall 2014 transfers to CSU were not available in time for publication of the Campus Profile.

Section 2. Student Success

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			
	2006-2007	2007-2008	2008-2009	2009-2010
All First-Time Students				
Number of Students	4,636	5,311	5,607	5,189
Percent Enrolling at a Public 4-Year Institution	25%	23%	24%	24%
Percent Enrolling at a Private 4-Year Institution	9%	9%	10%	10%
Percent Enrolling at Any 4-Year Institution	32%	30%	32%	31%
First-Time Students with Transfer Goal				
Number of Students	2,246	2,651	2,800	2,092
Percent Enrolling at a Public 4-Year Institution	30%	28%	29%	27%
Percent Enrolling at a Private 4-Year Institution	10%	10%	11%	9%
Percent Enrolling at Any 4-Year Institution	37%	35%	37%	35%

source: National Student Clearinghouse data files

The next table shows four-year institutions attended within six academic years by GCC first-time students starting in 2006-2007 through 2009-2010.

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

Four-Year Institution	Number of Transfer Students by Year Entering GCC			
	2006-2007	2007-2008	2008-2009	2009-2010
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	388	376	424	406
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	181	174	197	202
UNIVERSITY OF CALIFORNIA-LOS ANGELES	165	176	147	125
UNIVERSITY OF SOUTHERN CALIFORNIA	77	106	125	85
UNIVERSITY OF CALIFORNIA-SAN DIEGO	61	86	100	42
UNIVERSITY OF PHOENIX	61	64	56	42
WOODBURY UNIVERSITY	68	60	62	37
CALIFORNIA STATE POLYTECHNIC (POMONA)	41	50	71	58
UNIVERSITY OF CALIFORNIA - IRVINE	76	82	78	63
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	28	40	51	48
CALIFORNIA STATE UNIVERSITY - LONG BEACH	27	30	28	28
UNIVERSITY OF CALIFORNIA-BERKELEY	25	28	12	19
ITT TECHNICAL INSTITUTE	20	21	18	13
CALIFORNIA STATE UNIVERSITY - FULLERTON	17	15	20	10

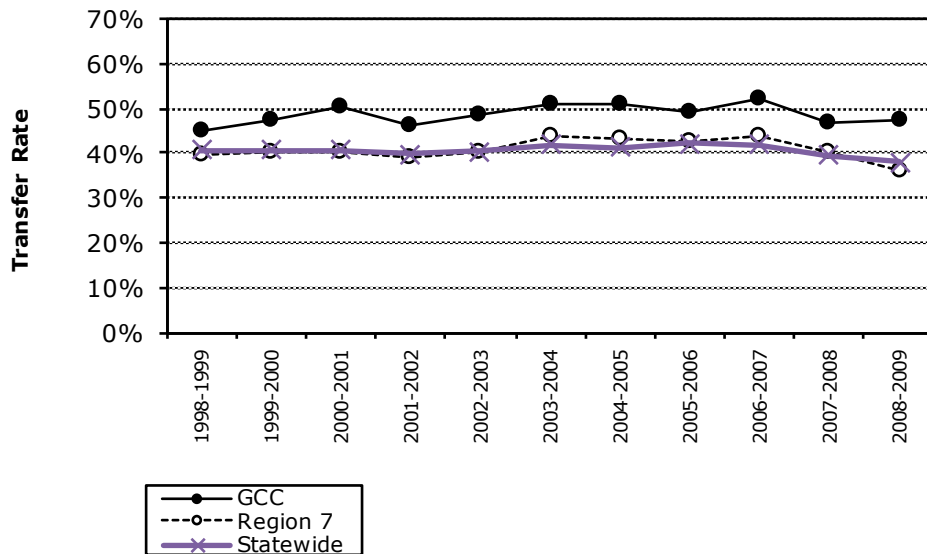
source: National Student Clearinghouse data files

Section 2. Student Success

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

Figure 2-24. GCC Transfer Rate

	Entering Cohort			
	2005-2006	2006-2007	2007-2008	2008-2009
Transfer Rate				
Glendale Community College	49.1%	49.1%	46.4%	47.4%
Region 7 Colleges	41.4%	39.6%	40.3%	36.0%
All California Colleges	41.6%	40.5%	39.4%	37.9%



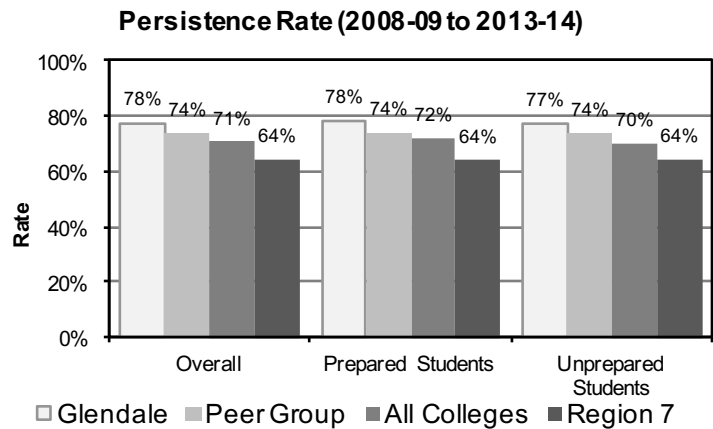
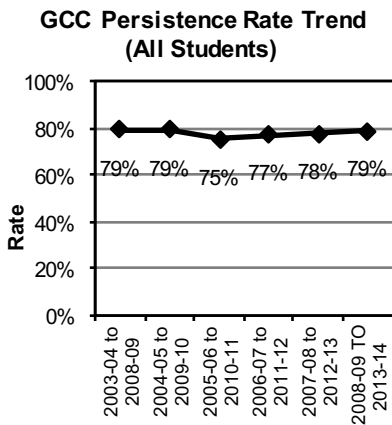
2.03.04. Student Success Scorecard

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

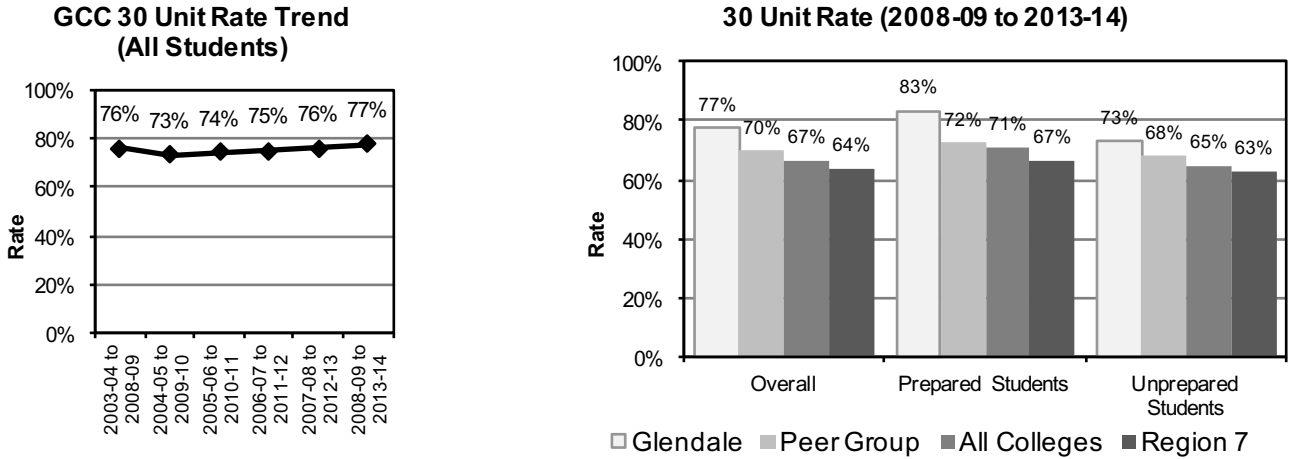
Persistence rate is the percentage of entering college students who enrolled in the first three primary (Fall or Spring) semesters from their entry semester. Only students completing six or more units and attempting any Math or English course within three years from entry are tracked.



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

Figure 2-26. 30 Units Rate

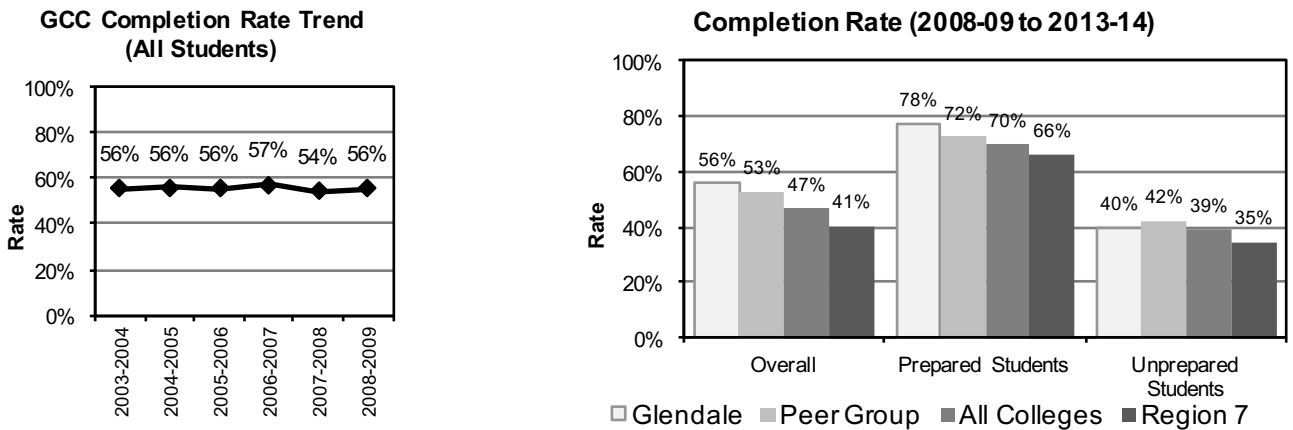
30 units rate is the percentage of entering college students who complete at least 30 units in the California community college system within six years of entry. Only students completing six or more units and attempting any Math or English course within three years from entry are tracked.



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

Figure 2-27. Completion Rate

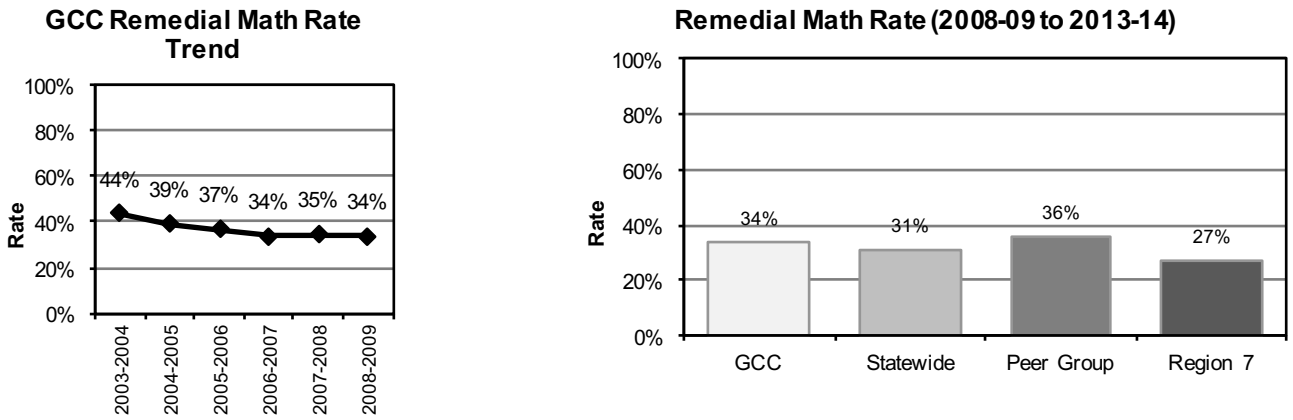
Completion rate is the percentage of entering students completing a degree or certificate, or transferring to a four-year institution, or becoming transfer prepared by earning 60 or more transferable units within six years of entry. Only students completing six or more units and attempting any Math or English course within three years from entry are tracked.



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

Figure 2-28. Remedial Math Rate

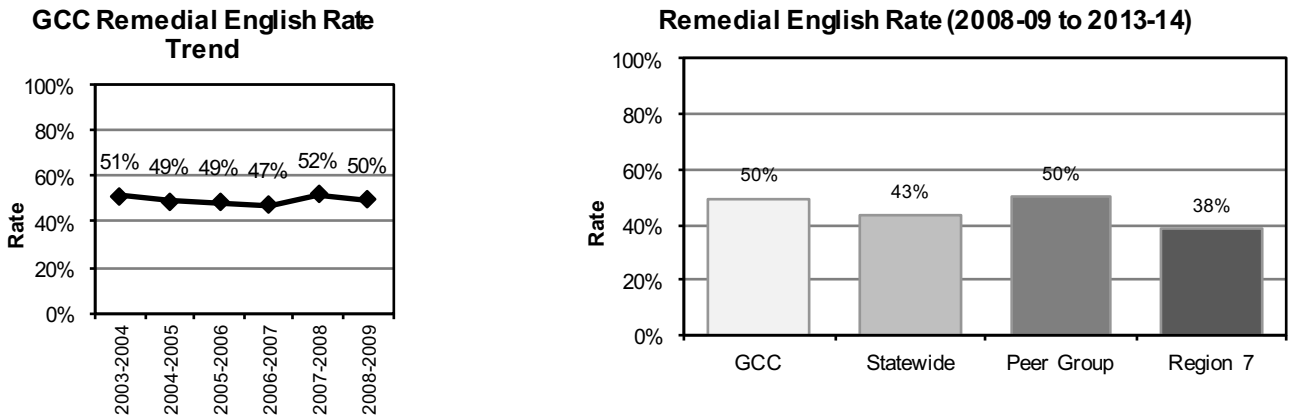
Remedial Math rate is the percentage of students attempting a Math course below transfer level who completed a college-level Math course within six years.



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

Figure 2-29. Remedial English Rate

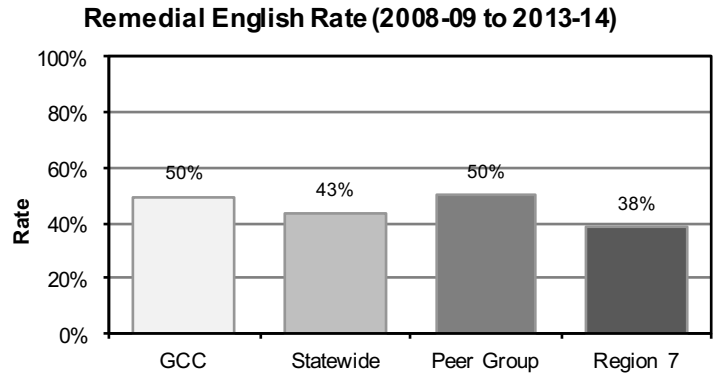
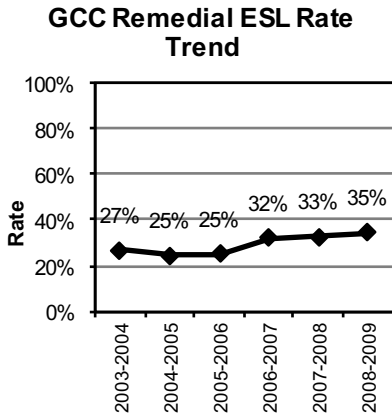
Remedial English rate is the percentage of students attempting an English course below transfer level who completed a college-level English course within six years.



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

Figure 2-30. Remedial ESL Rate

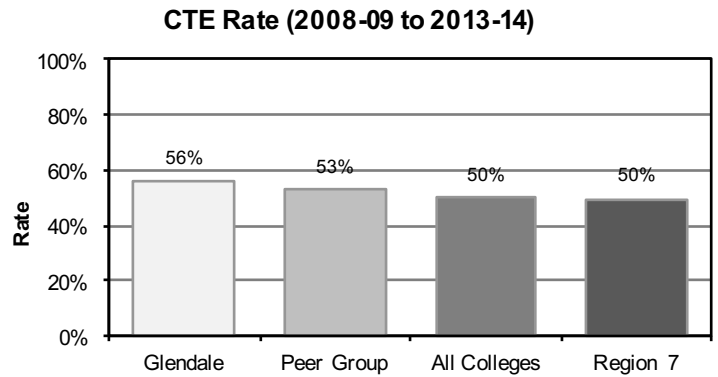
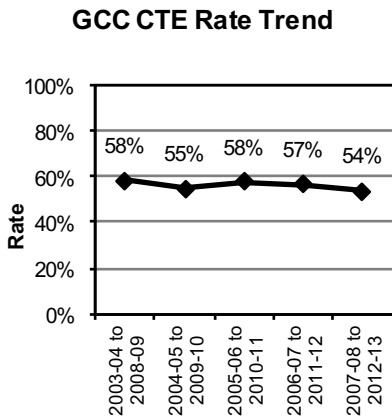
Remedial ESL rate is the percentage of students attempting an ESL course below transfer level who completed a college-level ESL/English course within six years.



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

Figure 2-31. CTE Rate

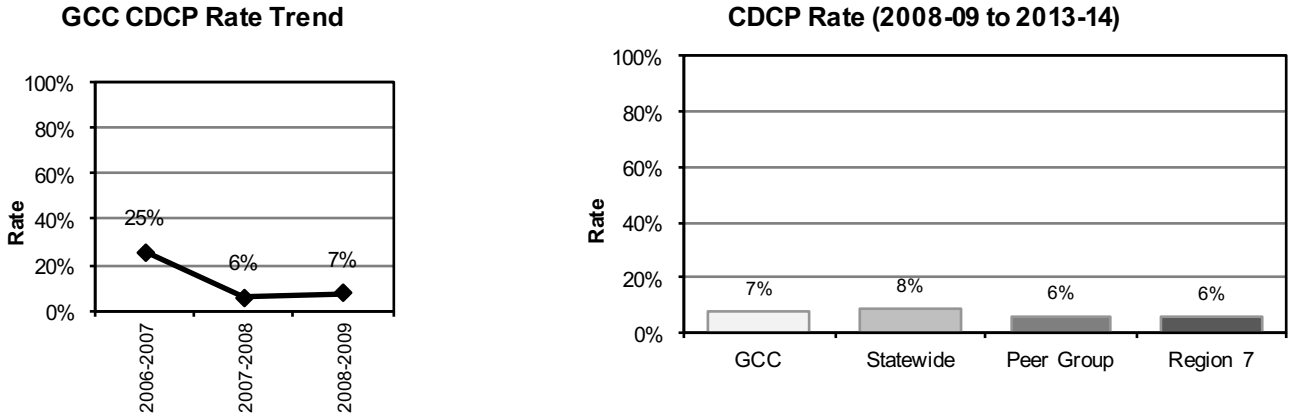
CTE (Career Technical Education) rate is the percentage of students attempting a CTE course and completing at least eight units in the same discipline over three years who earned a degree or certificate, or transferred to a four-year institution, or became transfer prepared by completing 60 or more transferable units within six years of entry.



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.



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

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

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

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

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

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%
Entering Fall 2011		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%
Entering Fall 2011		12%	28%

2.03.06. Workforce Preparation

The state of California tracks students who complete community college vocational programs into the workforce. The table below shows workforce placement (employment in the first year after college). Placement rates are measured for “leavers & completers,” those students who completed at least one occupational course and earned at least 12 units in a vocational program area, or who earned a vocational degree or certificate, and who are not still enrolled at a community college.

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

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

	Reporting Year		
	2012-2013	2013-2014	2014-2015
	Data Year		
	2010-2011	2011-2012	2012-2013
Workforce Placement			
Leavers & Completers	506	660	610
Number Placed	344	417	375
Percentage Placed	68%	63%	61%
Negotiated Performance Level	73%	71%	70%
Difference	-5%	-8%	-9%

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number Taking Test					
Glendale Students	115	98	84	79	69
All Community College Students	6,165	5,962	5,435	5,164	4,781
Pass Rate					
Glendale Students	93.0%	91.8%	94.1%	89.9%	89.9%
All Community College Students	89.0%	89.0%	90.5%	89.0%	84.5%

source: California Board of Registered Nursing

Glendale Community College
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Section 3

STAFF COMPOSITION

3.01. Faculty & Staff

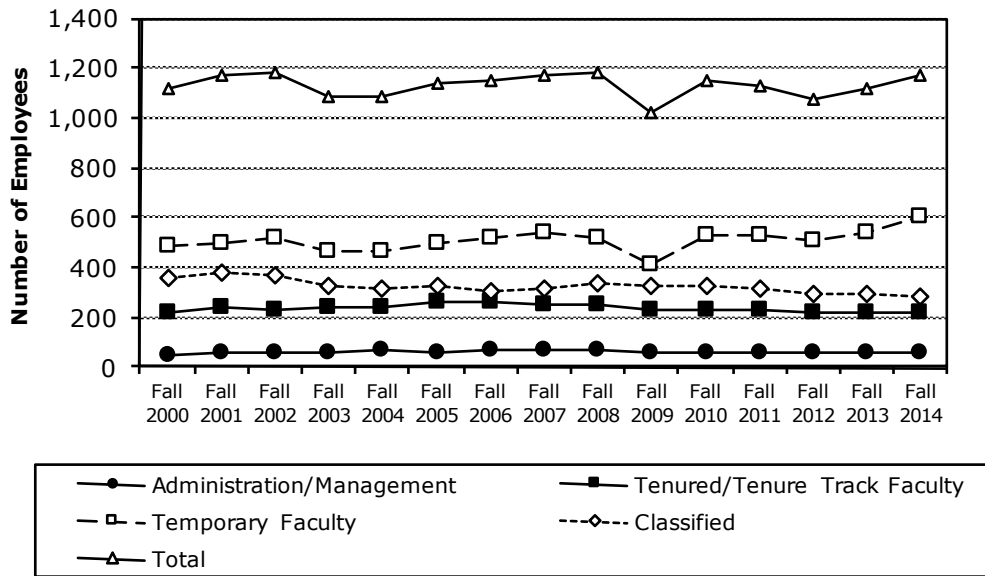
Page 53	3.01.01. Faculty & Staff Demographics
Page 55	3.01.02. Workload

3.01. Faculty & Staff

3.01.01. Faculty & Staff Demographics

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

Figure 3-1. Staff Composition by Employment Category



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

Figure 3-2. Staff Composition by Gender, Fall 2014

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	11	41%	16	59%	27	100%
Classified Management	15	50%	15	50%	30	100%
Faculty						
Tenured/Tenure Track	102	47%	116	53%	218	100%
Temporary (Adjunct)	278	46%	324	54%	602	100%
Classified						
Classified/Professional	1	9%	10	91%	11	100%
Classified/Support	97	35%	180	65%	277	100%
Total	504	43%	661	57%	1,165	100%

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

Section 3. Staff Composition

Figure 3-3. Staff Composition by Ethnicity, Fall 2014

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	Asian	Black	Filipino	Hispanic	Native American	Pacific Islander	White	Two or More Races	Unknown	Total
Management										
Academic Management	0	1	1	3	0	1	20	0	1	27
Classified Management	2	2	0	6	0	0	20	0	0	30
Faculty										
Regular (Full-Time)	14	5	8	22	2	4	161	1	1	218
Temporary (Adjunct)	52	17	7	61	4	13	442	6	0	602
Classified										
Classified/Professional	2	0	0	1	0	0	7	0	1	11
Classified/Support	11	10	14	72	0	4	162	1	3	277
Total	81	35	30	165	6	22	812	8	6	1,165

Category	Asian	Black	Filipino	Hispanic	Native American	Pacific Islander	White	Two or More Races	Unknown	Total
Management										
Academic Management	0%	4%	4%	11%	0%	4%	74%	0%	4%	100%
Classified Management	7%	7%	0%	20%	0%	0%	67%	0%	0%	100%
Faculty										
Regular (Full-Time)	6%	2%	4%	10%	1%	2%	74%	0%	0%	100%
Temporary (Adjunct)	9%	3%	1%	10%	1%	2%	73%	1%	0%	100%
Classified										
Classified/Professional	18%	0%	0%	9%	0%	0%	64%	0%	9%	100%
Classified/Support	4%	4%	5%	26%	0%	1%	58%	0%	1%	100%
Total	7%	3%	3%	14%	1%	2%	70%	1%	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	2012-2013			2013-2014			2014-2015		
	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF
Biology	19,943	31.0	643	20,893	32.3	647	21,649	33.9	639
Business	40,525	82.3	492	40,141	88.3	455	41,242	91.7	450
English	38,349	84.3	455	40,257	94.9	424	38,949	97.5	400
ESL (Credit)	35,772	75.3	475	31,015	77.7	399	28,147	74.5	378
Health & PE	20,186	31.1	649	18,292	28.9	633	18,331	31.3	586
Health Sciences	10,976	17.0	645	10,955	20.6	531	11,203	22.7	494
Language Arts	30,124	53.1	567	30,930	58.8	526	30,260	61.5	492
Mathematics	53,361	80.3	665	57,650	92.2	625	60,056	99.1	606
Physical Sciences	28,176	46.5	606	30,437	50.1	607	31,141	52.1	597
Social Sciences	57,951	79.9	725	59,387	86.0	690	60,413	92.5	653
Technology & Aviation	25,710	46.0	559	28,500	45.3	629	26,991	45.4	595
Visual & Performing Arts	41,259	82.7	499	43,951	92.3	476	41,666	96.1	434
Credit	402,332	709.6	567	412,408	767.6	537	410,048	798.3	514

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.

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Section 4

FISCAL CONDITION

4.01.	Revenues	
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4.02.	Expenditures	
	Page 62	4.02.01. General Fund Activity
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4.03.	Funded and Unfunded FTES	
	Page 65	4.03.01. Funded and Unfunded FTES

4.01. Revenues

4.01.01. Revenue Sources

The tables below show GCC’s revenue sources. About 75% of GCC’s general fund revenues come from state sources, compared to about 20% from local sources and 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
2013-2014	\$67,157,568	\$22,664,183	\$4,116,139	\$93,937,890

source: Chancellor’s Office Fiscal Data Abstracts

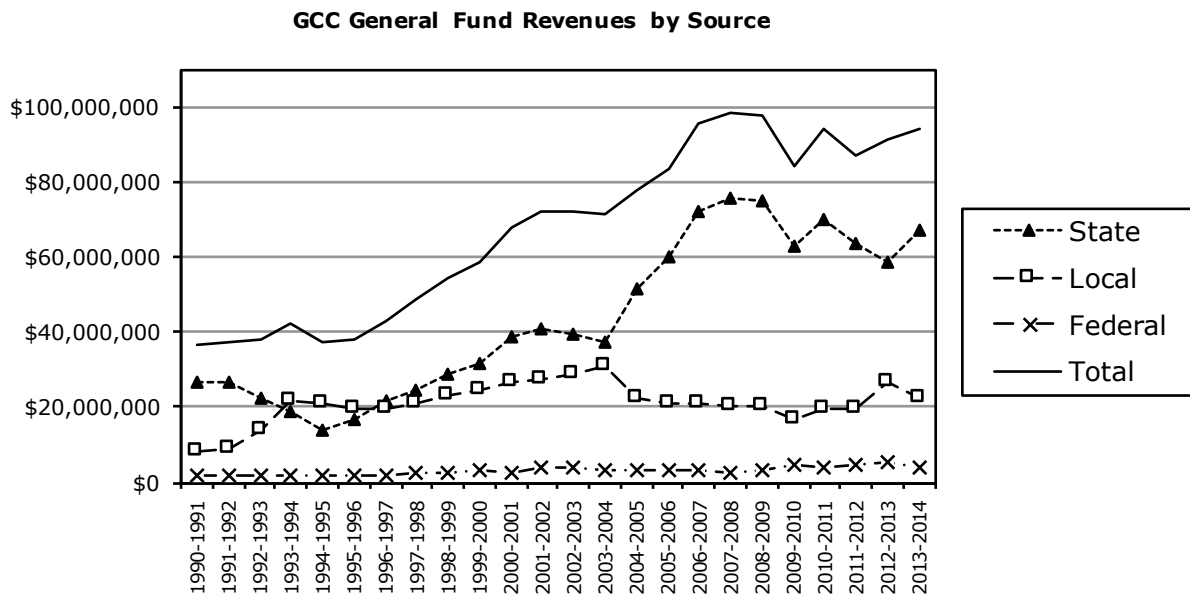
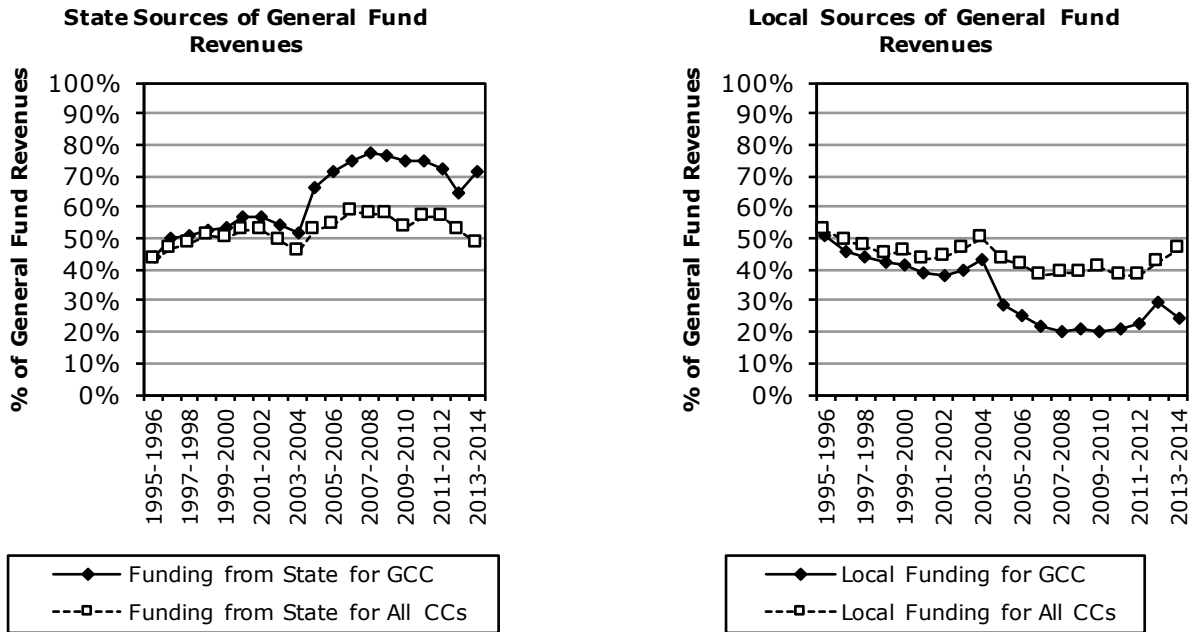


Figure 4-2. Percentage of General Fund Revenues by Source, Glendale College



source: Chancellor's Office Fiscal Data Abstracts

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

Section 4. Fiscal Condition

Figure 4-3. Specific Revenue Sources for GCC, 2013-2014

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	\$0	0%	0%
Higher Education Act	\$0	0%	1%
Workforce Investment Act	\$4,000	0%	0%
TANF (Temp. Assist. Needy Fam.)	\$237,472	0%	0%
Student Financial Aid	\$433,208	0%	0%
Veterans Education	\$1,464	0%	0%
Vocational Education Act (VTEA)	\$549,857	1%	1%
Other Federal Revenues	\$2,890,138	3%	2%
Federal Total	\$4,116,139	4%	4%
State			
Apprenticeship Apportionment	\$0	0%	1%
State General Apportionment	\$57,594,380	61%	29%
Other General Apportionments	\$668,256	1%	1%
Child Development	\$62,697	0%	0%
EOPS	\$0	0%	1%
DSPS	\$924,633	1%	1%
TANF (Temp. Assist. Needy Fam.)	\$0	0%	0%
CalWORKS	\$1,163,442	1%	0%
TTIP (Telecom & Tech. Infrastr.)	\$0	0%	0%
Other Categorical Apportionments	\$3,250,444	3%	3%
Education Protection Act	\$0	0%	10%
Instr. Improvement Grant	\$0	0%	0%
Other Reimbursed Cat. Prog.	\$264,044	0%	1%
Homeowners Property Tax Relief	\$64,583	0%	0%
Timber Yield Tax	\$0	0%	0%
Other Tax Relief Subventions	\$0	0%	0%
State Lottery Proceeds	\$2,743,933	3%	2%
State Mandated Costs	\$421,156	0%	0%
Other State Non-Tax Revenues	\$0	0%	0%
Other State Revenues	\$0	0%	0%
State Total	\$67,157,568	71%	51%
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	\$10,096,524	11%	29%
Redevelopment Agency Funds	\$287,977	0%	0%
Contr/Gifts/Grants/Endowments	\$198,683	0%	0%
Contract Instructional Services	\$0	0%	0%
Other Contract Services	\$741,793	1%	0%
Sales & Commissions	\$139,426	0%	0%
Rentals and Leases	\$30,697	0%	0%
Interest/Investment Income	\$159,246	0%	0%
Student Fees/Charges	\$10,178,313	11%	12%
Community Service Class	\$760,725	1%	0%
Dormitory	\$0	0%	0%
Enrollment	\$4,104,719	4%	7%
Field Trips/Nondist. Fac.	\$75,014	0%	0%
Health Services	\$722,081	1%	1%
Instr. Mat. Fees/Sales	\$200,410	0%	0%
Insurance	\$0	0%	0%
Student Records	\$83,889	0%	0%
Nonresident Tuition	\$3,485,678	4%	3%
Parking Services	\$165,316	0%	1%
Other Student Fees	\$580,481	1%	0%
Other Local Revenues	\$831,524	1%	2%
Local Total	\$22,664,183	24%	44%
Total Revenues	\$93,937,890	100%	100%

source: Chancellor's Office Fiscal Data Abstracts

4.02. Expenditures

4.02.01. General Fund Activity

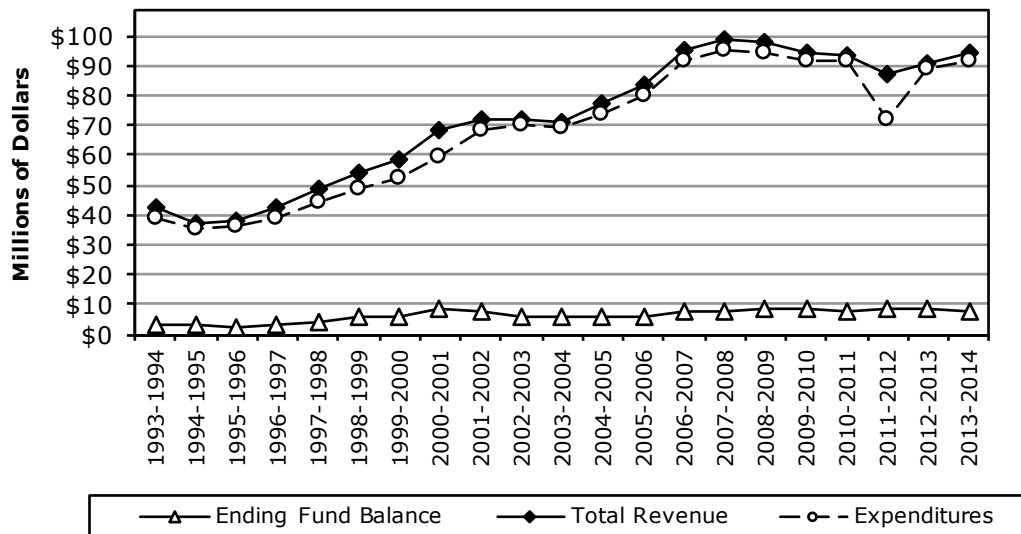
The table and graph below show revenues, expenditures, and ending fund balance since 1996-1997. Expenditures data do not include capital outlay.

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
2013-2014	15,292	\$7.98	\$93.94	\$92.02

source: Chancellor's Office Fiscal Data Abstracts

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



source: Chancellor's Office Fiscal Data Abstracts

Section 4. Fiscal Condition

Figure 4-6. Glendale Community College General Fund Expenditures

CATEGORY	CODE	2011-2012	2012-2013	2013-2014
INSTRUCTION				
Agric. & Natural Resources	0100	\$0	\$0	\$0
Architecture & Environ. Design	0200	\$200,173	\$219,005	\$261,511
Environmental Sci. & Technology	0399	\$0	\$0	\$0
Biological Science	0400	\$1,429,604	\$1,529,750	\$1,547,812
Business & Management	0500	\$3,185,921	\$3,262,959	\$3,642,335
Communications	0600	\$551,487	\$518,025	\$544,109
Computer & Information Systems	0700	\$1,283,630	\$1,255,799	\$1,383,600
Education	0800	\$1,957,525	\$2,028,454	\$2,219,633
Engineering & Related Tech.	0900	\$1,558,122	\$1,524,987	\$1,818,767
Fine & Applied Arts	1000	\$4,060,945	\$3,951,139	\$4,227,821
Foreign Language	1100	\$1,220,458	\$1,252,500	\$1,359,629
Health	1200	\$1,970,150	\$2,084,943	\$2,202,220
Consumer Ed. & Home Econ.	1300	\$1,830,099	\$1,655,911	\$1,680,282
Law	1400	\$0	\$0	\$0
Humanities	1500	\$10,004,611	\$11,112,932	\$11,710,865
Library Science	1600	(\$404)	\$0	\$3,618
Mathematics	1700	\$3,535,966	\$3,624,026	\$4,068,628
Military Studies	1800	\$0	\$0	\$0
Physical Science	1900	\$2,121,621	\$2,161,569	\$2,491,224
Psychology	2000	\$411,702	\$453,740	\$528,933
Public Affairs & Services	2100	\$795,619	\$780,680	\$746,766
Social Sciences	2200	\$3,039,481	\$2,997,680	\$3,362,618
Commercial Services	3000	\$415,086	\$437,965	\$460,679
Interdisciplinary Studies	4900	\$1,895,610	\$1,014,371	\$1,051,898
Instr. Staff Ret. Benefits	5900	\$0	\$0	\$0
INSTRUCTION SUBTOTAL		\$41,467,406	\$41,866,435	\$45,312,948
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	\$2,542,293	\$2,632,746	\$3,066,905
Instructional Support Services	6100	\$4,059,390	\$4,145,576	\$4,223,903
Admissions & Records	6200	\$1,486,163	\$1,473,480	\$1,542,525
Counseling & Guidance	6300	\$5,431,885	\$6,300,496	\$5,242,479
Other Student Services	6400	\$7,250,126	\$7,351,547	\$7,907,240
Operation/Maintenance of Plant	6500	\$6,402,248	\$7,135,501	\$7,591,512
Planning & Policy Making	6600	\$2,593,681	\$2,674,778	\$2,468,248
Gen. Inst'l. Support Services	6700	\$11,679,975	\$11,783,657	\$11,193,259
ADMINISTRATIVE/SUPPORT SUBTOTAL		\$42,521,534	\$41,445,761	\$43,236,071
OTHER ACTIVITIES				
Community Services	6800	\$938,082	\$907,310	\$1,049,254
Ancillary Services	6900	\$1,173,194	\$1,347,710	\$1,427,868
Auxiliary Operations	7000	\$872,644	\$592,736	\$733,746
Physical Prop./Related Acquis.	7100	\$41,802	\$14,332	\$25,030
Long-Term Debt	7200	\$204,813	\$438,350	\$230,411
Transfers/Student Aid/Other	7300	\$0	\$0	\$0
OTHER ACTIVITIES SUBTOTAL		\$3,230,535	\$3,300,438	\$3,466,309
TOTAL		\$86,143,702	\$88,664,654	\$92,015,328

source: Chancellor's Office Fiscal Data Abstracts

4.02.02. Expenditure Comparison to Statewide Averages

The following table shows categories of general fund expenditures. In general, GCC spends a slightly greater percentage of the general fund on salaries and a slightly smaller percentage on benefits, supplies, and materials than the statewide average. In 2010-2011, GCC spent 46% of general fund expenditures on administrative and support functions. The statewide average was 48%.

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

CATEGORY	Glendale			Statewide		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Objects 1000-6000						
Certificated Salaries	41%	41%	43%	41%	40%	41%
Classified Salaries	25%	25%	25%	23%	23%	23%
Employee Benefits	21%	21%	19%	22%	22%	21%
Supplies & Materials/Operating Expenses	11%	12%	11%	13%	14%	14%
Capital Outlay	2%	2%	2%	1%	2%	2%
Total	100%	100%	100%	100%	100%	100%
Administrative/Support						
Instructional Administration	3%	3%	3%	6%	6%	6%
Instructional Support Services	5%	5%	5%	4%	4%	4%
Admissions & Records	2%	2%	2%	2%	2%	2%
Counseling & Guidance	6%	7%	6%	4%	4%	4%
Other Student Services	8%	8%	9%	7%	7%	7%
Plant Operation/Maintenance	7%	8%	8%	8%	8%	8%
Planning & Policy Making	3%	3%	3%	3%	3%	3%
Gen. Inst'l Support Services	14%	13%	12%	14%	14%	15%
% of All Expenditures	48%	49%	47%	48%	49%	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)		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Current Expense of Education	\$67.2	\$68.3	\$72.6	\$5.4	\$5.3	\$5.6
Salaries of Classroom Instructors	\$33.8	\$34.4	\$37.3	\$2.8	\$2.8	\$2.9
% Expended for Instructor Salaries	50%	50%	51%	51%	51%	52%

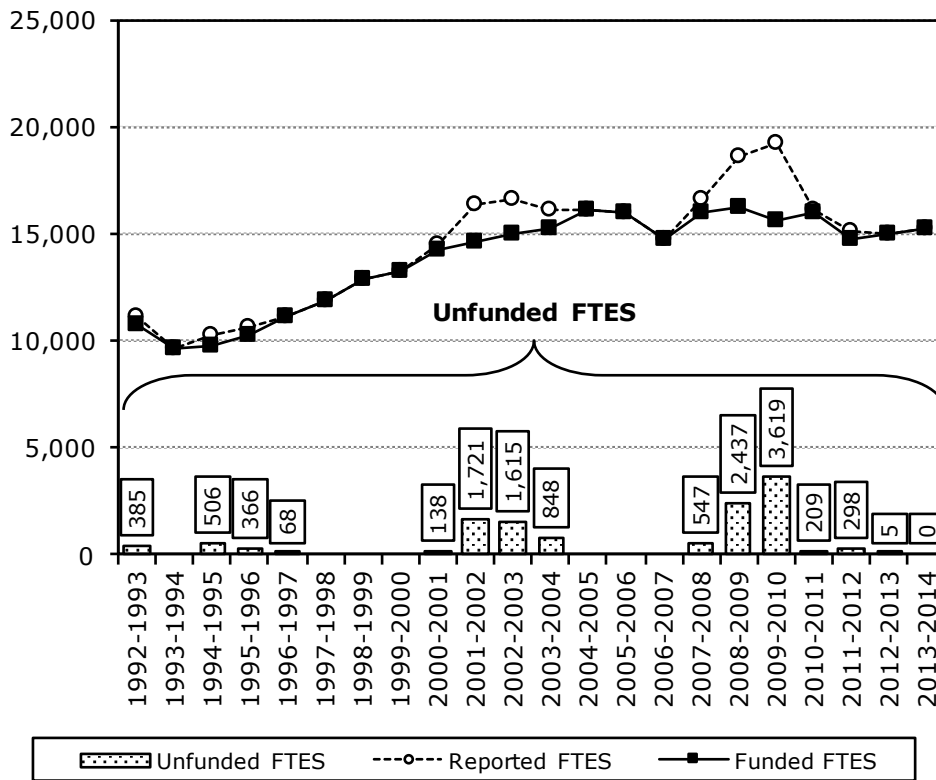
source: Chancellor's Office Fiscal Data Abstracts

4.03. Funded and Unfunded FTES

4.03.01. Funded and Unfunded FTES

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

Figure 4-9. Funded and Unfunded Resident FTES History



source: Annual GCC Budgets

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