



Campus Profile

2016

Glendale Community College

Campus Profile 2016



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Materials making up Campus Profile 2016 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
September 2016

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Section 1

STUDENT ACCESS

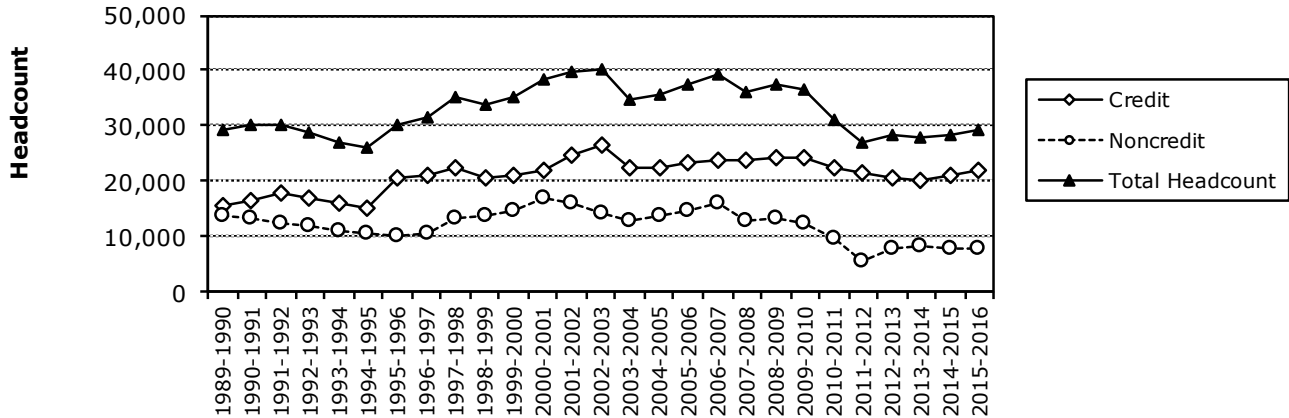
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1.01. Enrollment & Demographics

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

	2013-2014	2014-2015	2015-2016
Student Headcount			
Credit	20,230	21,089	21,988
Noncredit	8,431	8,122	8,024
Total Headcount	28,080	28,635	29,287
Full-Time Equivalent Students (FTES)			
Credit	13,280	13,411	12,204
Noncredit	2,784	2,920	2,796
Total FTES	16,064	16,331	15,000

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 2013		Fall 2014		Fall 2015	
Credit Headcount						
Full-Time	6,015	38%	5,761	38%	5,799	37%
Part-Time	9,977	62%	9,568	62%	10,044	63%
Total Credit	15,992	100%	15,329	100%	15,843	100%
Noncredit Headcount	5,149		4,826		4,599	

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 2013		Fall 2014		Fall 2015	
Male	7,154	45%	6,817	44%	7,267	46%
Female	8,623	54%	8,298	54%	8,321	53%
Unknown	215	1%	214	1%	255	2%
Total	15,992	100%	15,329	100%	15,843	100%

source: GCC MIS data submissions

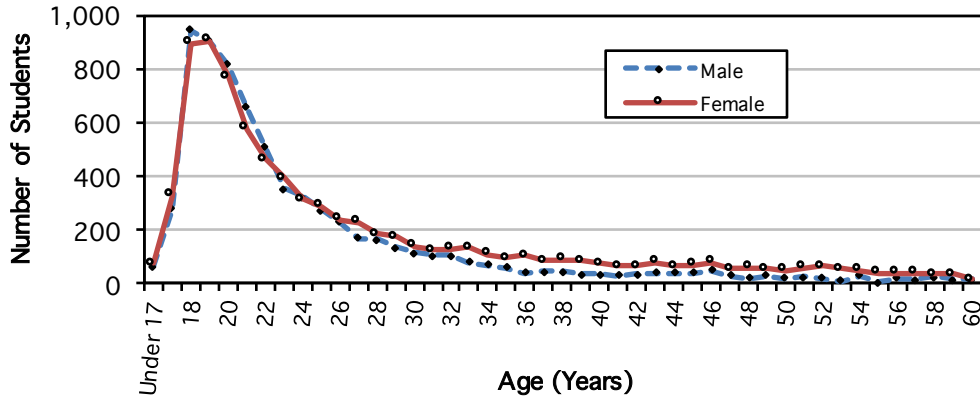
Figure 1-5. Age of Credit Students

Age Group	Fall 2013		Fall 2014		Fall 2015	
20 & Under	6,474	40%	5,976	39%	6,075	38%
21 to 25	4,105	26%	4,137	27%	4,205	27%
26 to 30	1,651	10%	1,624	11%	1,819	11%
31 to 50	2,877	18%	2,696	18%	2,745	17%
51 & Over	885	6%	893	6%	998	6%
Unknown	0	0%	3	0%	1	0%
Total Students	15,992	100%	15,329	100%	15,843	100%
Mean Age	26.5		26.6		26.7	
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 2015



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 32% 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 2013	Fall 2014	Fall 2015
Caucasian/European/Anglo	18%	17%	17%
Caucasian/Armenian	33%	33%	32%
Latino/Hispanic	29%	30%	31%
Asian/Pacific Islander	9%	10%	9%
Filipino	5%	5%	5%
Black/African American	3%	3%	3%
American Indian	1%	2%	1%
Other	0%	0%	0%
Unknown	3%	2%	2%
Total	15,992	15,329	15,843

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).

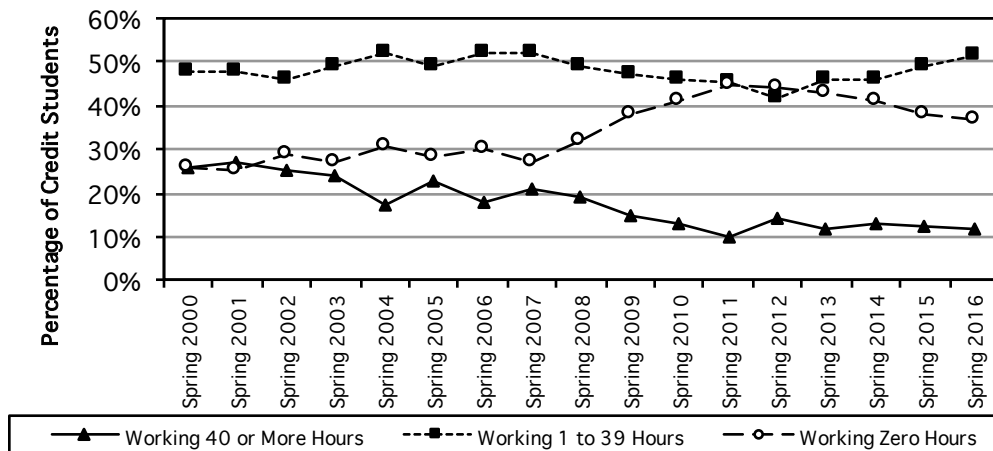
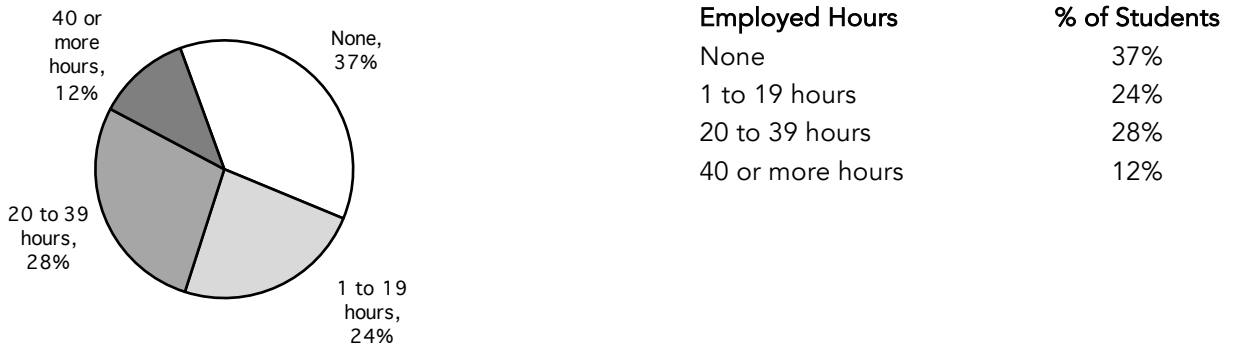
Figure 1-8. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2013		Fall 2014		Fall 2015	
Day Classes Only	7,233	45%	7,048	46%	7,302	46%
Evening Classes Only	2,479	16%	2,378	16%	2,738	17%
Both Day and Evening	5,969	37%	5,605	37%	5,485	35%
Neither Day nor Evening	311	2%	298	2%	318	2%
Total	15,992	100%	15,329	100%	15,843	100%

source: GCC MIS data submissions

According to student surveys, about 63% of credit students worked in 2016, representing a decline from about 70% in 2008. About 12% worked at least 40 paid hours per week, and about 28% 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 increased substantially after 2007, while the percentage working 40 or more hours per week decreased substantially.

Figure 1-9. Employed Hours of Credit Students, Spring 2014



source: Spring Student Survey

Most credit students (about 70%) are United States citizens. About 16% are permanent residents. The percentage of permanent residents increased from the mid 1980s through about 1996, then began to decrease.

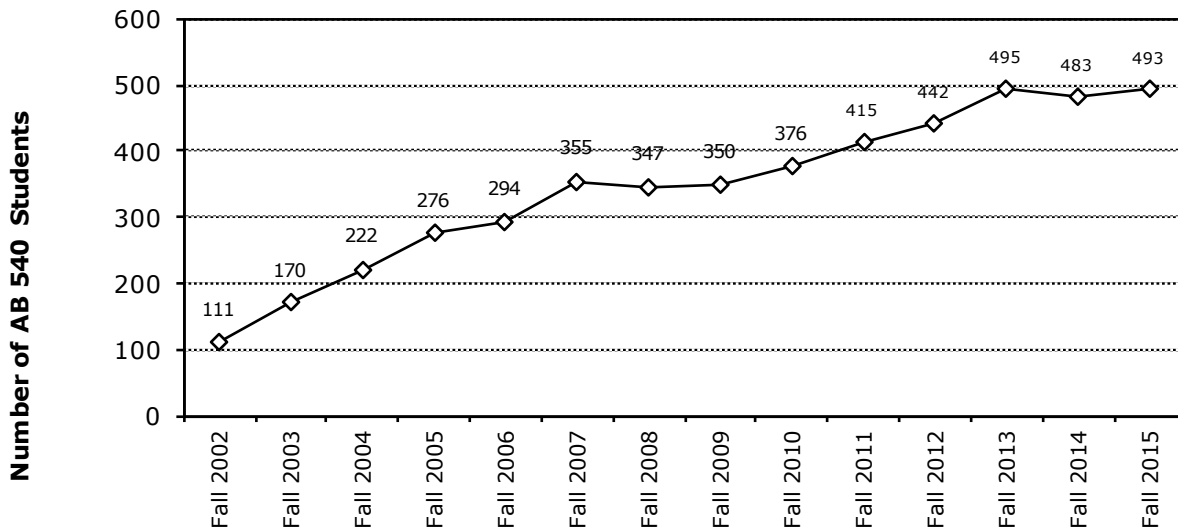
Figure 1-10. Citizenship/Visa Status of Credit Students

Citizenship/Visa Status	Fall 2013		Fall 2014		Fall 2015	
	Count	Percentage	Count	Percentage	Count	Percentage
U.S. Citizen	10,861	68%	10,540	69%	11,233	71%
Permanent Resident	2,967	19%	2,747	18%	2,614	16%
Refugee/Asylee	1,044	7%	865	6%	795	5%
Student Visa	625	4%	746	5%	782	5%
Other	363	2%	337	2%	312	2%
Unknown	132	1%	94	1%	107	1%
Total	15,992	100%	15,329	100%	15,843	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 500-600 international students every Fall semester, nearly 700 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

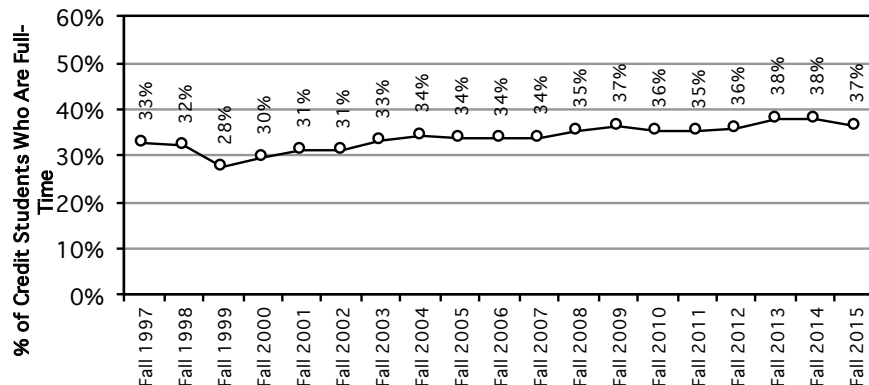
Country	Fall 2013		Fall 2014		Fall 2015	
	Count	Percentage	Count	Percentage	Count	Percentage
South Korea	154	27%	206	28%	118	18%
Japan	78	14%	112	15%	96	15%
China	44	8%	88	12%	78	12%
Sweden	39	7%	62	8%	34	5%
Hong Kong	25	4%	35	5%	18	3%
Saudi Arabia	21	4%	93	12%	89	14%
Vietnam	16	3%	25	3%	10	2%
Germany	15	3%	20	3%	8	1%
Indonesia	12	2%	16	2%	15	2%
Taiwan	11	2%	16	2%	17	3%
Armenia	9	2%	26	3%	6	1%
Iran	5	1%	9	1%	7	1%
Philippines	5	1%	4	1%	5	1%
Total International	569	100%	746	100%	658	100%

source: GCC PeopleSoft student system

A majority of credit students (about 63%) 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

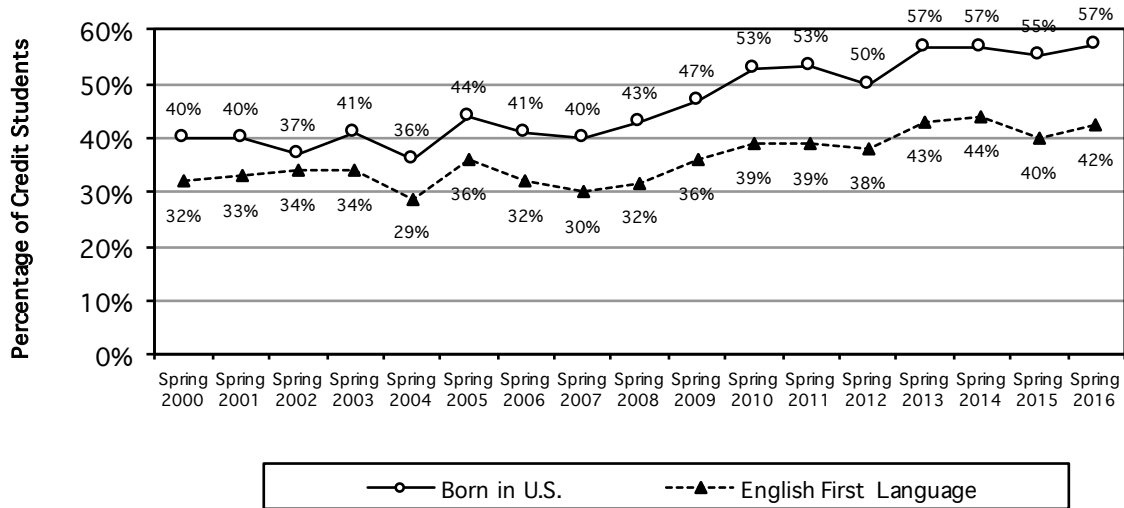
Units	Units Attempted			Units Completed		
	Fall 2013	Fall 2014	Fall 2015	Fall 2013	Fall 2014	Fall 2015
0	--	--	0%	15%	15%	16%
0.1 to 5.9	23%	23%	25%	27%	26%	27%
6.0 to 11.9	39%	39%	39%	37%	37%	36%
12.0 or More	38%	38%	37%	22%	22%	21%
Mean Units	9.1	9.2	9.0	6.8	6.9	6.6
Median Units	9.0	9.0	9.0	6.0	6.0	6.0



source: GCC MIS data submissions

Information about credit students is collected by the annual Spring Student Survey. The following graph shows student language (the percentage of credit students who learned English as their first language) and origin (the percentage of credit students born in the United States). About 57% of credit students were born in the United States and about 40% learned English as their first language.

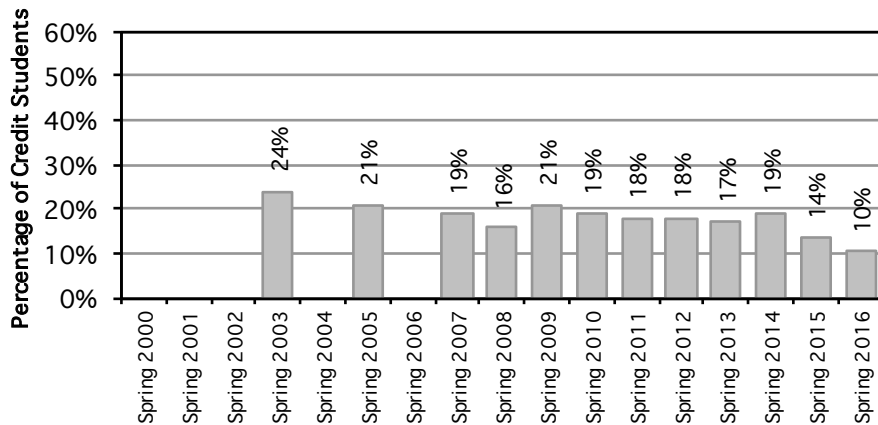
Figure 1-14. Credit Student Language and Origin



source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2016, 10% of credit students had dependent children.

Figure 1-15. Credit Students with Dependent Children

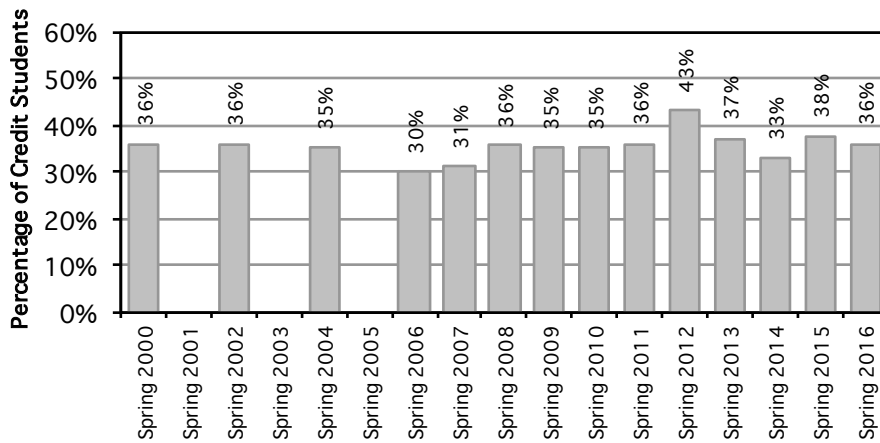


source: Spring Student Surveys

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.

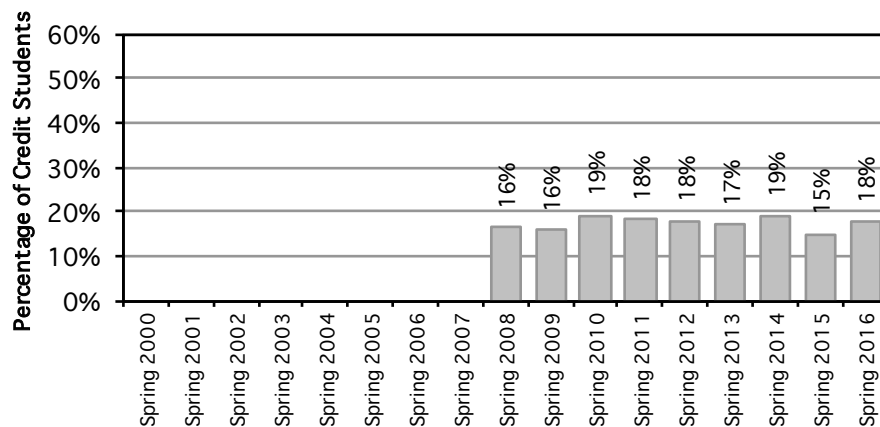
Using this definition of first-generation status, approximately 30%-40% of GCC credit students are first-generation college students.

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change: 2011-2014 Average to 2015
Glendale District							
Glendale	231	245	314	271	262	265	-2%
Hoover	174	248	194	210	217	154	-27%
Crescenta Valley	195	189	182	185	178	123	-31%
Clark Magnet	0	202	184	142	142	96	-36%
Daily	16	19	13	18	19	26	+48%
Burbank District							
Burbank	45	159	173	156	142	128	-17%
Burroughs	33	136	116	92	84	71	-31%
Los Angeles District							
Belmont	10	14	54	27	34	32	+12%
Eagle Rock	72	125	85	71	46	53	-29%
Fairfax	5	19	20	10	19	9	-47%
Francis Poly	1	12	22	30	34	21	-9%
Franklin	58	34	74	53	31	21	-59%
Grant	1	1	23	14	10	4	-62%
Hollywood	12	11	15	8	7	4	-65%
Lincoln	4	40	32	30	23	28	-6%
Los Angeles High School	0	13	27	16	1	4	-71%
Marshall	68	92	87	74	46	55	-27%
North Hollywood	2	23	30	21	28	41	+80%
Roosevelt	0	2	1	9	6	1	-79%
Verdugo Hills	43	81	83	54	58	56	-16%
Other LA District	--	116	205	246	141	285	+71%
Other Public Schools							
Alhambra	0	18	45	29	14	18	-22%
La Cañada	5	24	17	14	13	9	-43%
Muir	0	4	5	5	1	2	-47%
Private Schools							
Alex Pilibos	0	22	29	14	7	6	-67%
Bellarmine-Jefferson	21	2	16	17	7	5	-49%
Glendale Academy	10	1	1	3	3	2	-50%
Holy Family	25	1	5	3	0	4	+11%
Notre Dame	0	1	5	2	3	0	-100%
Providence	4	11	7	6	3	9	+7%
Ribet Academy	0	1	0	1	0	0	-100%
Sacred Heart	1	0	4	0	9	1	-74%
St. Francis	18	12	5	13	7	4	-56%
Village Christian	0	7	9	4	7	12	+76%
Other Private Schools	17	46	66	34	15	64	+70%
Total Freshmen	1,274	2,477	2,736	2,506	2,242	2,495	+6%
% from Glendale USD	48%	36%	32%	33%	36%	27%	
% from Private Schools	8%	4%	5%	4%	3%	4%	

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 2013		Fall 2014		Fall 2015	
Male	1,648	32%	1,562	32%	1,474	32%
Female	3,221	63%	3,004	62%	2,901	63%
Unknown	280	5%	260	5%	224	5%
Total	5,149	100%	4,826	100%	4,599	100%

source: GCC MIS data submissions

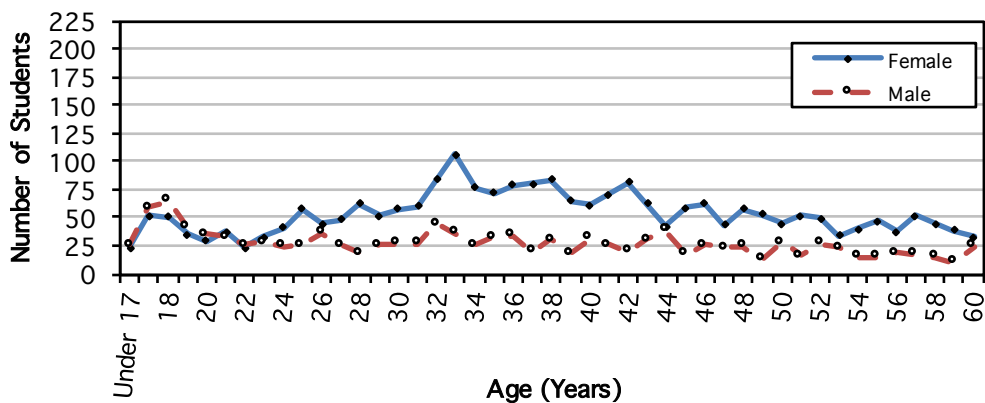
Noncredit students tend to be older than credit students. The median age of noncredit students was about 40 years in Fall 2015, compared to 22 years for credit students.

Figure 1-20. Age of Noncredit Students

Age Group	Fall 2013		Fall 2014		Fall 2015	
20 & Under	563	11%	493	10%	455	10%
21 to 25	473	9%	406	8%	339	7%
26 to 30	538	10%	470	10%	413	9%
31 to 50	1,885	37%	1,927	40%	1,961	43%
50 & Over	1,689	33%	1,530	32%	1,430	31%
Unknown	1	0%	0	0%	1	0%
Total Students	5,149	100%	4,826	100%	4,599	100%
Mean Age	42.3		42.4		42.5	
Median Age	40.0		40.0		40.0	

source: GCC MIS data submissions

Figure 1-21. Age Distribution of Noncredit Students by Gender, Fall 2015



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%.

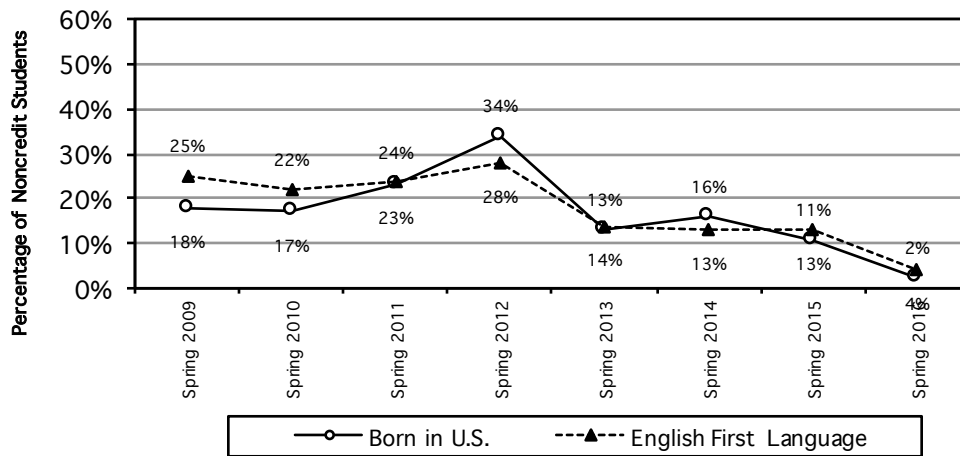
Figure 1-22. Ethnicity of Noncredit Students

Ethnicity	Fall 2013	Fall 2014	Fall 2015
American Indian	1%	1%	1%
Asian/Pacific Islander	8%	7%	8%
Black/African-American	1%	1%	1%
Caucasian/Anglo	12%	11%	11%
Caucasian/Armenian	42%	48%	48%
Latino/Hispanic	24%	22%	21%
Filipino	3%	2%	2%
Other	9%	8%	9%
Total	5,149	4,826	4,599

source: GCC MIS data submissions, GCC PeopleSoft student system

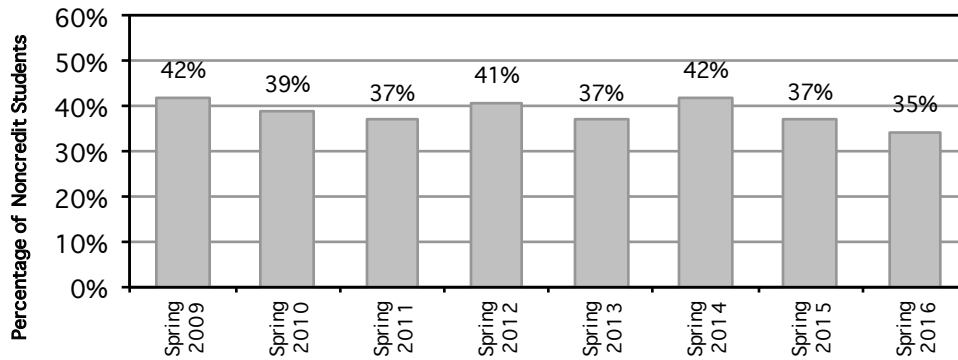
The graph below shows student survey data about the percentage of noncredit students who were born in the United States and who learned English as their first language. Most noncredit students (between 65% and 85%) were born outside the United States and are native speakers of a language other than English.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

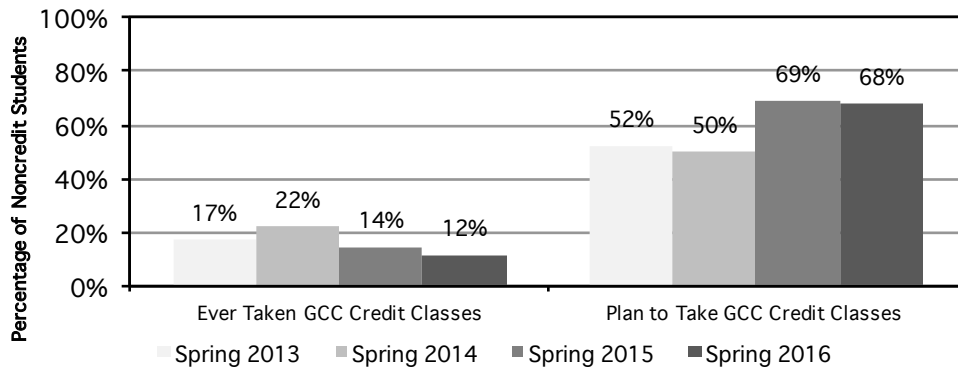
Figure 1-24. Percent of Noncredit Students with Dependent Children



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.

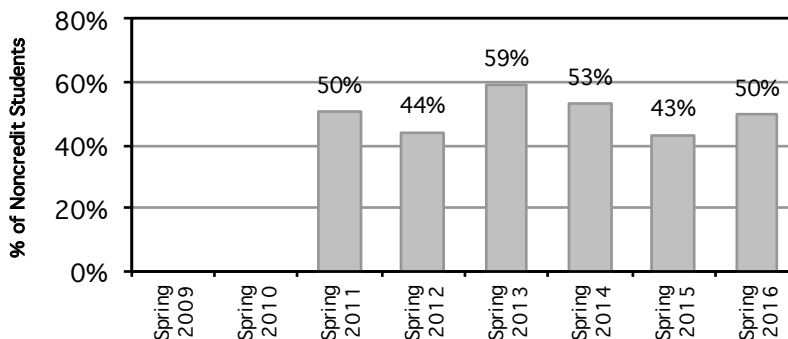
Figure 1-25. Noncredit Students and Credit Classes



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	2013-2014	2014-2015	2015-2016
Level 6 (ENGL 101)	41%	43%	44%
Level 5 (ENGL 120)	32%	31%	32%
Level 4 (ENGL 191)	22%	21%	17%
Level 3 (ENGL 189)	4%	5%	6%
Level 2 (ENGL 187)	0%	0%	0%
Missing Placement	0%	0%	0%
Total Placed	4,213	4,218	4,345

ESL Grammar/Composition	2013-2014	2014-2015	2015-2016
Level 5 (ESL 151)	0%	1%	1%
Level 4 (ESL 141)	10%	11%	12%
Level 3 (ESL 133)	20%	18%	19%
Level 2 (ESL 123)	26%	25%	28%
Level 1 (ESL 111)	43%	46%	41%
Undetermined	0%	0%	0%
Total Placed	1,467	1,506	1,711

ESL Listening/Speaking	2013-2014	2014-2015	2015-2016
Level 5 (ESL 155)	11%	12%	12%
Level 4 (ESL 145)	20%	19%	19%
Level 3 (ESL 135)	19%	17%	20%
Level 2 (ESL 125)	29%	28%	28%
Level 1 (ESL 115)	22%	24%	21%
Undetermined	0%	0%	0%
Total Placed	1,346	1,417	1,534

Mathematics	2013-2014	2014-2015	2015-2016
Level 6 (Math 103)	5%	5%	6%
Level 5 (Math 100, 110, 111, 112, 135, 136, 138)	14%	14%	16%
Level 4 (Math 101, 119, 219)	19%	19%	19%
Level 3.5 (Math 119, 219)	5%	5%	5%
Level 3 (Math 141)	8%	10%	9%
Level 2 (Math 145, 245)	21%	20%	19%
Level 1 (Math 155, 255)	29%	27%	26%
Unknown	0%	0%	0%
Total Placed	4,771	5,064	4,811

Chemistry	2013-2014	2014-2015	2015-2016
Chem 101	77%	71%	70%
Chem 110	23%	29%	30%
Total Placed	180	189	192

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.

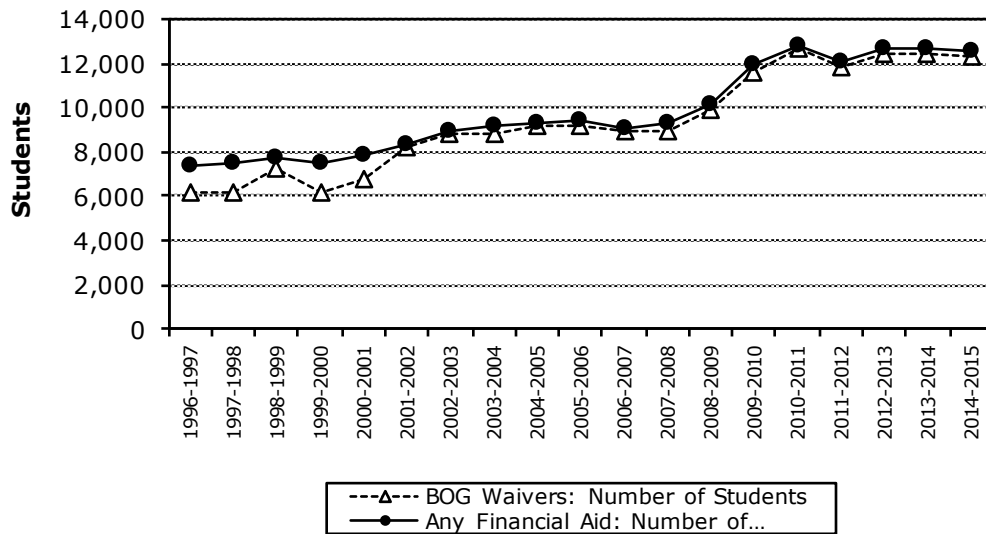
Figure 1-28. Financial Aid Awards

Award Category	2012-2013		2013-2014		2014-2015	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	7,777	\$26,078,486	7,632	\$26,048,511	7,045	\$24,798,090
Federal SEOG	877	\$316,600	668	\$239,600	575	\$214,000
EOPS Grants	1,050	\$168,598	995	\$171,054	1,223	\$172,064
Student Loans	1,126	\$3,995,868	359	\$1,252,704	641	\$2,346,620
Federal Work Study	260	\$411,866	211	\$330,248	241	\$451,957
BOG Waivers	12,491	\$9,338,157	12,404	\$9,736,748	13,307	\$9,683,977
Cal Grants	1,223	\$1,379,793	1,364	\$1,549,120	1,413	\$1,813,298
Other	0	\$0	0	\$0	21	\$22,200
Total (Unduplicated)	12,636	\$41,689,368	12,637	\$39,327,985	12,511	\$39,502,206

source: GCC MIS data submissions

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

Category	2012-2013	2013-2014	2014-2015
BOG Waivers: Number of Students	12,457	12,393	12,250
BOG Waivers: Percentage of Credit Students	57%	61%	58%
Any Financial Aid: Number of Students	12,636	12,637	12,511
Any Financial Aid: Percentage of Credit Students	58%	62%	59%

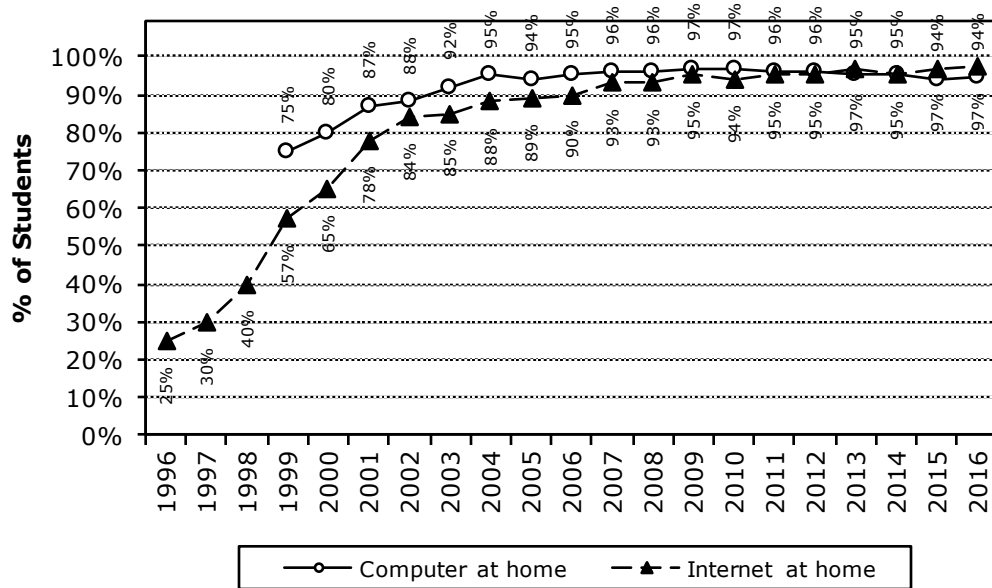


source: GCC MIS data submissions

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 2016 continuing education student survey, 76% of continuing education students report that they have a computer at home and 88% report that they have Internet access at home.

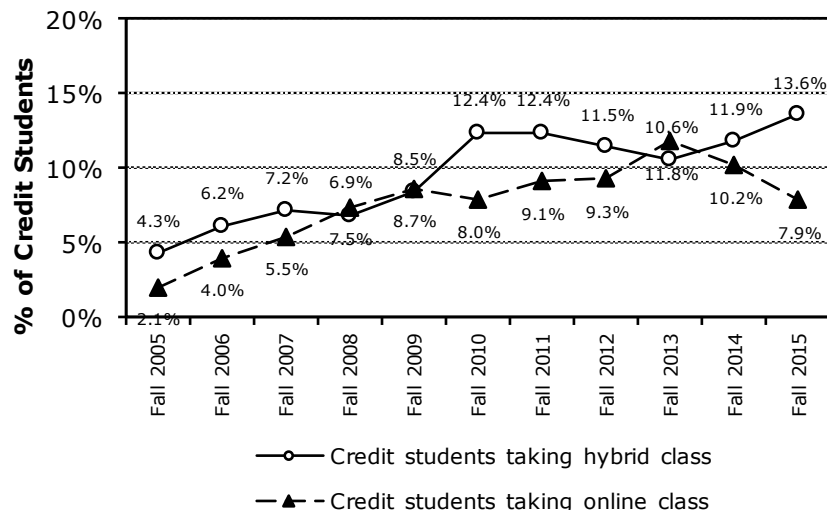
Figure 1-30. Credit Student Computer and Internet Access



source: Spring Student Surveys

As the graph below shows, the percentage of credit students taking online and hybrid classes increased from 2005 to 2010. The percentage taking hybrid classes continues to increase, while the percentage taking online classes is decreasing.

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		
	2010	2013	2016	2010	2013	2016	2010	2013	2016
Academic Counseling	90%	92%	94%	63%	70%	73%	74%	69%	75%
ACE	40%			12%			71%		
Admissions & Records	93%	94%	94%	78%	77%	74%	85%	80%	87%
Adult Re-Entry Center	39%			12%			67%		
Alliance for Minority Participation (AMP)									
ASGCC	58%	65%	64%	17%	21%	18%	64%	70%	67%
Assessment Center/Placement Testing	90%	92%	92%	72%	75%	74%	85%	83%	83%
Athletics		84%	83%		24%	22%		73%	75%
Baja Program	55%	63%	79%	12%	11%	13%	67%	74%	68%
Bookstore	95%	96%	94%	88%	88%	85%	88%	85%	85%
CAI Lab	48%	62%	67%	16%	22%	19%	74%	84%	82%
CalWORKs	54%	60%	66%	17%	19%	20%	73%	78%	72%
Career Center	81%	79%	83%	35%	31%	27%	72%	74%	70%
Center for Students with Disabilities	73%	75%	81%	15%	17%	15%	72%	75%	75%
Collaborative Learning/SI	51%	54%	61%	21%	23%	26%	78%	84%	80%
Computer Lab (San Gabriel open lab)	85%	81%	77%	57%	50%	41%	90%	90%	89%
Computer Lab (San Rafael open lab)	84%	80%	75%	54%	49%	37%	89%	91%	87%
Connections Office (Basic Skills)	34%			14%			67%		
El Vaquero	66%	67%	64%	27%	25%	18%	75%	79%	76%
English Lab (AD 238)	79%	76%	75%	49%	44%	36%	88%	90%	88%
EOPS Office	65%	66%	71%	28%	23%	28%	77%	78%	79%
ESL/Foreign Language Lab	65%	66%	65%	24%	24%	18%	83%	82%	78%
Financial Aid Office	91%	93%	92%	60%	66%	66%	80%	80%	81%
Health Center (SR 131)	83%	79%	81%	37%	28%	27%	85%	84%	80%
Health Center Nursing Services		72%	71%		19%	17%		79%	76%
Health Center Mental Health Services	42%	63%	62%	10%	14%	13%	66%	80%	71%
Health Center Dietary Counseling		56%	56%		11%	10%		75%	76%
High Tech Center (SG 108)	42%	49%	47%	11%	13%	11%	70%	76%	71%
Information Counter (AD building)	66%	66%	66%	39%	35%	32%	80%	83%	85%
Instructional Assistance Center (SG 112)	40%	47%	44%	12%	14%	11%	69%	77%	73%
Job Placement Center	70%	63%	70%	26%	21%	21%	61%	68%	65%
Learning Center (AD 232)	72%	68%	79%	31%	30%	33%	86%	87%	84%
Library	94%	95%	93%	80%	82%	80%	94%	93%	95%
Math Discovery Center (Math/Science Center)	59%	67%	77%	24%	32%	38%	80%	81%	85%
myGCC (web services)	92%	96%	94%	80%	90%	88%	81%	86%	90%
New Student Advising Sessions		49%	51%		18%	19%		71%	68%
Online Admissions Application		81%	80%		59%	59%		86%	87%
Online Orientation		79%	81%		50%	52%		82%	85%
Online Registration		91%	91%		80%	79%		87%	89%

Section 1. Student Access

Service	Recognition			Use			Satisfaction		
	2010	2013	2016	2010	2013	2016	2010	2013	2016
Online Scholarship Application		70%	73%		26%	27%		78%	75%
Orientation	74%			39%			82%		
Outreach Office/SOS	43%	48%	50%	12%	13%	14%	70%	80%	73%
PACE (AD 145)	44%	48%		11%	13%		73%	74%	
Scholars Program	64%	62%	62%	14%	16%	16%	67%	76%	73%
Scholarship Office	67%			18%			67%		
Center for Student Involvement/Service Learning Center	51%	56%	57%	18%	16%	15%	76%	79%	73%
Student Activities Office	53%	53%	50%	12%	14%	12%	72%	76%	73%
Study Abroad Office	58%	54%	61%	11%	12%	11%	72%	74%	73%
Transfer Center	77%	80%	84%	32%	33%	36%	76%	77%	79%
Tutoring Center	74%			28%			78%		
Tutors Today Teachers Tomorrow (4T)									
Veterans Services	44%	48%	60%	9%	11%	10%	64%	77%	77%
Writing Center	67%	69%	78%	24%	27%	30%	82%	83%	82%
Planetarium			57%			23%			86%
Tuition Office			75%			31%			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 2013	Fall 2014	Fall 2015
Credit Basic Skills Census Enrollments	3,669	3,568	3,477
Credit Basic Skills Course Retention Rates	81%	85%	83%
Credit Basic Skills Course Success Rates	57%	62%	60%
Noncredit Basic Skills Enrollments	3,885	3,700	3,461

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 2013	Fall 2014	Fall 2015
Total Noncredit Students	5,149	4,826	4,599
Concurrently Enrolled in Credit Classes	3%	3%	4%
Enrolled in Credit Classes in Next Spring Semester	5%	5%	7%

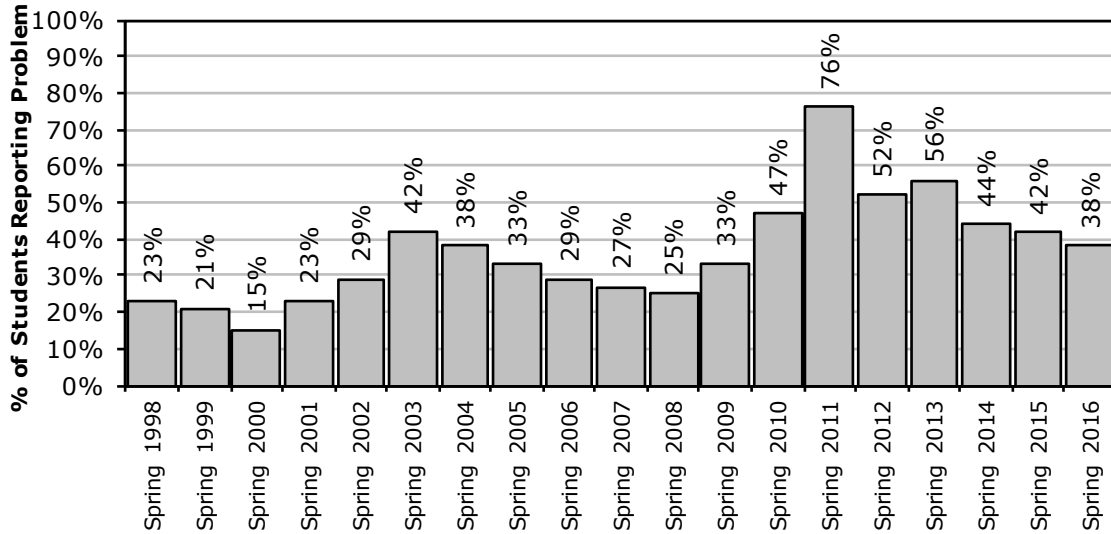
source: GCC MIS data submissions

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 2014	Spring 2015	Spring 2016
Class full	30%	24%	20%
Class not offered at time student wanted it	19%	20%	18%
Class scheduled at same time as another class student needed	16%	13%	13%
Class not offered this semester	8%	7%	8%

source: Spring Student Surveys

1.03.02. Classroom Occupation, Availability & Fill Rate

Classroom occupation can be presented as “scheduling density,” or the number of class sections scheduled to begin during each available time block of the day. The figure below shows overall scheduling density for the past three Fall semesters. For Fall 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 2012	Fall 2013	Fall 2014	Fall 2015
6:00 am – 6:59 am	11	16	13	10
7:00 am – 7:59 am	92	104	113	106
8:00 am – 8:59 am	49	26	30	33
9:00 am – 9:59 am	369	380	381	388
10:00 am – 10:59 am	242	231	260	266
11:00 am – 11:59 am	27	19	21	18
12:00 noon – 12:59 pm	208	192	104	221
1:00 pm – 1:59 pm	287	303	317	297
2:00 pm – 2:59 pm	45	40	42	41
3:00 pm – 3:59 pm	120	165	147	144
4:00 pm – 4:59 pm	46	50	60	59
5:00 pm – 5:59 pm	155	144	126	136
6:00 pm – 6:59 pm	339	364	369	359
7:00 pm – 7:59 pm	42	43	32	58
8:00 pm – 8:59 pm	40	37	36	39
9:00 pm – 9:59 pm	8	6	10	4

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 2012	Fall 2013	Fall 2014	Fall 2015
Biology	108%	105%	107%	105%
Business	96%	92%	85%	89%
Credit ESL	109%	103%	82%	91%
English	109%	102%	97%	98%
Health & PE	96%	89%	57%	77%
Health Sciences	79%	82%	85%	76%
Language Arts	104%	98%	93%	90%
Math	105%	98%	93%	95%
Physical Science	108%	103%	99%	96%
Social Science	105%	97%	91%	90%
Student Services	94%	89%	75%	77%
Technology & Aviation	103%	99%	93%	91%
Visual & Performing Arts	99%	93%	83%	79%
Total Credit	102%	97%	87%	89%

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					
	2008-2009		2009-2010		2010-2011	
	No.	%	No.	%	No.	%
Number of First-Time Students	4,661	100%	5,189	100%	9,122	100%
All Public Two-Year Colleges	1,664	36%	1,533	30%	2,687	29%
PASADENA CITY COLLEGE	355	8%	273	5%	534	6%
LOS ANGELES VALLEY COLLEGE	269	6%	219	4%	399	4%
LOS ANGELES CITY COLLEGE	184	4%	176	3%	402	4%
LOS ANGELES MISSION COLLEGE	89	2%	85	2%	178	2%
SANTA MONICA COLLEGE	50	1%	62	1%	130	1%
COLLEGE OF THE CANYONS	78	2%	83	2%	180	2%
LOS ANGELES PIERCE COLLEGE	58	1%	54	1%	141	2%
EAST LOS ANGELES COLLEGE	73	2%	84	2%	203	2%
LOS ANGELES TRADE TECHNICAL	65	1%	51	1%	125	1%

Glendale Community College
Campus Profile 2016

Section 2

STUDENT SUCCESS

2.01.	Student & Course Outcomes	
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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.

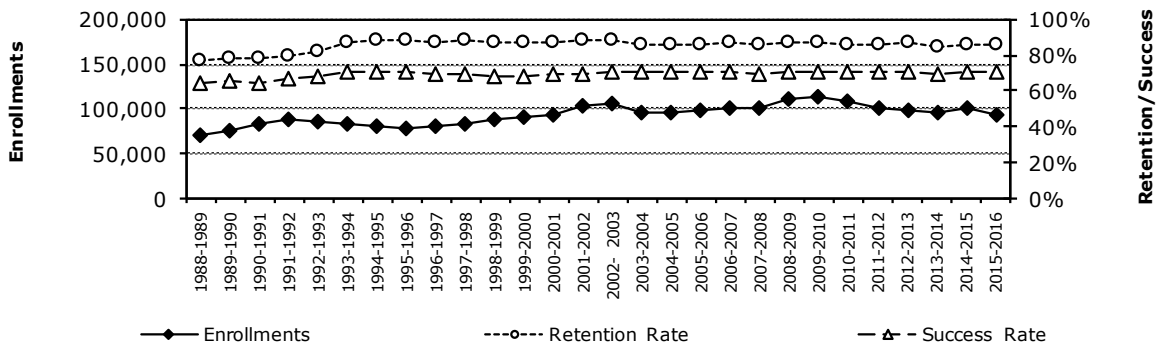
Figure 2-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

Division	Census Enrollments			Retention Rate			Success Rate		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Biology	1,186	1,235	1,279	78%	83%	73%	63%	67%	61%
Business	5,059	4,938	4,678	84%	83%	84%	71%	70%	74%
English	5,280	4,997	4,966	86%	85%	87%	71%	68%	72%
ESL (Credit)	3,420	3,065	3,079	88%	89%	89%	73%	75%	75%
Kinesiology (Health & PE)	2,711	3,086	2,860	89%	88%	87%	78%	69%	69%
Health Sciences	829	873	842	90%	89%	94%	87%	85%	91%
Language Arts	3,198	3,098	3,258	90%	88%	88%	80%	79%	79%
Mathematics	5,487	5,371	5,246	77%	79%	76%	53%	54%	52%
Physical Sciences	2,230	2,255	2,472	86%	83%	82%	70%	68%	64%
Social Sciences	7,964	8,187	7,821	84%	84%	84%	66%	65%	67%
Student Services	759	703	826	93%	91%	90%	76%	78%	77%
Technology & Aviation	2,295	2,187	2,262	87%	90%	92%	76%	79%	81%
Visual & Performing Arts	5,430	4,925	4,731	88%	86%	85%	72%	71%	70%
Total Credit	45,848	44,920	44,320	85%	85%	85%	70%	69%	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.

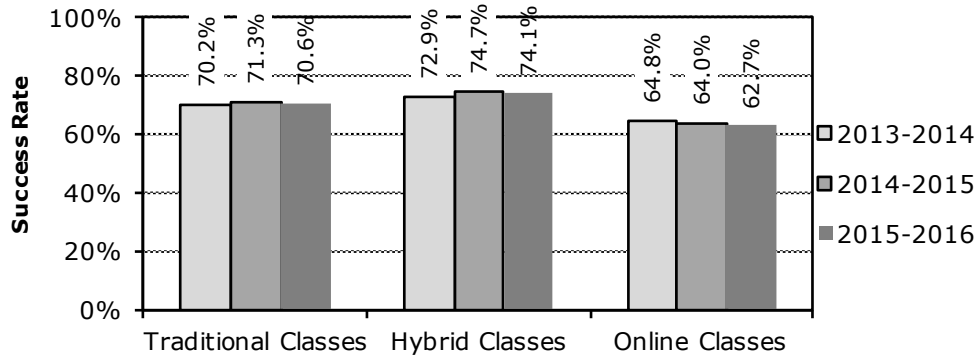
Figure 2-2. Enrollment, Retention, and Success by Academic Year



source: GCC Grade Detail data file and PeopleSoft database

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

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



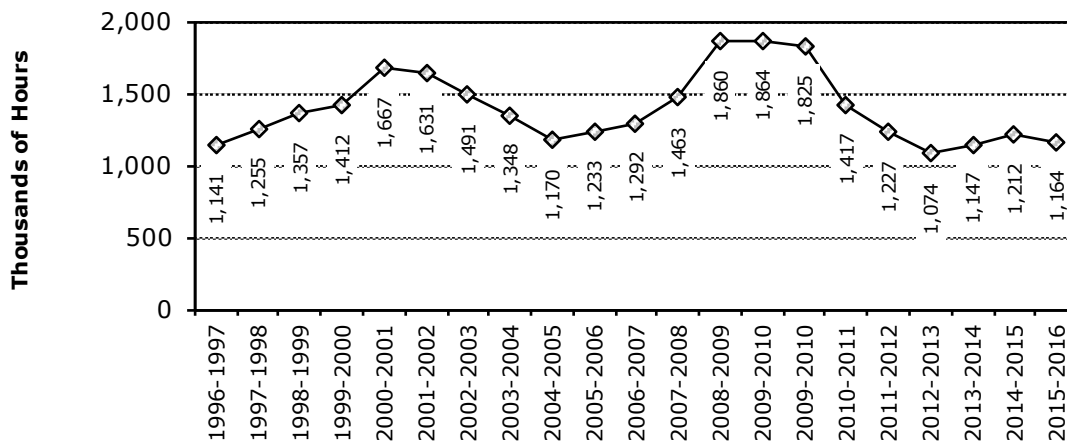
source: GCC PeopleSoft database

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 2015-2016, the noncredit program counted over 1,100,000 hours of attendance.

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

Department	Total Hours (Fall)			Students Enrolled (Fall)		
	2013	2014	2015	2013	2014	2015
Developmental Skills Lab (DSL)	32,472	27,461	23,259	793	603	510
ESL (Non-Credit)	363,249	373,687	349,937	3,166	3,160	3,004
Home Arts	0	0	0	0	0	0
Lifelong Learning	4,603	3,143	2,765	209	138	128
Business	83,272	82,253	72,152	1,214	1,209	1,112
Parent Education	9,855	9,272	9,958	285	272	320
Total Non-Credit	493,452	495,816	458,071	5,149	4,826	4,547

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 2015
MEAN UNITS COMP	The average number of units students completed in Fall 2015
SPRG PERS	The percentage of Fall 2015 students persisting to Spring 2016
COMPL TERM GPA	The Fall 2015 GPA of students who completed more than zero units
COMPL PERS	The percentage of Fall 2015 students completing more than zero units who persisted to Spring 2016
COMPL NUM	The total number of students in the group completing more than zero units

Section 2. Student Success

Figure 2-5. Fall 2015 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	15,843	10.6		6.6		71%		2.83		77%		13,166
American Indian	30	9.9	√	5.4	√	59%	√	2.57	√	73%	√	22
Asian	1,383	12.0	+	8.0	+	72%	+	2.97	+	76%	√	1,227
Black	457	10.4	√	4.8	-	59%	√	2.47	√	67%	√	316
Caucasian Citizen	4,894	10.4	√	6.7	+	72%	+	3.00	+	77%	√	4,194
Caucasian Resident	2,028	11.0	+	7.8	+	81%	+	3.00	+	84%	+	1,840
Latino Citizen	4,542	10.0	√	5.6	√	67%	√	2.53	√	40%	-	3,517
Latino Resident	216	9.8	√	5.9	√	66%	√	2.75	√	73%	√	175
Latino Other	390	10.4	√	6.1	√	70%	√	2.43	√	77%	√	316
Filipino	635	10.8	+	6.1	√	69%	√	2.81	√	72%	√	532
Others	1,268	11.0	+	7.5	+	76%	+	2.92	+	79%	+	1,143
Male	7,911	10.4	√	6.3	√	68%	√	2.74	√	74%	√	5,931
Female	9,109	10.7	+	6.9	+	74%	+	2.90	+	78%	+	7,135
Male Under 25	5,119	11.4	+	6.9	+	74%	+	2.62	√	80%	+	3,946
Male Over 24	2,792	8.5	√	5.0	-	59%	√	2.99	+	64%	√	1,985
Female Under 25	5,016	11.6	+	7.4	+	77%	+	2.72	√	82%	+	3,993
Female Over 24	4,093	9.5	√	6.1	√	70%	√	3.12	+	74%	√	3,142
With Disability	460	10.3	√	6.1	√	81%	+	2.67	√	84%	+	385
Student Visa	807	13.9	+	9.8	+	76%	+	2.77	√	80%	+	722
EOPS	1,603	14.5	+	10.4	+	92%	+	2.93	+	93%	+	1,554
18-24, No High School Diploma	126	10.1	√	6.3	√	68%	√	2.63	√	79%	+	89

Group	First-Time Students Attempting Units											
	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	3,339	11.3		7.4		77%		2.60		84%		2,488
American Indian	4	--	+	--	+	--	+	--	+	--	+	3
Asian	252	12.9	+	9.6	+	77%	√	2.86	+	80%	√	218
Black	126	11.5	+	4.7	-	63%	√	2.37	√	82%	√	60
Caucasian Citizen	905	11.6	+	8.2	+	81%	+	2.81	+	87%	+	706
Caucasian Resident	466	11.4	+	8.6	+	85%	+	2.81	+	90%	+	351
Latino Citizen	1,060	10.7	√	6.3	√	72%	√	2.27	√	81%	√	749
Latino Resident	40	10.5	√	6.8	√	70%	√	2.27	√	76%	√	29
Latino Other	117	10.7	√	6.7	√	72%	√	2.33	√	80%	√	87
Filipino	100	11.6	+	7.0	√	81%	+	2.45	√	87%	+	79
Others	269	10.7	√	7.7	+	80%	+	2.76	+	84%	√	206
Male	1,673	10.9	√	6.8	√	73%	√	2.48	√	81%	√	1,204
Female	1,599	11.7	+	8.2	+	81%	+	2.73	+	87%	+	1,234
Male Under 25	1,321	11.9	+	7.5	+	78%	+	2.43	√	86%	+	1,010
Male Over 24	352	6.8	-	4.0	-	52%	-	2.57	√	58%	-	194
Female Under 25	1,174	12.2	+	8.6	+	83%	+	2.66	+	88%	+	945
Female Over 24	425	10.2	√	7.0	√	78%	+	2.98	+	83%	√	289
With Disability	93	11.0	√	6.3	√	88%	+	2.54	√	94%	+	72
Student Visa	217	13.7	+	10.1	+	78%	+	2.81	+	82%	√	198
EOPS	348	14.1	+	10.6	+	95%	+	2.74	+	97%	+	332
18-24, No High School Diploma	24	9.5	√	4.7	-	58%	-	2.19	√	85%	+	13

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 2013	Fall 2014	Fall 2015
Course Success Rate			
<i>All new students</i>	63%	66%	67%
New students completing orientation	75%	68%	71%
New students completing SEP	74%	73%	76%
New students completing assessment	82%	67%	68%
Persistence to Spring			
<i>All new students</i>	77%	79%	76%
New students completing orientation	85%	85%	85%
New students completing SEP	92%	94%	89%
New students completing assessment	88%	79%	81%

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 2013	Spring 2014	Spring 2015	Spring 2016
The education you are getting at GCC	--	83%	83%	--
Campus friendliness to students	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 60%) 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 12% 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

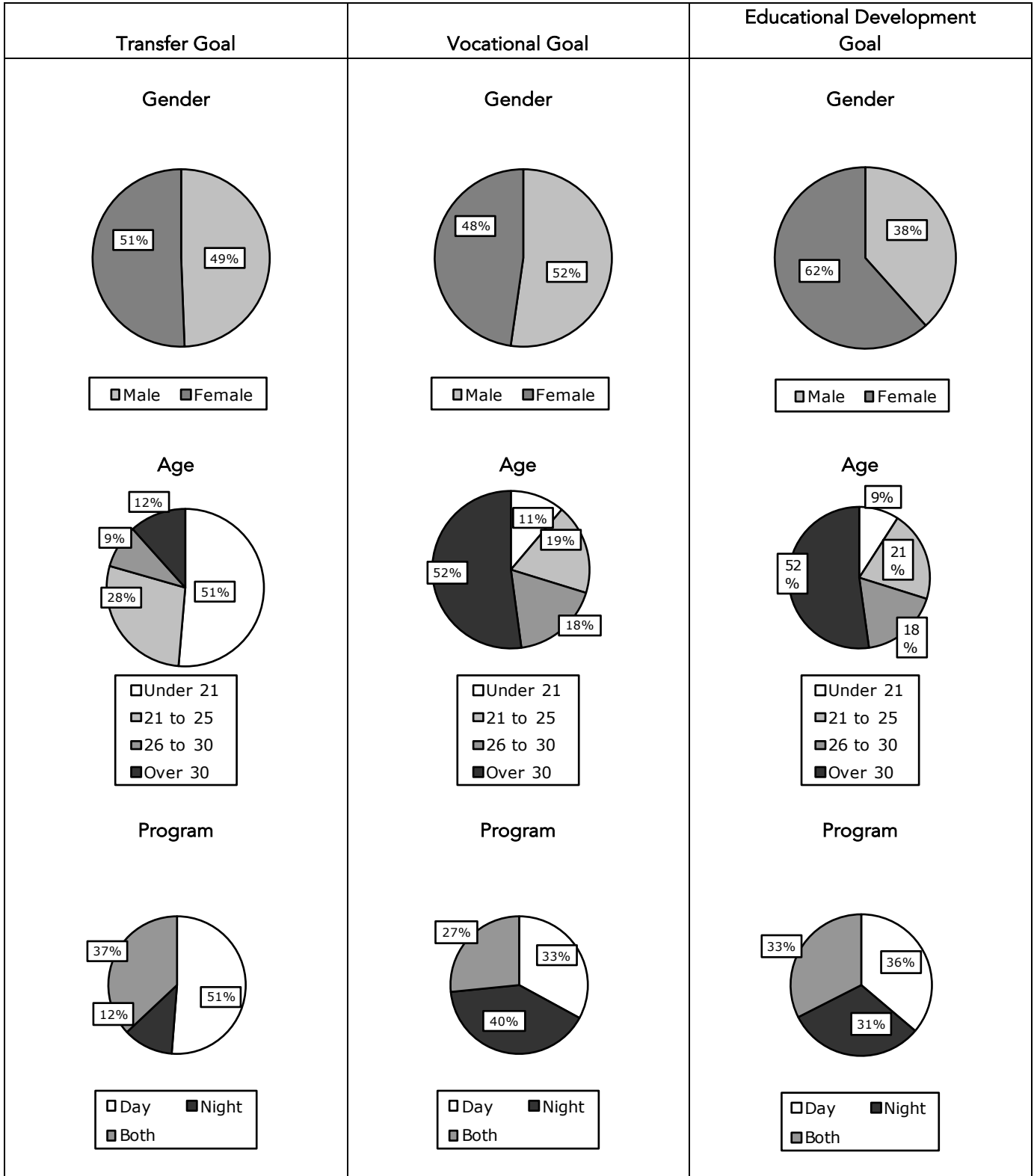
Goal	Fall 2013		Fall 2014		Fall 2015	
	Count	Percentage	Count	Percentage	Count	Percentage
Transfer with AA	5,961	38%	6,316	39%	6,583	39%
Transfer without AA	4,518	29%	3,074	19%	3,182	19%
Associate's degree	1,429	9%	875	5%	891	5%
Vocational degree	925	6%	143	1%	122	1%
Certificate	641	4%	323	2%	364	2%
Discover career interests	116	1%	233	1%	258	2%
Prepare for new career	293	2%	528	3%	530	3%
Advance current job	157	1%	265	2%	509	3%
Maintain licensure	97	1%	191	1%	213	1%
Educational development	255	2%	496	3%	534	3%
Improve English, Math	161	1%	351	2%	361	2%
Complete GED/diploma	58	0%	165	1%	177	1%
Undecided	804	5%	2,340	15%	2,373	14%
Noncredit to Credit	9	0%	102	1%	101	1%
4-Year Student	308	2%	692	4%	677	4%
Unknown Goal	360				2,733	

source: GCC PeopleSoft data files

Section 2. Student Success

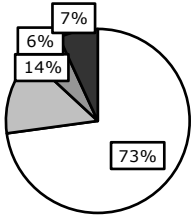
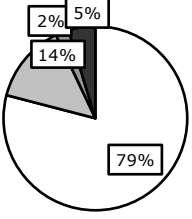
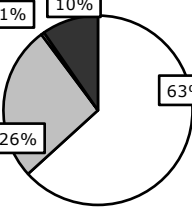
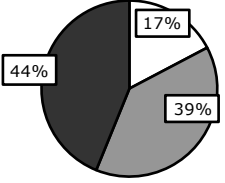
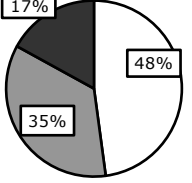
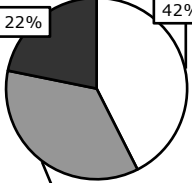
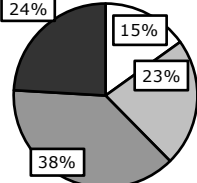
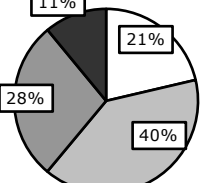
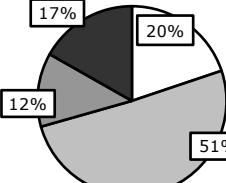
The following pages show characteristics of credit students by educational goal. Transfer-goal students are younger and take more units than other students, and educational development students are older and more likely to be U.S. citizens than other students.

Figure 2-9. Characteristics of Credit Students by Goal, Fall 2015



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>

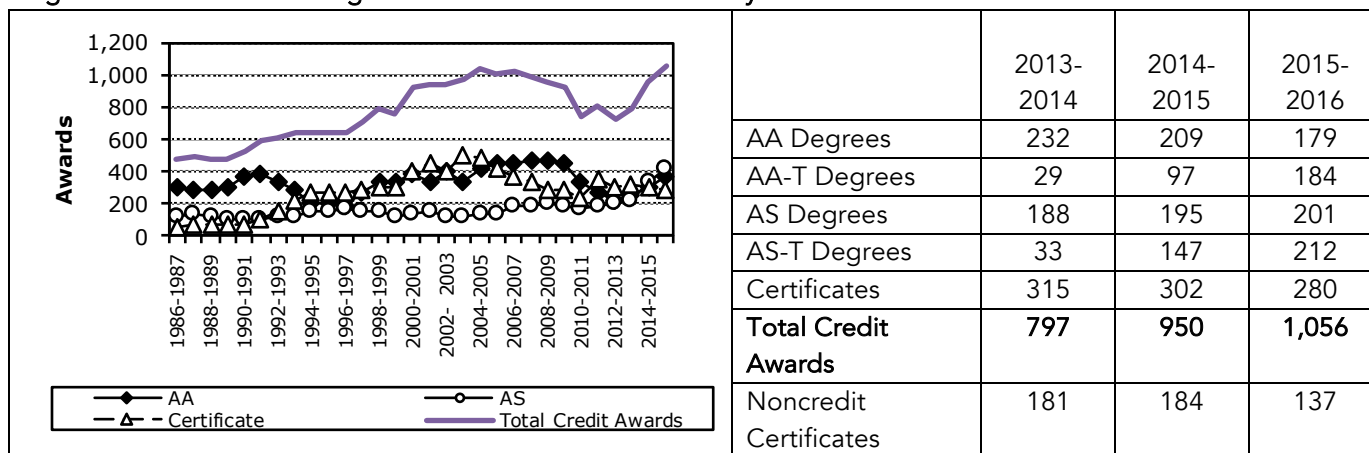
source: GCC MIS data files

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 until the implementation of associate degrees for transfer produced an increasing trend.

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 and AA-T Degrees			AS and AS-T Degrees			Credit Certificates		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Male	35%	32%	30%	25%	30%	36%	29%	35%	32%
Female	65%	68%	70%	75%	70%	64%	71%	65%	68%
Total	261	306	363	221	342	413	315	302	280

source: PeopleSoft degree award table

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

Ethnicity	AA and AA-T Degrees			AS and AS-T Degrees			Credit Certificates		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Caucasian/Anglo	23%	33%	24%	22%	27%	25%	18%	27%	25%
Caucasian/Armenian	32%	25%	26%	43%	42%	36%	56%	47%	50%
Latino/Hispanic	23%	21%	27%	13%	15%	20%	14%	10%	11%
Asian	7%	11%	10%	9%	7%	10%	7%	5%	8%
Filipino	7%	5%	9%	8%	5%	7%	2%	6%	3%
African-American	4%	3%	1%	2%	4%	2%	2%	2%	1%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	1%
Other	3%	1%	3%	3%	1%	0%	1%	2%	2%
Total	261	306	363	221	342	413	315	302	280

source: PeopleSoft degree award table

Section 2. Student Success

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

AA Degrees	2013- 2014	2014- 2015	2015- 2016
<i>Areas of Emphasis:</i>			
Arts and Humanities	6	4	4
Science and Mathematics	1	6	2
Social and Behavioral Sciences	5	6	3
<i>Majors:</i>			
Applied Arts			
Biological Science	2	2	2
Business Administration	68	45	40
Choreographic Studies & Dance Technique	0	1	0
English	3	4	2
Foreign Language	5	10	6
French	1	0	1
General Education Transfer Studies			
Health Science	44	46	46
Humanities			
Interdisciplinary Humanities: American Responses to Other Cultures	0	0	0
Interdisciplinary Humanities: Creativity	0	0	0
Interdisciplinary Humanities: East-West Culture and Civilizations	0		
Liberal Arts			
Mass Communications	1	2	3
Mathematics	0	1	2
Music	0	0	2
Physical Education	0	0	0
Physical Science	0	1	0
Science			
Social Science	67	53	45
Speech/Communication	2	6	2
Theatre Arts	1	1	0
Theatre Arts: Acting	1	0	0
Visual Arts: Animation	1	1	1
Visual Arts: Art History	1	0	1
Visual Arts: Graphic Art	1	6	4
Visual Arts: Media Arts	0	2	2
Visual Arts: Photography	0	1	1
Visual Arts: Three Dimensional	2	1	0
Visual Arts: Two Dimensional	3	2	3
Missing			
Total	232	209	179

Section 2. Student Success

AA-T Degrees	2013-2014	2014-2015	2015-2016
Anthropology		3	3
Art History			
Communication Studies	6	12	22
English		9	22
Geography		1	2
History		2	13
Journalism			3
Kinesiology		6	16
Music			
Philosophy		1	2
Political Science		11	20
Psychology		34	55
Sociology	7	15	23
Spanish		2	0
Studio Arts			1
Theatre Arts		1	1
Total	29	97	184

AS Degrees	2013-2014	2014-2015	2015-2016
Accounting	25	26	18
Administration of Justice	8	2	3
Advanced Culinary Arts			
Advertising Arts			
Animation	0	0	0
Animation: Classical			
Architectural Drafting & Design	1	0	2
Art			
Art: Two-Dimensional	0	0	0
Art: Three-Dimensional	0	0	0
Aviation & Transportation: Aviation Administration	0	2	7
Aviation & Transportation: Flight Attendant			
Aviation & Transportation: Pilot Training	0	2	2
Beginning Culinary Arts			
Bookkeeping	1	3	1
Business Administration: Entrepreneurship/Small Business	0	1	2
Business Administration: Financial Planning & Investment	0	1	2
Business Administration: General Business	1	4	4
Business Administration: International Business	2	2	4
Ceramics	0	0	0
Child Development: Infant/Toddler	0	1	0
Child Development: Master Teacher	0	1	0
Child Development: School-Age Care	0	0	0
Child Development: Site Supervisor	2	1	0
Child Development: Teacher	16	14	14

Section 2. Student Success

AS Degrees	2013-2014	2014-2015	2015-2016
Child Development/Teaching - Nursery School			
Choreographic Studies & Dance Technique	0	1	2
Computer Aided Manufacturing			
Computer Applications & Business Office Technology: Administrative Assistant	6	8	5
Computer Applications & Business Office Technology: General Office	14	11	8
Computer Applications & Business Office Technology: Legal Secretary	0	0	0
Computer Information Systems			
Computer Numerical Control Technician	0	0	0
Computer Programmer			
Computer Science	2	2	2
Computer Software Technician	0	0	2
Dance Teaching	1	3	2
Dietary Service Supervisor	2	2	7
Digital Animation			
Electronics & Computer Technology			
Electronics & Computer Technology: Computer Engineer Technician			
Electronics & Computer Technology: Computer Systems			
Electronics & Computer Technology: Electronics Engineering Technician			
Electronics & Computer Technology: Electronics Technology Technician	0	0	0
Engineering/Electro-Mechanical Design	2	0	1
Fire Technology	3	4	4
Fitness Specialist			
Graphic Design	0	0	1
Hotel/Restaurant Management			
Insurance Specialist			
Insurance Specialist: Property & Casualty	0	0	0
Machine & Manufacturing Technology: Machinist	0	0	1
Management	1	4	2
Marketing	0	0	0
Mass Communications	1	0	0
Medical Office Administration: Medical Front Office	6	11	18
Medical Office Administration: Medical Secretary	0		
Medical Office Administration: Medical Transcription	0		
Music	0	0	0
Photography	1	1	1
Real Estate Broker	0	2	1
Real Estate Appraisal	1	0	0
Recreation Leadership			
Registered Nursing	72	71	69
Restaurant Management	6	4	7
Specialist in Alcohol/Drug Studies	3	4	3
Technical Theatre	0	0	0
Television Production: Mass Media	0	0	1
Television Production: Corporate Television	1	1	0
Television Production: Videography	0	2	1

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AS Degrees	2013-2014	2014-2015	2015-2016
Web Development	1	1	1
Welding, Occupational (Combination Welder)	0	0	1
Total	188	195	201

AS-T Degrees	2013-2014	2014-2015	2015-2016
Administration of Justice		19	25
Business Administration		110	163
Early Childhood Education			0
Mathematics	5	12	18
Physics		6	6
Total	33	147	212

Credit Certificates	2013-2014	2014-2015	2015-2016
Accounting	28	25	22
Administration of Justice	9	8	9
Advanced Culinary Arts			
Advertising Arts			
Aircraft Powerplant & Airframe Maintenance & Overhaul			
Aircraft Powerplant Maintenance & Overhaul (FAA Powerplant)			
Animation	0	0	5
Animation: Classical			
Architectural Drafting & Design	1	4	2
Architecture: Residential	0	0	0
Art			
Art: Three-Dimensional	0	0	0
Art: Two-Dimensional	0	0	0
Aviation & Transportation: Aviation Administration	2	4	2
Aviation & Transportation: Flight Attendant	15	7	7
Aviation & Transportation: Pilot Training	1	7	2
Beginning Culinary Arts			
Bookkeeping	14	7	4
Business Administration: Entrepreneurship - Small Business	1	0	1
Business Administration: Financial Planning & Investment	0	2	1
Business Administration: General Business	6	4	3
Business Administration: International Business	2	1	3
Ceramics	1	3	3
Child Development: Infant/Toddler	1	1	2
Child Development: Master Teacher	3	3	2
Child Development: School-Age Care	0	0	0
Child Development: Site Supervisor	3	1	1
Child Development: Teacher	5	12	4
Choreographic Studies & Dance Technique	3	2	1
Communications			
Computer Applications & Business Office Technology: Administrative	3	1	2

Section 2. Student Success

Credit Certificates	2013-2014	2014-2015	2015-2016
Assistant			
Computer Applications & Business Office Technology: General Office	13	12	9
Computer Applications & Business Office Technology: Legal Secretary	0	1	0
Computer Applications Specialist	0	0	0
Computer Applications Technician	2	1	2
Computer Information Systems	0	1	3
Computer Numerical Control Technician	0	1	0
Computer Operator			
Computer Programmer	3	3	4
Computer Science	2	0	0
Computer Software Technician	0	0	0
Computer Support Technician	1	1	2
Computerized Accounting Specialist	4	2	2
CSU General Education	0	2	1
Dance Teaching	5	4	4
Dental Front Office/Billing and Coding	8	6	3
Desktop Publishing Technician	0	0	0
Dietary Service Supervisor	2	6	8
Digital Animation			
Electronics & Computer Technology: Computer Engineer Technician			
Electronics & Computer Technology: Computer Systems			
Electronics & Computer Technology: Electronics Engineering Technician			
Electronics & Computer Technology: Electronics Technology Technician	2	7	3
Engineering/Electro-Mechanical Design	1	5	3
Fire Academy			
Fire Technology	2	0	4
Graphic Design	3	11	7
Hotel/Restaurant Management			
Human Resources Assistant	1	0	3
IGETC	16	33	4
Insurance Professional	0	0	0
International Business Professional	1	0	0
Machine & Manufacturing Technology: Machinist	8	5	7
Management	3	7	3
Marketing	1	0	0
Mass Communications	0	2	2
Medical Billing and Coding	23	11	26
Medical Office Administration: Medical Front Office	16	9	11
Medical Office Administration: Medical Secretary	2	0	0
Medical Office Administration: Medical Transcription	2	0	0
Microsoft Office User Specialist (Option 4)			
Music	1	1	5
Photography	6	5	6
Real Estate Broker	5	6	3
Real Estate Appraisal	0	0	1
Receptionist/Office Clerk	19	20	15

Section 2. Student Success

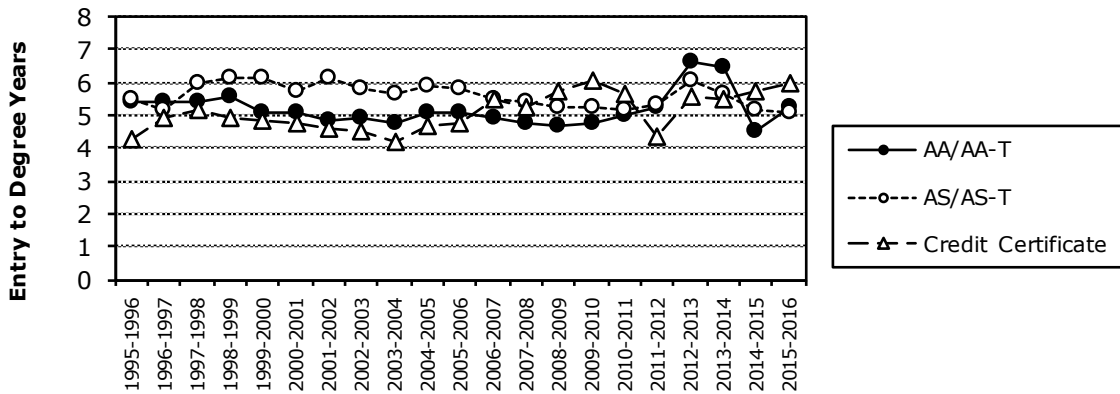
Credit Certificates	2013-2014	2014-2015	2015-2016
Registered Nursing	0	0	1
Restaurant Management	8	7	19
Restaurant Supervision			
Retail Management	0	0	0
Specialist in Alcohol/Drug Studies	11	17	23
Tax Preparer	6	3	2
Technical Theatre	0	0	0
Television Production: Mass Media	0	0	0
Television Production: Corporate Television	0	0	0
Television Production: Videography	2	3	2
UNIX Systems Administrator	0	0	0
Verdugo Fire Academy	23	2	2
Verdugo Recruit Academy	0	0	0
Web Development	1	5	2
Welding, Occupational (Combination Welder)	4	1	4
Total	315	302	280

Noncredit Certificates	2013-2014	2014-2015	2015-2016
Account Clerk I	10	11	12
Account Clerk II	6	7	2
Adult Basic Education	0	0	0
Advanced ESL	11	23	11
Beginning ESL	36	79	60
Dental Front Office Clerk	4	1	1
GED Preparation	1	10	12
General Office Clerk 1	17	28	21
General Office Clerk II	3	9	3
General Office Clerk III	1	4	1
Intermediate ESL	6	2	5
Introduction to Hospitality and Tourism	0	0	0
Medical Front Office Clerk	3	6	7
Total	181	184	141

Section 2. Student Success

Time between entry and degree completion has decreased somewhat, likely due to the availability of associate degrees for transfer as well as greater class availability.

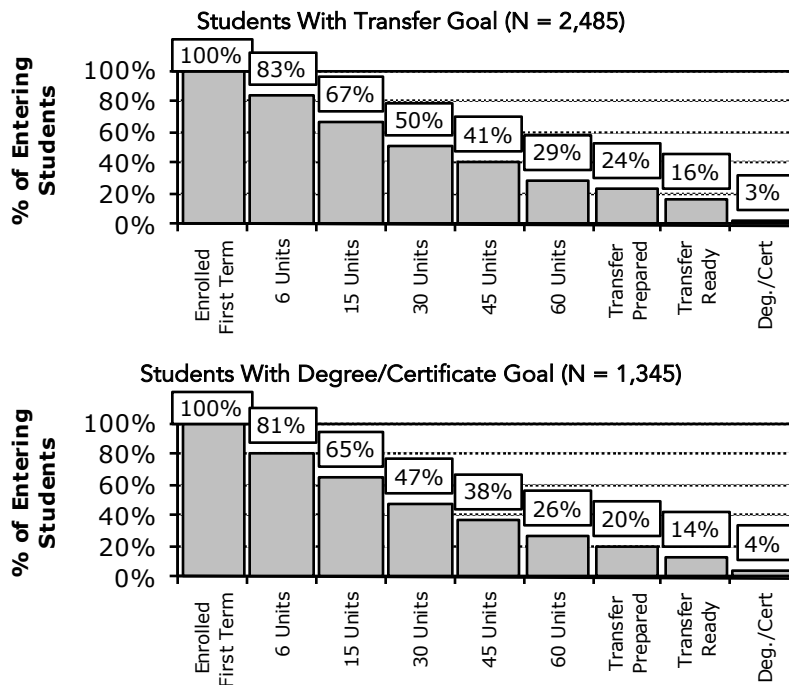
Figure 2-15. Mean Entry to Degree Time (Years)



source: GCC PeopleSoft database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2011. 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

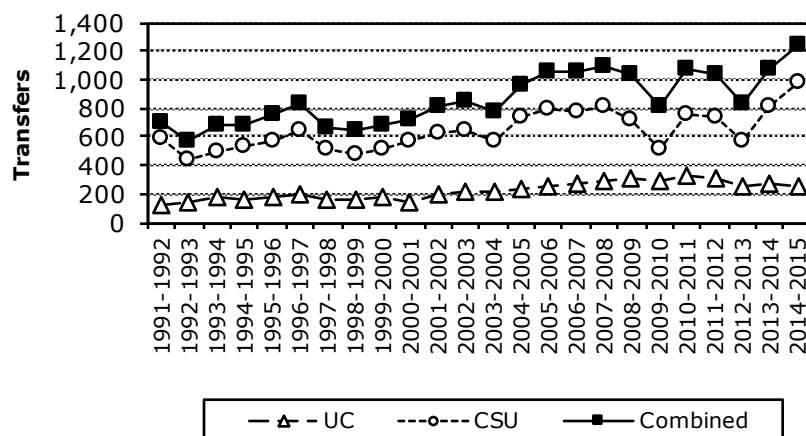
	2013-2014	2014-2015	2015-2016
Students obtaining GED	116		
Students completing high school diploma	10		
Successful student completions of high school courses	353		
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	2,659		
Students earning Adult Basic Education CASAS benchmarks	47		
Continuing Education Certificates Awarded	181	184	141

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
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	--	203	66	1,239
2005-2006	251	799	--	210	66	1,326
2006-2007	273	777	--	211	60	1,321
2007-2008	285	806	--	244	79	1,414
2008-2009	301	728	--	255	92	1,376
2009-2010	297	512	--	293	103	1,205
2010-2011	318	755	--	296	121	1,490
2011-2012	299	738	--	282	105	1,424
2012-2013	250	574	--	289	145	1,258
2013-2014	277	803	--	223	193	1,496
2014-2015	259	980	--	309	116	1,664

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	2012-2013	2013-2014	2014-2015
CSU			
Northridge	291	394	500
Los Angeles	152	236	309
Pomona	52	76	71
Long Beach	23	24	30
Dominguez Hills	14	26	17
Fullerton	5	7	7
San Diego	4	3	2
Other CSU	33	37	44
CSU Total	574	803	980
UC			
Los Angeles	85	82	98
Irvine	48	44	37
Santa Barbara	31	26	34
Berkeley	25	29	26
San Diego	18	48	21
Riverside	20	31	16
Other UC	23	16	27
UC Total	250	277	259

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 higher GPAs at the CSU than 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 2012	Fall 2013	Fall 2014	Fall 2015
Number of CSU Transfers from GCC	552	776	860	822
Pre-Admission GPA of Transfers from GCC	2.93	2.89	2.89	3.01
Fall-to-Fall Persistence of GCC Transfers	91%	91%	92%	
Persistence of All CC Transfers	87%	88%	88%	
CSU GPA of Persisters from GCC	3.16	3.18	3.15	
CSU GPA of Persisters from All CC's	3.03	3.05	3.07	

source: CSU Academic Performance Reports

Note: Performance data for Fall 2015 transfers to CSU were not available in time for publication of the Campus Profile.

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

The following table tracks first-time students entering GCC between 2007-2008 and 2010-2011. 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			
	2007-2008	2008-2009	2009-2010	2010-2011
All First-Time Students				
Number of Students	5,311	5,607	5,189	9,122
Percent Enrolling at a Public 4-Year Institution	23%	24%	24%	24%
Percent Enrolling at a Private 4-Year Institution	9%	10%	10%	12%
Percent Enrolling at Any 4-Year Institution	30%	32%	31%	33%
First-Time Students with Transfer Goal				
Number of Students	2,651	2,800	2,784	4,165
Percent Enrolling at a Public 4-Year Institution	28%	29%	27%	26%
Percent Enrolling at a Private 4-Year Institution	10%	11%	9%	12%
Percent Enrolling at Any 4-Year Institution	35%	37%	35%	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 2007-2008 through 2010-2011.

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

Four-Year Institution	Number of Transfer Students by Year Entering GCC			
	2007-2008	2008-2009	2009-2010	2010-2011
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	376	424	406	595
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	174	197	202	273
UNIVERSITY OF CALIFORNIA-LOS ANGELES	176	147	125	158
UNIVERSITY OF SOUTHERN CALIFORNIA	106	125	85	161
UNIVERSITY OF CALIFORNIA-SAN DIEGO	86	100	42	91
UNIVERSITY OF PHOENIX	64	56	42	91
WOODBURY UNIVERSITY	60	62	37	79
CALIFORNIA STATE POLYTECHNIC (POMONA)	50	71	58	83
UNIVERSITY OF CALIFORNIA - IRVINE	82	78	63	87
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	40	51	48	69
CALIFORNIA STATE UNIVERSITY - LONG BEACH	30	28	28	72
UNIVERSITY OF CALIFORNIA-BERKELEY	28	12	19	20
ITT TECHNICAL INSTITUTE	21	18	13	12
CALIFORNIA STATE UNIVERSITY - FULLERTON	15	20	10	14

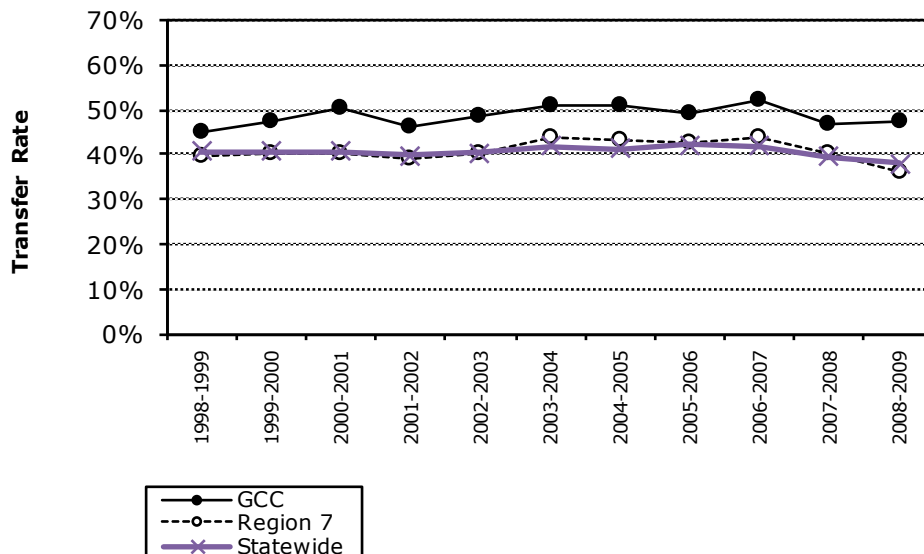
source: National Student Clearinghouse data files

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%



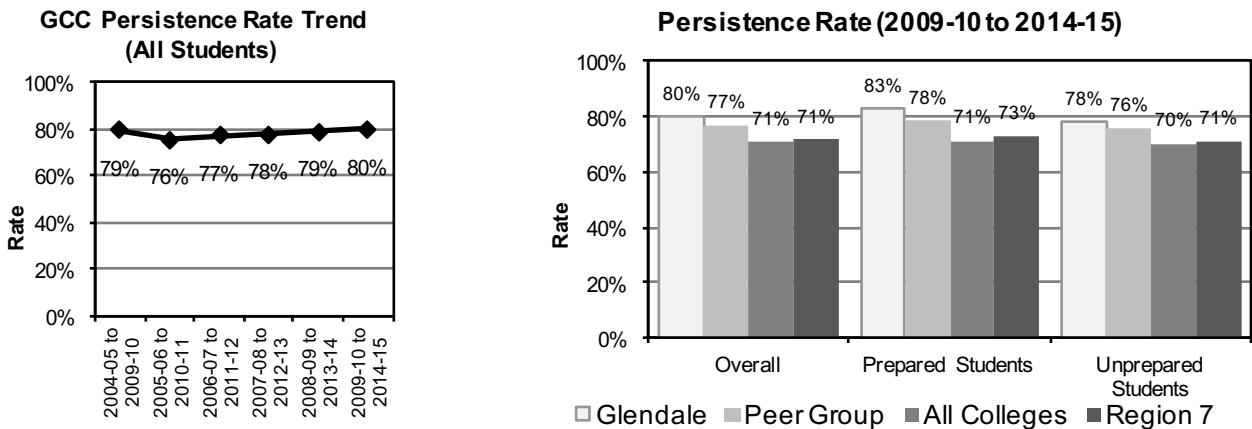
2.03.04. Student Success Scorecard

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

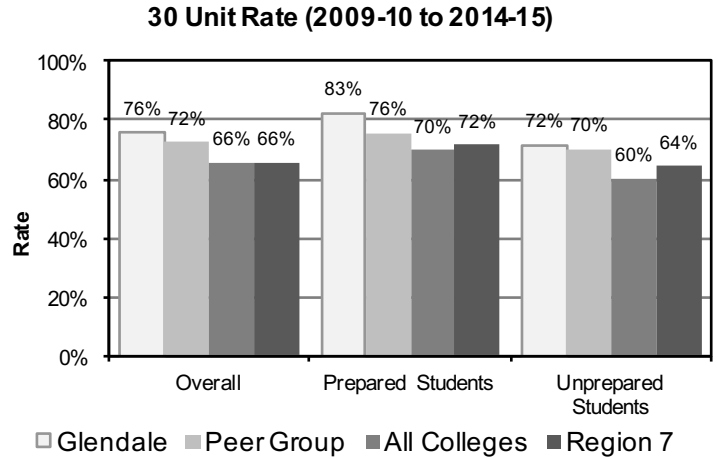
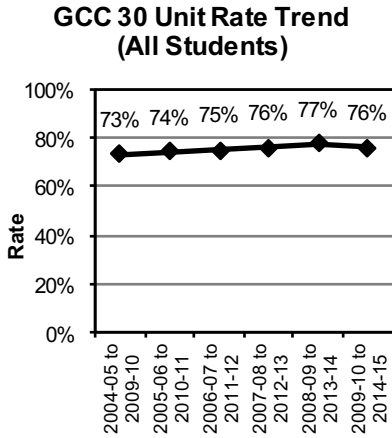
Persistence rate is the percentage of entering college students who enrolled in the first three primary (Fall or Spring) semesters from their entry semester. Only students completing six or more units and attempting any Math or English course within three years from entry are tracked.



source: Chancellor’s Office Student Success Scorecard

Figure 2-26. 30 Units Rate

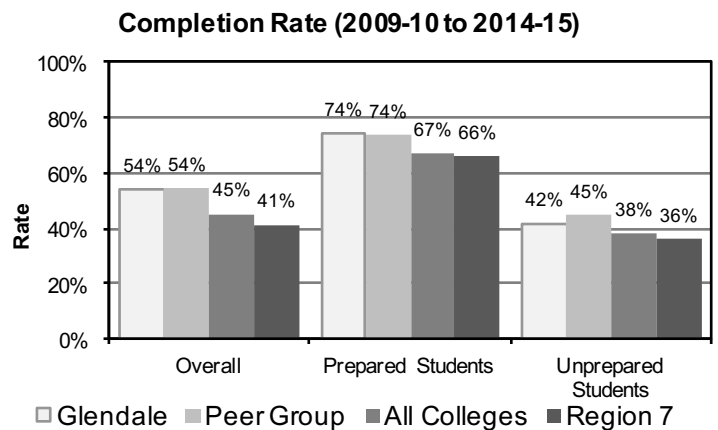
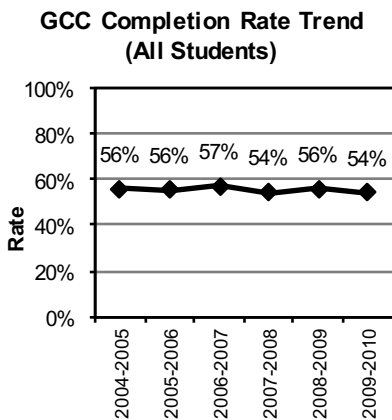
30 units rate is the percentage of entering college students who complete at least 30 units in the California community college system within six years of entry. Only students completing six or more units and attempting any Math or English course within three years from entry are tracked.



source: Chancellor's Office Student Success Scorecard

Figure 2-27. Completion Rate

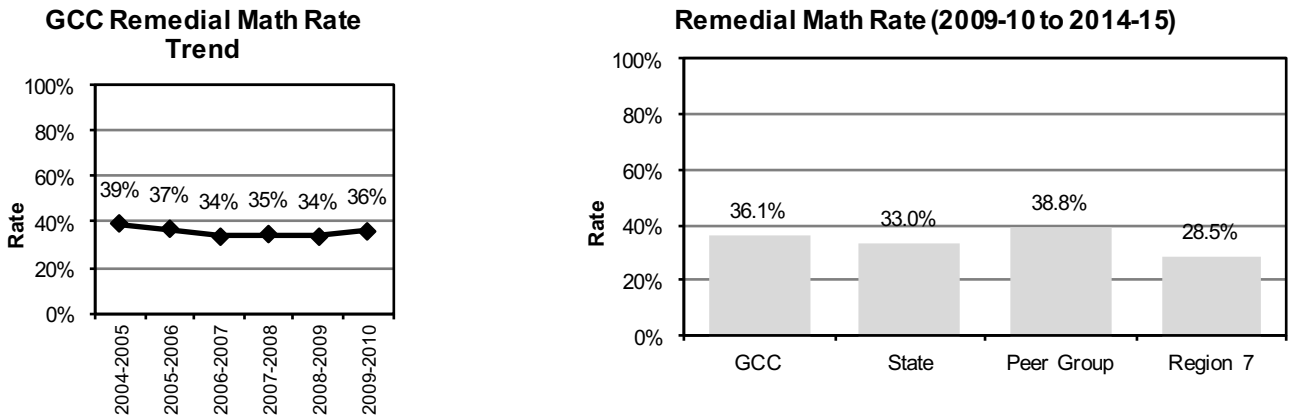
Completion rate is the percentage of entering students completing a degree or certificate, or transferring to a four-year institution, or becoming transfer prepared by earning 60 or more transferable units within six years of entry. Only students completing six or more units and attempting any Math or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



source: Chancellor's Office Student Success Scorecard

Figure 2-28. Remedial Math Rate

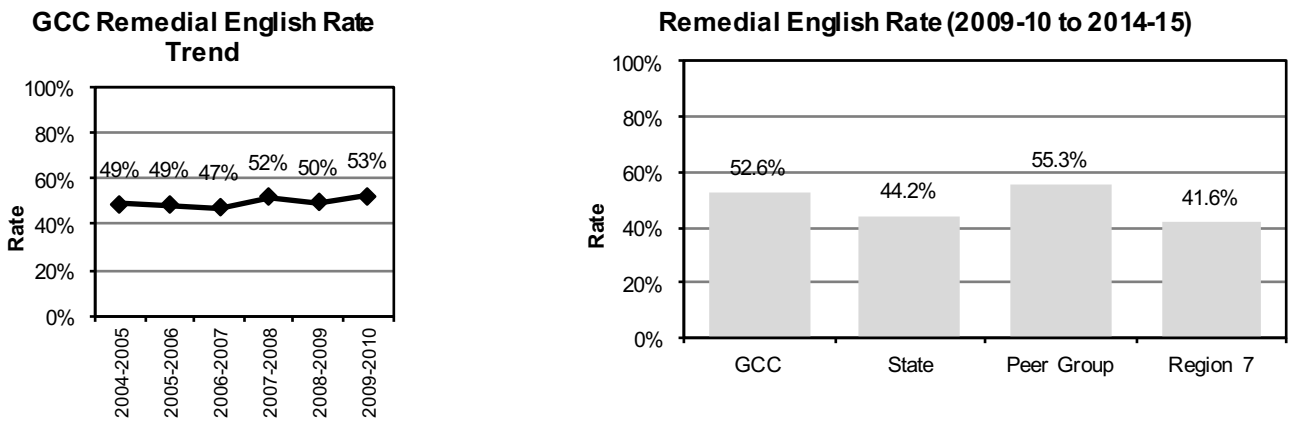
Remedial Math rate is the percentage of students attempting a Math course below transfer level who completed a college-level Math course within six years.



source: Chancellor's Office Student Success Scorecard

Figure 2-29. Remedial English Rate

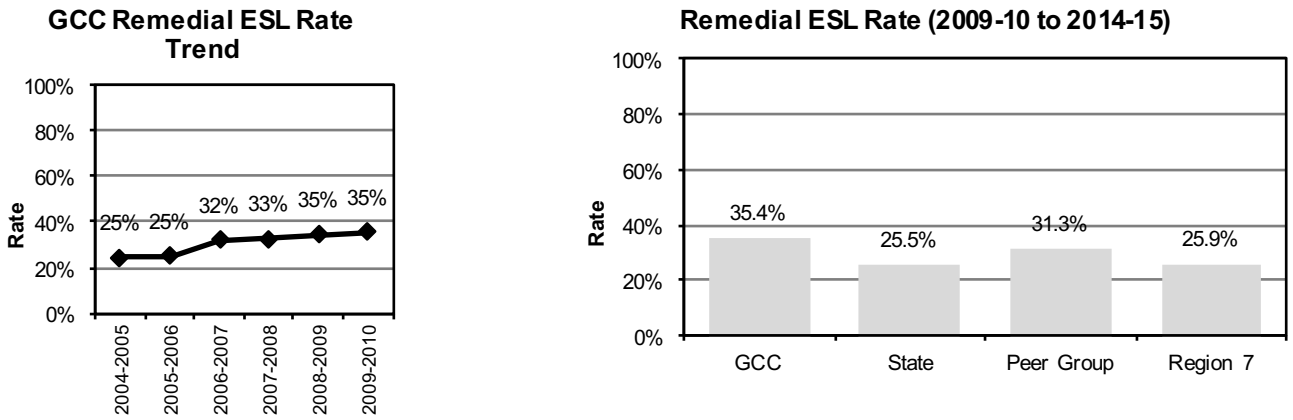
Remedial English rate is the percentage of students attempting an English course below transfer level who completed a college-level English course within six years.



source: Chancellor's Office Student Success Scorecard

Figure 2-30. Remedial ESL Rate

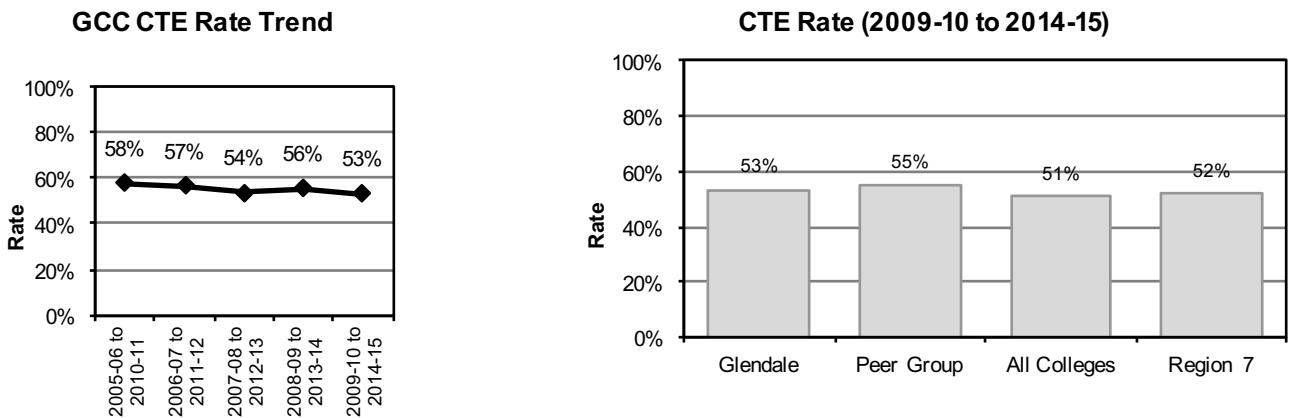
Remedial ESL rate is the percentage of students attempting an ESL course below transfer level who completed a college-level ESL/English course within six years.



source: Chancellor's Office Student Success Scorecard

Figure 2-31. CTE Rate

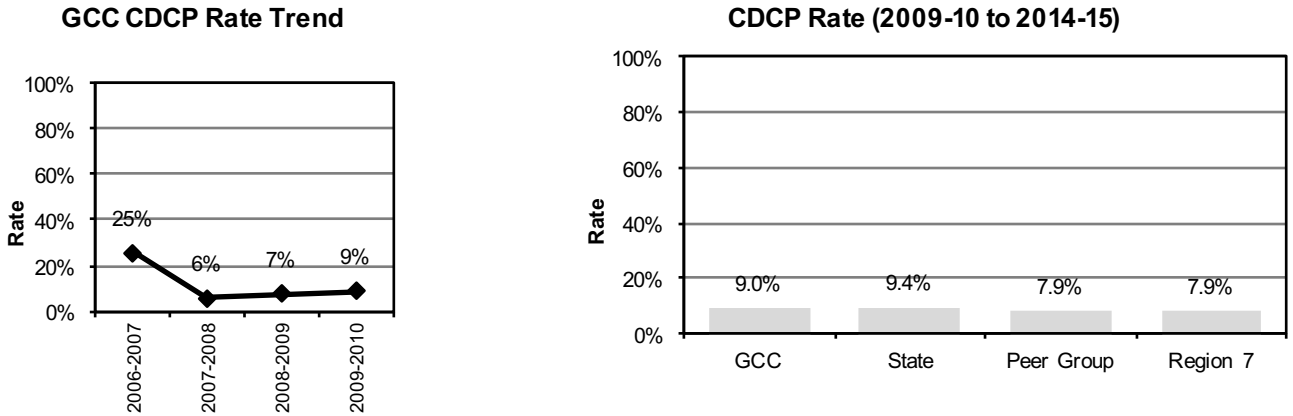
CTE (Career Technical Education) rate is the percentage of students attempting a CTE course and completing at least eight units in the same discipline over three years who earned a degree or certificate, or transferred to a four-year institution, or became transfer prepared by completing 60 or more transferable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



source: Chancellor's Office Student Success Scorecard

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 Student Success Scorecard

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%
Entering Fall 2012		13%	24%

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%
Entering Fall 2012		11%	29%

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		
	2013-2014	2014-2015	2015-2016
	Data Year		
	2011-2012	2012-2013	2013-2014
Workforce Placement			
Leavers & Completers	660	610	499
Number Placed	417	375	345
Percentage Placed	63%	61%	69%
Negotiated Performance Level	71%	70%	61%
Difference	-8%	-9%	+8%

source: Chancellor’s Office Core Indicator Reports

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

Figure 2-35. NCLEX Pass Rates for Nursing Graduates

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number Taking Test					
Glendale Students	98	84	79	69	72
All Community College Students	5,962	5,435	5,164	4,781	4,855
Pass Rate					
Glendale Students	91.8%	94.1%	89.9%	89.9%	90.3%
All Community College Students	89.0%	90.5%	89.0%	84.5%	85.4%

source: California Board of Registered Nursing

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Section 3

STAFF COMPOSITION

3.01. Faculty & Staff

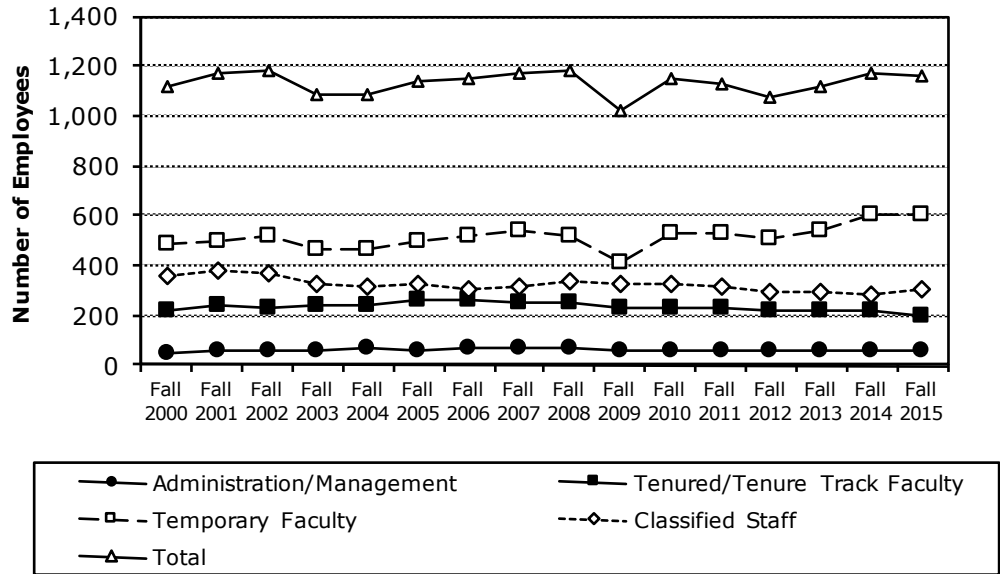
Page 53	3.01.01. Faculty & Staff Demographics
Page 55	3.01.02. Workload

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 2015

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	14	54%	12	46%	26	100%
Classified Management	16	52%	15	48%	31	100%
Faculty						
Tenured/Tenure Track	97	49%	103	52%	200	100%
Temporary (Adjunct)	277	46%	326	54%	603	100%
Classified						
Classified/Professional	1	10%	9	90%	10	100%
Classified/Support	99	34%	192	66%	291	100%
Total	504	43%	657	57%	1,161	100%

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

Section 3. Staff Composition

Figure 3-3. Staff Composition by Ethnicity, Fall 2015

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	2	1	3	0	1	18	0	1	27
Classified Management	2	2	0	5	0	0	22	0	0	31
Faculty										
Regular (Full-Time)	13	5	8	19	2	4	147	1	1	200
Temporary (Adjunct)	55	15	6	76	5	8	425	11	2	603
Classified										
Classified/Professional	2	0	0	1	0	0	6	0	1	10
Classified/Support	12	11	16	80	0	4	164	1	3	291
Total	84	35	31	184	7	17	782	13	8	1,161

Category	Asian	Black	Filipino	Hispanic	Native American	Pacific Islander	White	Two or More Races	Unknown	Total
Management										
Academic Management	0%	8%	4%	12%	0%	4%	69%	0%	4%	100%
Classified Management	6%	6%	0%	16%	0%	0%	71%	0%	0%	100%
Faculty										
Regular (Full-Time)	7%	3%	4%	10%	1%	2%	74%	1%	1%	100%
Temporary (Adjunct)	9%	2%	1%	13%	1%	1%	70%	2%	0%	100%
Classified										
Classified/Professional	20%	0%	0%	10%	0%	0%	60%	0%	10%	100%
Classified/Support	4%	4%	5%	27%	0%	1%	56%	0%	1%	100%
Total	7%	3%	3%	16%	1%	1%	67%	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	2013-2014			2014-2015			2015-2016		
	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF
Biology	20,893	32.3	647	21,649	33.9	639	23,293	35.2	662
Business	40,141	88.3	455	41,242	91.7	450	40,412	87.3	463
English	40,257	94.9	424	38,949	97.5	400	38,291	92.5	414
ESL (Credit)	31,015	77.7	399	28,147	74.5	378	28,335	65.3	434
Health & PE	18,292	28.9	633	18,331	31.3	586	17,882	32.9	544
Health Sciences	10,955	20.6	531	11,203	22.7	494	11,283	20.1	561
Language Arts	30,930	58.8	526	30,260	61.5	492	31,841	67.3	473
Mathematics	57,650	92.2	625	60,056	99.1	606	59,986	105.5	569
Physical Sciences	30,437	50.1	607	31,141	52.1	597	33,401	57.7	579
Social Sciences	59,387	86.0	690	60,413	92.5	653	59,372	93.3	636
Technology & Aviation	28,500	45.3	629	26,991	45.4	595	25,906	46.2	561
Visual & Performing Arts	43,951	92.3	476	41,666	96.1	434	38,885	96.2	404
Credit	412,408	767.6	537	410,048	798.3	514	408,887	799.5	511

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	
	Page 59	4.01.01. Revenue Sources
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
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
2014-2015	\$71,049,049	\$25,207,228	\$3,666,605	\$99,922,882

source: Chancellor’s Office Fiscal Data Abstracts

GCC General Fund Revenues by Source

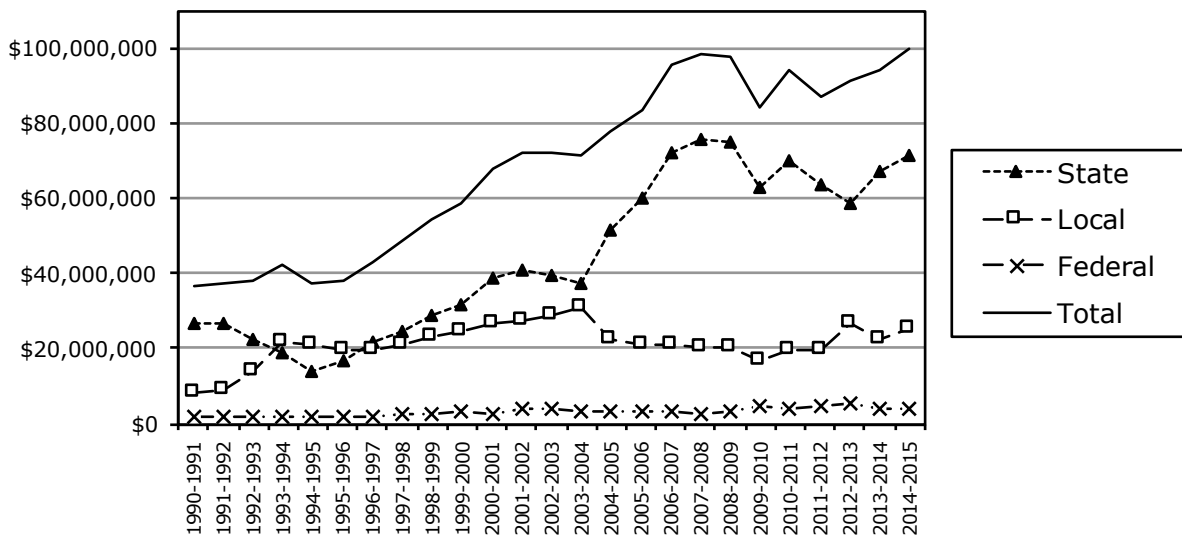
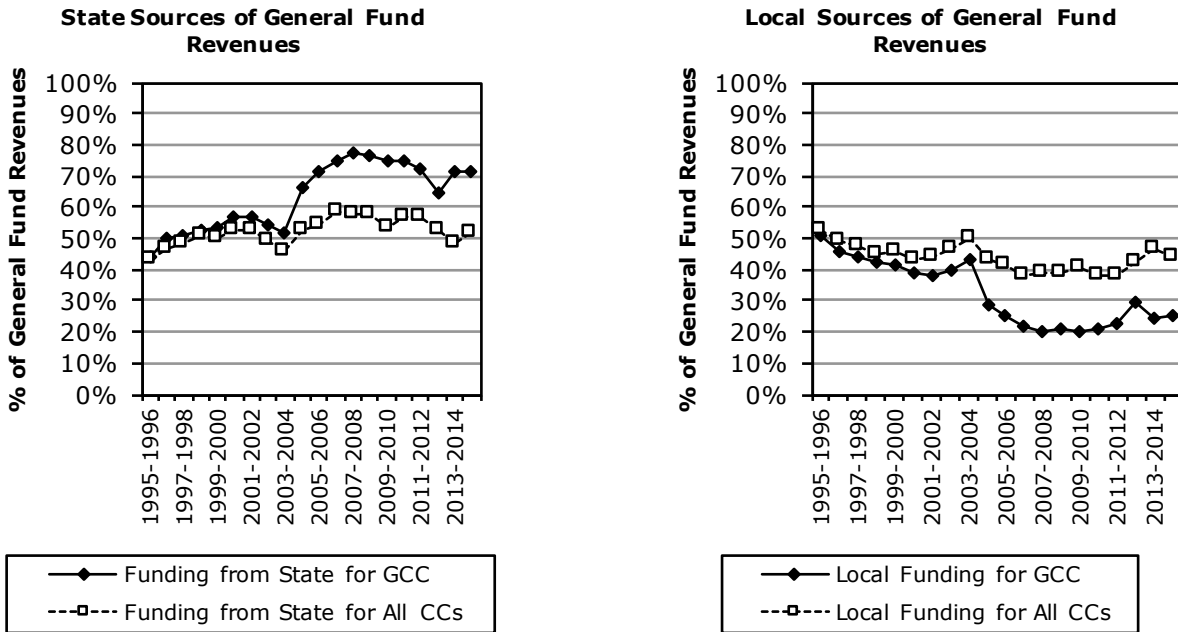


Figure 4-2. Percentage of General Fund Revenues by Source, Glendale College



source: Chancellor's Office Fiscal Data Abstracts

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

Section 4. Fiscal Condition

Figure 4-3. Specific Revenue Sources for GCC, 2014-2015

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	\$0	0%	0%
Higher Education Act	\$0	0%	1%
Workforce Investment Act	\$0	0%	0%
TANF (Temp. Assist. Needy Fam.)	\$206,584	0%	0%
Student Financial Aid	\$528,916	1%	0%
Veterans Education	\$17	0%	0%
Vocational Education Act (VTEA)	\$802,538	1%	1%
Other Federal Revenues	\$2,128,550	2%	2%
Federal Total	\$3,666,605	4%	4%
State			
Apprenticeship Apportionment	\$0	0%	1%
State General Apportionment	\$44,050,131	44%	26%
Other General Apportionments	\$680,649	1%	1%
Child Development	\$53,149	0%	0%
EOPS	\$0	0%	1%
DSPS	\$1,359,711	1%	1%
TANF (Temp. Assist. Needy Fam.)	\$19,504	0%	0%
CalWORKS	\$1,153,422	1%	0%
TTIP (Telecom & Tech. Infrastr.)	\$0	0%	0%
Other Categorical Apportionments	\$5,264,662	5%	4%
Education Protection Act	\$13,430,980	13%	12%
Instr. Improvement Grant	\$0	0%	0%
Other Reimbursed Cat. Prog.	\$1,178,193	1%	2%
Homeowners Property Tax Relief	\$66,032	0%	0%
Timber Yield Tax	\$0	0%	0%
Other Tax Relief Subventions	\$0	0%	0%
State Lottery Proceeds	\$2,695,852	3%	2%
State Mandated Costs	\$1,096,764	1%	1%
Other State Non-Tax Revenues	\$0	0%	0%
Other State Revenues	\$0	0%	0%
State Total	\$71,049,049	71%	53%
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	\$10,918,357	11%	29%
Redevelopment Agency Funds	\$1,042,707	1%	0%
Contr/Gifts/Grants/Endowments	\$63,090	0%	0%
Contract Instructional Services	\$0	0%	0%
Other Contract Services	\$702,022	1%	0%
Sales & Commissions	\$133,219	0%	0%
Rentals and Leases	\$16,707	0%	0%
Interest/Investment Income	\$72,658	0%	0%
Student Fees/Charges	\$10,941,236	11%	12%
Community Service Class	\$824,567	1%	0%
Dormitory	\$0	0%	0%
Enrollment	\$4,269,677	4%	6%
Field Trips/Nondist. Fac.	\$95,683	0%	0%
Health Services	\$702,710	1%	1%
Instr. Mat. Fees/Sales	\$196,739	0%	0%
Insurance	\$0	0%	0%
Student Records	\$96,083	0%	0%
Nonresident Tuition	\$4,006,095	4%	3%
Parking Services	\$165,679	0%	1%
Other Student Fees	\$584,003	1%	0%
Other Local Revenues	\$1,084,476	1%	1%
Local Total	\$24,974,472	25%	44%
Total Revenues	\$99,690,126	100%	100%

source: Chancellor's Office Fiscal Data Abstracts

4.02. Expenditures

4.02.01. General Fund Activity

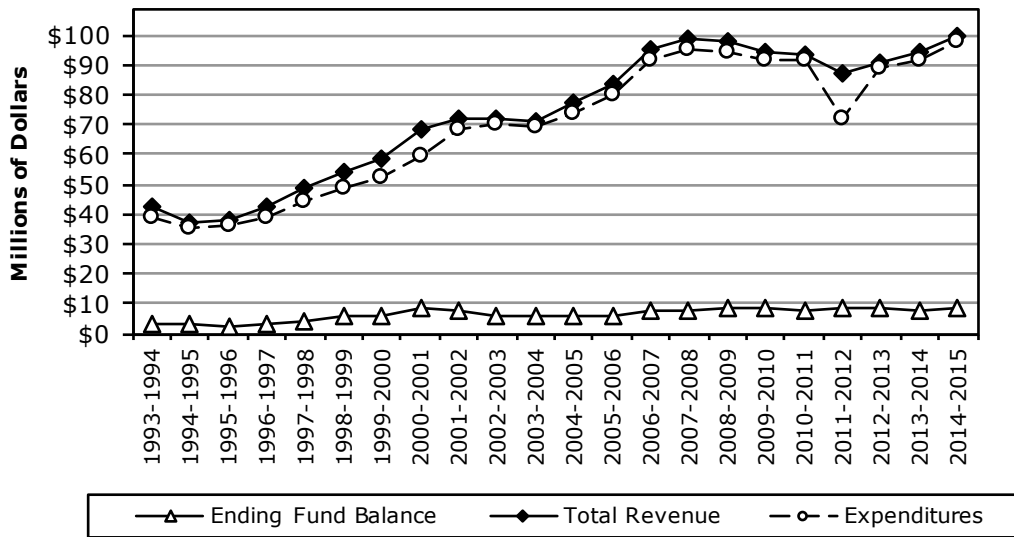
The table and graph below show revenues, expenditures, and ending fund balance since 2000-2001. Expenditures data do not include capital outlay.

Figure 4-4. GCC Fiscal Activity

Fiscal Year	Attendance FTES	Ending Fund Balance (millions)	Total Revenue (millions)	Expenditures (1000-5000) (millions)
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
2014-2015	15,462	\$8.33	\$99.92	\$97.43

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	2012-2013	2013-2014	2014-2015
INSTRUCTION				
Agric. & Natural Resources	0100	\$0	\$0	\$0
Architecture & Environ. Design	0200	\$219,005	\$261,511	\$365,634
Environmental Sci. & Technology	0399	\$0	\$0	\$4,548
Biological Science	0400	\$1,529,750	\$1,547,812	\$1,740,195
Business & Management	0500	\$3,262,959	\$3,642,335	\$3,672,514
Communications	0600	\$518,025	\$544,109	\$614,246
Computer & Information Systems	0700	\$1,255,799	\$1,383,600	\$1,480,503
Education	0800	\$2,028,454	\$2,219,633	\$2,432,838
Engineering & Related Tech.	0900	\$1,524,987	\$1,818,767	\$2,041,590
Fine & Applied Arts	1000	\$3,951,139	\$4,227,821	\$4,783,505
Foreign Language	1100	\$1,252,500	\$1,359,629	\$1,312,002
Health	1200	\$2,084,943	\$2,202,220	\$2,307,896
Consumer Ed. & Home Econ.	1300	\$1,655,911	\$1,680,282	\$1,873,712
Law	1400	\$0	\$0	\$0
Humanities	1500	\$11,112,932	\$11,710,865	\$11,664,118
Library Science	1600	\$0	\$3,618	\$2,698
Mathematics	1700	\$3,624,026	\$4,068,628	\$4,398,658
Military Studies	1800	\$0	\$0	\$0
Physical Science	1900	\$2,161,569	\$2,491,224	\$2,578,879
Psychology	2000	\$453,740	\$528,933	\$589,585
Public Affairs & Services	2100	\$780,680	\$746,766	\$897,010
Social Sciences	2200	\$2,997,680	\$3,362,618	\$3,597,789
Commercial Services	3000	\$437,965	\$460,679	\$469,515
Interdisciplinary Studies	4900	\$1,014,371	\$1,051,898	\$1,885,142
Instr. Staff Ret. Benefits	5900	\$0	\$0	\$0
INSTRUCTION SUBTOTAL		\$41,866,435	\$45,312,948	\$48,712,577
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	\$2,632,746	\$3,066,905	\$2,780,699
Instructional Support Services	6100	\$4,145,576	\$4,223,903	\$4,321,706
Admissions & Records	6200	\$1,473,480	\$1,542,525	\$1,454,108
Counseling & Guidance	6300	\$6,300,496	\$5,242,479	\$6,416,982
Other Student Services	6400	\$7,351,547	\$7,907,240	\$7,874,928
Operation/Maintenance of Plant	6500	\$7,135,501	\$7,591,512	\$8,028,215
Planning & Policy Making	6600	\$2,674,778	\$2,468,248	\$2,385,227
Gen. Inst'l. Support Services	6700	\$11,783,657	\$11,193,259	\$12,021,109
ADMINISTRATIVE/SUPPORT SUBTOTAL		\$42,521,534	\$41,445,761	
OTHER ACTIVITIES				
Community Services	6800	\$907,310	\$1,049,254	\$949,612
Ancillary Services	6900	\$1,347,710	\$1,427,868	\$1,629,660
Auxiliary Operations	7000	\$592,736	\$733,746	\$758,133
Physical Prop./Related Acquis.	7100	\$14,332	\$25,030	\$25,821
Long-Term Debt	7200	\$438,350	\$230,411	\$76,111
Transfers/Student Aid/Other	7300	\$0	\$0	\$0
OTHER ACTIVITIES SUBTOTAL		\$3,300,438	\$3,466,309	\$3,439,337
TOTAL		\$88,664,654	\$92,015,328	\$97,434,888

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.

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

CATEGORY	Glendale			Statewide		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Objects 1000-6000						
Certificated Salaries	41%	43%	43%	40%	41%	40%
Classified Salaries	25%	25%	24%	23%	23%	22%
Employee Benefits	21%	19%	19%	22%	21%	20%
Supplies & Materials/Operating Expenses	12%	11%	11%	14%	14%	14%
Capital Outlay	2%	2%	3%	2%	2%	3%
Total	100%	100%	100%	100%	100%	100%
Administrative/Support						
Instructional Administration	3%	3%	3%	6%	6%	6%
Instructional Support Services	5%	5%	4%	4%	4%	4%
Admissions & Records	2%	2%	1%	2%	2%	2%
Counseling & Guidance	7%	6%	7%	4%	4%	5%
Other Student Services	8%	9%	8%	7%	7%	7%
Plant Operation/Maintenance	8%	8%	8%	8%	8%	8%
Planning & Policy Making	3%	3%	2%	3%	3%	3%
Gen. Inst'l Support Services	13%	12%	12%	14%	15%	14%
% of All Expenditures	49%	47%	47%	49%	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)		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Current Expense of Education	\$68.3	\$72.6	\$75.4	\$5.3	\$5.6	\$5.9
Salaries of Classroom Instructors	\$34.4	\$37.3	\$39.6	\$2.8	\$2.9	\$3.0
% Expended for Instructor Salaries	50%	51%	53%	51%	52%	52%

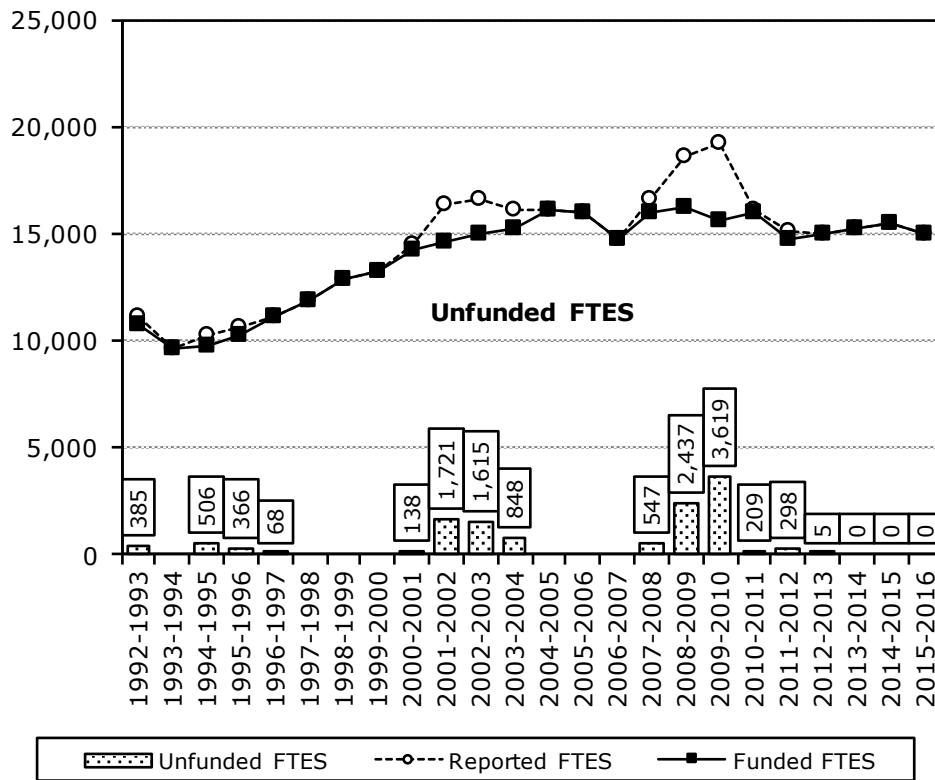
source: Chancellor's Office Fiscal Data Abstracts

4.03. Funded and Unfunded FTES

4.03.01. Funded and Unfunded FTES

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

Figure 4-9. Funded and Unfunded Resident FTES History



source: Annual GCC Budgets

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