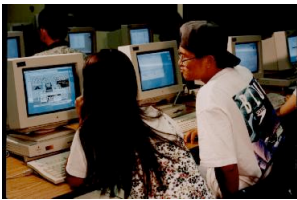




Campus Profile

2009

Glendale Community College



Campus Profile 2009



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Materials making up *Campus Profile 2009* were collected, tabulated, analyzed, and formatted by the Research & Planning Unit staff with the assistance of various campus units, especially Administrative Information Systems.

PREFACE

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

Last year, the *Campus Profile* had a change in organization. In earlier years, the first section profiled the community and local school districts. Because more information about the community has become available in recent years, this section has now been separated into a new report, the *Community Profile*, also published by Research & Planning. The *Campus Profile* is now focused on internal data about Glendale Community College while the *Community Profile* focuses on community and service area information.

Other recently added features of the Campus Profile include a summary of statewide ARCC (Accountability Reporting for the Community Colleges) indicators on pages 45-49, a discussion of CCSSE (Community College Survey of Student Engagement) results on pages 21-22, and a section on incoming credit students on pages 14-15.

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

and will continue to do so as we receive your feedback.

The *Campus Profile* is also intended to be a tool for evaluation and planning. The symbol below indicates that a measure is related to one of the performance indicators from either the current Strategic Master Plan or earlier versions of the plan:



Additional information, including data from previous years, is available on the Research & Planning web site, located at <http://research.glendale.edu>. The web site includes most of the data available in the *Campus Profile* with extended historical data, and also includes additional features, including an enrollment history and reports available from Research & Planning.

Research & Planning
September 2009

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Glendale Community College
Campus Profile 2009

Section 1

STUDENT ACCESS

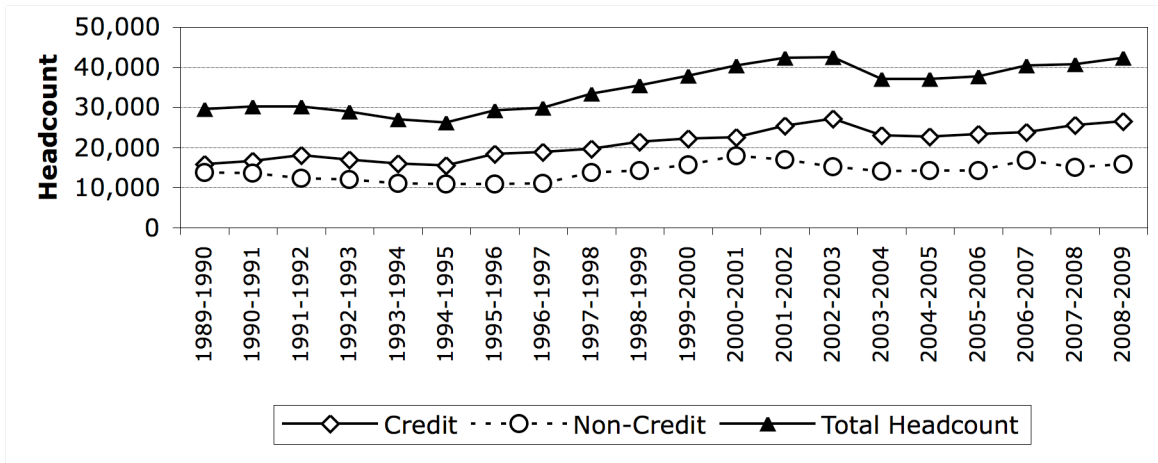
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1.01. Enrollment & Demographics

1.01.01. Credit & Noncredit Enrollment Trends

Mirroring California’s budget difficulties, both credit and noncredit enrollment decreased from 2001-2002 to 2005-2006. Historically, annual enrollment has followed cycles of growth and decline. The last two peaks were in 1991-1992 and 2002-2003.

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



source: GCC SMR and AED databases

Figure 1-2. Headcount Enrollment, Academic Years

Category	2006-2007		2007-2008		2008-2009	
	Headcount	%	Headcount	%	Headcount	%
Credit Headcount	23,738	59%	25,614	63%	26,510	63%
Noncredit Headcount	16,715	41%	15,051	37%	15,789	37%
Total	40,453	100%	40,665	100%	42,299	100%

source: GCC SMR and AED databases

California community colleges receive apportionment funding from the state based on reported Full-Time Equivalent Students (FTES) served. Funding is received only for students who are residents of the state. The table below shows FTES claimed by the college for the past three years.

Figure 1-3. Full-Time Equivalent Students (FTES), Academic Years

Category	2006-2007		2007-2008		2008-2009	
	FTES	%	FTES	%	FTES	%
Credit FTES	12,862	83%	14,552	83%	15,339	78%
<i>Resident</i>	11,965	78%	13,557	77%	14,359	73%
<i>Non-Resident</i>	897	5%	995	6%	980	5%
Noncredit FTES	2,731	17%	3,012	17%	4,253	22%
Total	15,593	100%	17,564	100%	19,592	100%

source: GCC Final Budgets and CCFS 320 Apportionment Attendance Reports

Fall semester enrollment has followed annual enrollment and tends to be higher than Spring semester enrollment.

Figure 1-4. Headcount Enrollment, Fall Semesters

Category	Fall 2006		Fall 2007		Fall 2008	
Credit Headcount	15,588	68%	16,560	69%	17,376	69%
<i>Full-Time</i>	4,945	21%	5,291	22%	5,534	22%
<i>Part-Time</i>	10,643	46%	11,269	47%	11,842	47%
Noncredit Headcount	7,460	32%	7,581	31%	7,639	31%
Total	23,048	100%	24,203	100%	25,015	100%

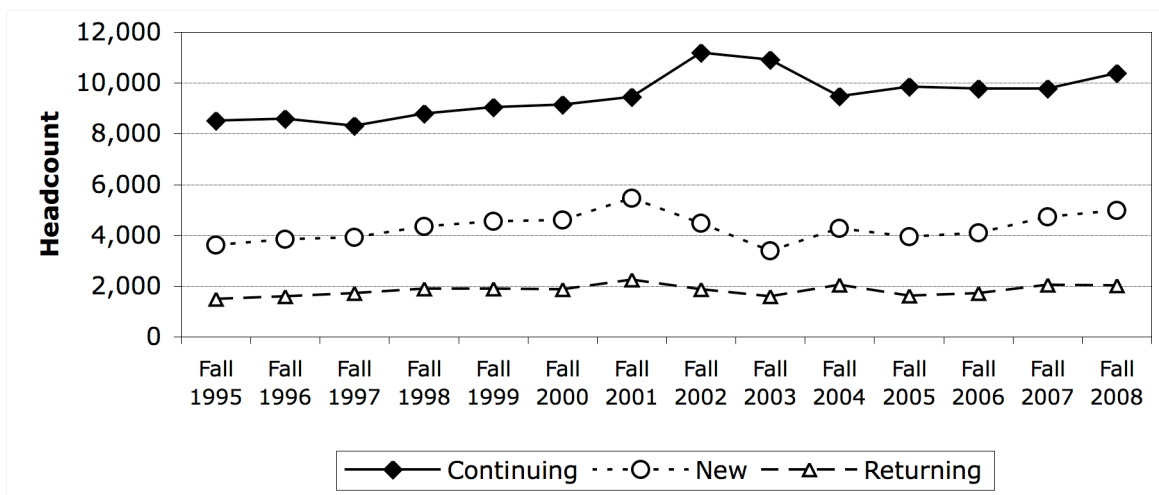
source: GCC SMR and AED databases

1.01.02. Credit Student Demographics

Credit student demographics have remained relatively stable for the past five years. Female students outnumber males by 60% to 40%, and over half of all credit students are under age 25.

Figure 1-5. Enrollment Status of Credit Students

Category	Fall 2006		Fall 2007		Fall 2008	
Continuing	9,771	63%	9,785	59%	10,381	60%
New	4,094	26%	4,719	28%	4,986	29%
<i>First College</i>	2,769	18%	3,057	18%	3,450	20%
<i>From Other College</i>	1,325	9%	1,662	10%	1,536	9%
Returning	1,723	11%	2,056	12%	2,009	12%
<i>Return Transfer</i>	497	3%	618	4%	620	4%
<i>Return After Absence</i>	1,226	8%	1,438	9%	1,389	8%
Total	15,588	100%	16,560	100%	17,376	100%



source: GCC SMR database

Mirroring a general trend in higher education, GCC serves more female students than male students. The ratio has been 60% female to 40% male since the mid 1990s. In the late 1990s, the ratio was approximately 50% to 50% for younger students, but older students were more likely to be female. Since 2000, females have outnumbered males in all age groups.

Figure 1-6. Gender of Credit Students

Gender	Fall 2006		Fall 2007		Fall 2008	
Male	6,449	41%	6,964	42%	7,336	42%
Female	9,139	59%	9,596	58%	10,040	58%
Total	15,588	100%	16,560	100%	17,376	100%

source: GCC SMR database

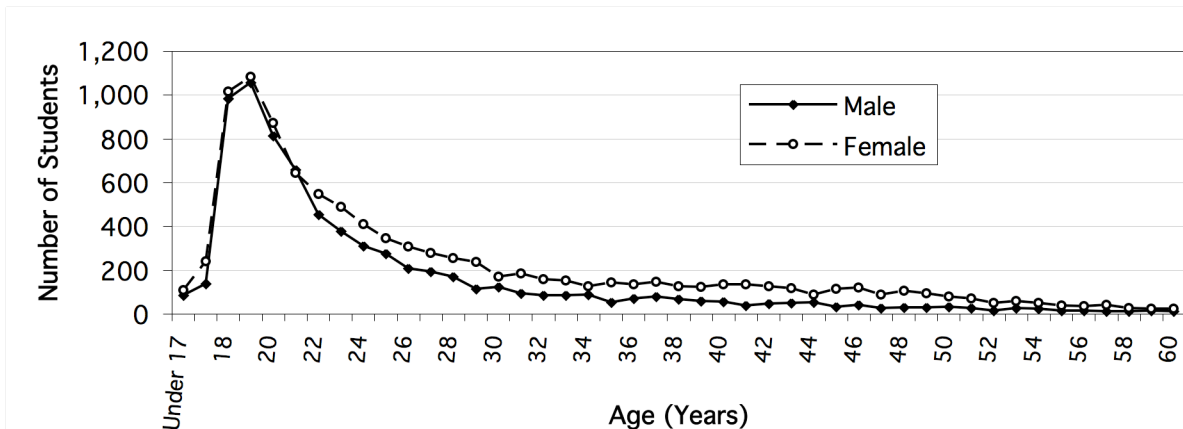
Figure 1-7. Age of Credit Students

Age Group	Fall 2006		Fall 2007		Fall 2008	
20 & Under	5,649	36%	5,919	36%	6,395	37%
21 to 25	4,178	27%	4,408	27%	4,509	26%
26 to 30	1,673	11%	1,807	11%	2,052	12%
31 to 50	3,325	21%	3,563	22%	3,601	21%
51 & Over	763	5%	863	5%	819	5%
Total Students	15,588	100%	16,560	100%	17,376	100%
Mean Age	27.0		27.2		26.9	
Median Age	22.0		23.0		22.0	

source: GCC SMR database

The graph below shows the age distribution of credit students. Although the average age of students is 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 one-third of all credit students are under age 21.

Figure 1-8. Age Distribution of Credit Students by Gender, Fall 2008

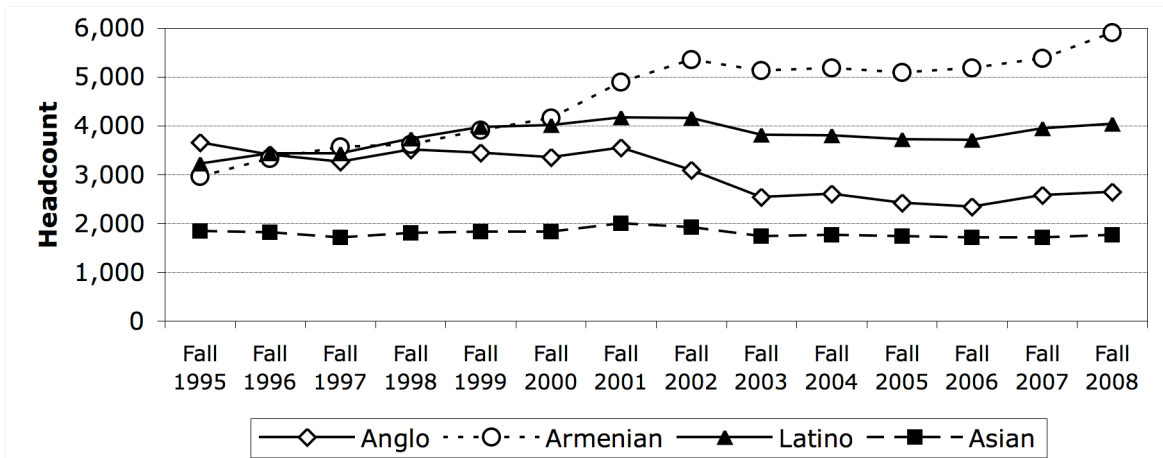


source: GCC SMR and PI_REC databases

The ethnic distribution of credit students changed dramatically with the waves of immigrants to Glendale in the 1980s, but ethnicity has been relatively stable since the mid 1990s. The percentage of credit students of Armenian origin has increased somewhat, from 29% to 34%, in the past five years; the percentage of credit students of European origin (“Anglos”) has decreased somewhat in the same time period.

Figure 1-9. Ethnicity of Credit Students

Ethnicity	Fall 2006		Fall 2007		Fall 2008	
	Count	%	Count	%	Count	%
Caucasian/European/Anglo	2,342	15%	2,583	16%	2,640	15%
Caucasian/Armenian	5,178	33%	5,381	32%	5,903	34%
Latino/Hispanic	3,706	24%	3,951	24%	4,039	23%
Asian/Pacific Islander	1,717	11%	1,717	10%	1,758	10%
Filipino	814	5%	876	5%	879	5%
Black/African American	439	3%	486	3%	484	3%
American Indian	69	0%	75	0%	57	0%
Other	823	5%	889	5%	910	5%
Unknown	500	3%	602	4%	706	4%
Total	15,588	100%	16,560	100%	17,376	100%



source: GCC SMR and PI_REC databases

About 38% of credit students take both day and evening classes. About one-fourth take evening classes only.

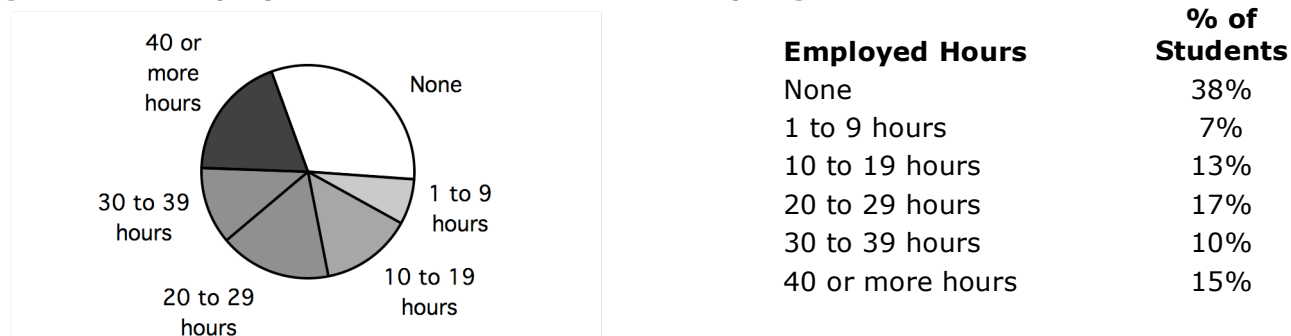
Figure 1-10. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2006		Fall 2007		Fall 2008	
	Count	%	Count	%	Count	%
Day Classes Only	5,909	38%	6,340	38%	6,667	38%
Evening Classes Only	3,994	26%	4,202	25%	4,085	24%
Both	5,685	36%	6,018	36%	6,624	38%
Total	15,588	100%	16,560	100%	17,376	100%

source: GCC SMR database

According to student surveys, about 60% of credit students worked in 2009, representing a decline from about 70% in 2008. About 15% work at least 40 paid hours per week, and about 27% work 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.

Figure 1-11. Employed Hours of Credit Students, Spring 2009



source: Spring Student Survey

Less than half of all credit students reside in the Glendale Community College District. About 42% reside in the Los Angeles Community College District, 5% reside in other community college districts in California (including the Pasadena, Ventura, Santa Clarita, and Santa Monica districts), and 3% are international students. AB 540 students are nonresident immigrants who have graduated from a California high school and whose nonresident tuition is waived.

Figure 1-12. District Status of Credit Students

District	Fall 2006		Fall 2007		Fall 2008	
Local (GCC District)	7,217	47%	7,496	45%	8,052	46%
Los Angeles CC District	6,348	41%	6,955	42%	7,201	41%
Other California Districts	840	5%	876	5%	876	5%
Out of State	115	1%	138	1%	148	1%
International	541	4%	539	3%	480	3%
Other Foreign	78	1%	201	1%	272	2%
AB 540 Students	276	2%	355	2%	347	2%
Total	15,415	100%	16,560	100%	17,376	100%

source: GCC SMR database

Most credit students (about 66%) 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 1-13. Citizenship/Visa Status of Credit Students

Citizenship/Visa Status	Fall 2006		Fall 2007		Fall 2008	
U.S. Citizen	10,001	64%	11,002	66%	11,605	67%
No Visa	400	3%	451	3%	389	2%
Permanent Resident	2,538	16%	2,606	16%	2,672	15%
Parolee	624	4%	626	4%	1,143	7%
Student Visa	556	4%	543	3%	479	3%
Other Visa	1,401	9%	1,228	7%	1,013	6%
Amnesty	12	0%	16	0%	12	0%
Unknown	56	0%	88	1%	63	0%
Total	15,588	100%	16,560	100%	17,376	100%

source: GCC SMR database

GCC serves over 500 international students every Fall semester, over 600 every academic year. The table below shows the birth countries of international students. The largest groups of international students are from Japan and South Korea.

Figure 1-14. Countries of Birth of International Students

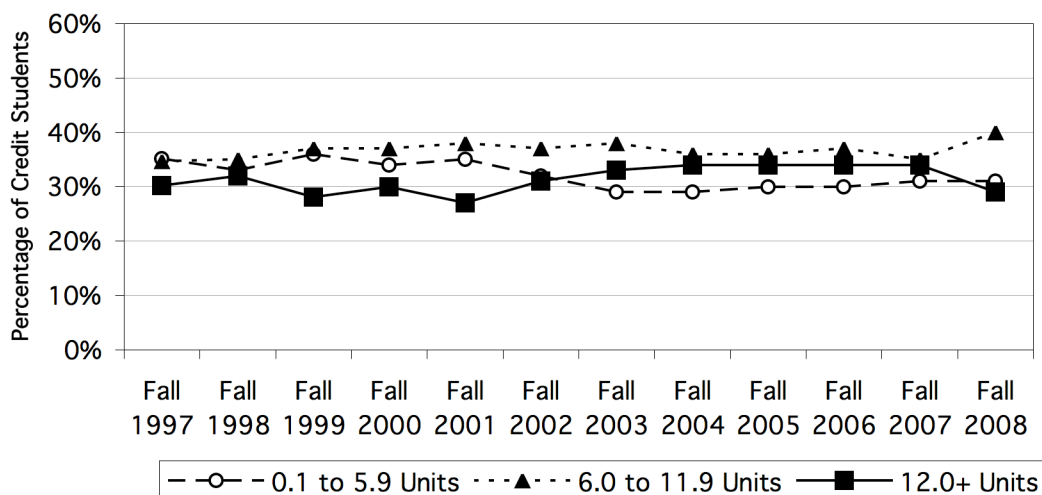
Country	Fall 2006		Fall 2007		Fall 2008	
	Count	Percentage	Count	Percentage	Count	Percentage
Japan	248	45%	216	40%	182	38%
South Korea	97	17%	111	20%	103	22%
Sweden	32	6%	31	6%	17	4%
Vietnam	18	3%	26	5%	18	4%
Taiwan	14	3%	9	2%	7	1%
Indonesia	5	1%	5	1%	8	2%
China	5	1%	5	1%	13	3%
Armenia	10	2%	13	2%	13	3%
Iran	9	2%	12	2%	7	1%
Kenya	3	1%	1	0%	1	0%
Philippines	22	4%	20	4%	22	5%
Thailand	6	1%	4	1%	3	1%
Hong Kong	3	1%	5	1%	4	1%
Total International	556	100%	543	100%	479	100%

source: GCC SMR database

A majority of credit students (nearly 70%) are part-time students, attempting fewer than 12 units in a semester. The average student attempts about 8 units in a semester and completes about 6 units. Fall 2008 saw an increase in the percentage of students attempting 6 to 11.9 units.

Figure 1-15. Unit Load of Credit Students

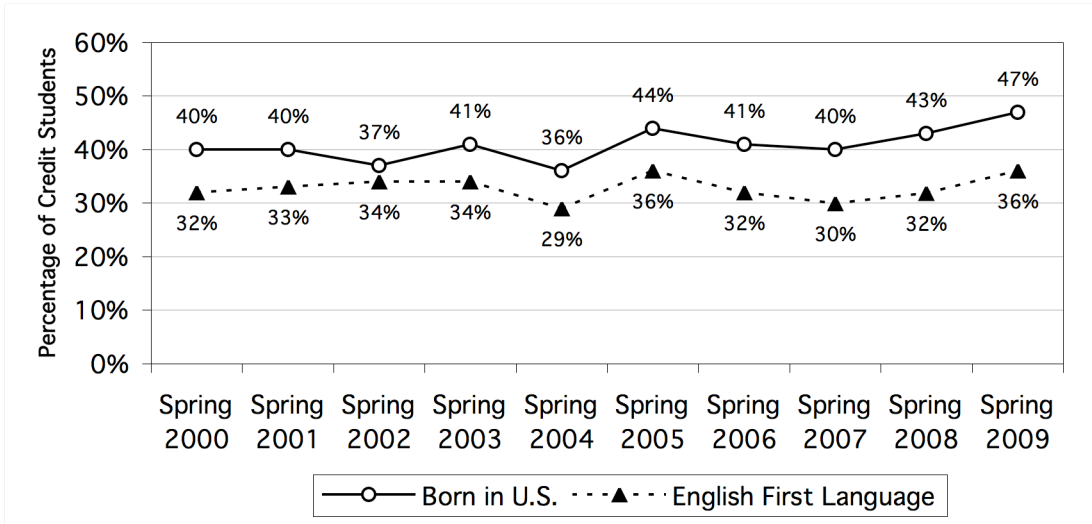
Units	Units Attempted			Units Completed		
	Fall 2006	Fall 2007	Fall 2008	Fall 2006	Fall 2007	Fall 2008
0	--	--	--	16%	17%	17%
0.1 to 5.9	30%	31%	31%	31%	32%	32%
6.0 to 11.9	37%	35%	40%	34%	32%	35%
12.0 or More	34%	34%	29%	19%	19%	16%
Mean Units	8.5	8.5	8.3	6.2	6.1	6.1
Median Units	9.0	9.0	8.0	6.0	6.0	6.0



source: GCC MIS data files

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

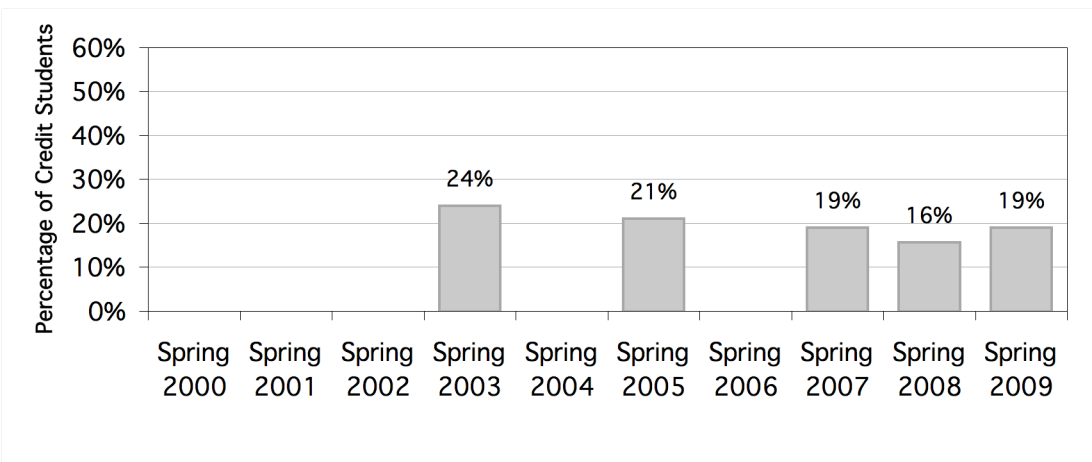
Figure 1-16. Credit Student Language and Origin



source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2009, approximately 19% of credit students had dependent children.

Figure 1-17. Credit Students with Dependent Children

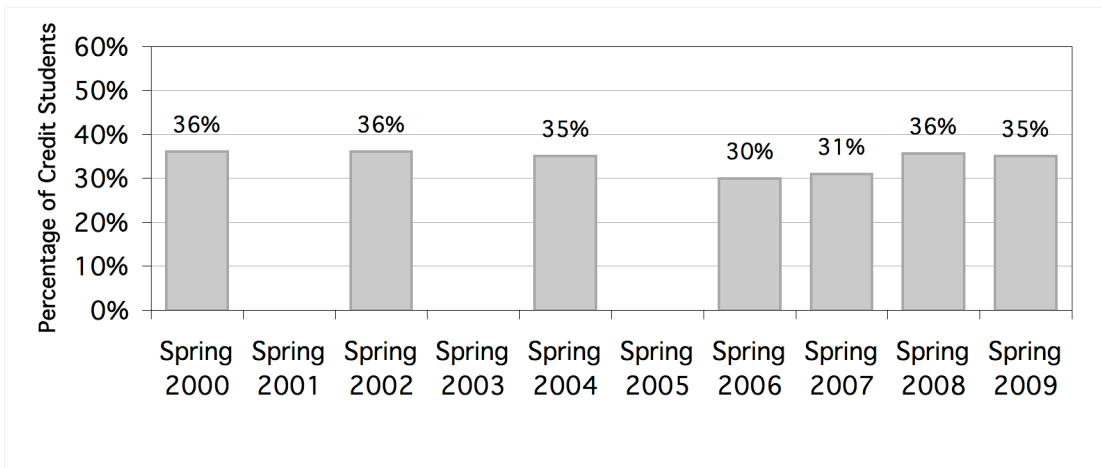


source: Spring Student Surveys

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.

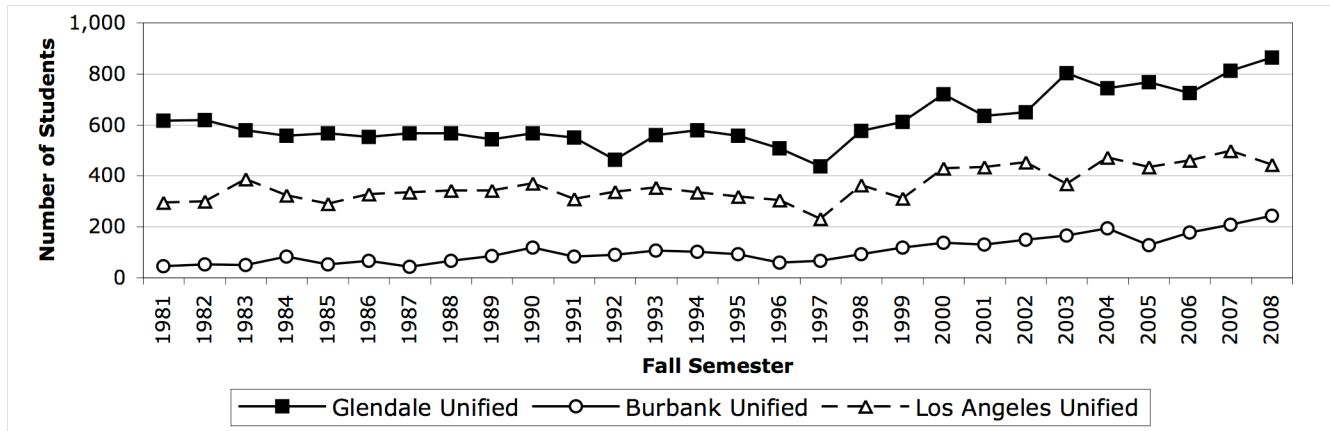
Using this definition of first-generation status, approximately 35% of GCC credit students in 2009 were first-generation college students.

Figure 1-18. First-Generation Credit Students



Before 1982, community college students were not allowed to attend a college outside their district of residence without special permission. After the passage of Prop. 13, the state allowed students to attend any community college district. As a result, about 53% of Glendale College students reside outside the Glendale Community College District. The graph below shows the history of freshmen entering GCC from the college's three major feeder districts.

Figure 1-19. Number of Incoming Fall Freshmen from K-12 School Districts



source: GCC Semester Application database

Figure 1-20. GCC Fall Freshmen by High School of Origin

School	Fall 1981	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Change: 2004- 2007 Average to 2008
Glendale District							
Glendale	231	290	312	286	291	349	+18%
Hoover	174	224	204	178	234	268	+28%
Crescenta Valley	195	130	160	140	155	189	+29%
Clark Magnet	0	88	75	103	109	95	+1%
Daily	16	11	15	17	22	28	+72%
Burbank District							
Burbank	45	131	93	135	153	167	+30%
Burroughs	33	55	31	40	48	68	+56%
Los Angeles District							
Belmont	10	53	46	38	49	33	-29%
Eagle Rock	72	39	33	51	50	51	+18%
Fairfax	5	6	5	9	8	5	-29%
Francis Poly	1	8	8	8	6	12	+60%
Franklin	58	54	70	40	27	36	-25%
Grant	1	8	4	6	6	7	+17%
Hollywood	12	13	14	19	14	18	+20%
Lincoln	4	34	42	26	25	14	-56%
Los Angeles High School	0	14	16	41	23	16	-32%
LA Center for Enriched Studies	0	3	0	0	0	0	-100%
Marshall	68	77	71	69	104	76	-5%
North Hollywood	2	12	11	15	15	24	+81%
Roosevelt	0	7	4	6	1	4	-11%
Verdugo Hills	43	84	59	56	72	66	-3%
Other LA District	--	59	50	75	97	81	+15%
Other Public Schools							
Alhambra	0	9	9	8	5	6	-23%
La Cañada	5	11	16	16	15	16	+10%
Muir	0	4	3	2	2	6	+118%
Private Schools							
Alex Pilibos	0	10	11	17	12	20	+60%
Bellarmine-Jefferson	21	6	11	13	12	19	+81%
Glendale Academy	10	5	3	3	3	14	+300%
Holy Family	25	7	5	15	2	1	-86%
Notre Dame	0	4	1	1	4	3	+20%
Providence	4	11	11	11	9	28	+167%
Ribet Academy	0	7	6	2	2	7	+65%
Sacred Heart	1	3	2	1	3	3	+33%
St. Francis	18	9	7	10	11	15	+62%
Village Christian	0	8	7	4	5	8	+33%
Other Private Schools	17	23	11	15	32	49	+142%
Total Freshmen	1,274	1,787	1,810	1,882	1,970	2,259	+21%
% from Glendale USD	48%	42%	42%	38%	41%	41%	+0%
% from Private Schools	8%	5%	4%	5%	5%	7%	+3%

source: GCC Semester Application database

1.01.03. Noncredit Student Demographics

In 2007-2008, the enrollment system for continuing education (noncredit) courses changed. A standard online application was required for the first time in 2007-2008 and a noncredit student ID was assigned to each student. This improved the college’s ability to track noncredit students. It also reduced the number of students of “unknown” gender, age, and ethnicity starting in Fall 2007. In the tables below, comparisons between 2007 data and earlier data may not be warranted because of changes to the data collection system.

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 70% to 30%.

Figure 1-21. Gender of Noncredit Students

Gender	Fall 2006		Fall 2007		Fall 2008	
Male	2,110	28%	2,329	31%	2,415	32%
Female	5,080	68%	5,248	69%	5,223	68%
Unknown	270	4%	4	0%	1	0%
Total	7,460	100%	7,581	100%	7,639	100%

source: GCC Adult Education (AED) database

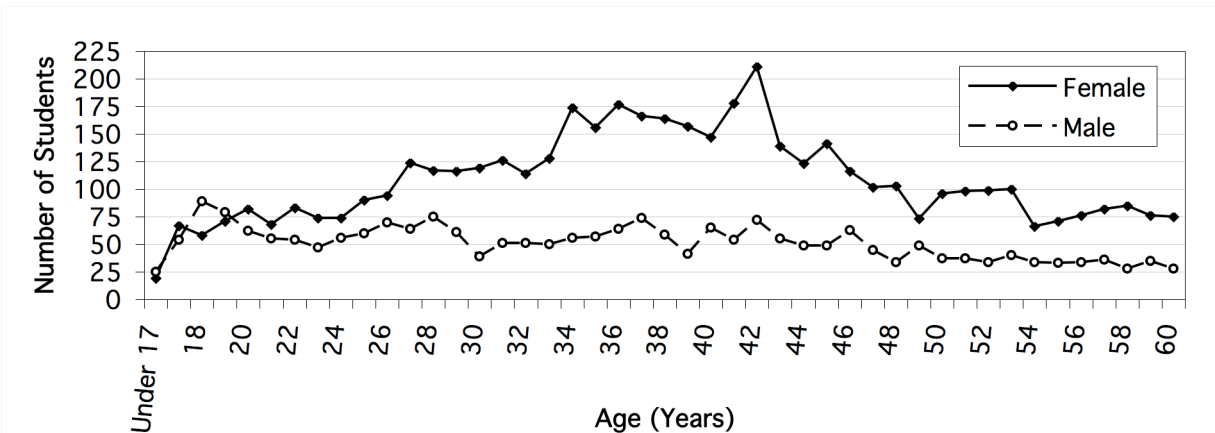
Noncredit students tend to be older than credit students. The median age of noncredit students was 42 years in Fall 2008, compared to 22 years for credit students. The mean age of noncredit students has decreased from 48 years in 1995 to 46 years in 2008.

Figure 1-22. Age of Noncredit Students

Age Group	Fall 2006		Fall 2007		Fall 2008	
20 & Under	640	9%	577	8%	500	7%
21 to 25	522	7%	569	8%	525	7%
26 to 30	568	8%	732	10%	706	9%
31 to 50	2,536	34%	3,044	40%	3,214	42%
50 & Over	2,015	27%	2,650	35%	2,690	35%
Unknown	1,179	16%	9	0%	4	0%
Total Students	7,460	100%	7,581	100%	7,639	100%
Mean Age	43.5		45.3		45.7	
Median Age	40.0		42.0		42.0	

source: GCC Adult Education (AED) database

Figure 1-23. Age Distribution of Noncredit Students by Gender, Fall 2008

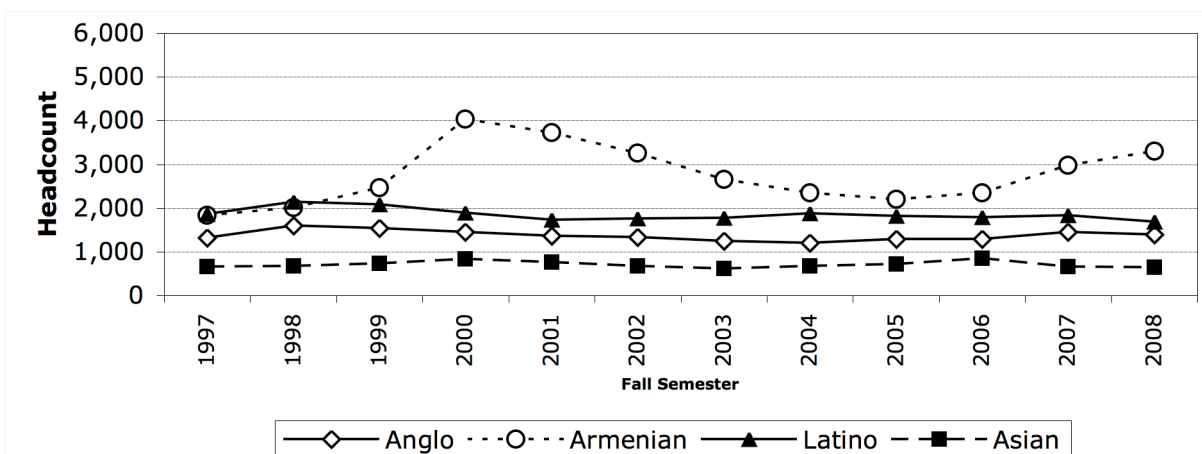


source: GCC Adult Education (AED) database

The ethnicity of the noncredit population parallels that of the credit population. Armenian students make up over 40% of noncredit students, and Caucasian students of European descent (“Anglos”) make up about 18%. The Latino noncredit population, which decreased to 19% in 2001, has recently increased somewhat. As the graph below shows, noncredit enrollment of most ethnic groups has remained flat, but overall enrollment is strongly affected by enrollment of Armenian students.

Figure 1-24. Ethnicity of Noncredit Students

Ethnicity	Fall 2006		Fall 2007		Fall 2008	
	Count	Percentage	Count	Percentage	Count	Percentage
American Indian	7	0%	6	0%	7	0%
Asian/Pacific Islander	845	11%	661	9%	643	8%
Black/African-American	93	1%	79	1%	83	1%
Caucasian/Anglo	1,289	17%	1,447	19%	1,387	18%
Caucasian/Armenian	2,347	31%	2,983	39%	3,300	43%
Latino/Hispanic	1,790	24%	1,839	24%	1,683	22%
Filipino	257	3%	290	4%	267	3%
Other	270	4%	272	4%	268	4%
Unknown	562	8%	4	0%	1	0%
Total	7,460	100%	7,581	100%	7,639	100%



source: GCC Noncredit Registration database

In terms of citizenship/visa status, the largest group of noncredit students consists of United States citizens (40%), followed by permanent residents (25%). The table below shows citizenship of noncredit students for the past three years.

Figure 1-25. Citizenship/Visa Status of Noncredit Students

Citizenship/Visa Status	Fall 2006		Fall 2007		Fall 2008	
	Count	Percentage	Count	Percentage	Count	Percentage
U.S. Citizen	3,034	41%	3,145	41%	3,022	40%
Permanent Resident	1,582	21%	1,950	26%	1,882	25%
Temporary Resident	239	3%	318	4%	305	4%
Refugee/Asylee	425	6%	882	12%	1,255	16%
Student Visa	98	1%	55	1%	44	1%
Other Visa	1,342	18%	1,227	16%	1,130	15%
Unknown	740	10%	4	0%	1	0%
Total	7,460	100%	7,581	100%	7,639	100%

Source: GCC Adult Education (AED) database

Figure 1-26. District Status of Noncredit Students

District	Fall 2006		Fall 2007		Fall 2008	
Local (GCC District)	5,183	69%	5,622	74%	5,730	75%
Other	1,929	26%	1,943	26%	1,901	25%
Unknown	348	5%	16	0%	8	0%
Total	7,460	100%	7,581	100%	7,639	100%

source: GCC Adult Education (AED) database

1.02. Student Needs

1.02.01. Incoming Credit Students

GCC enrolls over 4,000 incoming credit students every Fall semester. Approximately 30% are new to GCC but have taken courses at other colleges. Another 35% of incoming students graduated high school during the same year as their entry into GCC.

Figure 1-27. Incoming Credit Students

Enrollment Status	Fall 2006		Fall 2007		Fall 2008	
First-time college students						
Direct from high school	1,383	34%	1,489	32%	1,748	35%
HS grad ≤3 years ago	238	6%	294	6%	264	5%
HS grad > 3 years ago	529	13%	653	14%	742	15%
New to GCC, from other college	1,312	32%	1,636	35%	1,514	30%
Co-enrolled in high school	430	11%	372	8%	485	10%
Not a high school graduate	156	4%	192	4%	233	5%
Total	4,048	100%	4,636	100%	4,986	100%

source: GCC Semester Application data files

Approximately half of all incoming credit students have a goal of transfer. Nearly 20% of incoming credit students are undecided about their educational goal, compared to approximately 15% of all credit students.

Figure 1-28. Educational Goals of Incoming Credit Students

Goal	Fall 2006		Fall 2007		Fall 2008	
Transfer	1,906	47%	2,227	48%	2,477	50%
General Education AA	347	9%	402	9%	440	9%
AS or Certificate	119	3%	127	3%	164	3%
Job Skills	471	12%	562	12%	551	11%
Educational Development	217	5%	307	7%	197	4%
Improve English, Math Skills	57	1%	71	2%	66	1%
HS Diploma/GED	96	2%	101	2%	85	2%
Undecided	785	19%	838	18%	1,000	20%
Unknown Goal	50	1%	1	0%	6	0%
Total	4,048	100%	4,636	100%	4,986	100%

source: GCC Semester Application data files

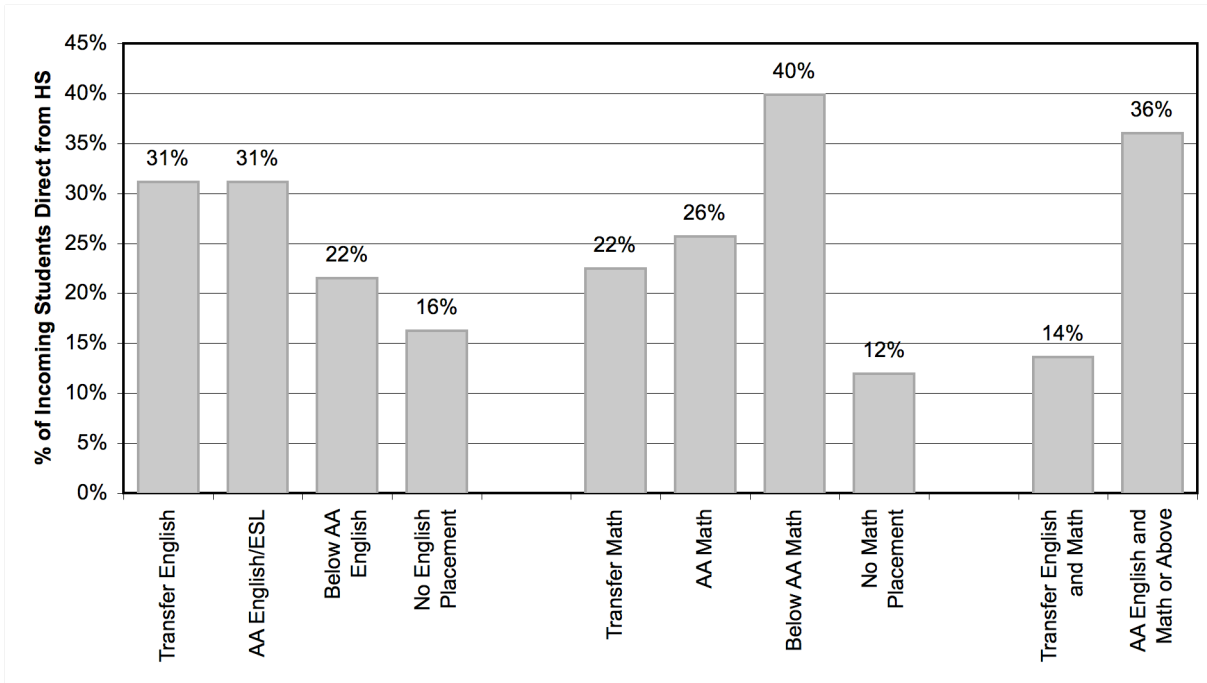
Figure 1-29. Majors of Incoming Credit Students

Goal	Fall 2006		Fall 2007		Fall 2008	
Undecided or Missing	1,793	44%	2,007	43%	2,388	48%
Registered Nursing	197	5%	184	4%	234	5%
Business - General	158	4%	149	3%	137	3%
Business Administration	103	3%	117	3%	122	2%
Psychology	95	2%	109	2%	128	3%
Biological Science	95	2%	118	3%	93	2%
Accounting	93	2%	115	2%	123	2%
English	75	2%	100	2%	70	1%
Real Estate	54	1%	44	1%	43	1%
Medicine	56	1%	72	2%	70	1%
Other Majors	1,018	25%	1,249	27%	1,578	32%
Total	4,048	100%	4,636	100%	4,986	100%

source: GCC Semester Application data files

The graph below shows the percentage of incoming credit students entering directly from high school who placed at the transfer level and the associate degree level for English/ESL and Math. Only about 14% of incoming students from high school place directly into both transfer-level English and Math, but about 36% place directly into both associate degree-level English and Math.

Figure 1-30. Placement of Incoming Credit Students Direct from High School, Fall 2008



source: GCC placement test data files

1.02.02. Assessment & Placement Results

Figure 1-31. Percentage of Students Placed into English, ESL, Math, and Chemistry (All Credit Students)

English Composition	2006-2007	2007-2008	2008-2009
Level 6 (ENGL 101)	42%	36%	39%
Level 5 (ENGL 120)	35%	33%	32%
Level 4 (ENGL 191)	13%	18%	21%
Level 3 (ENGL 189)	4%	7%	4%
LEVEL 2 (ENGL 187)	2%	2%	1%
Missing Placement	4%	4%	3%
Total Placed	4,310	4,488	4,811

ESL Grammar/Composition	2006-2007	2007-2008	2008-2009
Level 5 (ESL 151)	1%	0%	0%
Level 4 (ESL 141)	13%	12%	10%
Level 3 (ESL 133)	20%	21%	18%
Level 2 (ESL 123)	25%	29%	28%
Level 1 (ESL 111)	41%	37%	44%
Undetermined	0%	0%	0%
Total Placed	1,523	1,847	2,127

ESL Listening/Speaking	2006-2007	2007-2008	2008-2009
Level 5 (ESL 155)	15%	14%	12%
Level 4 (ESL 145)	23%	22%	19%
Level 3 (ESL 135)	19%	19%	19%
Level 2 (ESL 125)	25%	27%	28%
Level 1 (ESL 115)	19%	17%	20%
Undetermined	0%	0%	0%
Total Placed	1,522	1,847	2,126

Mathematics	2006-2007	2007-2008	2008-2009
Level 6 (Math 103)	6%	5%	6%
Level 5 (Math 100, 110, 111, 112, 135, 136, 138)	12%	14%	16%
Level 4 (Math 101, 119, 219)	23%	21%	25%
Level 3.5 (Math 119, 219)	5%	6%	3%
Level 3 (Math 141)	11%	12%	11%
Level 2 (Math 145, 245)	16%	18%	17%
Level 1 (Math 155, 255)	25%	22%	19%
Unknown	1%	1%	2%
Total Placed	5,079	5,125	5,464

Chemistry	2006-2007	2007-2008	2008-2009
Chem 101	77%	66%	62%
Chem 110	23%	34%	38%
Total Placed	211	239	241

Source: GCC Assessment Center, placement test data files

1.02.03. Financial Aid

Annually, about 40% 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. About 40% of students receive BOG waivers every year.

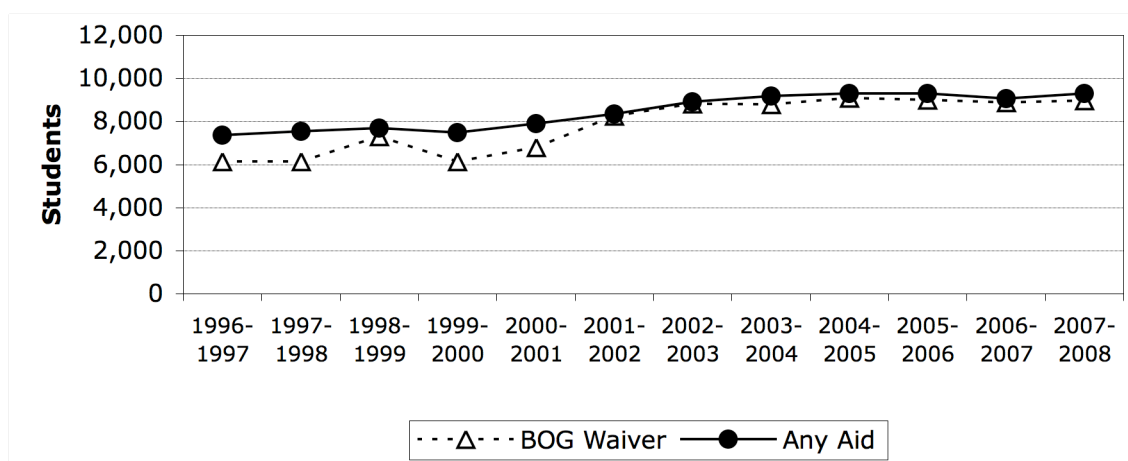
Figure 1-32. Financial Aid Awards

Award Category	2005-2006		2006-2007		2007-2008	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	4,285	\$10,515,077	4,179	\$10,348,417	4,605	\$12,109,162
Federal SEOG	1,810	\$626,752	1,549	\$515,678	1,824	\$483,600
EOPS Grants	1,081	\$338,353	1,041	\$436,323	1,067	\$497,275
Student Loans	512	\$927,821	441	\$910,849	296	\$888,788
Federal Work Study	545	\$938,467	497	\$830,832	374	\$711,388
BOG Waivers	9,207	\$4,137,107	8,877	\$3,546,455	8,969	\$3,088,160
Cal Grants	1,225	\$1,367,535	1,074	\$1,229,895	1,042	\$1,213,805
Other	4	\$19,639	98	\$174,949	280	\$300,506
Total (Unduplicated)	9,368	\$18,870,751	9,058	\$17,993,398	9,281	\$19,292,684

source: GCC MIS Data Files

Figure 1-33. Percentage of Credit Students Receiving Financial Aid

Category	2005-2006	2006-2007	2007-2008
BOG Waivers: Number of Students	9,207	8,877	8,969
BOG Waivers: Percentage of Credit Students	39%	37%	35%
Any Financial Aid: Number of Students	9,368	9,058	9,281
Any Financial Aid: Percentage of Credit Students	40%	38%	36%



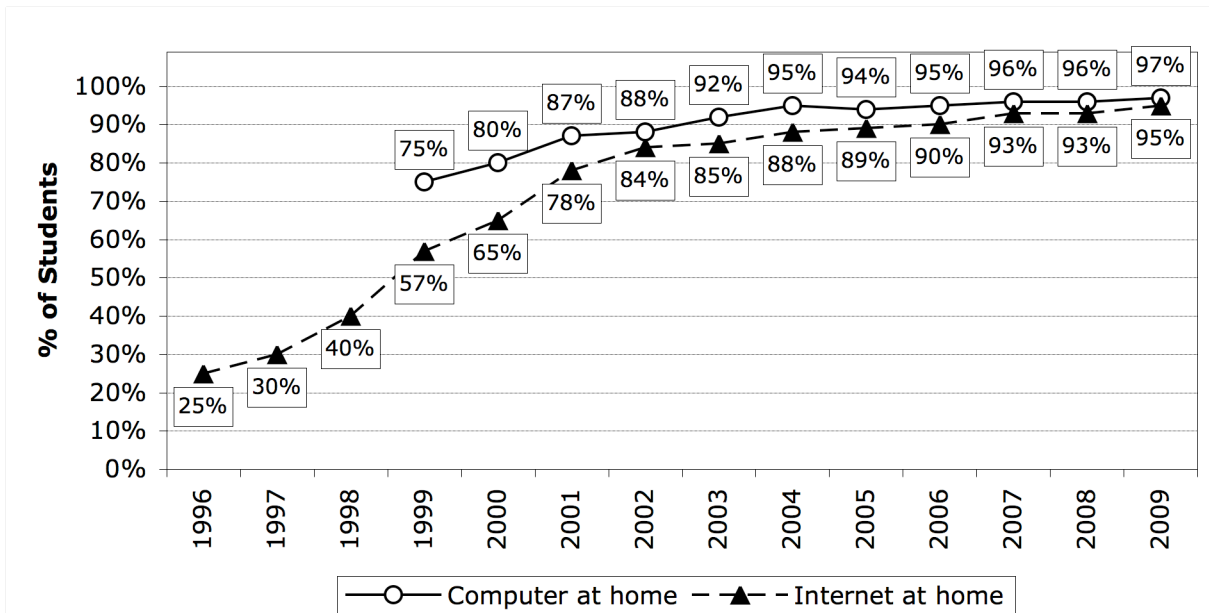
source: GCC Financial Aid Office

1.02.04. Student Access to Technology

The college has tracked Internet access since 1996. Over 95% of credit students report that they have Internet access from home.

Continuing education students are somewhat less likely to have computer and Internet access at home. According to the Spring 2009 continuing education student survey, 81% of continuing education students report that they have a computer at home and 74% report that they have Internet access at home.

Figure 1-34. Credit Student Computer and Internet Access



source: Spring Student Surveys

1.02.05. Programs Designed to Increase Access & Success

Glendale College offers many services to students. Every three years, the annual Spring Student Survey asks students to rate their experiences with the available services. The table below 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 1-35. Student Services Recognition, Use, and Satisfaction

Service	Recognition			Use			Satisfaction		
	2001	2004	2007	2001	2004	2007	2001	2004	2007
Academic Counseling	92%	92%	93%	62%	63%	69%	68%	73%	76%
Admissions & Records	93%	93%	94%	76%	76%	76%	86%	84%	87%
Adult Education/ACTC	59%	57%	--	15%	17%	--	79%	72%	--
Adult Re-Entry Center	54%	46%	43%	11%	11%	11%	73%	64%	65%
AMP (Alliance for Minority Paric.)	30%	28%	25%	7%	9%	8%	69%	56%	53%
Assessment Center/Testing	75%	86%	87%	75%	64%	68%	80%	81%	81%
Baja Calif. Field Studies Program	--	55%	48%	--	11%	9%	--	64%	63%
Bookstore	--	96%	95%	--	89%	87%	--	88%	86%
CalWORKs	--	60%	55%	--	20%	19%	--	74%	73%
Career Center	86%	86%	82%	40%	38%	36%	78%	76%	75%
Ctr. For Students w/Disabilities	68%	63%	65%	11%	13%	13%	74%	74%	76%
Collaborative Learning/SI	58%	55%	55%	27%	26%	27%	78%	79%	77%
Computer Lab (San Gabriel)	--	88%	85%	--	60%	55%	--	90%	88%
Computer Lab (San Rafael)	--	87%	84%	--	57%	53%	--	90%	87%
English Lab	79%	82%	82%	35%	47%	50%	81%	88%	87%
EOPS Office	72%	73%	66%	31%	35%	29%	83%	79%	78%
ESL/Foreign Language Lab	71%	72%	28%	28%	32%	26%	75%	79%	79%
Financial Aid Office	91%	91%	91%	46%	56%	54%	79%	82%	80%
Health Center	81%	84%	83%	29%	33%	31%	87%	85%	84%
High Tech Center	--	--	49%	--	--	11%	--	--	66%
Information Counter (AD Bldg.)	84%	73%	67%	58%	48%	38%	90%	85%	86%
Instructional Assistance Center	--	49%	44%	--	15%	12%	--	69%	72%
Job Placement Center	83%	78%	72%	29%	29%	23%	76%	66%	70%
Learning Center	82%	79%	72%	33%	40%	30%	86%	86%	81%
Writing Center	72%	76%	69%	22%	30%	23%	83%	81%	75%
CAI Lab	--	49%	43%	--	13%	10%	--	72%	58%
Tutoring Center	77%	79%	75%	22%	32%	27%	80%	80%	80%
Library	94%	94%	94%	75%	80%	80%	92%	94%	94%
Math/Science Center	77%	79%	78%	22%	32%	31%	81%	81%	83%
Mental Health Counseling	52%	48%	49%	8%	10%	9%	72%	64%	65%
myGCC	--	84%	89%	--	67%	72%	--	91%	91%
Orientation	--	73%	72%	--	32%	32%	--	79%	78%
PACE	47%	48%	41%	9%	10%	7%	76%	64%	64%
Scholars Program	67%	63%	63%	13%	14%	12%	65%	60%	63%
Scholarship Office	69%	63%	66%	15%	15%	15%	67%	65%	66%
Service Learning Center	63%	59%	57%	16%	19%	15%	77%	81%	79%
Student Activities Office	58%	57%	50%	11%	12%	10%	69%	67%	69%
Study Abroad Office	60%	57%	58%	10%	10%	9%	73%	65%	62%
Transfer Center	78%	80%	78%	27%	32%	30%	74%	77%	81%
Tutors Today Teachers Tomorrow	--	--	47%	--	--	12%	--	--	67%

source: Spring Student Surveys

1.02.06. Precollegiate Basic Skills Offerings & Outcomes

Precollegiate 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 2008-2009, the following courses were considered precollegiate basic skills courses: ENGL 168, 174, 182, 183, 184, 185, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 117, 118, 125, 127, and 128; MATH 155, 190, and 255.

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

Figure 1-36. Precollegiate Credit Basic Skills Enrollment, Retention, and Success

Measure	Fall 2006	Fall 2007	Fall 2008
Basic Skills Census Enrollments	2,117	2,480	2,577
Basic Skills Course Retention Rates	89%	89%	89%
Basic Skills Course Success Rates	67%	63%	67%

source: GCC MIS data files

1.02.07. 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.

For semesters before Fall 2007, these percentages are underestimates because only students registering in noncredit classes with their Social Security Numbers can be matched to credit enrollments. Additional students registering in noncredit classes without providing SSNs cannot be matched to credit enrollments and are not counted in the percentages reported below.

For Fall 2007 and later, the percentages are based on the new noncredit student ID number system and should be more accurate than earlier data.

Figure 1-37. Number of Students Transitioning from Noncredit to Credit

	Fall 2006	Fall 2007	Fall 2008
Total Noncredit Students	7,460	7,581	8,605
Concurrently Enrolled in Credit Classes	2%	3%	3%
Enrolled in Credit Classes in Next Spring Semester	3%	5%	3%

source: GCC Noncredit Registration and Student Master Record data files

1.03. Student Engagement

1.03.01. Community College Survey of Student Engagement (CCSSE)

Glendale Community College administered the nationally normed Community College Survey of Student Engagement (CCSSE) in Spring 2007, 2008, and 2009. A random selection of credit sections resulted in responses from approximately 1,200 students each year. The results of five “benchmarks” are reported below: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The five benchmarks are based on 38 survey items. Each benchmark is standardized so the national average is 50. Results are reported for Glendale Community College, for the public community colleges in California administering the survey (16 in 2007, 19 in 2008, 15 in 2009), and for all public two-year colleges administering the survey. GCC’s average scores tended to be higher than the statewide and national averages for public two-year colleges.

Figure 1-38. Active and Collaborative Learning

The Active and Collaborative Learning benchmark assesses how often students participate in class, work with classmates in and out of class, and discuss course material outside of class.

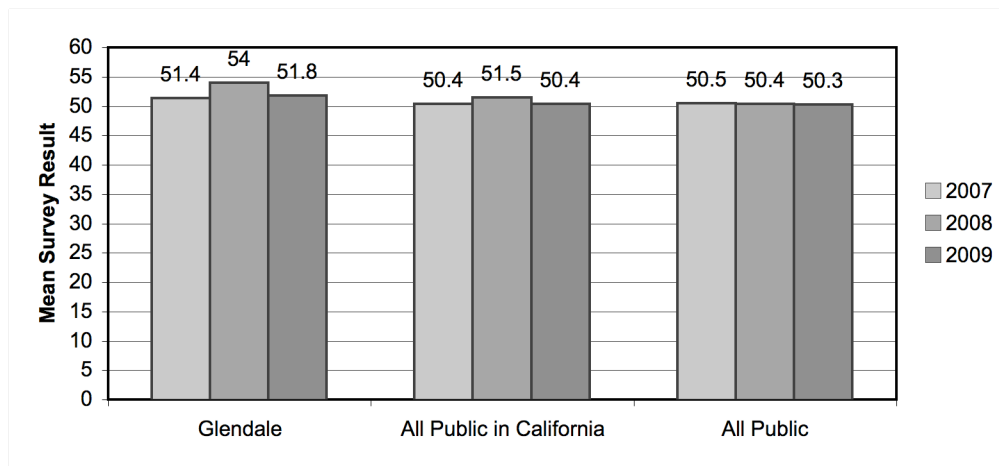


Figure 1-39. Student Effort

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

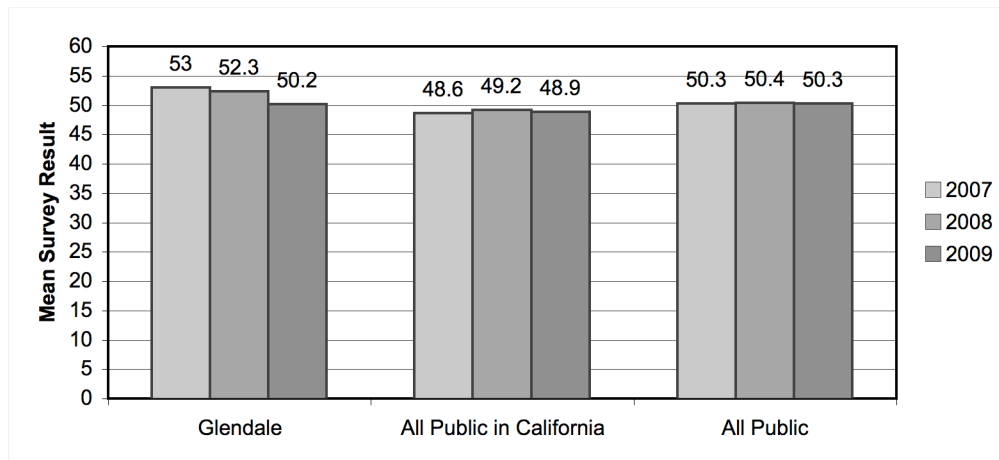


Figure 1-40. Academic Challenge

The Academic Challenge benchmark assesses how hard students must work in class, how much they must study, and how much colleges emphasize higher level thinking skills.

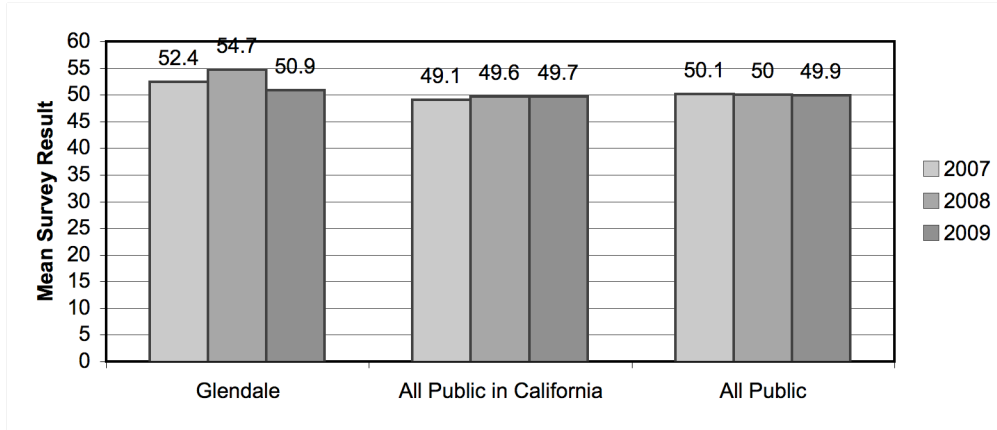


Figure 1-41. Student-Faculty Interaction

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

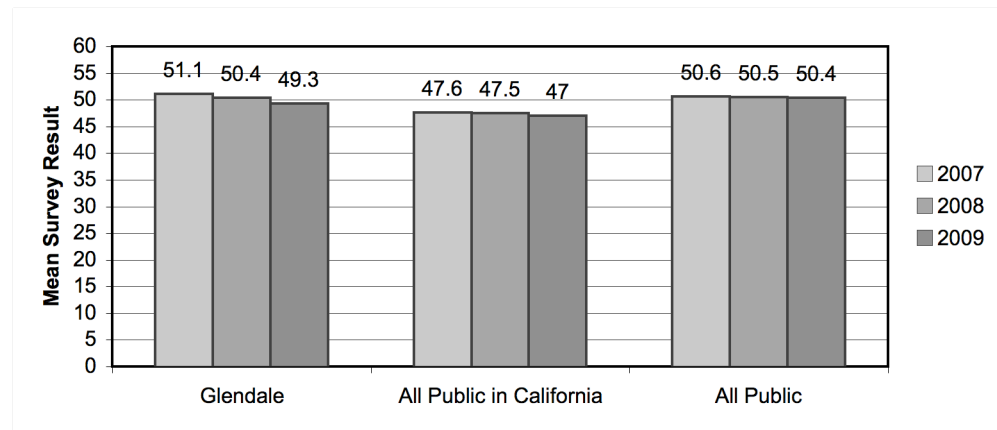
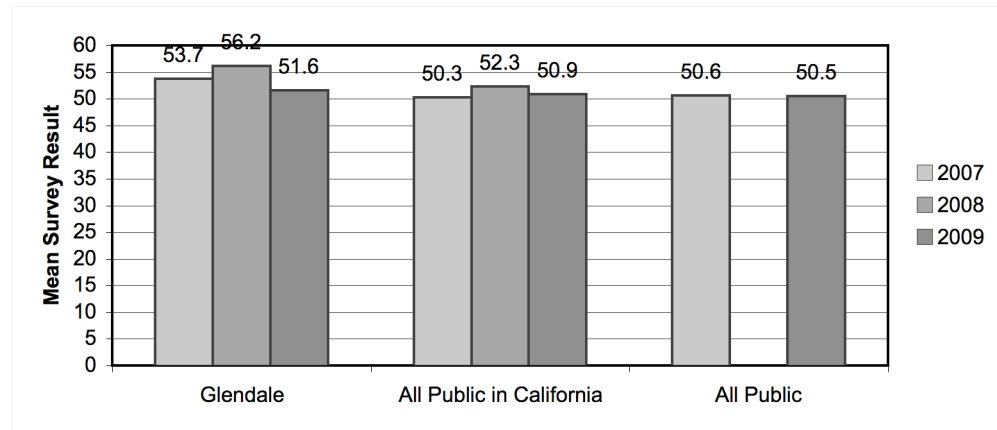


Figure 1-42. Support for Learners

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

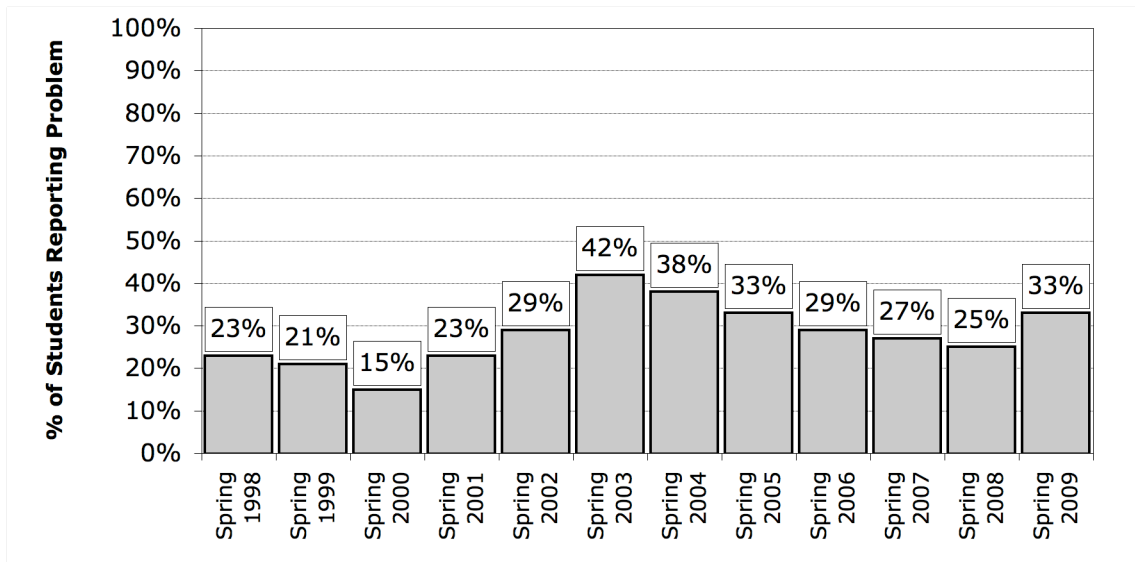


1.04. Class Availability & Scheduling

1.04.01. Student Satisfaction with Course Scheduling

Satisfaction with scheduling and class availability have mirrored the state’s budget difficulties and the subsequent class cuts. According to student surveys, approximately 20% of credit students have historically reported problems getting classes; the number increased to 42% in Spring 2003 and then decreased to 25% in Spring 2008. It increased again in Spring 2009, to 33%. The most commonly reported problems are that a class the student needed was full, and that two classes the student needed were scheduled at the same time.

Figure 1-43. Percentage of Credit Students Having Problems Getting Classes



source: Spring Student Surveys

Figure 1-44. Scheduling Problems Identified by Students

Problem	Spring 2007	Spring 2008	Spring 2009
Class full	16%	16%	33%
Class not offered at time student wanted it	10%	9%	25%
Class scheduled at same time as another class student needed	14%	5%	8%
Class not offered this semester	6%	13%	18%

source: Spring Student Surveys

1.04.02. Classroom Occupation, Availability & Fill Rate

Classroom occupation can be presented as “scheduling density,” or the number of class sections scheduled to begin during each available time block of the day. The figure below shows overall scheduling density for the past three Fall semesters. For Fall 2008, the highest number of class sections was scheduled to begin between 6:00 pm and 6:59 pm (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 1-45. Scheduling Density for Credit Classes by Time of Day

Start Time	Fall 2005	Fall 2006	Fall 2007	Fall 2008
6:00 am – 6:59 am	7	5	6	9
7:00 am – 7:59 am	39	35	30	23
8:00 am – 8:59 am	243	258	267	254
9:00 am – 9:59 am	174	188	201	214
10:00 am – 10:59 am	176	182	181	172
11:00 am – 11:59 am	8	9	14	12
12:00 noon – 12:59 pm	138	142	138	136
1:00 pm – 1:59 pm	204	247	229	226
2:00 pm – 2:59 pm	62	62	59	51
3:00 pm – 3:59 pm	71	73	64	54
4:00 pm – 4:59 pm	68	60	53	57
5:00 pm – 5:59 pm	73	82	81	73
6:00 pm – 6:59 pm	322	338	349	330
7:00 pm – 7:59 pm	69	72	75	76
8:00 pm – 8:59 pm	12	13	13	10
9:00 pm – 9:59 pm	1	0	2	2

source: GCC Class Master data files

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

Figure 1-46. Credit Division Fill Rate

Division	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Biology	108%	109%	108%	118%
Business	72%	72%	70%	82%
English	99%	98%	102%	105%
ESL (Credit)	86%	85%	87%	100%
Health & PE	68%	66%	71%	86%
Health Sciences	78%	80%	90%	94%
Language Arts	91%	87%	91%	99%
Mathematics	99%	99%	96%	104%
Physical Science	89%	93%	94%	110%
Social Science	92%	87%	91%	101%
Student Services	106%	76%	114%	103%
Technology & Aviation	84%	79%	78%	79%
Visual & Performing Arts	89%	86%	89%	101%
Total Credit	87%	85%	88%	97%

source: GCC Class Master data files

1.04.03. Enrollment of GCC Students at Other Colleges

Community college students in urban areas frequently enroll at more than one community college. The table below shows the number of first-time college students enrolling in GCC credit courses in 2001-2002, 2002-2003, and 2003-2004 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.

Figure 1.47. GCC Students Subsequently Enrolling at Other Two-Year Colleges

	GCC Entry Year					
	2001-2002		2002-2003		2003-2004	
	No.	%	No.	%	No.	%
Number of First-Time Students	5,382	100%	6,270	100%	4,079	100%
Public Two-Year Colleges	1,441	27%	1,783	28%	1,015	25%
Pasadena City College	534	10%	679	11%	308	8%
Los Angeles Valley College	215	4%	263	4%	162	4%
Los Angeles City College	169	3%	186	3%	88	2%
Santa Monica College	89	2%	97	2%	54	1%
East Los Angeles College	69	1%	86	1%	21	1%
Los Angeles Pierce College	65	1%	86	1%	38	1%
Los Angeles Mission College	61	1%	64	1%	39	1%
Los Angeles Trade-Tech College	57	1%	63	1%	37	1%
College of the Canyons	44	1%	59	1%	35	1%
Rio Hondo College	31	1%	47	1%	21	1%
Mt. San Antonio College	31	1%	39	1%	16	0%

Glendale Community College
Campus Profile 2009

Section 2

STUDENT SUCCESS

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 - page 50 2.03.05. Time to Goal Completion
 - page 51 2.03.06. Workforce Preparation

2.01. Student & Course Outcomes

2.01.01. Enrollment, Retention, and Success

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

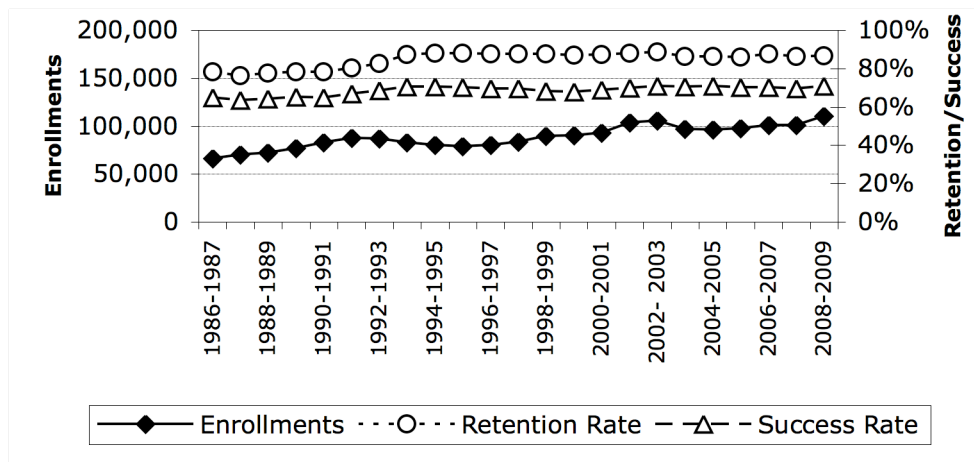
Figure 2-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

Division	Census Enrollments			Retention Rate			Success Rate		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Biology	1,051	1,114	1,173	76%	78%	77%	64%	63%	61%
Business	4,343	4,229	4,384	86%	86%	86%	72%	71%	71%
English	4,491	4,579	4,657	86%	86%	85%	66%	65%	68%
ESL (Credit)	2,849	3,155	3,794	93%	92%	93%	77%	77%	78%
Health & PE	3,281	3,481	3,477	92%	90%	90%	72%	70%	71%
Health Sciences	958	1,032	1,112	95%	96%	93%	90%	89%	87%
Language Arts	2,670	2,891	3,062	89%	88%	89%	76%	75%	75%
Mathematics	4,789	5,008	5,161	75%	74%	71%	51%	48%	48%
Physical Sciences	1,858	2,134	2,203	86%	84%	88%	68%	68%	72%
Social Sciences	7,233	7,823	8,061	84%	85%	85%	62%	64%	65%
Student Services	946	1,124	1,009	90%	91%	92%	71%	71%	76%
Technology & Aviation	2,016	2,154	2,158	91%	88%	89%	78%	74%	74%
Visual & Performing Arts	4,390	4,709	5,273	87%	86%	85%	71%	69%	70%
Total Credit	40,875	43,433	45,524	86%	85%	86%	68%	67%	68%

source: GCC Grade Detail data file

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

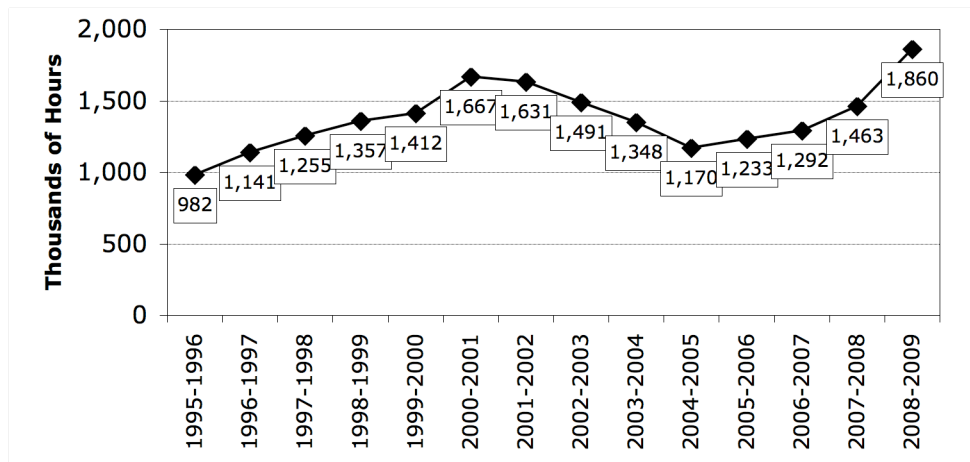
Noncredit classes are funded by the positive attendance accounting method, in which hours of attendance are recorded. One Full-Time Equivalent Student (FTES) is equivalent to 525 hours of attendance. In 2007-2008, the noncredit program counted over 1,400,000 hours of attendance.

Figure 2-3. Fall Noncredit Attendance: Total Hours and Students Enrolled

Department	Total Hours (Fall)			Students Enrolled (Fall)		
	2006	2007	2008	2006	2007	2008
Developmental Skills Lab (DSL)	26,000	20,258	45,420	823	896	967
ESL (Non-Credit)	330,815	364,673	428,177	3,574	3,365	3,759
Home Arts	1,575	1,829	1,770	71	74	60
Lifelong Learning	20,794	19,036	23,720	981	934	1,036
Business	78,140	92,922	132,683	1,320	1,671	1,845
Parent Education	18,065	17,496	21,964	759	631	749
Special Education	1,852	1,695	0	34	35	0
Total Non-Credit	477,240	517,909	653,733	7,265	7,581	7,517

Source: GCC MIS data files

Figure 2-4. Total Noncredit Positive Attendance Hours (Thousands of Hours)



source: GCC MIS data files

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 2008
- MEAN UNITS COMP The average number of units students completed in Fall 2008
- SPRG PERS The percentage of Fall 2007 students persisting to Spring 2009
- COMPL TERM GPA The Fall 2008 GPA of students who completed more than zero units
- COMPL PERS The percentage of Fall 2008 students completing more than zero units who persisted to Spring 2009
- COMPL NUM The total number of students in the group completing more than zero units

Section 2. Student Success

Figure 2-5. Fall 2008 Success Comparison (Student Equity Measures)

All Students Attempting Units												
Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	16,303	8.8		6.4		67%		2.76		73%		13,426
American Indian	48	8.1	√	5.9	√	67%	√	2.80	+	76%	+	38
Asian	1,579	9.6	+	7.5	+	66%	√	2.90	+	71%	√	1,356
Black	454	8.8	√	5.3	√	58%	√	2.65	√	67%	√	342
Caucasian Citizen	5,133	8.5	√	6.2	√	66%	√	2.85	+	73%	√	4,258
Caucasian Resident	1,568	9.3	+	7.3	+	73%	+	2.78	+	78%	+	1,359
Latino Citizen	3,151	8.6	√	5.2	√	62%	√	2.43	√	72%	√	2,356
Latino Resident	357	7.8	√	5.1	√	58%	√	2.68	√	65%	√	278
Latino Other	297	9.0	+	6.1	√	64%	√	2.56	√	73%	√	230
Filipino	824	8.7	√	6.5	+	64%	√	2.78	+	69%	√	694
Others	2,892	9.0	+	7.2	+	74%	+	2.87	+	78%	+	2,515
Male	6,960	9.0	+	6.2	√	65%	√	2.65	√	73%	√	5,602
Female	9,217	8.7	√	6.5	+	68%	+	2.84	+	74%	+	7,721
Male Under 25	4,723	9.9	+	6.7	+	69%	+	2.49	√	77%	+	3,809
Male Over 24	2,237	6.9	-	5.1	-	56%	√	3.00	+	64%	√	1,793
Female Under 25	5,141	9.9	+	7.1	+	72%	+	2.66	√	78%	+	4,305
Female Over 24	4,076	7.2	√	5.9	√	63%	√	3.06	+	69%	√	3,416
With Disability	534	8.6	√	5.8	√	78%	+	2.64	√	83%	+	431
Student Visa	470	12.9	+	11.2	+	76%	+	2.86	+	78%	+	449
EOPS	1,820	12.5	+	10.1	+	88%	+	2.73	√	90%	+	1,737
18-24, No High School Diploma	414	9.3	+	5.5	√	64%	√	2.27	√	74%	+	311

First-Time Students Attempting Units												
Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	2,732	10.4		7.1		76%		2.51		83%		2,258
American Indian	4	12.3	+	9.5	+	100%	+	2.79	+	100%	+	3
Asian	217	11.7	+	8.6	+	76%	√	2.60	+	83%	√	190
Black	78	10.6	+	5.5	-	64%	√	2.36	√	76%	√	59
Caucasian Citizen	755	10.9	+	7.5	+	79%	+	2.53	+	87%	+	634
Caucasian Resident	247	10.4	+	7.7	+	79%	+	2.62	+	85%	+	213
Latino Citizen	681	10.0	√	5.6	-	69%	√	2.17	√	79%	√	502
Latino Resident	48	8.6	√	5.8	√	56%	-	2.71	+	63%	-	38
Latino Other	71	9.7	√	6.0	√	69%	√	2.31	√	80%	√	54
Filipino	125	10.3	√	7.0	√	77%	+	2.48	√	83%	√	104
Others	506	9.6	√	7.9	+	81%	+	2.78	+	84%	+	461
Male	1,323	10.2	√	6.6	√	73%	√	2.38	√	83%	√	1,055
Female	1,394	10.5	+	7.5	+	78%	+	2.61	+	84%	+	1,189
Male Under 25	1,106	10.8	+	6.8	√	77%	+	2.31	√	85%	+	889
Male Over 24	217	7.7	-	5.5	-	57%	-	2.78	+	72%	√	166
Female Under 25	1,079	11.1	+	7.6	+	81%	+	2.51	+	88%	+	909
Female Over 24	315	8.5	√	7.1	+	66%	√	2.93	+	71%	√	280
With Disability	99	9.7	√	6.1	√	85%	+	2.48	√	90%	+	80
Student Visa	70	13.2	+	11.7	+	86%	+	2.94	+	86%	+	69
EOPS	395	12.9	+	10.0	+	90%	+	2.56	+	93%	+	371
18-24, No High School Diploma	147	9.4	√	5.1	-	59%	-	2.33	√	71%	√	104

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 2006	Fall 2007	Fall 2008
Course Success Rate			
<i>All new students</i>	64%	62%	65%
New students completing orientation	68%	67%	69%
New students completing SEP	74%	74%	67%
New students completing assessment	62%	60%	63%
Persistence to Spring			
<i>All new students</i>	69%	69%	72%
New students completing orientation	80%	78%	80%
New students completing SEP	95%	91%	92%
New students completing assessment	76%	76%	78%

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

The college offers many nontraditional learning opportunities. The table below shows the course success and persistence rates of students completing service learning hours through the college Service Learning Center. It also shows course success and persistence rates of students enrolled in classes offering Supplemental Instruction (SI).

Figure 2-7. Success and Persistence of Students Participating in Nontraditional Learning Opportunities

	Fall 2003
Course Success Rate	
<i>Overall Success Rate</i>	67%
Students completing Service Learning	79%
Students enrolled in classes with SI	68%
Persistence to Spring	
<i>Overall Persistence Rate</i>	70%
Students completing Service Learning	72%
Students enrolled in classes with SI	81%

source: Service Learning Center, SI Office, Grade Detail and Student Master Record data files

2.01.03. Student Satisfaction

Every Spring semester, the college conducts a student survey which includes evaluations of student satisfaction. The following table shows results most relevant to the Key Performance Indicators of the college Strategic Master Plan.

Figure 2-8. Student Satisfaction Survey Results

% of Credit Students Responding "Excellent" or "Good"	Spring 2006	Spring 2007	Spring 2008	Spring 2009
The education you are getting at GCC	86%	86%	83%	--
Campus friendliness to students	72%	72%	71%	72%

source: Spring Student Surveys

2.02. Educational Goals

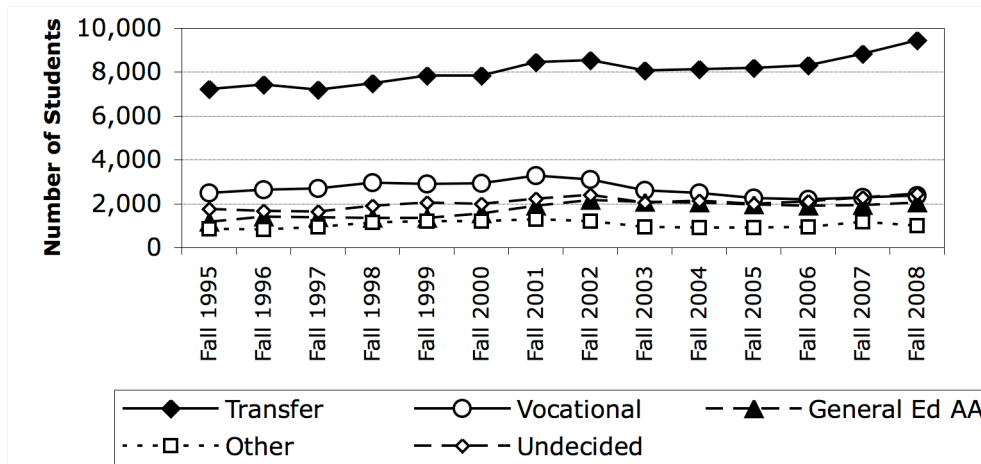
2.02.01. Student Characteristics by Educational Goal

Over half of all credit students (about 53%) 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 13% of credit students have a vocational goal; this represents a drop from about 20% in 1998. The number of students whose goal is an associate’s degree (without transfer) has increased somewhat, from 9% in 1995 to 12% in 2008.

Figure 2-9. Credit Enrollment by Educational Goal

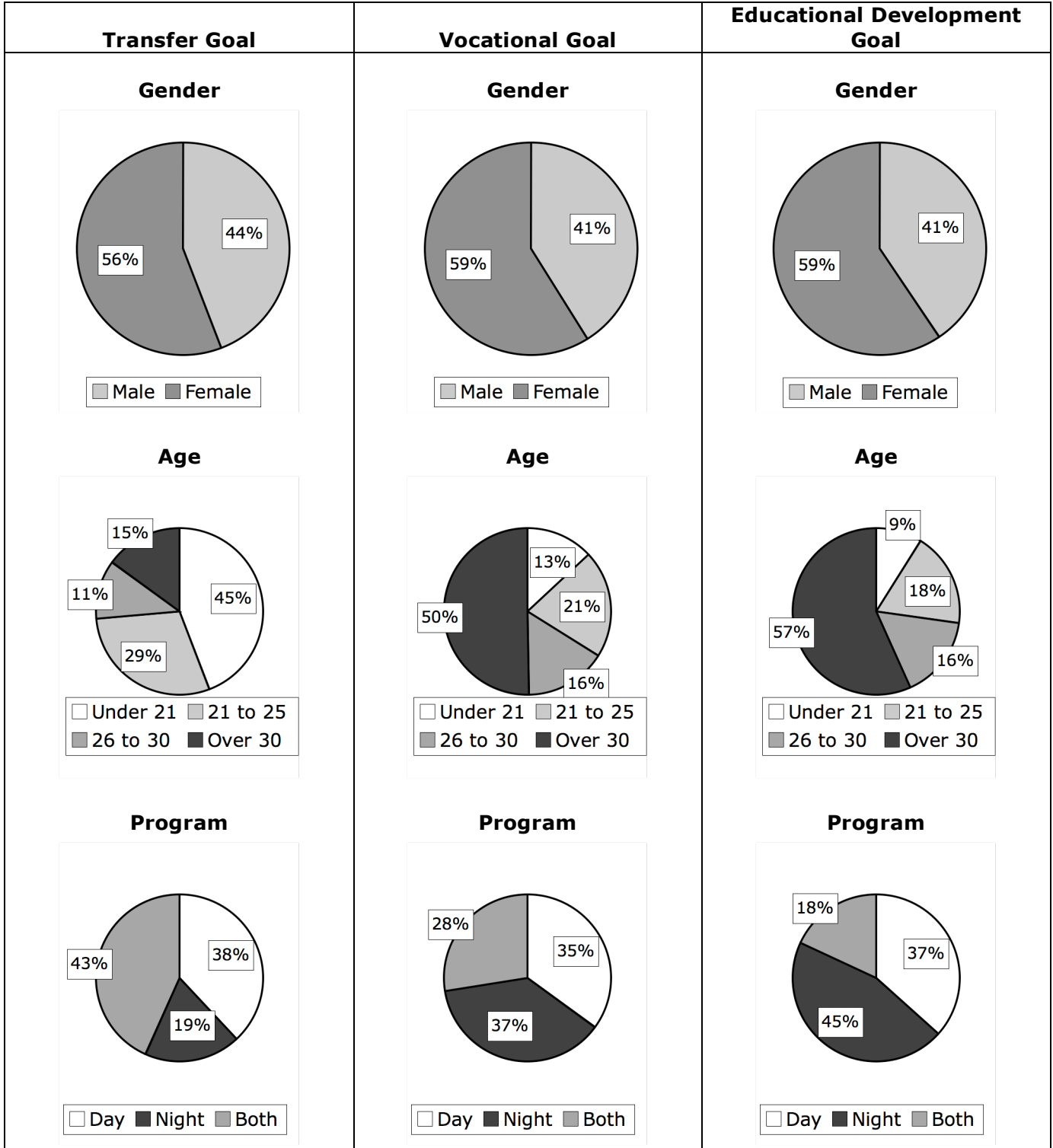
Goal	Fall 2006		Fall 2007		Fall 2008	
Transfer with AA	5,812	37%	6,189	37%	6,714	39%
Transfer without AA	2,485	16%	2,642	16%	2,738	16%
Associate’s degree	1,913	12%	1,931	12%	2,049	12%
Vocational degree	347	2%	302	2%	318	2%
Certificate	342	2%	321	2%	351	2%
Discover career interests	383	2%	435	3%	394	2%
Prepare for new career	502	3%	523	3%	622	4%
Advance current job	368	2%	448	3%	426	2%
Maintain licensure	259	2%	262	2%	270	2%
Educational development	620	4%	803	5%	655	4%
Improve English, Math	160	1%	189	1%	192	1%
Complete GED/diploma	153	1%	171	1%	147	1%
Undecided	2,094	13%	2,274	14%	2,466	14%
Unknown Goal	150	1%	70	0%	34	0%
Total	15,588	100%	16,560	100%	17,376	100%



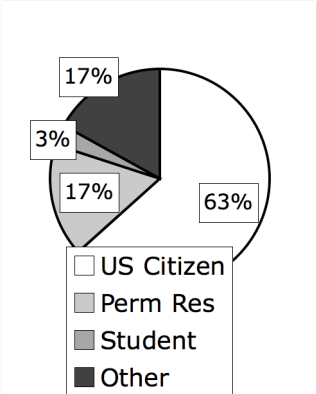
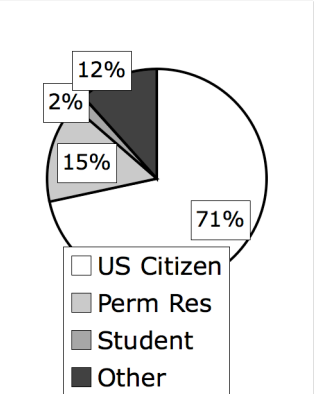
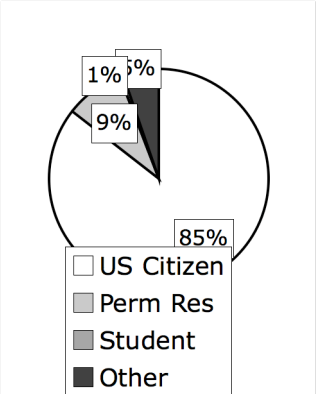
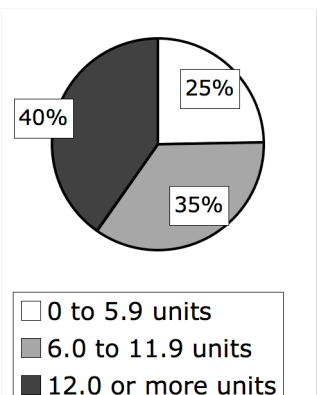
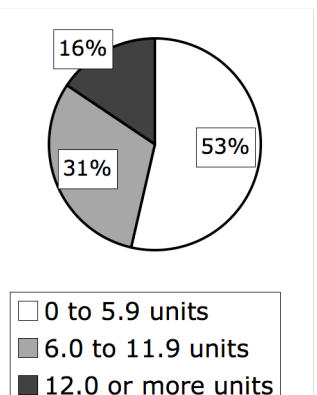
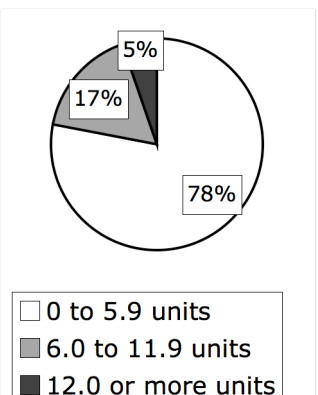
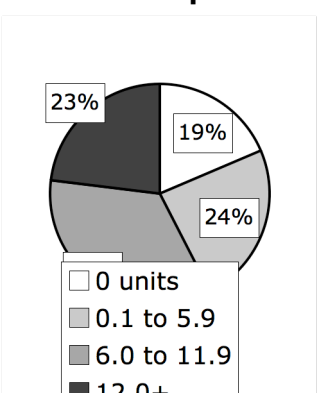
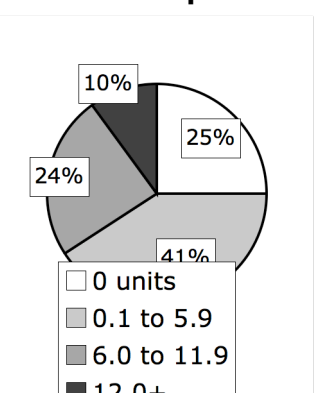
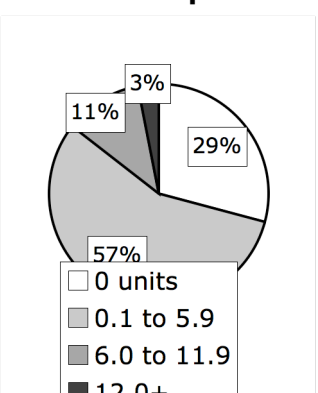
source: GCC Semester Application database

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

Figure 2-10. Characteristics of Credit Students by Goal, Fall 2008



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

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 Semester Application, Grade Detail, and Student Master Record databases

The tables below show student ethnicity by credit educational goal. Students whose goal is transfer tend to mirror the ethnic diversity of the credit student population. Vocational students are somewhat more likely to be Anglo than the overall credit population. Educational development students are much more likely to be Anglo than students with other educational goals.

Figure 2-11. Ethnicity of Transfer Goal Students

Ethnicity	Fall 2006		Fall 2007		Fall 2008	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	1,010	12%	1,092	12%	1,079	11%
Caucasian/Armenian	3,044	37%	3,264	37%	3,647	39%
Latino/Hispanic	2,057	25%	2,226	25%	2,324	25%
Asian	855	10%	847	10%	863	9%
Filipino	436	5%	468	5%	431	5%
African-American	238	3%	255	3%	271	3%
American Indian	39	0%	31	0%	28	0%
Other	436	5%	454	5%	525	6%
Unknown	182	2%	194	2%	284	3%
Total	8,297	100%	8,831	100%	9,452	100%

Source: GCC Semester Application and Student Master Record databases

Figure 2-12. Ethnicity of Vocational Goal Students

Ethnicity	Fall 2006		Fall 2007		Fall 2008	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	476	22%	526	23%	553	23%
Caucasian/Armenian	554	25%	538	23%	569	24%
Latino/Hispanic	500	23%	495	22%	483	20%
Asian	286	13%	275	12%	296	12%
Filipino	127	6%	147	6%	155	7%
African-American	74	3%	81	4%	80	3%
American Indian	8	0%	13	1%	8	0%
Other	105	5%	119	5%	130	5%
Unknown	71	3%	97	4%	107	4%
Total	2,201	100%	2,291	100%	2,381	100%

Source: GCC Semester Application and Student Master Record databases

Figure 2-13. Ethnicity of Educational Development Goal Students

Ethnicity	Fall 2006		Fall 2007		Fall 2008	
	Count	Percentage	Count	Percentage	Count	Percentage
Caucasian/Anglo	211	34%	295	37%	230	35%
Caucasian/Armenian	116	19%	132	16%	115	18%
Latino/Hispanic	88	14%	124	15%	89	14%
Asian	89	14%	105	13%	89	14%
Filipino	22	4%	33	4%	28	4%
African-American	21	3%	19	2%	18	3%
American Indian	3	0%	3	0%	5	1%
Other	33	5%	42	5%	27	4%
Unknown	37	6%	50	6%	54	8%
Total	620	100%	803	100%	655	100%

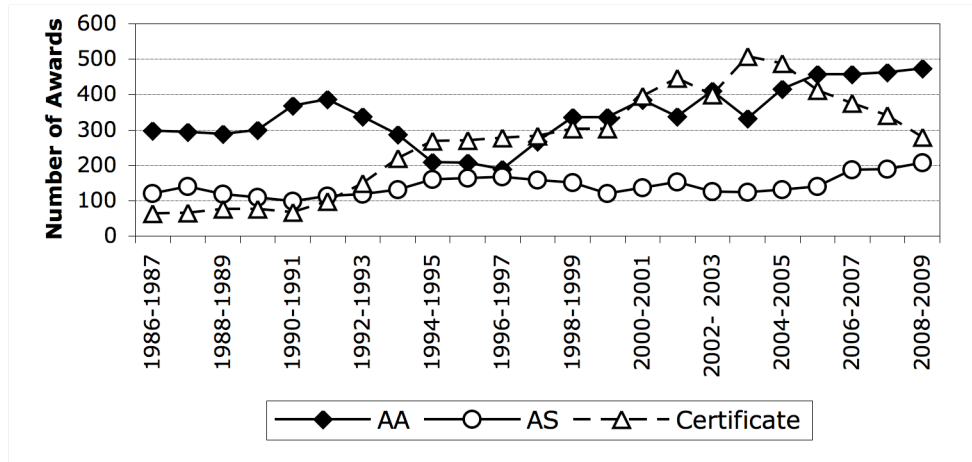
Source: GCC Semester Application and Student Master Record databases

2.03. Student Completion

2.03.01. Degrees & Certificates Awarded

Degree and certificate awards have increased from a low point in 1996-1997. Although the number of AS degrees awarded was relatively flat before 2006-2007, both AA degrees and certificates have increased substantially since the mid 1990s.

Figure 2-14. Number of Degrees and Certificates Awarded by Academic Year



source: GCC Graduation database

Figure 2-15. Degrees and Certificates Awarded by Gender

Gender	AA Degrees			AS Degrees			Certificates		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Male	34%	37%	34%	17%	23%	26%	23%	29%	31%
Female	66%	63%	66%	83%	77%	74%	77%	71%	69%
Total	456	467	474	186	189	206	376	346	279

source: GCC Graduation database

Figure 2-16. Degrees and Certificates Awarded by Ethnicity

Ethnicity	AA Degrees			AS Degrees			Certificates		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Caucasian/Anglo	13%	13%	13%	10%	11%	11%	12%	14%	14%
Caucasian/Armenian	34%	39%	42%	40%	36%	31%	56%	52%	48%
Latino/Hispanic	24%	21%	21%	14%	16%	12%	14%	12%	18%
Asian	12%	12%	9%	16%	13%	17%	5%	8%	5%
Filipino	6%	5%	4%	11%	14%	16%	4%	4%	5%
African-American	3%	2%	2%	1%	3%	0%	2%	2%	3%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	9%	7%	9%	7%	7%	11%	7%	8%	7%
Total	456	467	474	186	189	206	376	346	279

source: GCC Graduation database

The tables below show the numbers of AA degrees, AS degrees, and certificates awarded by major for the past three academic years. The General Education/Transfer Studies AA continues to be the most popular degree; 434 were awarded in 2007-2008. The associate's degrees in Business Administration, Health Science, and Social Science are also frequently awarded.

The most awarded certificates are the General Office, Receptionist/Office Clerk, and Communications certificates. The most awarded AS degrees are in Registered Nursing, Accounting, and General Office.

Figure 2-17. Associate in Arts (AA) Degrees Awarded

Major	2006-2007	2007-2008	2008-2009	3-Year Total
APPLIED ARTS	1	0	0	1
BIOLOGICAL SCIENCE	2	1	2	5
BUSINESS ADMINISTRATION	42	46	41	129
CHOREOGRAPHIC STUDIES & DANCE TECHNIQUE	1	0	1	2
ENGLISH	1	1	1	3
FOREIGN LANGUAGE	0	1	1	2
FOREIGN LANGUAGE - OPTION 2	9	6	16	31
FOREIGN LANGUAGE - SPANISH	0	0	1	1
GENERAL EDUCATION TRANSFER STUDIES	298	337	333	968
HEALTH SCIENCE	44	33	38	115
HUMANITIES	2	1	0	3
MASS COMMUNICATIONS	2	0	0	2
MATHEMATICS	0	1	0	1
MUSIC	5	0	0	5
PHYSICAL EDUCATION	0	1	1	2
PHYSICAL SCIENCE	0	0	2	2
SCIENCE	0	0	0	0
SOCIAL SCIENCE	39	25	30	94
SPEECH/COMMUNICATION	0	2	0	2
THEATER ARTS	0	0	0	0
THEATER ARTS - ACTING	0	0	1	1
VISUAL ARTS - ANIMATION	1	0	0	1
VISUAL ARTS - ART HISTORY	0	1	1	2
VISUAL ARTS - GRAPHIC ARTS	6	5	0	11
VISUAL ARTS - MEDIA ARTS	1	2	1	4
VISUAL ARTS - PHOTOGRAPHY	0	1	0	1
VISUAL ARTS - TWO DIMENSIONAL	2	3	4	9
TOTAL	456	467	474	1,397

source: GCC Graduation database

Figure 2-18. Certificates and Associate in Science (AS) Degrees Awarded

Major	2006-2007		2007-2008		2008-2009		Total
	AS	Cert	AS	Cert	AS	Cert	
ACCOUNTING	26	19	23	27	22	16	133
ADMINISTRATION OF JUSTICE	2	1	3	2	2	9	19
ADVERTISING ART	0	2	0	4	0	6	12
ANIMATION - CLASSICAL ANIMATION	0	2	0	0	0	0	2
ANIMATION - DIGITAL ANIMATION	0	3	1	0	2	2	8
ARCHITECTURE - CAD	0	1	1	1	3	5	11
ARCHITECTURE - COMMERCIAL	0	1	0	0	0	2	3
ARCHITECTURE - DRAFTING	1	2	2	9	0	3	17
ARCHITECTURE - RESIDENTIAL	0	3	1	2	2	1	9

Section 2. Student Success

Major	2006-2007		2007-2008		2008-2009		Total
	AS	Cert	AS	Cert	AS	Cert	
ARCRFT PWRPLNT & ARFRM MAINT. & OVRHL (FAA PWRPLNT & ARFRM CERT)	0	0	1	1	0	0	2
ART - TWO DIMENSIONAL	0	1	2	2	1	1	7
AVIATION & TRANSPORTATION - AVIATION ADMINISTRATION	1	1	1	1	1	0	5
AVIATION & TRANSPORTATION - FLIGHT ATTENDANT	7	4	11	12	12	4	50
AVIATION & TRANSPORTATION-AIRCRAFT PWRPLNT MAINT & OVERHAUL	0	0	0	1	0	0	1
AVIATION AND TRANSPORTATION PILOT TRAINING	1	2	2	3	2	2	12
BOOKKEEPING	0	9	0	13	1	7	30
BUSINESS - GENERAL	0	0	0	1	0	0	1
BUSINESS ADMINISTRATION - FINANCIAL PLANNING AND INVESTMENT	3	0	0	2	1	2	8
BUSINESS ADMINISTRATION - GENERAL BUSINESS	1	1	3	0	2	1	8
BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS	1	0	1	1	1	2	6
BUSINESS ADMINISTRATION - SMALL BUSINESS	0	0	0	1	0	0	1
BUSINESS OFFICE TECHNOLOGY - ADMINISTRATIVE ASSISTANT	1	1	1	0	0	0	3
BUSINESS OFFICE TECHNOLOGY - GENERAL OFFICE	7	1	1	0	1	0	10
CERAMICS	0	2	1	3	1	3	10
CERTIFIED TAX PREPARER	0	10	0	6	0	9	25
CHILD DEVELOPMENT - MASTER TEACHER	4	3	0	2	0	0	9
CHILD DEVELOPMENT - SITE SUPERVISOR	1	0	0	0	0	0	1
CHILD DEVELOPMENT - TEACHER	8	2	1	0	0	3	14
CHILD DEVELOPMENT/TEACHER - INFANT TODDLER	0	1	1	0	0	2	4
CHILD DEVELOPMENT/TEACHER - PRESCHOOL	8	11	10	13	9	5	56
CHILD DEVELOPMENT/TEACHER - SCHOOL AGE CARE	1	2	1	0	1	1	6
CHILD DEVELOPMENT/TEACHING-NURSERY SCHOOL	0	0	0	0	1	1	2
CHILD DEVELOPMENT-ADMINISTRATION/SUPERVISION OF CHILDREN'S PRGMS	0	1	0	0	0	0	1
CHOREOGRAPHIC STUDIES AND DANCE TECHNIQUE	1	1	0	1	5	2	10
COMMUNICATIONS	0	11	0	15	0	10	36
COMPUTER AIDED MANUFACTURING	0	0	0	1	0	0	1
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES-GENERAL OFFICE	18	41	27	32	18	26	162
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGY-ADMINISTRATIVE ASSISTANT	0	0	0	0	0	2	2
COMPUTER INFORMATION SYSTEMS	3	1	0	0	1	1	6
COMPUTER INFORMATION SYSTEMS-MICROCOMPUTER	1	0	0	0	0	0	1
COMPUTER PROGRAMMER	2	0	0	0	0	0	2
COMPUTER SOFTWARE TECHNICIAN	0	0	0	0	1	0	1
COMPUTER SUPPORT TECHNICIAN	0	0	0	0	0	1	1
COMPUTERIZED ACCOUNTING SPECIALIST	0	17	0	8	0	4	29
COMPUTER-SOFTWARE TECHNICIAN	1	0	0	0	0	0	1
COSMETOLOGY	0	1	0	0	0	0	1
CULINARY ARTS	0	12	0	3	1	1	17
CULINARY ARTS CERTIFICATE (ADVANCED)	0	1	0	5	0	2	8
CULINARY ARTS CERTIFICATE (BEGINNING)	0	4	0	6	0	6	16
DIETARY SERVICE SUPERVISOR	2	12	0	5	1	7	27
ELECTONICS AND COMPUTER TECHNOLOGY - COMPUTER SYSTEMS TECHNICIAN	0	0	0	0	0	2	2
ELECTRONICS & COMPUTER TECHNOLOGY-ELECTRONICS ENGINEERING TECHNICIAN	1	0	1	0	0	0	2
ELECTRONICS AND COMPUTER TECHNOLOGY - COMPUTER ENGINEERING TECHNICIAN	0	1	1	0	0	1	3
ENGINEERING/ELECTRO-MECHANICAL DESIGN	0	0	2	0	2	0	4
ENGINEERING/ELECTRO-MECHANICAL DESIGN -	0	1	0	1	0	1	3

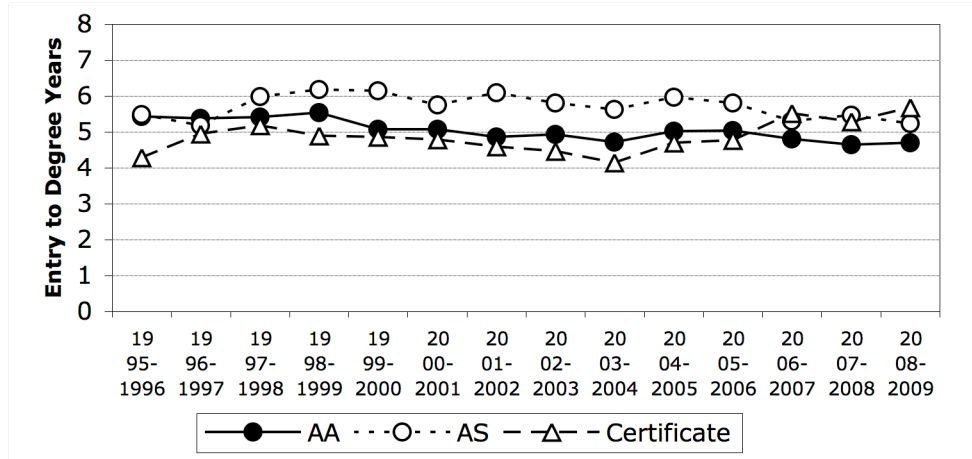
Section 2. Student Success

Major	2006-2007		2007-2008		2008-2009		Total
	AS	Cert	AS	Cert	AS	Cert	
DRAFTING/CAD							
ENGINEERING/ELECTRO-MECHANICAL DESIGN - MECHANICAL DESIGN	0	0	0	1	0	0	1
FASHION DESIGN	0	0	1	0	0	1	2
FIRE TECHNOLOGY	4	6	1	5	1	7	24
FITNESS SPECIALIST	0	0	1	0	0	0	1
HOSPITALITY SUPERVISION	0	1	0	4	0	4	9
HOTEL/RESTAURANT MANAGEMENT	6	9	4	4	3	1	27
INSURANCE PROFESSIONAL CERTIFICATE	0	0	0	1	0	1	2
MACHINE AND MANUFACTURING TECHNOLOGY-MACHINIST	0	0	0	4	0	1	5
MANAGEMENT	1	1	3	4	3	2	14
MANUFACTURING ENGINEERING	0	1	0	0	0	0	1
MARKETING	1	1	0	0	2	1	5
MARKETING SPECIALIST	0	1	0	0	0	0	1
MASS COMMUNICATIONS	0	1	0	0	1	0	2
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL FRONT OFFICE	0	10	2	5	0	9	26
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL SECRETARY	0	1	0	0	0	0	1
MEDICAL BILLING AND CODING	0	14	0	9	0	14	37
MICROSOFT OFFICE USER SPECIALIST - OPTION 1	0	0	0	2	0	1	3
MICROSOFT OFFICE USER SPECIALIST - OPTION 2	0	0	0	0	0	1	1
MICROSOFT OFFICE USER SPECIALIST - OPTION 3	0	2	0	0	0	0	2
MICROSOFT OFFICE USER SPECIALIST - OPTION 4	0	4	0	1	0	0	5
MICROSOFT OFFICE USER SPECIALIST - OPTION 5	0	1	0	0	0	0	1
MICROSOFT OFFICE USER SPECIALIST - OPTION 6	0	0	0	0	0	1	1
MICROSOFT OFFICE USER SPECIALIST - OPTION 7	0	2	0	0	0	0	2
MUSIC	0	0	0	1	0	0	1
OFFICE ADMINISTRATION - LEGAL SECRETARY	1	0	0	0	0	0	1
PERSONAL TRAINER CERTIFICATE	0	0	0	2	0	1	3
PHOTOGRAPHY	0	4	0	1	0	2	7
PUBLIC RELATIONS	0	4	0	3	0	1	8
REAL ESTATE	4	14	2	11	4	7	42
RECEPTIONIST/OFFICE CLERK	0	40	0	37	0	27	104
RECREATION LEADERSHIP	0	0	0	0	1	0	1
REGISTERED NURSING	64	35	73	37	94	13	316
RESTAURANT MANAGEMENT	0	5	0	4	1	3	13
RESTAURANT SUPERVISION	0	5	0	3	0	1	9
SMALL BUSINESS SPECIALIST	0	1	0	0	0	0	1
SPECIALIST IN ALCOHOL/DRUG STUDIES	1	15	0	15	1	16	48
TELEVISION PRODUCTION - MASS MEDIA	1	0	0	0	1	0	2
TELEVISION PRODUCTION - VIDEOGRAPHY	0	0	1	0	0	1	2
TELEVISION PRODUCTION-CORPORATE TELEVISION	1	2	0	1	0	1	5
THEATRE ARTS - GENERAL CERTIFICATE	0	0	1	0	0	0	1
UNIX SYSTEM ADMINISTRATOR	0	0	0	0	0	2	2
VISUAL ARTS - THREE DIMENSIONAL	0	1	0	0	0	0	1
WEB GRAPHICS	0	4	0	5	0	3	12
WEB PUBLISHING SPECIALIST	0	0	1	0	0	0	1
WELDING, OCCUPATIONAL (COMBINATION WELDER)	0	2	0	2	0	2	6
Grand Total	186	376	189	346	206	279	1,582

source: GCC Graduation database

Time between entry and degree completion has decreased slightly in the past three years. The average time between entry and AA completion was 4.7 years for degrees completed in 2008-2009, representing a decrease from about 5.5 years in the mid 1990s. Time to certificates has also decreased since the late 1990s, but time to certificate completion has recently increased.

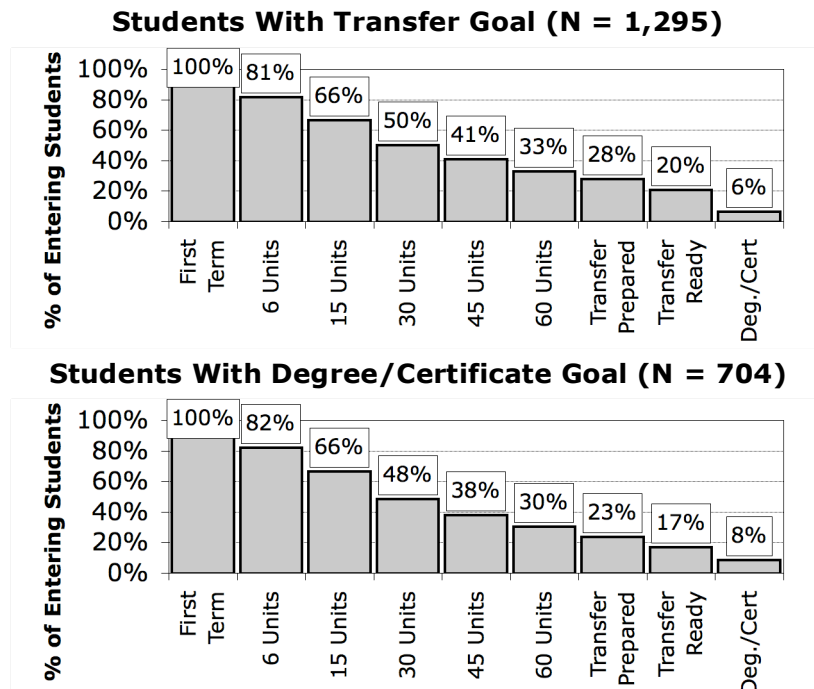
Figure 2-19. Mean Entry to Degree Time (Years)



source: GCC Graduation database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2005. 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 2-20. Percentage of Fall 2004 Entering Cohort Achieving Success Within 4 Years



source: GCC Grade Detail, Dictionary, and Graduation data files

2.03.02. Continuing and Community Education Student Completion

The GCC Continuing and Community Education programs offer adult high school diplomas and General Education Development (GED) testing. The following table shows the number of student completions in non-credit areas.

CASAS (Comprehensive Adult Student Assessment System) tests are used to assess student competencies in several areas, including ESL. CASAS tests are also used to document student progress for CalWORKs recipients.

Figure 2-21. Continuing and Community Education Student Completion

	2006-2007	2007-2008	2008-2009
Students obtaining GED	41	84	93
Students completing high school diploma	4	15	8
Successful student completions of high school courses	321	208	
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	2,530	2,687	2,968
Students earning Adult Basic Education CASAS benchmarks	38	76	133

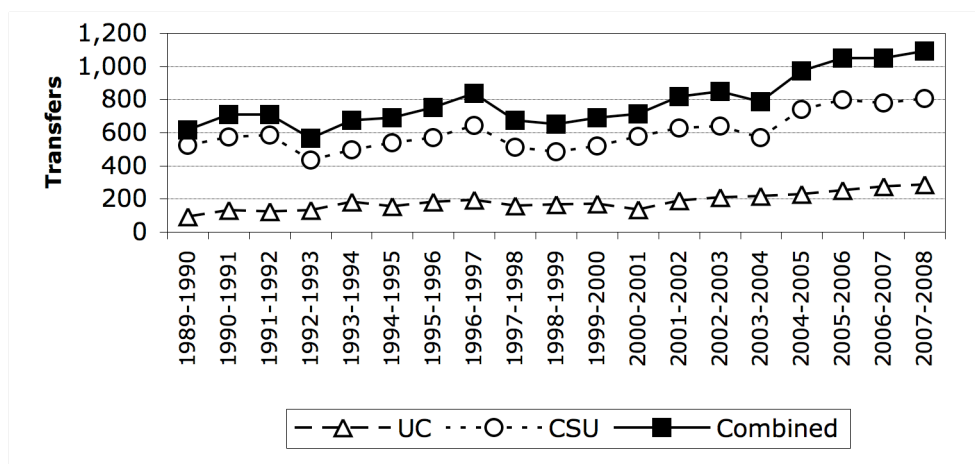
source: GCC Continuing and Community Education Program

Note: The final number of successful completions of high school courses was not available at the time of printing.

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. The number of GCC transfers to UC institutions has increased by 71% since 1998-1999. The number of GCC transfers to CSU institutions has increased 67% during the same time period.

Figure 2-22. Transfers from GCC to UC and CSU



source: California Postsecondary Education Commission (CPEC)

Figure 2-23. Retrospective Transfer History

Year	To UC	To CSU	To Independents*	To In-State Privates	To Out-of-State	Total Known
1990-1991	133	574	56			763
1991-1992	123	584	106			813
1992-1993	133	433	33			599
1993-1994	180	495	48			723
1994-1995	153	537	39			729
1995-1996	181	569	55			805
1996-1997	192	644	20			856
1997-1998	160	512	35			707
1998-1999	167	482	39			688
1999-2000	170	518	39			727
2000-2001	136	577	107			820
2001-2002	188	628	91			907
2002-2003	208	638	--			--
2003-2004	216	568	--			--
2004-2005	229	741	--	220	76	1,266
2005-2006	251	799	--	216	62	1,328
2006-2007	273	777	--	249	61	1,360
2007-2008	285	806	--			--

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

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

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

Figure 2-24. Number of Transfers to Senior Institutions

Transfer Institution	2005-2006	2006-2007	2007-2008
CSU			
Northridge	423	403	389
Los Angeles	231	214	266
Pomona	56	53	68
Long Beach	27	38	22
Dominguez Hills	6	10	11
Fullerton	18	11	10
San Diego	9	10	11
Other CSU	29	38	29
CSU Total	799	777	806
UC			
Los Angeles	127	139	147
Irvine	40	38	51
Santa Barbara	20	27	16
Berkeley	16	33	27
San Diego	26	19	24
Riverside	10	14	13
Other UC	12	3	7
UC Total	251	273	285

source: California Postsecondary Education Commission (CPEC)

The California State University makes information available about transfer student performance at the CSU. Transfer students from GCC generally attain approximately the same GPA at the CSU as the average community college transfer student.

Figure 2-25. Performance of Upper-Division Students Transferring to CSU

Performance Measure	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Number of CSU Transfers from GCC	448	464	463	415
Pre-Admission GPA of Transfers from GCC	2.94	2.96	2.93	2.97
Fall-to-Fall Persistence of GCC Transfers	88%	87%	88%	
Persistence of All CC Transfers	85%	83%	85%	
CSU GPA of Persisters from GCC	2.91	2.98	2.94	3.04
CSU GPA of Persisters from All CC's	2.93	2.93	2.94	

source: CSU Academic Performance Reports

Note: Performance data for Fall 2008 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 in 2001-2002, 2002-2003, and 2003-2004. 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 2-26. Prospective Analysis of GCC Students Enrolling at Four-Year Institutions

	Year Entering GCC		
	2001-2002	2002-2003	2003-2004
All First-Time Students			
Number of Students	5,382	6,270	4,069
Percent Enrolling at a Public 4-Year Institution	20%	25%	23%
Percent Enrolling at a Private 4-Year Institution	6%	8%	8%
Percent Enrolling at Any 4-Year Institution	25%	31%	29%
First-Time Students with Transfer Goal			
Number of Students	2,291	2,384	1,825
Percent Enrolling at a Public 4-Year Institution	27%	30%	29%
Percent Enrolling at a Private 4-Year Institution	7%	9%	9%
Percent Enrolling at Any 4-Year Institution	32%	36%	36%

source: National Student Clearinghouse data files

The next table shows four-year institutions attended within six academic years by GCC first-time students in 2001-2002, 2002-2003, and 2003-2004.

Figure 2-27. Prospective Analysis of Transfer: Four-Year Institutions

Four-Year Institution	Number of Transfer Students by Year Entering GCC		
	2001-2002	2002-2003	2003-2004
CSU Northridge	320	451	261
CSU Los Angeles	178	190	118
UCLA	142	193	132
USC	88	102	58
UC Irvine	76	105	42
Cal Poly Pomona	65	73	37
University of Phoenix	54	65	30
UC Santa Barbara	49	71	26
UC Extension	45	56	17
UC San Diego	40	69	38
CSU Long Beach	35	62	13
UC Riverside	41	52	19
UC Berkeley	27	60	57
Woodbury University	28	29	27
San Diego State	5	37	16
CSU Fullerton	15	18	1

source: National Student Clearinghouse data files

2.03.04. Accountability Reporting for the Community Colleges (ARCC)

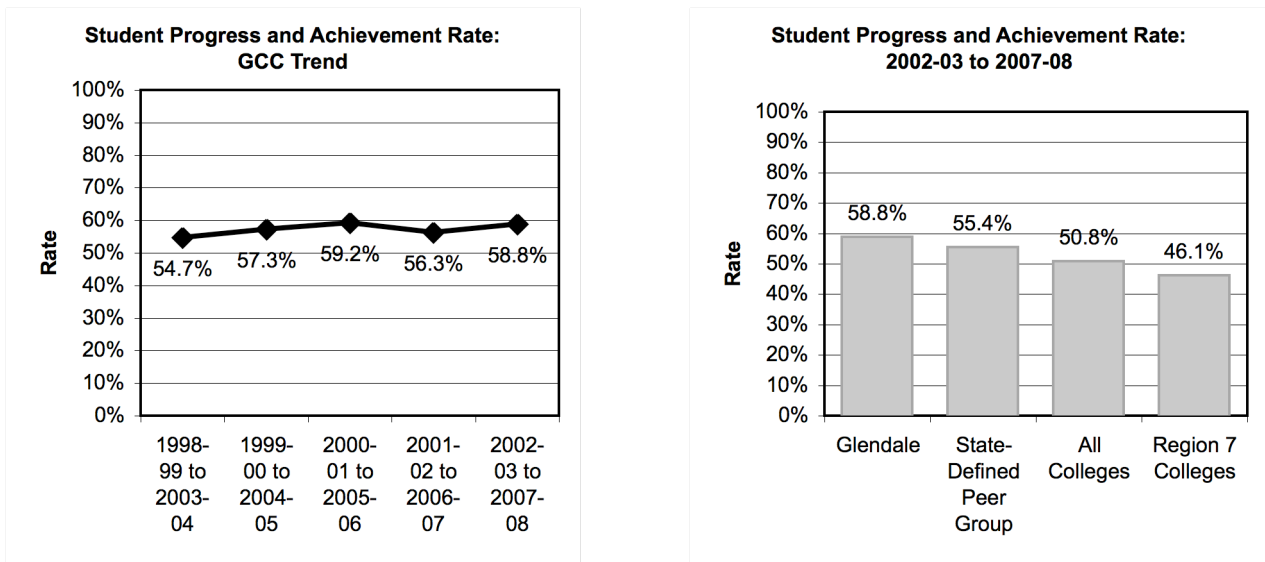
Accountability Reporting for the Community Colleges (ARCC) is an accountability reporting system created in response to Assembly Bill 1417 in 2004. The first report on the performance of community colleges in California was released in January 2007. The following figures summarize GCC's performance on the ARCC indicators.

For each indicator, GCC's performance is compared to the performance of four comparison groups: a state-defined peer group specific to that indicator, all community colleges in California, and all colleges in Region 7.

Figure 2-28. ARCC Indicator A: Student Progress and Achievement Rate

"Student Progress and Achievement Rate" is the percentage of first-time students who showed intent to complete and achieved any of the following outcomes within six years: transferred to a four-year institution, earned an AA/AS or certificate of at least 18 units, achieved "transfer directed" status, or achieved "transfer prepared" status.

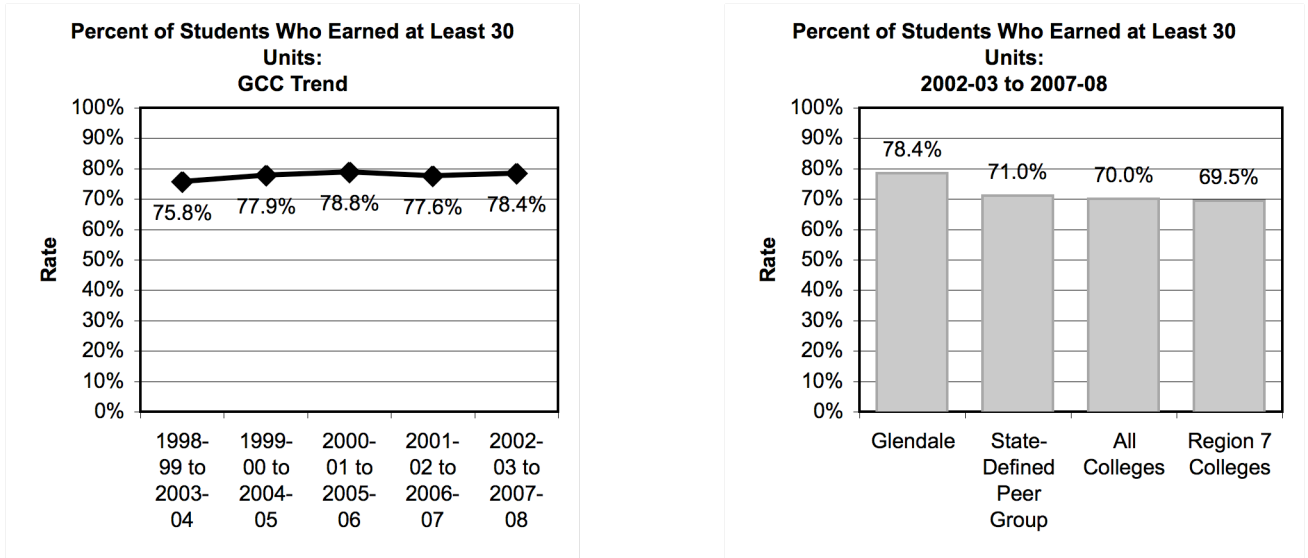
GCC ranks 9th out of the 23 colleges in the state-defined peer group for Indicator A, and 18th out of the 108 colleges in California for which data were reported. GCC ranks 1st out of the 14 colleges in Region 7.



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

Figure 2-29. ARCC Indicator B: Percent of Students Who Earned at Least 30 Units

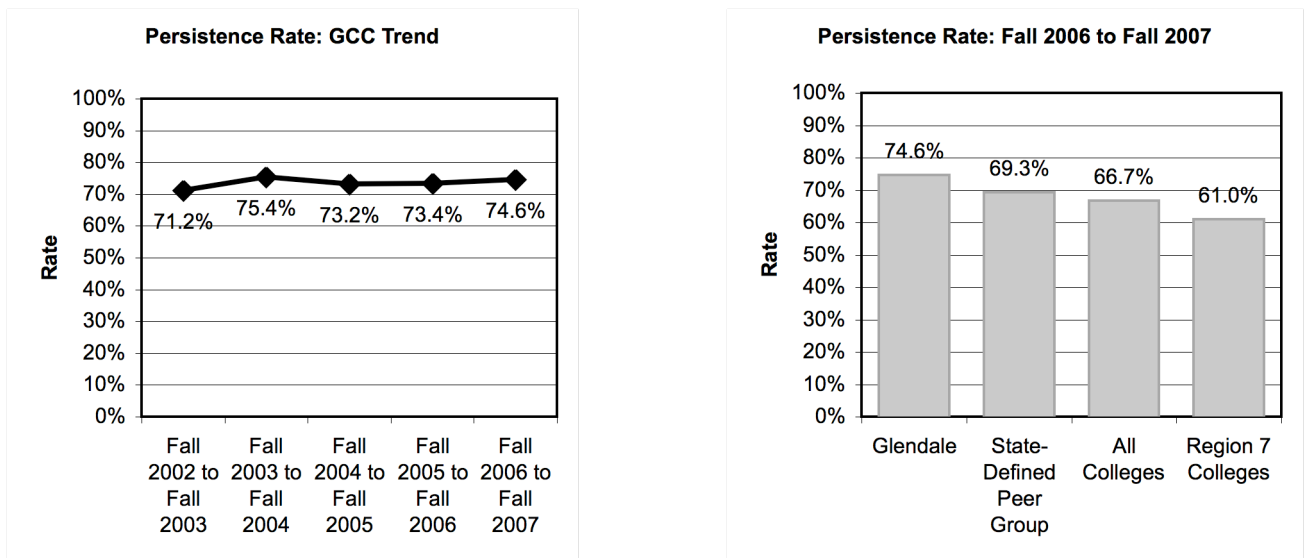
“Percent of Students Who Earned at Least 30 Units” is the percentage of first-time students who showed intent to complete and earned at least 30 units in the California community college system. GCC ranks 1st out of the 38 colleges in the state-defined peer group for Indicator A, and 3rd out of the 108 colleges in California for which data were reported. GCC ranks 1st out of the 14 colleges in Region 7.



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

Figure 2-30. ARCC Indicator C: Persistence Rate

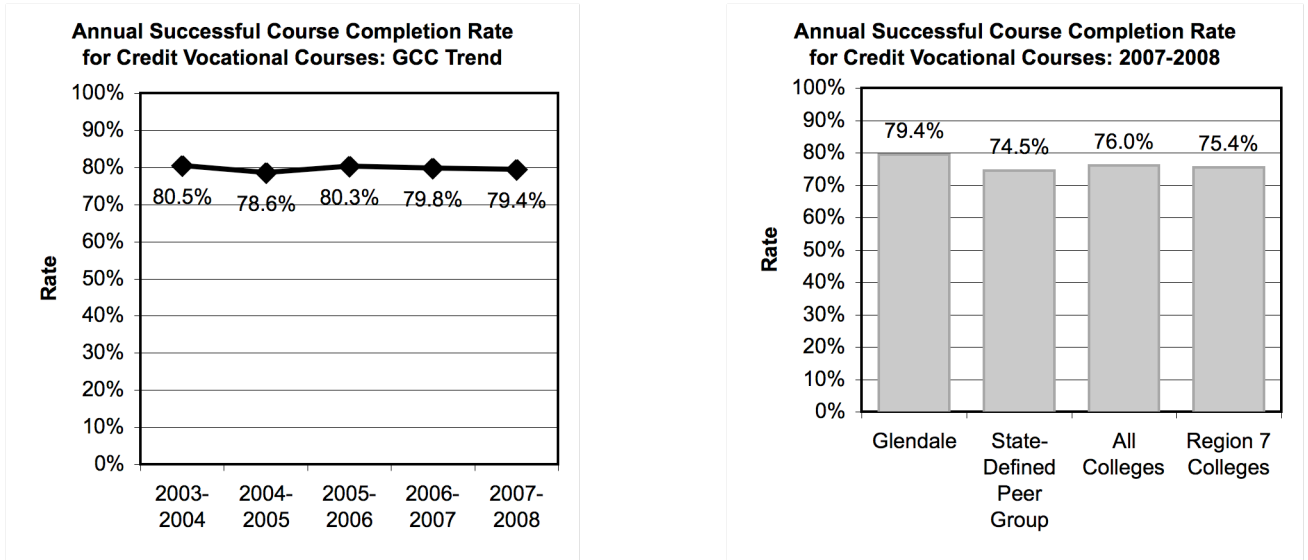
“Persistence Rate” is the percentage of first-time students with a minimum of six units earned in a Fall term who enrolled in the subsequent Fall term anywhere in the California community college system. GCC ranks 5th out of the 24 colleges in the state-defined peer group for Indicator A, and 18th out of the 109 colleges in California for which data were reported. GCC ranks 2nd out of the 14 colleges in Region 7, behind Pasadena City College.



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

Figure 2-31. ARCC Indicator D: Annual Successful Course Completion Rate for Credit Vocational Courses

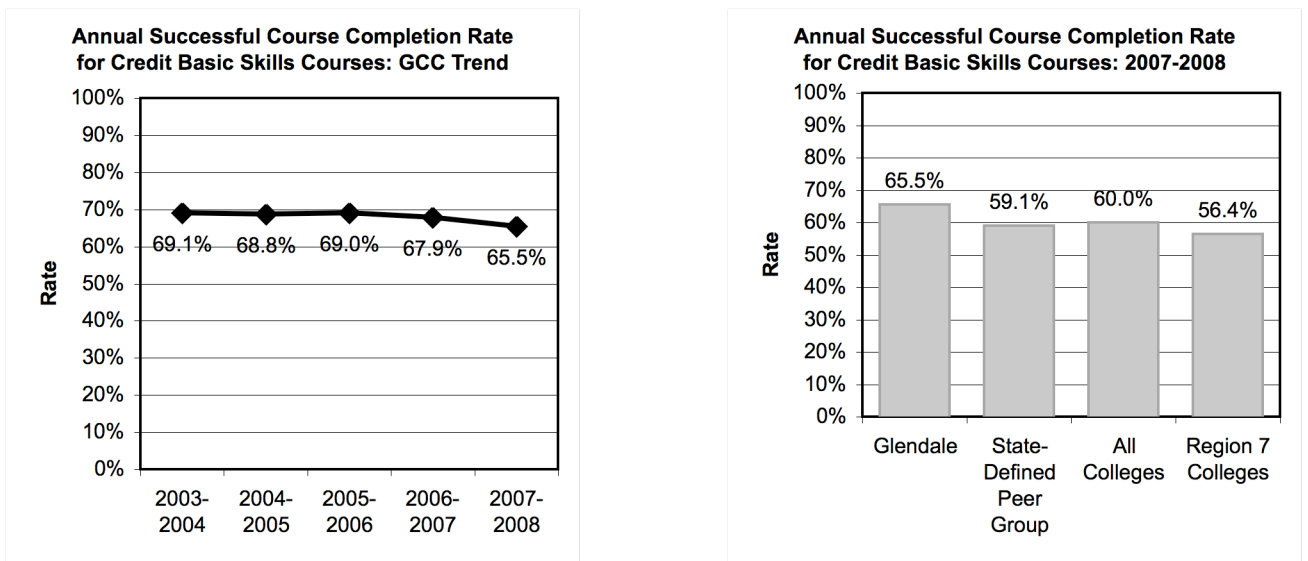
“Annual Successful Course Completion Rate for Credit Vocational Courses” is the percentage of credit vocational course enrollments that were passed with a grade of A, B, C, or CR. GCC ranks 6th out of the 41 colleges in the state-defined peer group for Indicator A, and 29th out of the 110 colleges in California for which data were reported. GCC ranks 3rd out of the 14 colleges in Region 7, after East LA College and West LA College.



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

Figure 2-32. ARCC Indicator E: Annual Successful Course Completion Rate for Credit Basic Skills Courses

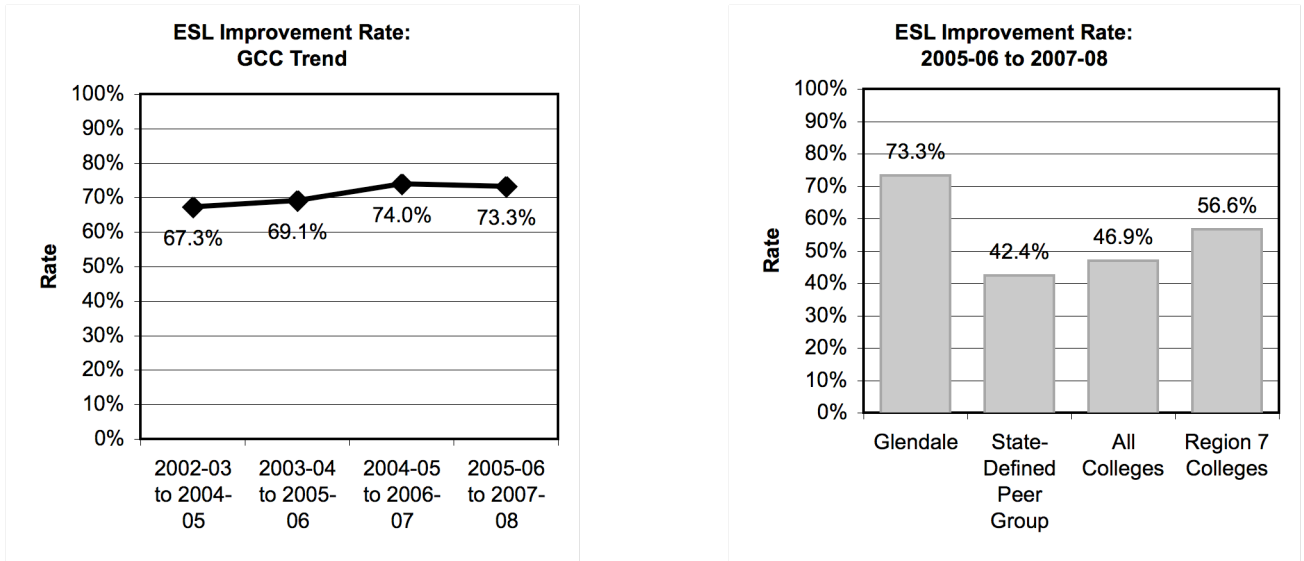
“Annual Successful Course Completion Rate for Credit Basic Skills Courses” is the percentage of credit basic skills course enrollments that were passed with a grade of A, B, C, or CR. GCC ranks 2nd out of the 13 colleges in the state-defined peer group for Indicator A, and 22nd out of the 110 colleges in California for which data were reported. GCC ranks 2nd out of the 14 colleges in Region 7, after LA Valley College.



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

Figure 2-33. ARCC Indicator F: ESL Improvement Rate

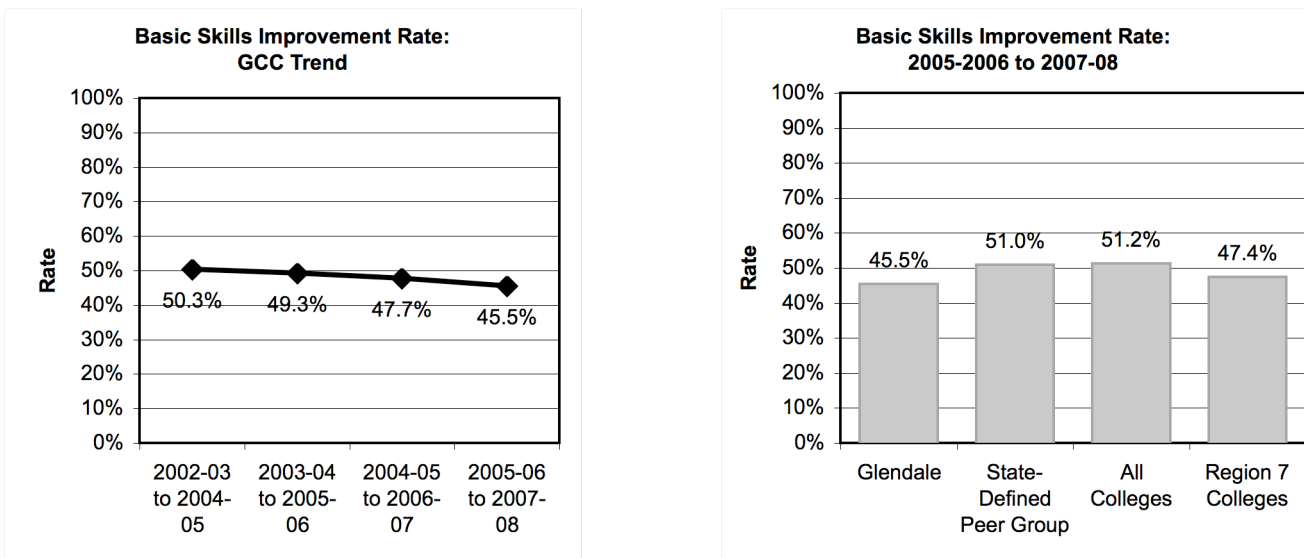
“ESL Improvement Rate” is the percentage of students successfully completing a credit ESL course who subsequently passed a higher-level ESL course or a college-level English course within three years. The initial course is two or more levels below a transfer-level course. In the 2008 ARCC report, GCC ranks 1st out of the 13 colleges in its state-defined peer group and 6th out of the 101 colleges in the state for which data were available. GCC ranks 2nd among the 14 colleges in Region 7 on this measure, after El Camino.



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

Figure 2-34. ARCC Indicator G: Basic Skills Improvement Rate

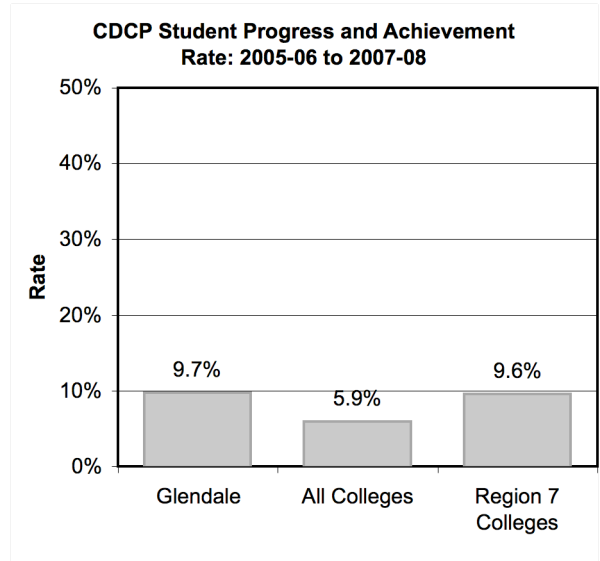
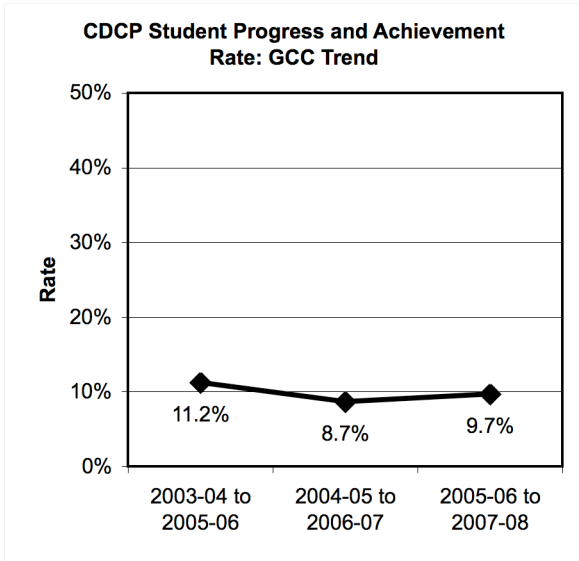
“Basic Skills Improvement Rate” is the percentage of students successfully completing a credit basic skills English or Math course who subsequently passed a higher-level course in the same discipline within three years. The initial course is two or more levels below a transfer-level course. In the 2008 ARCC report, GCC’s basic skills improvement rate was below the state average. GCC ranks 17th among the 22 colleges in its state-defined peer group and 91st among the 109 colleges for which data were available. GCC ranks 10th out of the 14 colleges in Region 7.



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

Figure 2-35. ARCC Indicator H: CDCP Student Progress and Achievement Rate

The newest ARCC indicator is “CDCP Student Progress and Achievement Rate,” which measures progress for students taking noncredit courses. CDCP is an acronym for Career Development and College Preparation and refers to a subset of noncredit courses offered by California community colleges. The indicator measures the percentage of first-time students completing at least 8 hours of CDCP courses who either complete a degree-applicable credit course outside PE, earn a CDCP certificate, become transfer directed or transfer prepared, earn an associate degree, or transfer to a four-year institution. Because CDCP offerings vary among community colleges, data are available for only 32 colleges. GCC ranks 7th among the 32 colleges with available data. GCC ranks 5th out of the 14 colleges in Region 7.



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

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

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

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

Figure 2-36. Student Right-to-Know Data

Glendale Community College			
Entering Cohort	Number in Cohort	Transfers Out	Completers
Entering Fall 2001	667	21%	41%
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%

Statewide (All California Community Colleges)			
Entering Cohort	Number in Cohort	Transfers Out	Completers
Entering Fall 2001	37,116	17%	39%
Entering Fall 2002	30,444	30%	36%
Entering Fall 2003			
Entering Fall 2004	86,982	25%	25%
Entering Fall 2005	128,018	18%	24%

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 vocational programs at GCC.

Figure 2-37. Workforce Placement and Retention of GCC Vocational Students

	Reporting Year		
	2006-2007	2007-2008	2008-2009
	Data Year		
	2004-2005	2005-2006	2006-2007
Workforce Placement			
Leavers & Completers	709	726	720
Number Placed	528	580	553
Percentage Placed	74%	80%	77%
Negotiated Performance Level	75%	75%	75%
Difference	-1%	+5%	+2%

source: Chancellor's Office Core Indicator Reports

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

Figure 2-38. NCLEX Pass Rates for Nursing Graduates

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number Taking Test					
Glendale Students	61	44	57	94	90
All Community College Students	3,939	4,198	4,702	5,165	5,453
Pass Rate					
Glendale Students	90.2%	90.2%	87.8%	87.2%	95.6%
All Community College Students	85.2%	85.6%	88.1%	88.5%	86.0%

source: California Board of Registered Nursing

Glendale Community College
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Section 3

STAFF COMPOSITION

3.01. Faculty & Staff

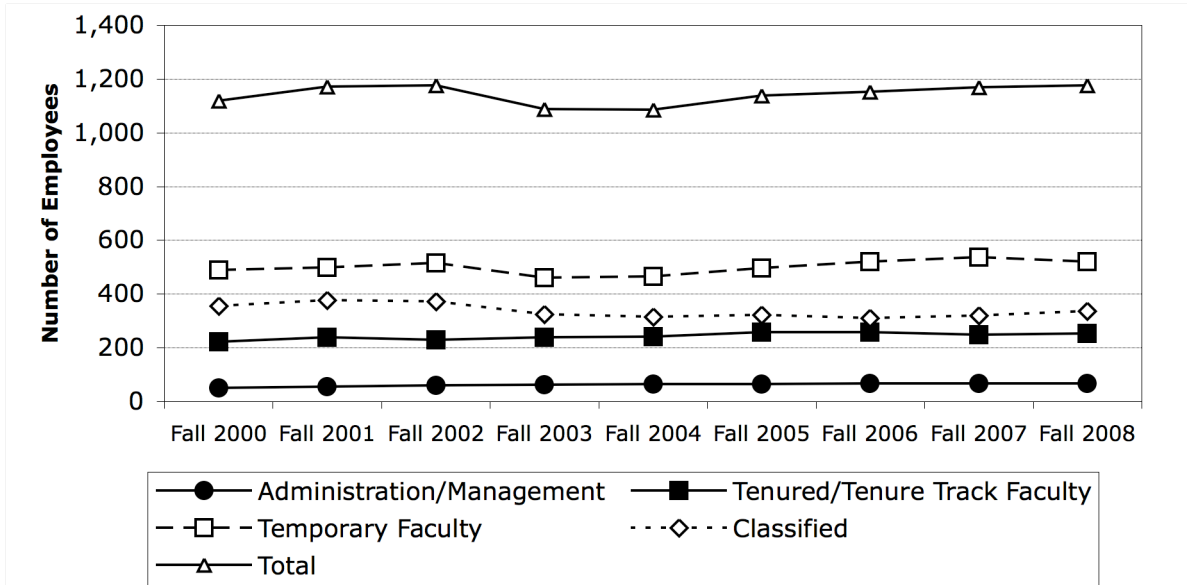
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3.01. Faculty & Staff

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 2008

Category	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	12	38%	20	63%	32	100%
Classified Management	21	60%	14	40%	35	100%
Faculty						
Tenured/Tenure Track	123	49%	130	51%	253	100%
Temporary (Adjunct)	258	50%	261	50%	519	100%
Classified						
Classified/Professional	1	7%	13	93%	14	100%
Classified/Support	112	35%	211	65%	323	100%
Total	527	45%	649	55%	1,176	100%

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

Figure 3-3. Staff Composition by Ethnicity, Fall 2008

The following table shows staff composition by ethnicity. Note that Armenian employees are included as part of the white group; Armenian status is not formally collected by the college despite the size of the Armenian population in the service area.

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0	1	1	27	3	0	0	32
Classified Management	0	3	4	22	4	2	0	35
Faculty								
Regular (Full-Time)	3	23	8	186	22	10	1	253
Temporary (Adjunct)	7	48	13	400	43	4	4	519
Classified								
Classified/Professional	0	2	0	11	1	0	0	14
Classified/Support	0	15	16	193	80	16	3	323
Total	10	92	42	839	153	32	8	1,176

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0%	3%	3%	84%	9%	0%	0%	100%
Classified Management	0%	9%	11%	63%	11%	6%	0%	100%
Faculty								
Regular (Full-Time)	1%	9%	3%	74%	9%	4%	0%	100%
Temporary (Adjunct)	1%	9%	3%	77%	8%	1%	1%	100%
Classified								
Classified/Professional	0%	14%	0%	79%	7%	0%	0%	100%
Classified/Support	0%	5%	5%	60%	25%	5%	1%	100%
Total	1%	8%	4%	71%	13%	3%	1%	100%

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

3.01.02. Workload

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

Figure 3-4. Faculty Workload by Division

Division	2006-2007			2007-2008			2008-2009		
	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF	WSCH	FTEF	WSCH Per FTEF
Biology	17,153	26.3	651	18,283	28.2	649	19,234	27.7	694
Business	38,011	77.6	490	38,630	78.5	492	38,669	74.9	516
English	34,879	73.9	472	36,562	76.5	478	36,327	73.3	496
ESL (Credit)	32,666	70.6	463	38,039	68.8	553	42,080	67.8	620
Health & PE	17,154	33.4	513	19,664	36.2	544	20,656	34.5	598
Health Sciences	12,467	21.0	494	13,815	19.7	700	14,659	21.0	699
Language Arts	26,826	54.1	496	29,104	52.6	554	30,361	52.3	580
Mathematics	44,767	75.0	597	50,069	78.0	642	53,286	76.4	698
Physical Sciences	23,416	41.4	566	26,463	46.2	573	27,010	41.3	654
Social Sciences	50,049	74.0	677	55,109	76.9	717	57,040	72.4	788
Technology & Aviation	19,276	41.6	463	21,029	41.4	507	22,231	43.0	518
Visual & Performing Arts	36,566	71.6	510	40,721	74.5	546	42,598	72.4	588
Credit	353,230	660.4	535	387,488	677.6	572	406,846	657.0	615

Source: CCFS 320 and Class Master data files

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

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- 4.03. Funded and Unfunded FTES
 - Page 63 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
1992-1993	\$22,462,608	\$14,086,900	\$1,530,518	\$38,080,026
1993-1994	\$18,613,602	\$21,520,265	\$1,957,797	\$42,091,664
1994-1995	\$14,148,430	\$21,089,306	\$1,685,822	\$36,923,558
1995-1996	\$16,710,355	\$19,258,228	\$1,904,299	\$37,872,882
1996-1997	\$21,425,613	\$19,667,353	\$1,767,141	\$42,860,107
1997-1998	\$24,718,639	\$21,114,212	\$2,448,862	\$48,281,713
1998-1999	\$28,696,019	\$23,104,700	\$2,495,080	\$54,295,799
1999-2000	\$31,414,145	\$24,369,202	\$2,990,116	\$58,773,463
2000-2001	\$38,703,791	\$26,607,656	\$2,749,307	\$68,060,754
2001-2002	\$40,934,029	\$27,409,529	\$3,618,195	\$71,961,753
2002-2003	\$39,343,710	\$28,536,678	\$4,164,388	\$72,044,776
2003-2004	\$37,168,168	\$30,694,170	\$3,518,934	\$71,381,272
2004-2005	\$51,614,194	\$22,394,817	\$3,465,328	\$77,474,339
2005-2006	\$59,696,517	\$20,732,771	\$3,153,984	\$83,583,272
2006-2007	\$71,706,260	\$20,787,510	\$3,065,556	\$95,559,326
2007-2008	\$75,779,258	\$19,961,178	\$2,685,386	\$98,425,822

source: Chancellor’s Office Fiscal Data Abstracts

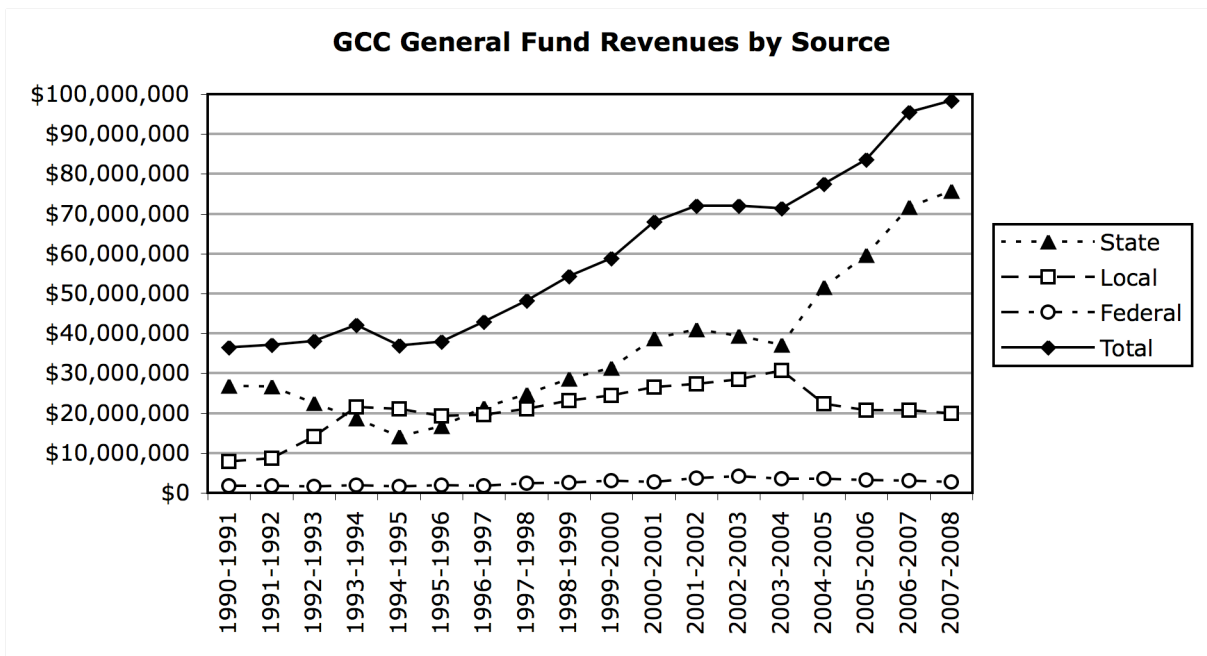
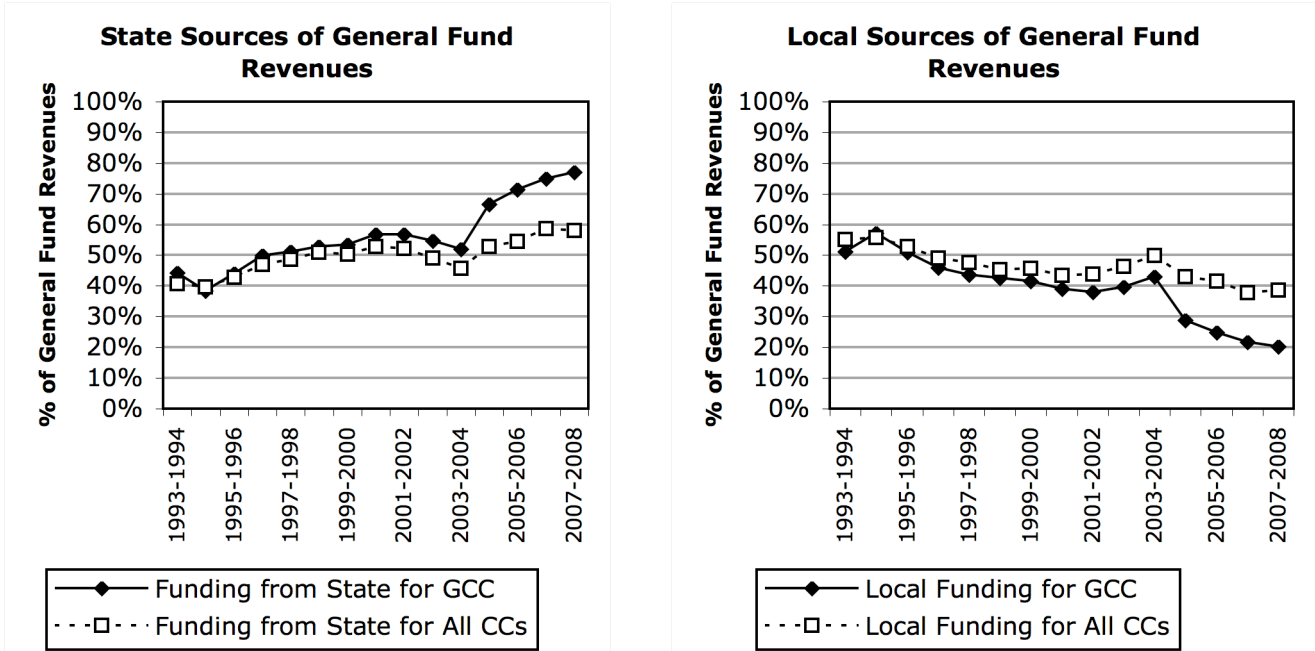


Figure 4-2. Percentage of General Fund Revenues by Source, Glendale College



source: Chancellor's Office Fiscal Data Abstracts

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

Figure 4-3. Specific Revenue Sources for GCC, 2007-2008

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	\$0	0%	0%
Higher Education Act	\$0	0%	1%
Workforce Investment Act	\$22,500	0%	0%
TANF (Temp. Assist. Needy Fam.)	\$183,547	0%	0%
Student Financial Aid	\$618,585	1%	0%
Veterans Education	\$987	0%	0%
Vocational Education Act (VTEA)	\$501,213	1%	1%
Other Federal Revenues	\$1,358,554	1%	1%
Federal Total	\$2,685,386	3%	3%
State			
State General Apportionment	\$63,572,299	65%	45%
Apprenticeship Apportionment	\$0	0%	0%
Other General Apportionments	\$1,077,956	1%	1%
Child Development	\$37,266	0%	0%
EOPS	\$967,714	1%	1%
DSPS	\$2,014,142	2%	1%
TANF (Temp. Assist. Needy Fam.)	\$54,577	0%	0%
CalWORKS	\$1,352,018	1%	1%
TTIP (Telecom & Tech. Infrastr.)	\$45,183	0%	0%
Other Categorical Apportionments	\$3,939,274	4%	3%
Instr. Improvement Grant	\$0	0%	0%
Other Reimbursed Cat. Prog.	\$201,880	0%	2%
Homeowners Property Tax Relief	\$71,974	0%	0%
Timber Yield Tax	\$0	0%	0%
Other Tax Relief Subventions	\$0	0%	0%
State Lottery Proceeds	\$2,444,975	2%	2%
State Mandated Costs	\$0	0%	0%
Other State Non-Tax Revenues	\$0	0%	0%
Other State Revenues	\$0	0%	0%
State Total	\$75,779,258	77%	58%
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	\$7,871,212	8%	27%
Contr/Gifts/Grants/Endowments	\$378,926	0%	0%
Contract Instructional Services	\$0	0%	0%
Other Contract Services	\$693,870	1%	0%
Sales & Commissions	\$193,683	0%	0%
Rentals and Leases	\$27,114	0%	0%
Interest/Investment Income	\$712,310	1%	1%
Student Fees/Charges	\$0	0%	0%
Community Service Class	\$1,000,633	1%	0%
Dormitory	\$0	0%	0%
Enrollment	\$3,417,222	3%	4%
Field Trips/Nondist. Fac.	\$28,088	0%	0%
Health Services	\$620,832	1%	0%
Instr. Mat. Fees/Sales	\$109,314	0%	0%
Insurance	\$0	0%	0%
Student Records	\$201,730	0%	0%
Nonresident Tuition	\$3,542,183	4%	2%
Parking Services	\$265,327	0%	1%
Other Student Fees	\$333,271	0%	0%
Other Local Revenues	\$565,463	1%	2%
Local Total	\$19,961,178	20%	39%
Total Revenues	\$98,425,822	100%	100%

source: Chancellor's Office Fiscal Data Abstracts

4.02. Expenditures

4.02.01. General Fund Activity

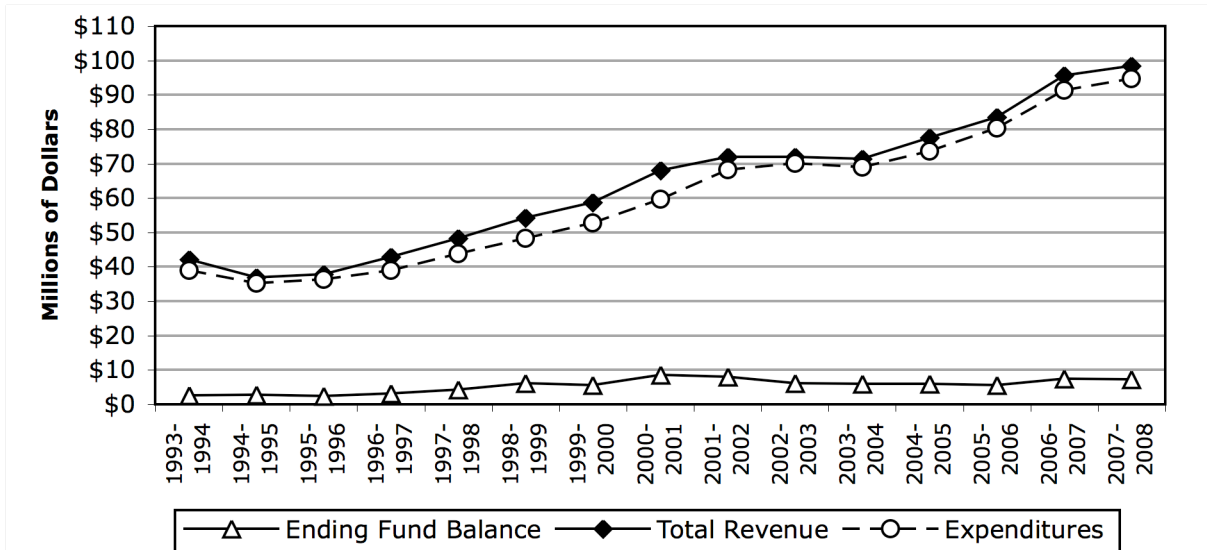
The table and graph below show revenues, expenditures, and ending fund balance since 1994-1995. Expenditures data do not include capital outlay.

Figure 4-4. GCC Fiscal Activity

Fiscal Year	Attendance FTES	Ending Fund Balance (millions)	Total Revenue (millions)	Expenditures (1000-5000) (millions)
1994-1995	11,028	\$2.77	\$36.92	\$35.21
1995-1996	10,977	\$2.35	\$37.87	\$36.33
1996-1997	11,765	\$3.15	\$42.86	\$39.01
1997-1998	12,587	\$4.28	\$48.28	\$43.79
1998-1999	13,648	\$6.09	\$54.30	\$48.31
1999-2000	14,132	\$5.59	\$58.77	\$52.69
2000-2001	15,251	\$8.58	\$68.06	\$59.65
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

source: Chancellor's Office Fiscal Data Abstracts

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



source: Chancellor's Office Fiscal Data Abstracts

Figure 4-6. Glendale Community College General Fund Expenditures

CATEGORY	CODE	2005-2006	2006-2007	2007-2008
INSTRUCTION				
Agric. & Natural Resources	0100	\$0	\$0	\$0
Architecture & Environ. Design	0200	\$96,306	\$111,063	\$148,219
Environmental Sci. & Technology	0399	\$0	\$0	\$0
Biological Science	0400	\$1,248,053	\$1,353,177	\$1,496,666
Business & Management	0500	\$3,321,188	\$3,532,452	\$3,874,152
Communications	0600	\$436,033	\$511,439	\$472,157
Computer & Information Systems	0700	\$1,952,613	\$2,321,755	\$2,412,802
Education	0800	\$2,419,400	\$2,669,098	\$2,889,302
Engineering & Related Tech.	0900	\$964,587	\$1,124,707	\$1,257,353
Fine & Applied Arts	1000	\$3,311,014	\$4,016,195	\$4,162,603
Foreign Language	1100	\$967,575	\$1,244,627	\$1,316,892
Health	1200	\$1,579,381	\$2,425,169	\$2,177,696
Consumer Ed. & Home Econ.	1300	\$1,639,508	\$2,016,061	\$1,920,100
Law	1400	\$0	\$0	\$0
Humanities	1500	\$10,281,067	\$10,892,532	\$11,424,480
Library Science	1600	\$9,584	\$1,257	\$6,128
Mathematics	1700	\$3,563,255	\$3,864,331	\$4,317,979
Military Studies	1800	\$0	\$0	\$0
Physical Science	1900	\$2,061,582	\$2,224,247	\$2,615,101
Psychology	2000	\$539,929	\$499,031	\$561,568
Public Affairs & Services	2100	\$510,179	\$588,746	\$630,861
Social Sciences	2200	\$3,237,152	\$3,632,731	\$3,766,690
Commercial Services	3000	\$518,206	\$431,382	\$451,788
Interdisciplinary Studies	4900	\$1,848,246	\$2,592,667	\$1,837,060
Instr. Staff Ret. Benefits	5900	\$0	\$0	\$0
INSTRUCTION SUBTOTAL		\$40,504,858	\$46,052,667	\$47,739,597
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	\$3,413,610	\$4,118,876	\$3,376,505
Instructional Support Services	6100	\$3,793,488	\$4,590,058	\$4,273,700
Admissions & Records	6200	\$1,469,842	\$1,400,848	\$1,756,659
Counseling & Guidance	6300	\$4,325,073	\$4,358,510	\$4,674,124
Other Student Services	6400	\$6,809,543	\$7,568,546	\$8,552,324
Operation/Maintenance of Plant	6500	\$5,358,968	\$6,004,475	\$6,943,672
Planning & Policy Making	6600	\$2,563,708	\$2,235,702	\$2,645,219
Gen. Inst'l. Support Services	6700	\$9,712,645	\$11,749,377	\$11,597,642
ADMINISTRATIVE/SUPPORT SUBTOTAL		\$37,446,877	\$42,026,392	\$43,819,845
OTHER ACTIVITIES				
Community Services	6800	\$1,376,419	\$1,414,671	\$1,299,737
Ancillary Services	6900	\$1,203,398	\$1,037,389	\$1,018,796
Auxiliary Operations	7000	\$584,231	\$609,535	\$645,738
Physical Prop./Related Acquis.	7100	\$37,181	\$23,498	\$180,667
Long-Term Debt	7200	\$115,621	\$128,967	\$63,540
Transfers/Student Aid/Other	7300	\$0	\$2,884,426	\$0
OTHER ACTIVITIES SUBTOTAL		\$3,316,850	\$6,098,486	\$3,208,478
TOTAL		\$81,268,585	\$94,177,545	\$94,767,920

source: Chancellor's Office Fiscal Data Abstracts

4.02.02. Expenditure Comparison to Statewide Averages

The following table shows categories of general fund expenditures. In general, GCC spends a slightly greater percentage of the general fund on salaries and a slightly smaller percentage on benefits, supplies, and materials than the statewide average. In 2007-2008, GCC spent 46% of general fund expenditures on administrative and support functions. The statewide average was 48%.

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

CATEGORY	Glendale			Statewide		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Objects 1000-6000						
Certificated Salaries	45%	44%	45%	42%	42%	42%
Classified Salaries	27%	26%	26%	23%	23%	23%
Employee Benefits	17%	17%	16%	19%	18%	18%
Supplies & Materials/Operating Expenses	10%	10%	11%	14%	14%	14%
Capital Outlay	1%	3%	2%	2%	3%	2%
Total	100%	100%	100%	100%	100%	100%
Administrative/Support						
Instructional Administration	4%	4%	4%	6%	6%	6%
Instructional Support Services	5%	5%	5%	4%	4%	4%
Admissions & Records	2%	1%	2%	2%	2%	2%
Counseling & Guidance	5%	5%	5%	4%	4%	5%
Other Student Services	8%	8%	9%	7%	7%	7%
Plant Operation/Maintenance	7%	6%	7%	8%	7%	8%
Planning & Policy Making	3%	2%	3%	3%	3%	3%
Gen. Inst'l Support Services	12%	12%	12%	14%	13%	14%
% of All Expenditures	46%	45%	46%	47%	45%	48%

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)		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Current Expense of Education	\$64.1	\$71.8	\$75.8	\$4.9	\$5.3	\$5.7
Salaries of Classroom Instructors	\$32.8	\$36.3	\$39.1	\$2.5	\$2.8	\$3.0
% Expended for Instructor Salaries	51%	51%	52%	52%	52%	53%

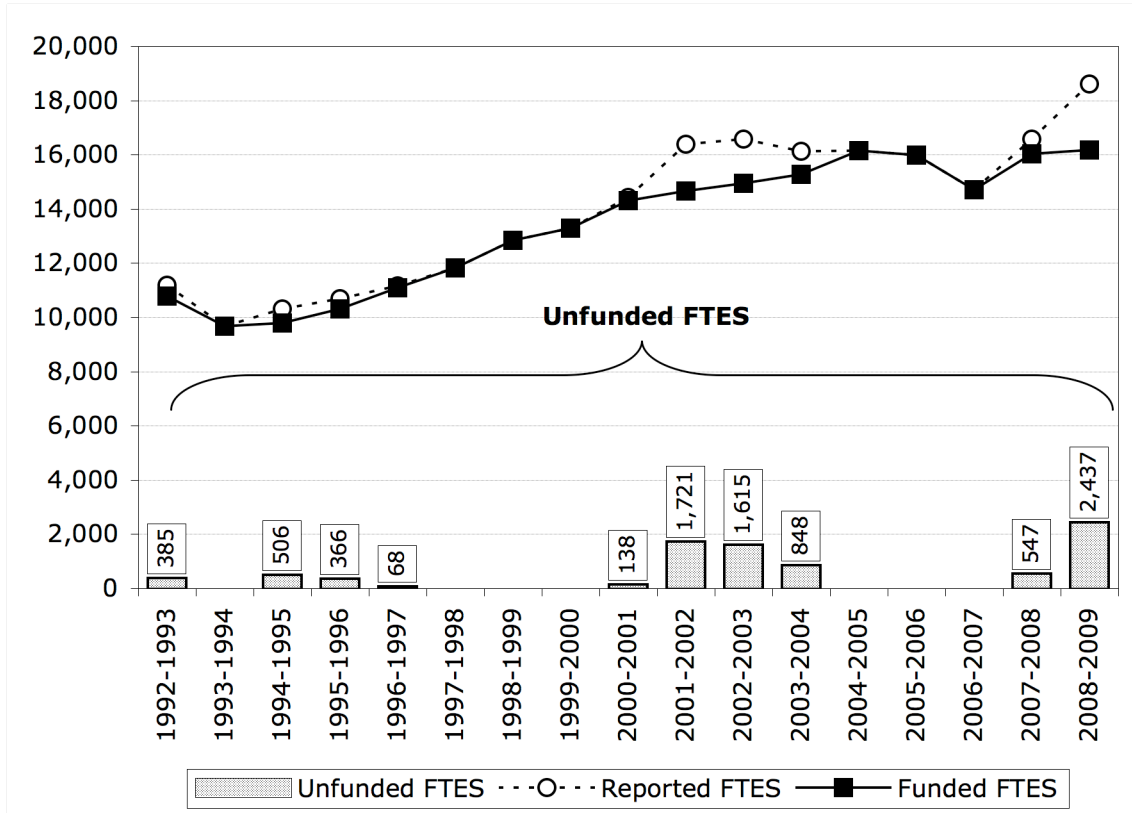
source: Chancellor's Office Fiscal Data Abstracts

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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