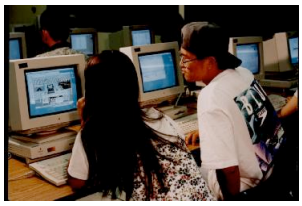
Campus Profile

2010

Glendale Community College



Campus Profile 2010

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Materials making up *Campus Profile 2010* were collected, tabulated, analyzed, and formatted by the Research & Planning Unit staff with the assistance of various campus units, especially Information Technology 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.

The *Campus Profile* has had a recent change in organization. Before 2008, the first section profiled the community and local school districts. Because more information about the community has become available in recent years, this section has now been separated into a new report, the *Community Profile*, also published by Research & Planning. The *Campus Profile* is now focused on internal data about Glendale Community College while the *Community Profile* focuses on community and service area information.

Other recently added features of the Campus Profile include a summary of statewide ARCC (Accountability Reporting for the Community Colleges) indicators on pages 46-50, a discussion of CCSSE (Community College Survey of Student Engagement) results on pages 21-22, and a section on incoming credit students on pages 14-15.

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

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 2010

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Glendale Community College
Campus Profile 2010

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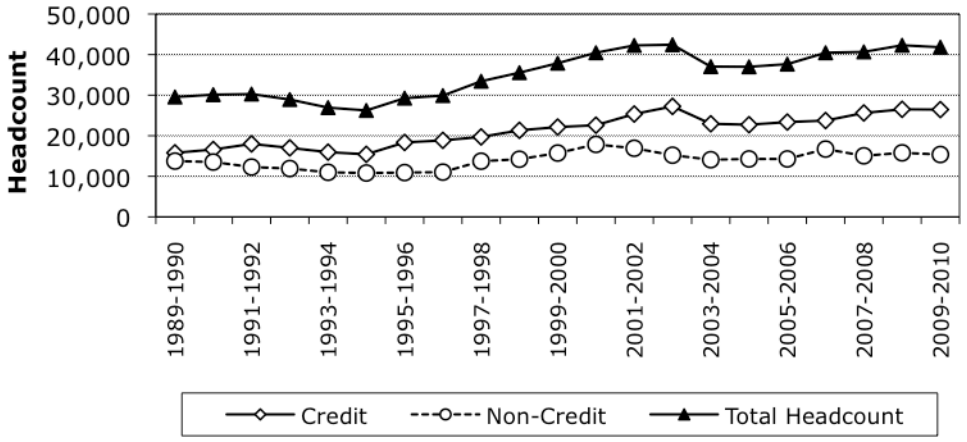
1.01. Enrollment & Demographics

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	2007-2008		2008-2009		2009-2010	
Credit Headcount	25,614	63%	26,510	63%	26,447	63%
Noncredit Headcount	15,051	37%	15,789	37%	15,371	37%
Total	40,665	100%	42,299	100%	41,818	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	2007-2008		2008-2009		2009-2010	
Credit FTES	14,552	83%	15,339	78%	15,759	79%
Resident	*13,557*	77%	14,359	73%	14,964	75%
Non-Resident	*995*	6%	980	5%	795	4%
Noncredit FTES	3,012	17%	4,253	22%	4,298	21%
Total	17,564	100%	19,592	100%	20,057	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 2007		Fall 2008		Fall 2009	
Credit Headcount	16,560	69%	17,376	69%	18,056	69%
Full-Time	*5,291*	*22%*	*5,534*	*22%*	*5,990*	*23%*
Part-Time	*11,269*	*47%*	*11,842*	*47%*	*12,066*	*46%*
Noncredit Headcount	7,581	31%	7,639	31%	8,103	31%
Total	24,203	100%	25,015	100%	26,159	100%

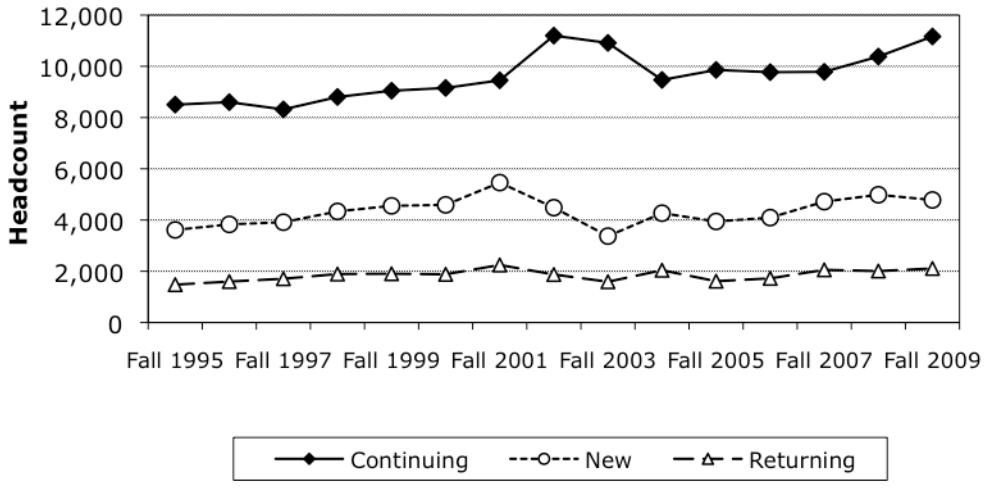
source: GCC SMR and NC_REG databases

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 2007		Fall 2008		Fall 2009	
Continuing	**9,785**	**59%**	**10,381**	**60%**	**11,165**	**62%**
New	**4,719**	**28%**	**4,986**	**29%**	**4,783**	**26%**
First College	*3,057*	*18%*	*3,450*	*20%*	*3,164*	*18%*
From Other College	*1,662*	*10%*	*1,536*	*9%*	*1,619*	*9%*
Returning	**2,056**	**12%**	**2,009**	**12%**	**2,108**	**12%**
Return Transfer	*618*	*4%*	*620*	*4%*	*659*	*4%*
Return After Absence	*1,438*	*9%*	*1,389*	*8%*	*1,449*	*8%*
Total	**16,560**	**100%**	**17,376**	**100%**	**18,056**	**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% female 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 2007		Fall 2008		Fall 2009	
Male	6,964	42%	7,336	42%	7,814	43%
Female	9,596	58%	10,040	58%	10,242	57%
Total	16,560	100%	17,376	100%	18,056	100%

source: GCC SMR database

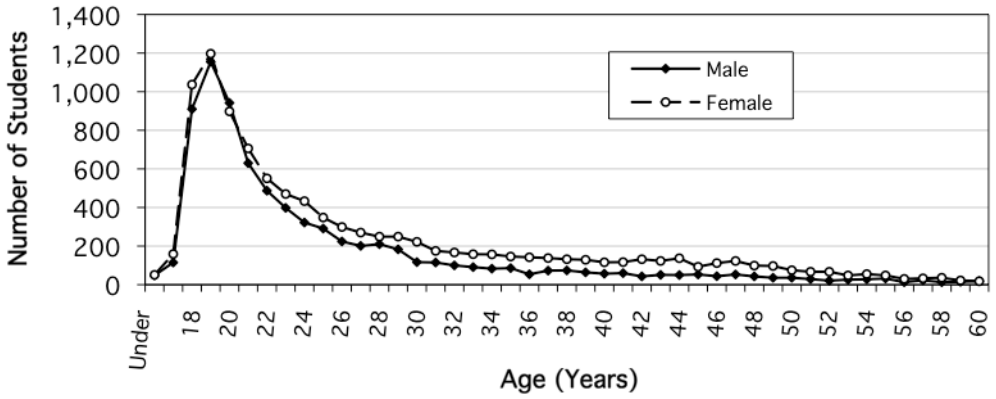
Figure 1-7. Age of Credit Students

Age Group	Fall 2007		Fall 2008		Fall 2009	
20 & Under	5,919	36%	6,395	37%	6,512	36%
21 to 25	4,408	27%	4,509	26%	4,636	26%
26 to 30	1,807	11%	2,052	12%	2,224	12%
31 to 50	3,563	22%	3,601	21%	3,834	21%
51 & Over	863	5%	819	5%	850	5%
Total Students	16,560	100%	17,376	100%	18,056	100%
Mean Age	27.2		26.9		27.1	
Median Age	23.0		22.0		23.0	

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 (23 years) is a more accurate estimate of the student population's age. Over one-third of all credit students are under age 21.

Figure 1-8. Age Distribution of Credit Students by Gender, Fall 2009

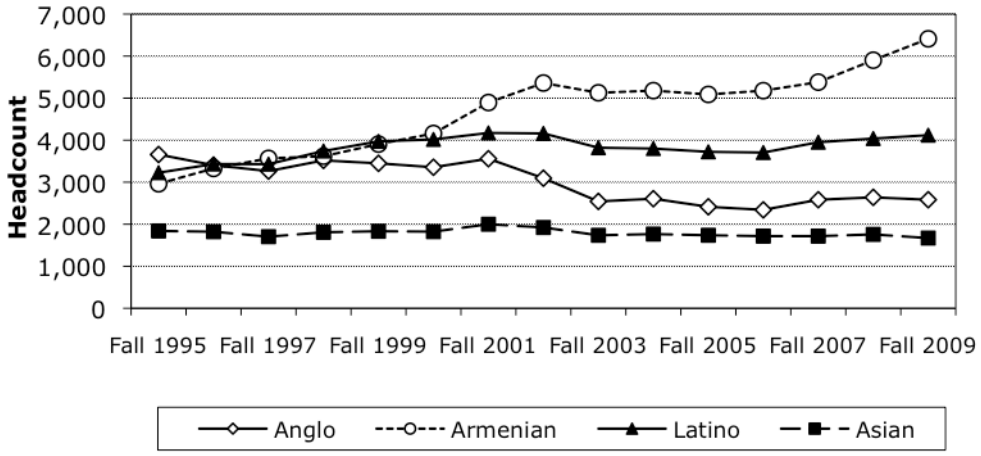


source: GCC SMR and PI_REC databases

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 from 29% to 36% in the past five years; the percentage of credit students who are Caucasian students of European origin ("Anglos") has decreased somewhat in the same time period.

Figure 1-9. Ethnicity of Credit Students

Ethnicity	Fall 2007		Fall 2008		Fall 2009	
Caucasian/European/Anglo	2,583	16%	2,640	15%	2,583	14%
Caucasian/Armenian	5,381	32%	5,903	34%	6,412	36%
Latino/Hispanic	3,951	24%	4,039	23%	4,119	23%
Asian/Pacific Islander	1,717	10%	1,758	10%	1,671	9%
Filipino	876	5%	879	5%	733	4%
Black/African American	486	3%	484	3%	490	3%
American Indian	75	0%	57	0%	50	0%
Other	889	5%	910	5%	945	5%
Unknown	602	4%	706	4%	1,053	6%
Total	16,560	100%	17,376	100%	18,056	100%



source: GCC SMR and PI_REC databases

About 40% of credit students take both day and evening classes. About one-fifth take evening classes only.

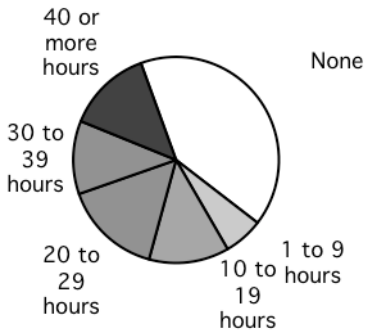
Figure 1-10. Program (Day, Evening, or Both) of Credit Students

Program	Fall 2007		Fall 2008		Fall 2009	
Day Classes Only	6,340	38%	6,667	38%	6,589	36%
Evening Classes Only	4,202	25%	4,085	24%	3,846	21%
Both	6,018	36%	6,624	38%	7,621	42%
Total	16,560	100%	17,376	100%	18,056	100%

source: GCC SMR database

According to student surveys, about 60% of credit students worked in 2010, representing a decline from about 70% in 2008. About 13% 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 2010



Employed Hours	% of Students
None	41%
1 to 9 hours	6%
10 to 19 hours	13%
20 to 29 hours	15%
30 to 39 hours	12%
40 or more hours	13%

source: Spring Student Survey

Less than half of all credit students reside in the Glendale Community College District. About 41% 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 2% 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 2007		Fall 2008		Fall 2009	
Local (GCC District)	7,496	45%	8,052	46%	8,513	47%
Los Angeles CC District	6,955	42%	7,201	41%	7,428	41%
Other California Districts	876	5%	876	5%	944	5%
Out of State	138	1%	148	1%	161	1%
International	539	3%	480	3%	443	2%
Other Foreign	201	1%	272	2%	217	1%
AB 540 Students	355	2%	347	2%	350	2%
Total	16,560	100%	17,376	100%	18,056	100%

source: GCC SMR database

Most credit students (about 67%) are United States citizens. About 15% 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 2007		Fall 2008		Fall 2009	
U.S. Citizen	11,002	66%	11,605	67%	12,167	67%
No Visa	451	3%	389	2%	383	2%
Permanent Resident	2,606	16%	2,672	15%	2,705	15%
Parolee	626	4%	1,143	7%	1,495	8%
Student Visa	543	3%	479	3%	458	3%
Other Visa	1,228	7%	1,013	6%	804	4%
Amnesty	16	0%	12	0%	14	0%
Unknown	88	1%	63	0%	30	0%
Total	16,560	100%	17,376	100%	18,056	100%

source: GCC SMR database

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

Figure 1-14. Countries of Birth of International Students

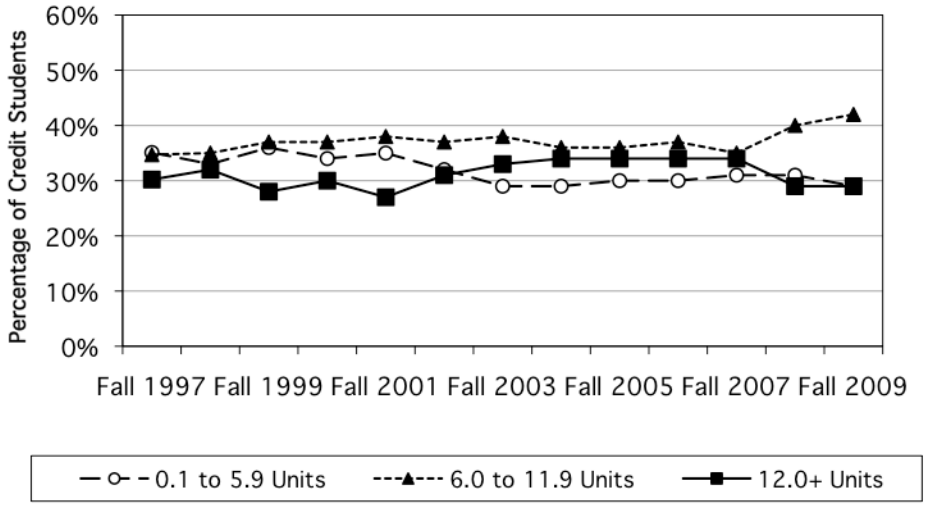
Country	Fall 2007		Fall 2008		Fall 2009	
Japan	216	40%	182	38%	142	31%
South Korea	111	20%	103	22%	117	26%
Sweden	31	6%	17	4%	6	1%
Vietnam	26	5%	18	4%	21	5%
Taiwan	9	2%	7	1%	6	1%
Indonesia	5	1%	8	2%	6	1%
China	5	1%	13	3%	16	3%
Armenia	13	2%	13	3%	15	3%
Iran	12	2%	7	1%	9	2%
Kenya	1	0%	1	0%	0	0%
Philippines	20	4%	22	5%	16	3%
Thailand	4	1%	3	1%	6	1%
Hong Kong	5	1%	4	1%	8	2%
Total International	543	100%	479	100%	458	100%

source: GCC SMR database

A majority of credit students (about 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 2009 and 2010 saw increases in the percentage of students attempting 6 to 11.9 units.

Figure 1-15. Unit Load of Credit Students

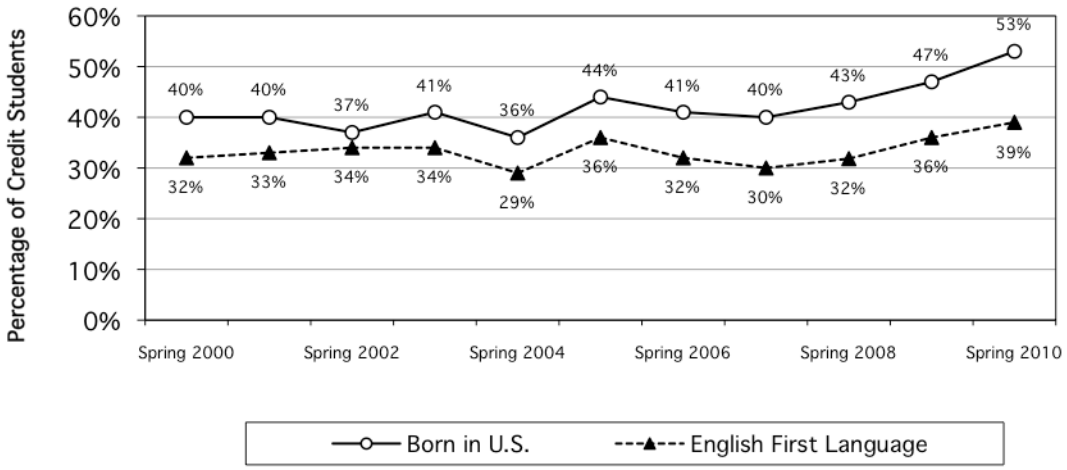
	Units Attempted			Units Completed		
Units	Fall 2007	Fall 2008	Fall 2009	Fall 2007	Fall 2008	Fall 2009
0	--	--	--	17%	17%	17%
0.1 to 5.9	31%	31%	29%	32%	32%	32%
6.0 to 11.9	35%	40%	42%	32%	35%	37%
12.0 or More	34%	29%	29%	19%	16%	15%
Mean Units	8.5	8.3	8.5	6.1	6.1	6.0
Median Units	9.0	8.0	8.5	6.0	6.0	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). About 50% of credit students where born in the United States and nearly 40% learned English as their first language.

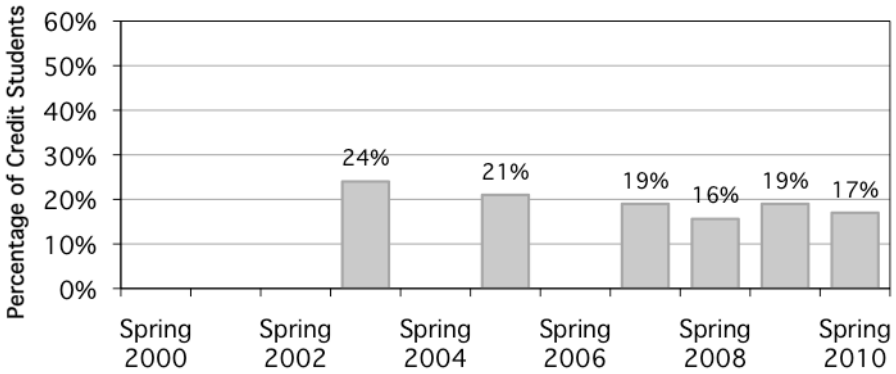
Figure 1-16. Credit Student Language and Origin



source: Spring Student Surveys

The next graph shows the percentage of credit students with dependent children, according to annual student surveys. In 2010, 17% of credit students had dependent children.

Figure 1-17. Credit Students with Dependent Children

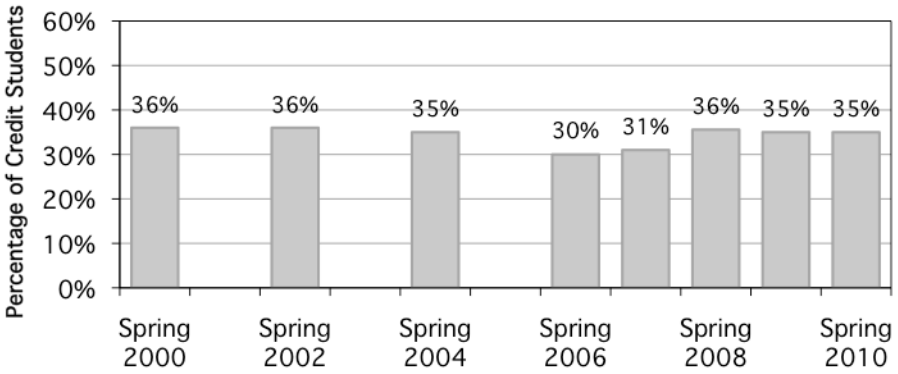


source: Spring Student Surveys

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.

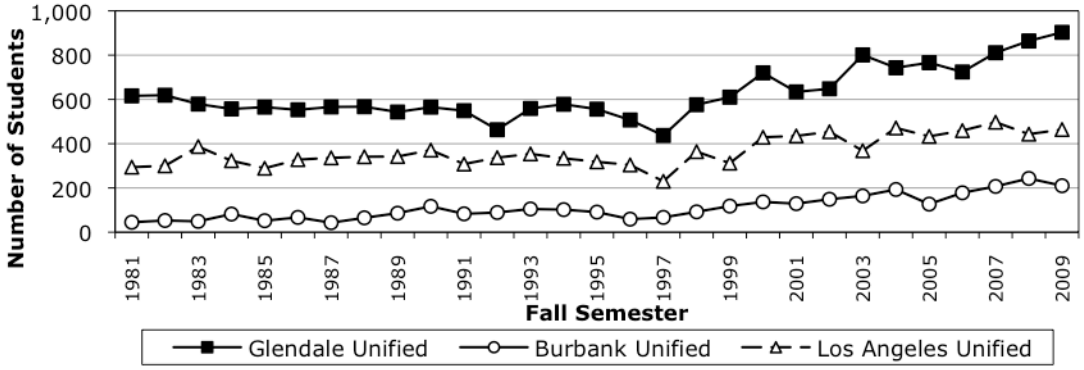
Using this definition of first-generation status, approximately 35% of GCC credit students in 2010 were first-generation college students.

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 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Change: 2005-2008 Average to 2009
Glendale District							
Glendale	231	312	286	291	349	307	-1%
Hoover	174	204	178	234	268	247	+12%
Crescenta Valley	195	160	140	155	189	184	+14%
Clark Magnet	0	75	103	109	95	136	+42%
Daily	16	15	17	22	28	29	+41%
Burbank District							
Burbank	45	93	135	153	167	155	+13%
Burroughs	33	31	40	48	68	51	+9%
Los Angeles District							
Belmont	10	46	38	49	33	23	-45%
Eagle Rock	72	33	51	50	51	91	+97%
Fairfax	5	5	9	8	5	2	-70%
Francis Poly	1	8	8	6	12	19	+124%
Franklin	58	70	40	27	36	38	-12%
Grant	1	4	6	6	7	7	+22%
Hollywood	12	14	19	14	18	10	-38%
Lincoln	4	42	26	25	14	32	+20%
Los Angeles High School	0	16	41	23	16	8	-67%
LA Center for Enriched Studies	0	0	0	0	0	0	--
Marshall	68	71	69	104	76	60	-25%
North Hollywood	2	11	15	15	24	19	+17%
Roosevelt	0	4	6	1	4	8	+113%
Verdugo Hills	43	59	56	72	66	65	+3%
Other LA District	--	50	75	97	81	82	+8%
Other Public Schools							
Alhambra	0	9	8	5	6	14	+100%
La Cañada	5	16	16	15	16	17	+8%
Muir	0	3	2	2	6	5	+54%
Private Schools							
Alex Pilibos	0	11	17	12	20	19	+27%
Bellarmine-Jefferson	21	11	13	12	19	14	+2%
Glendale Academy	10	3	3	3	14	10	+74%
Holy Family	25	5	15	2	1	8	+39%
Notre Dame	0	1	1	4	3	2	-11%
Providence	4	11	11	9	28	15	+2%
Ribet Academy	0	6	2	2	7	6	+41%
Sacred Heart	1	2	1	3	3	7	+211%
St. Francis	18	7	10	11	15	9	-16%
Village Christian	0	7	4	5	8	2	-67%
Other Private Schools	17	11	15	32	49	39	+46%
Total Freshmen	1,274	1,810	1,882	1,970	2,259	2,252	+14%
% from Glendale USD	48%	42%	38%	41%	41%	40%	-0%
% from Private Schools	8%	4%	5%	5%	7%	6%	+1%

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.

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 2007		Fall 2008		Fall 2009	
Male	2,329	31%	2,415	32%	2,593	32%
Female	5,248	69%	5,223	68%	5,410	68%
Unknown	4	0%	1	0%	0	0%
Total	7,581	100%	7,639	100%	8,103	100%

source: GCC Noncredit Registration database

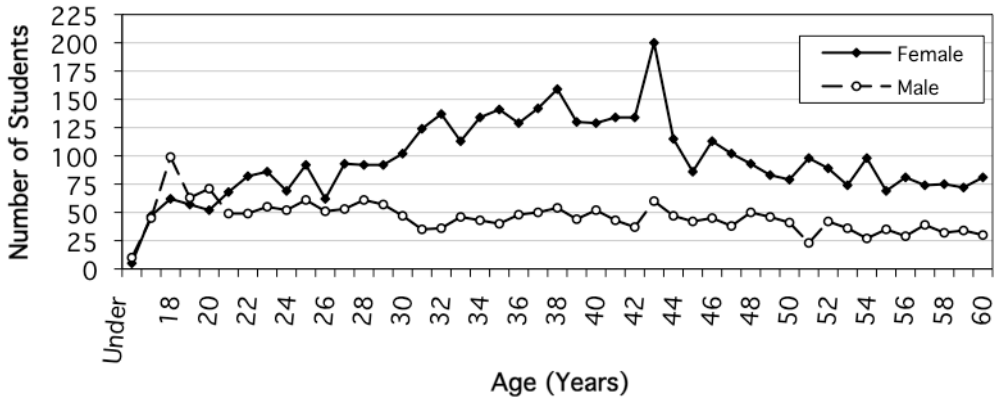
Noncredit students tend to be older than credit students. The median age of noncredit students was 43 years in Fall 2010, compared to 23 years for credit students. The mean age of noncredit students has decreased from 48 years in 1995 to 45 years in 2010.

Figure 1-22. Age of Noncredit Students

Age Group	Fall 2007		Fall 2008		Fall 2009	
20 & Under	577	8%	500	7%	511	6%
21 to 25	569	8%	525	7%	663	8%
26 to 30	732	10%	706	9%	710	9%
31 to 50	3,044	40%	3,214	42%	3,374	42%
50 & Over	2,650	35%	2,690	35%	2,844	35%
Unknown	9	0%	4	0%	1	0%
Total Students	7,581	100%	7,639	100%	8,103	100%
Mean Age	45.3		45.7		45.3	
Median Age	42.0		42.0		43	

source: GCC Noncredit Registration database

Figure 1-23. Age Distribution of Noncredit Students by Gender, Fall 2009

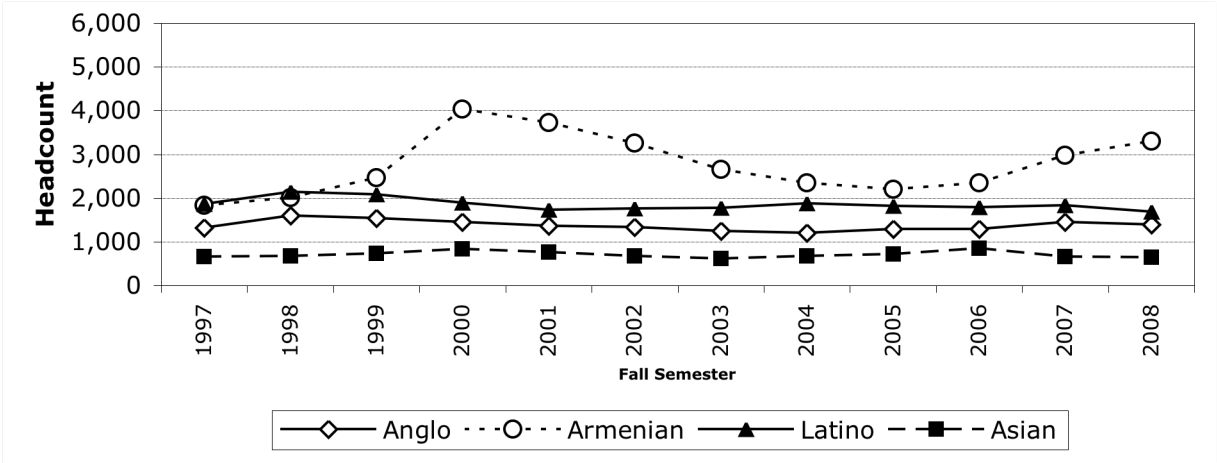


source: GCC Noncredit Registration database

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%. In 2009, the method of collecting and reporting student ethnicity changed to include multiple ethnicities. The following table shows estimated percentages of students in each ethnic category for comparison to previous years.

Figure 1-24. Ethnicity of Noncredit Students

Ethnicity	Fall 2007		Fall 2008		Fall 2009	
American Indian	6	0%	7	0%		0%
Asian/Pacific Islander	661	9%	643	8%		8%
Black/African-American	79	1%	83	1%		1%
Caucasian/Anglo	1,447	19%	1,387	18%		16%
Caucasian/Armenian	2,983	39%	3,300	43%		40%
Latino/Hispanic	1,839	24%	1,683	22%		19%
Filipino	290	4%	267	3%		3%
Other	272	4%	268	4%		4%
Unknown/Multiple	4	0%	1	0%		10%
Total	7,581	100%	7,639	100%		100%



source: GCC Noncredit Registration database

In terms of citizenship/visa status, the largest group of noncredit students consists of United States citizens (39%), followed by permanent residents (26%). 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 2007		Fall 2008		Fall 2009	
U.S. Citizen	3,145	41%	3,022	40%	3,188	39%
Permanent Resident	1,950	26%	1,882	25%	2,082	26%
Temporary Resident	318	4%	305	4%	217	3%
Refugee/Asylee	882	12%	1,255	16%	1,375	17%
Student Visa	55	1%	44	1%	40	0%
Other Visa	1,227	16%	1,130	15%	1,200	15%
Unknown	4	0%	1	0%	1	0%
Total	7,581	100%	7,639	100%	8,103	100%

Source: GCC Noncredit Registration (NC_REG) database

Figure 1-26. District Status of Noncredit Students

District	Fall 2007		Fall 2008		Fall 2009	
Local (GCC District)	5,622	74%	5,730	75%	5,943	73%
Other	1,943	26%	1,901	25%	2,157	27%
Unknown	16	0%	8	0%	3	0%
Total	7,581	100%	7,639	100%	8,103	100%

source: GCC Noncredit Registration 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 2007		Fall 2008		Fall 2009	
First-time college students						
Direct from high school	1,489	32%	1,748	35%	1,662	35%
HS grad ≤3 years ago	294	6%	264	5%	265	6%
HS grad > 3 years ago	653	14%	742	15%	780	16%
New to GCC, from other college	1,636	35%	1,514	30%	1,603	34%
Co-enrolled in high school	372	8%	485	10%	271	6%
Not a high school graduate	192	4%	233	5%	199	4%
Total	4,636	100%	4,986	100%	4,780	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 2007		Fall 2008		Fall 2009	
Transfer	2,227	48%	2,477	50%	2,485	52%
General Education AA	402	9%	440	9%	444	9%
AS or Certificate	127	3%	164	3%	161	3%
Job Skills	562	12%	551	11%	494	10%
Educational Development	307	7%	197	4%	211	4%
Improve English, Math Skills	71	2%	66	1%	70	1%
HS Diploma/GED	101	2%	85	2%	70	1%
Undecided	838	18%	1,000	20%	842	18%
Unknown Goal	1	0%	6	0%	0	0%
Total	4,636	100%	4,986	100%	4,777	100%

source: GCC Semester Application data files

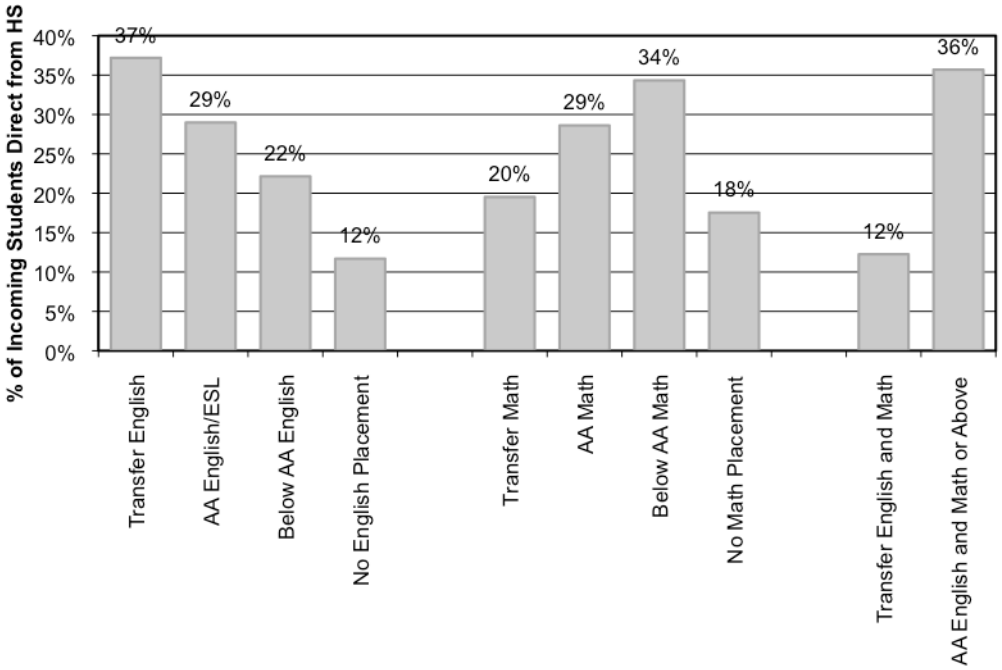
Figure 1-29. Majors of Incoming Credit Students

Goal	Fall 2007		Fall 2008		Fall 2009	
Undecided or Missing	2,007	43%	2,388	48%	2,170	45%
Registered Nursing	184	4%	234	5%	263	6%
Business - General	149	3%	137	3%	123	3%
Business Administration	117	3%	122	2%	106	2%
Psychology	109	2%	128	3%	131	3%
Biological Science	118	3%	93	2%	106	2%
Accounting	115	2%	123	2%	91	2%
English	100	2%	70	1%	84	2%
Real Estate	44	1%	43	1%	34	1%
Medicine	72	2%	70	1%	68	1%
Other Majors	1,249	27%	1,578	32%	1,601	34%
Total	4,636	100%	4,986	100%	4,777	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 12% 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 2009



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	2007-2008	2008-2009	2009-2010
Level 6 (ENGL 101)	36%	39%	42%
Level 5 (ENGL 120)	33%	32%	28%
Level 4 (ENGL 191)	18%	21%	18%
Level 3 (ENGL 189)	7%	4%	5%
LEVEL 2 (ENGL 187)	2%	1%	2%
Missing Placement	4%	3%	4%
Total Placed	4,488	4,811	5,124

ESL Grammar/ Composition	2007-2008	2008-2009	2009-2010
Level 5 (ESL 151)	0%	0%	42%
Level 4 (ESL 141)	12%	10%	28%
Level 3 (ESL 133)	21%	18%	18%
Level 2 (ESL 123)	29%	28%	5%
Level 1 (ESL 111)	37%	44%	2%
Undetermined	0%	0%	4%
Total Placed	1,847	2,127	2,276

ESL Listening/ Speaking	2007-2008	2008-2009	2009-2010
Level 5 (ESL 155)	14%	12%	10%
Level 4 (ESL 145)	22%	19%	18%
Level 3 (ESL 135)	19%	19%	17%
Level 2 (ESL 125)	27%	28%	33%
Level 1 (ESL 115)	17%	20%	23%
Undetermined	0%	0%	0%
Total Placed	1,847	2,126	2,276

Mathematics	2007-2008	2008-2009	2009-2010
Level 6 (Math 103)	5%	6%	7%
Level 5 (Math 100, 110, 111, 112, 135, 136, 138)	14%	16%	14%
Level 4 (Math 101, 119, 219)	21%	25%	27%
Level 3.5 (Math 119, 219)	6%	3%	3%
Level 3 (Math 141)	12%	11%	6%
Level 2 (Math 145, 245)	18%	17%	19%
Level 1 (Math 155, 255)	22%	19%	22%
Unknown	1%	2%	3%
Total Placed	5,125	5,464	5,494

Chemistry	2007-2008	2008-2009	2009-2010
Chem 101	66%	62%	66%
Chem 110	34%	38%	34%
Total Placed	239	241	244

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.

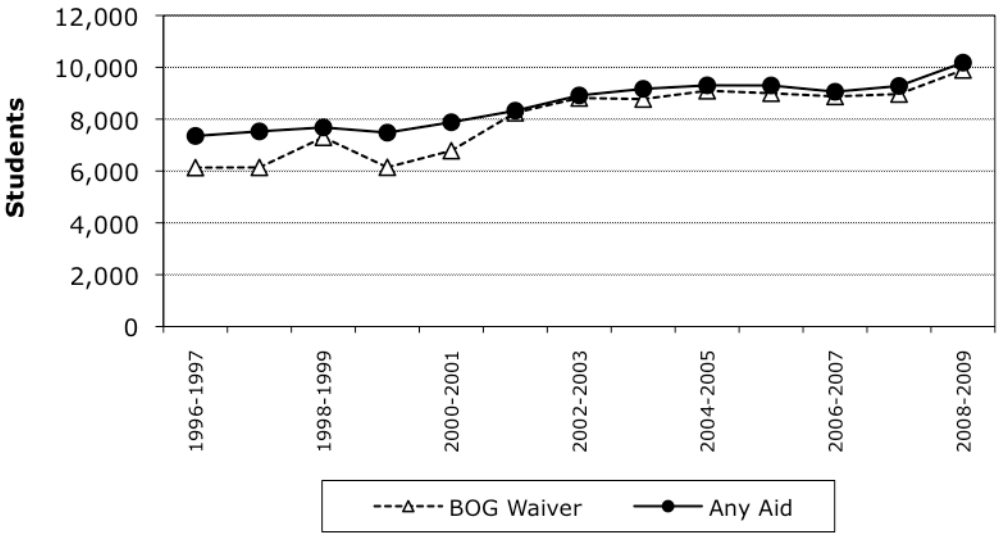
Figure 1-32. Financial Aid Awards

Award Category	2006-2007		2007-2008		2008-2009	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	4,179	$10,348,417	4,605	$12,109,162	4,982	$14,658,570
Federal SEOG	1,549	$515,678	1,824	$483,600	797	$267,575
EOPS Grants	1,041	$436,323	1,067	$497,275	1,574	$742,701
Student Loans	441	$910,849	296	$888,788	335	$1,035,101
Federal Work Study	497	$830,832	374	$711,388	266	$494,019
BOG Waivers	8,877	$3,546,455	8,969	$3,088,160	9,896	$3,417,060
Cal Grants	1,074	$1,229,895	1,042	$1,213,805	963	$1,126,876
Other	98	$174,949	280	$300,506	230	$239,376
Total (Unduplicated)	9,058	$17,993,398	9,281	$19,292,684	10,180	$21,981,278

source: GCC MIS Data Files

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

Category	2006-2007	2007-2008	2008-2009
BOG Waivers: Number of Students	8,877	8,969	9,896
BOG Waivers: Percentage of Credit Students	37%	35%	37%
Any Financial Aid: Number of Students	9,058	9,281	10,180
Any Financial Aid: Percentage of Credit Students	38%	36%	38%



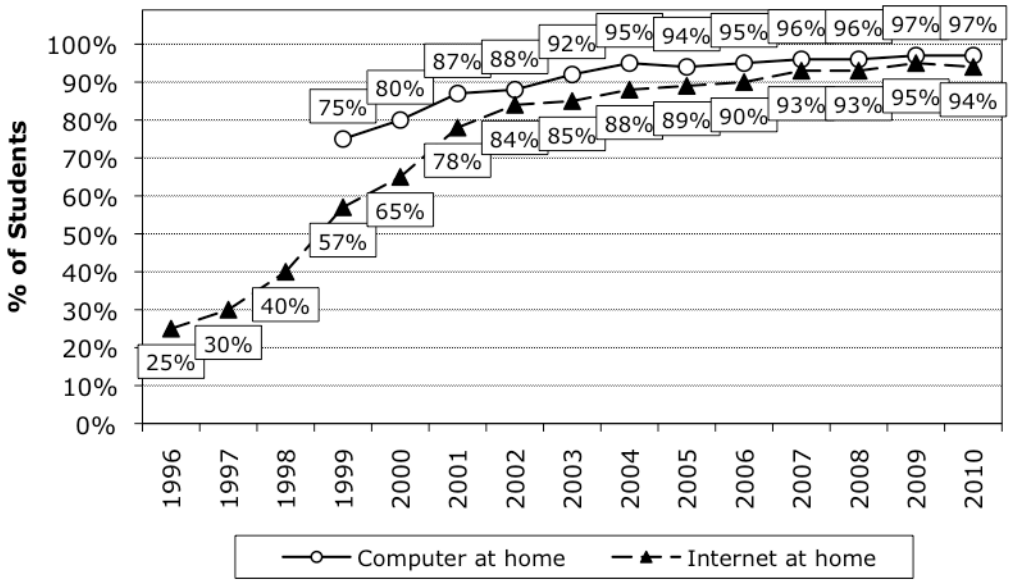
source: GCC MIS Data Files

1.02.04. Student Access to Technology

The college has tracked Internet access since 1996. About 94% 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 2010 continuing education student survey, 86% of continuing education students report that they have a computer at home and 82% 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 on the next page 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		
	2004	2007	2010	2004	2007	2010	2004	2007	2010
Academic Counseling	95%	98%	96%	69%	79%	72%	76%	90%	84%
ACE Program	--	--	55%	--	--	16%	--	--	79%
Admissions & Records	97%	97%	98%	81%	86%	91%	89%	90%	94%
Adult Education/ACTC	67%	--	--	24%	--	--	78%	--	--
Adult Re-Entry Center	53%	51%	46%	14%	20%	17%	74%	73%	74%
AMP (Alliance for Minority Partic.)	37%	29%	--	12%	13%	--	67%	62%	--
ASGCC (Associated Students)	--	--	65%	--	--	22%	--	--	71%
Assessment Center/Placement Testing	92%	91%	94%	70%	74%	78%	86%	84%	93%
Baja Calif. Field Studies Prog.	68%	58%	63%	18%	14%	14%	74%	65%	71%
Bookstore	100%	100%	99%	94%	93%	94%	93%	94%	92%
CAI Lab (Computer Assisted Instr.)	55%	51%	57%	19%	13%	20%	78%	64%	85%
CalWORKs	69%	69%	62%	30%	28%	26%	80%	80%	78%
Career Center	91%	87%	83%	43%	41%	41%	83%	80%	80%
Center for Students with Disabilities	72%	78%	79%	16%	18%	17%	87%	85%	88%
Computer Lab (San Gabriel open lab)	90%	89%	90%	68%	60%	65%	94%	92%	94%
Computer Lab (San Rafael open lab)	90%	90%	86%	65%	62%	61%	93%	92%	91%
CSI (Center for Student Involvement)	66%	68%	58%	25%	22%	21%	93%	87%	83%
El Vaquero (student newspaper)	--	--	76%	--	--	33%	--	--	85%
English Lab (AD 238)	86%	89%	84%	54%	53%	55%	93%	92%	94%
EOPS Office	86%	79%	75%	58%	43%	42%	83%	83%	83%
ESL/Foreign Language Lab	79%	75%	74%	44%	42%	37%	85%	85%	90%
Financial Aid Office	94%	95%	98%	74%	62%	72%	87%	84%	88%
Foundational Skills/Connections Office (SF 100)	--	--	39%	--	--	18%	--	--	76%
Health Center (SR 131)	90%	93%	95%	37%	40%	44%	90%	90%	91%
High Tech Center (SG 108)	--	54%	46%	--	22%	17%	--	75%	75%
Information Counter (AD building)	82%	77%	68%	53%	43%	49%	88%	91%	89%
Instruc. Assistance Ctr. (SG 112)	56%	55%	46%	18%	16%	15%	77%	78%	75%
Job Placement Center	88%	82%	75%	37%	30%	33%	74%	78%	77%
Learning Center (AD 232)	84%	82%	77%	52%	40%	39%	89%	94%	89%
Library	98%	98%	97%	89%	82%	88%	100%	98%	100%
Math Discovery Center	84%	88%	63%	39%	32%	29%	84%	90%	85%
Mental Health Counseling	51%	68%	47%	14%	10%	14%	85%	75%	75%
myGCC (web services)	93%	95%	95%	73%	73%	86%	98%	94%	87%
Orientation	86%	88%	77%	38%	42%	47%	87%	93%	88%
Outreach Office/SOS	--	--	46%	--	--	15%	--	--	72%
PACE Program	62%	50%	49%	12%	9%	15%	70%	72%	81%
Ready to Read	45%	--	--	11%	--	--	68%	--	--
Scholars Program	74%	75%	69%	17%	18%	19%	70%	69%	82%
Scholarship Office	76%	76%	73%	24%	20%	25%	77%	73%	78%
SI (Supplemental Instruction)	66%	74%	59%	38%	33%	25%	86%	83%	83%
Student Activities Office	70%	61%	59%	17%	12%	14%	76%	77%	82%
Study Abroad Office	74%	70%	66%	13%	12%	13%	76%	68%	79%
Telecourses	60%	--	--	12%	--	--	72%	--	--
Transfer Center	88%	87%	79%	42%	38%	38%	81%	88%	79%
Tutoring Center	83%	85%	79%	40%	35%	34%	83%	82%	82%
Tutors Today Teachers Tomorrow (4T)	--	55%	--	--	18%	--	--	73%	--
Veterans Services	--	--	52%	--	--	13%	--	--	70%
Writing Center	80%	85%	74%	39%	29%	28%	87%	83%	89%

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 2009-2010, the following courses were considered precollegiate basic skills courses: ENGL 182, 183, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 117, 118, 125, 127, and 128; MATH 141, 145, 146, 155, 190, 245, 246, and 255. In 2009-2010, elementary algebra courses were coded as basic skills courses for the first time due to changes in state definitions and degree applicable status. This resulted in a larger number of credit basic skills enrollments.

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

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

Measure	Fall 2007	Fall 2008	Fall 2009
Credit Basic Skills Census Enrollments	2,480	2,577	3,949
Credit Basic Skills Course Retention Rates	89%	89%	85%
Credit Basic Skills Course Success Rates	63%	67%	62%
Noncredit Basic Skills Enrollments	not avail.	4,560	4,446

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 2007	Fall 2008	Fall 2009
Total Noncredit Students	7,581	8,605	7,533
Concurrently Enrolled in Credit Classes	3%	3%	2%
Enrolled in Credit Classes in Next Spring Semester	5%	3%	4%

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, 2009, and 2010. A random selection of credit sections resulted in responses from approximately 1,200 students each year. The results of five "benchmarks" are reported below: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The five benchmarks are based on 38 survey items. Each benchmark is standardized so the national average is 50. Results are reported for Glendale Community College and for the public community colleges in California administering the survey (16 in 2007, 19 in 2008, 15 in 2009, and 13 in 2010). GCC's average scores tended to be slightly higher than the statewide average.

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.

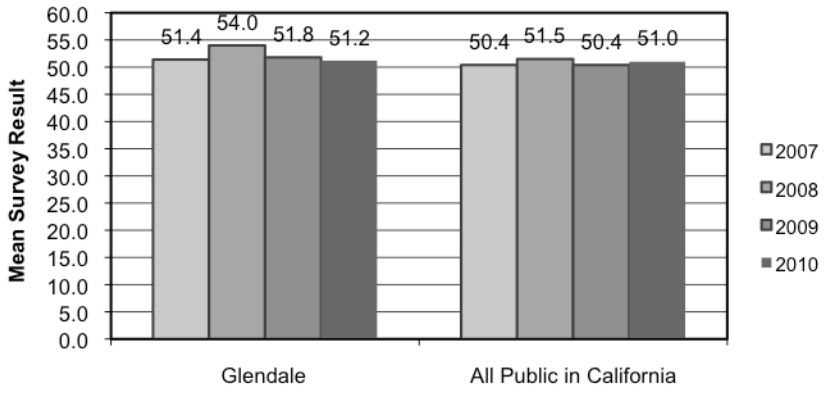


Figure 1-39. Student Effort

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

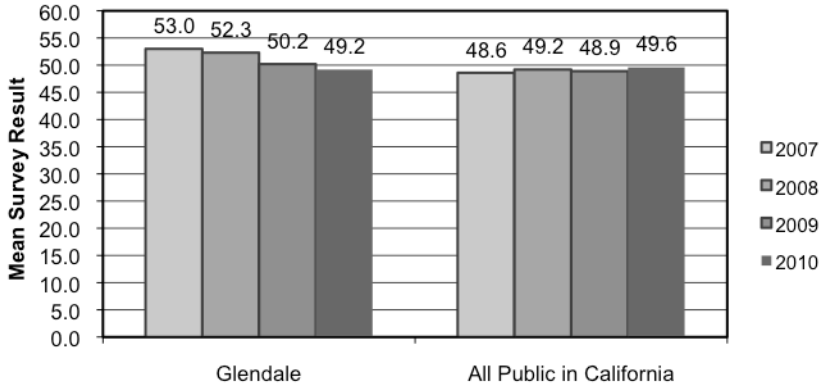


Figure 1-40. Academic Challenge

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.

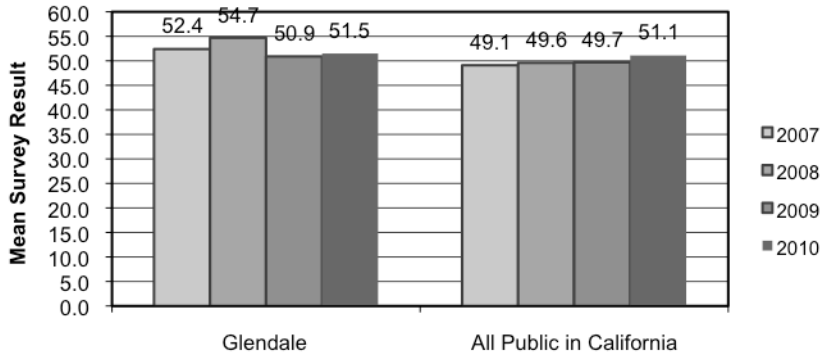


Figure 1-41. Student-Faculty Interaction

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

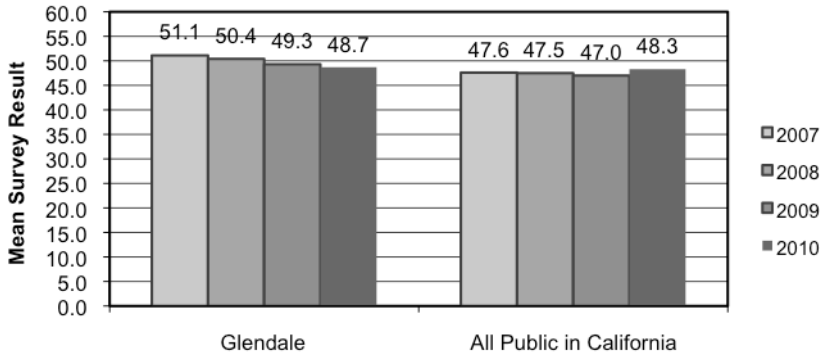
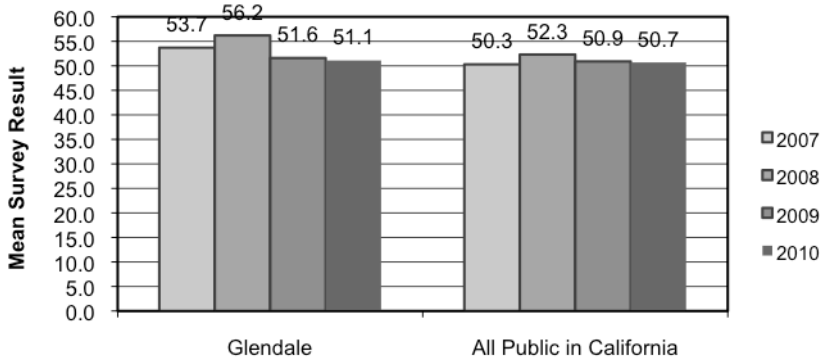


Figure 1-42. Support for Learners

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

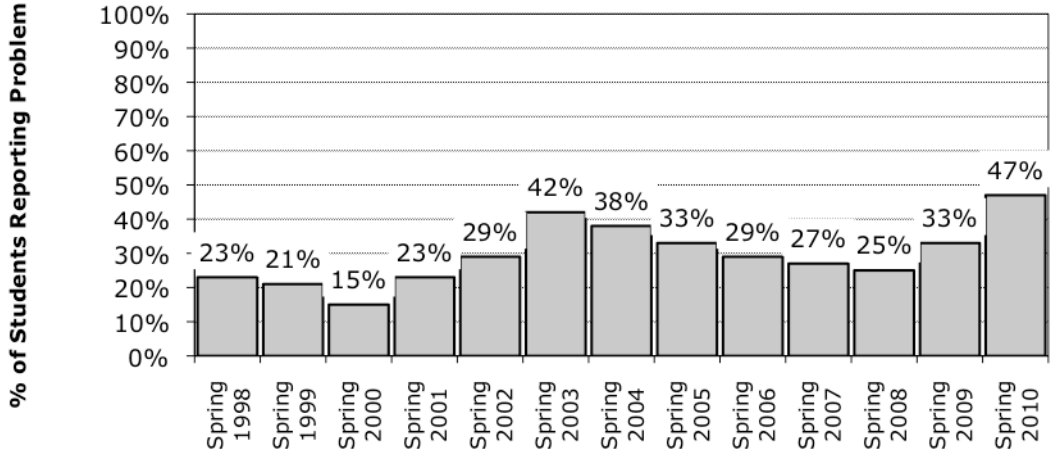


1.04. Class Availability & Scheduling

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 then increased again, to 47% in Spring 2010. The most commonly reported problem was that a class the student needed was full.

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 2008	Spring 2009	Spring 2010
Class full	16%	33%	39%
Class not offered at time student wanted it	9%	25%	24%
Class scheduled at same time as another class student needed	13%	8%	22%
Class not offered this semester	5%	18%	12%

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 2009, 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 2006	Fall 2007	Fall 2008	Fall 2009
6:00 am – 6:59 am	5	6	9	8
7:00 am – 7:59 am	35	30	23	26
8:00 am – 8:59 am	258	267	254	263
9:00 am – 9:59 am	188	201	214	206
10:00 am – 10:59 am	182	181	172	170
11:00 am – 11:59 am	9	14	12	10
12:00 noon – 12:59 pm	142	138	136	137
1:00 pm – 1:59 pm	247	229	226	224
2:00 pm – 2:59 pm	62	59	51	49
3:00 pm – 3:59 pm	73	64	54	48
4:00 pm – 4:59 pm	60	53	57	61
5:00 pm – 5:59 pm	82	81	73	69
6:00 pm – 6:59 pm	338	349	330	312
7:00 pm – 7:59 pm	72	75	76	71
8:00 pm – 8:59 pm	13	13	10	3
9:00 pm – 9:59 pm	0	2	2	1

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 2006	Fall 2007	Fall 2008	Fall 2009
Biology	109%	108%	118%	118%
Business	72%	70%	82%	88%
English	98%	102%	105%	103%
ESL (Credit)	85%	87%	100%	101%
Health & PE	66%	71%	86%	100%
Health Sciences	80%	90%	94%	97%
Language Arts	87%	91%	99%	103%
Mathematics	99%	96%	104%	105%
Physical Science	93%	94%	110%	105%
Social Science	87%	91%	101%	104%
Student Services	76%	114%	103%	122%
Technology & Aviation	79%	78%	79%	92%
Visual & Performing Arts	86%	89%	101%	99%
Total Credit	85%	88%	97%	101%

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 2002-2003, 2003-2004, and 2004-2005 who subsequently enrolled at other two-year colleges. Note that the numbers for specific colleges is duplicated, so if a student enrolled at both Pasadena City College and LA Valley College after GCC, that student would be counted twice.

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

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

	GCC Entry Year					
	2002-2003		2003-2004		2004-2005	
	No.	%	No.	%	No.	%
Number of First-Time Students	6,270	100%	4,079	100%	4,384	100%
All Public Two-Year Colleges	1,783	28%	1,015	25%	1,055	24%
Pasadena City College	679	11%	308	8%	390	9%
Los Angeles Valley College	263	4%	162	4%	151	3%
Los Angeles City College	186	3%	88	2%	127	3%
Santa Monica College	97	2%	54	1%	56	1%
East Los Angeles College	86	1%	21	1%	37	1%
Los Angeles Pierce College	86	1%	38	1%	38	1%
Los Angeles Mission College	64	1%	39	1%	45	1%
Los Angeles Trade-Tech College	63	1%	37	1%	38	1%
College of the Canyons	59	1%	35	1%	36	1%
Rio Hondo College	47	1%	21	1%	21	0%
Mt. San Antonio College	39	1%	16	0%	22	1%

Glendale Community College
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Section 2
STUDENT SUCCESS

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2.01. Student & Course Outcomes

2.01.01. Enrollment, Retention, and Success

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

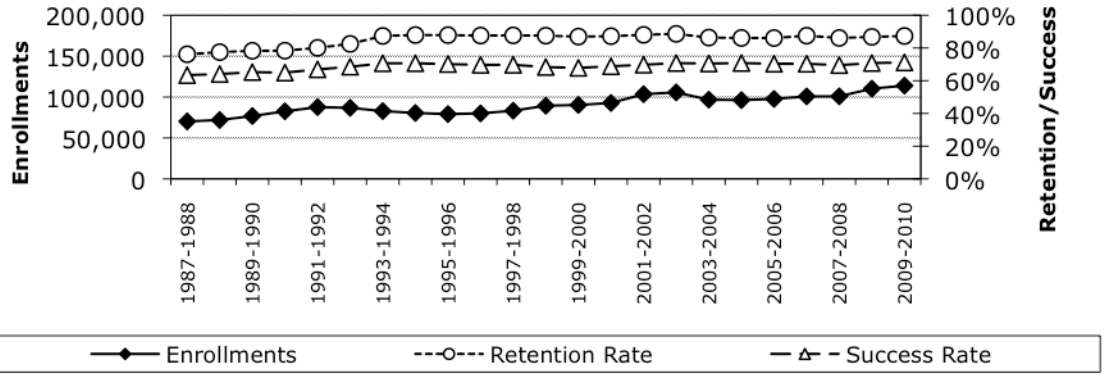
Figure 2-1. Fall Credit Census Enrollments, Retention Rates, and Success Rates

	Census Enrollments			Retention Rate			Success Rate		
Division	2007	2008	2009	2007	2008	2009	2007	2008	2009
Biology	1,114	1,173	1,211	78%	77%	73%	63%	61%	60%
Business	4,229	4,384	5,256	86%	86%	88%	71%	71%	72%
English	4,579	4,657	4,762	86%	85%	86%	65%	68%	68%
ESL (Credit)	3,155	3,794	3,802	92%	93%	94%	77%	78%	80%
Health & PE	3,481	3,477	4,030	90%	90%	91%	70%	71%	69%
Health Sciences	1,032	1,112	1,194	96%	93%	91%	89%	87%	85%
Language Arts	2,891	3,062	3,048	88%	89%	89%	75%	75%	78%
Mathematics	5,008	5,161	5,204	74%	71%	75%	48%	48%	51%
Physical Sciences	2,134	2,203	2,213	84%	88%	86%	68%	72%	67%
Social Sciences	7,823	8,061	8,791	85%	85%	85%	64%	65%	65%
Student Services	1,124	1,009	1,047	91%	92%	93%	71%	76%	74%
Technology & Aviation	2,154	2,158	2,211	88%	89%	89%	74%	74%	73%
Visual & Performing Arts	4,709	5,273	5,257	86%	85%	87%	69%	70%	73%
Total Credit	43,433	45,524	48,026	85%	86%	86%	67%	68%	69%

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

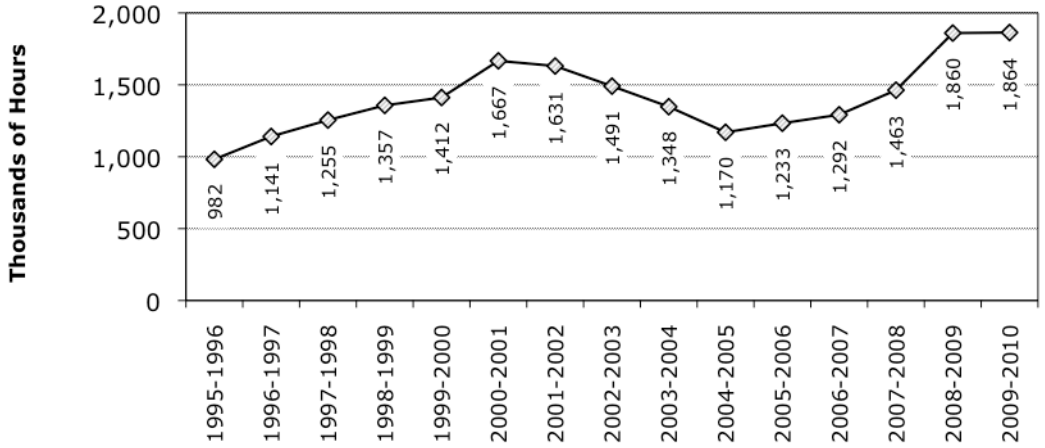
Noncredit classes are funded by the positive attendance accounting method, in which hours of attendance are recorded. One Full-Time Equivalent Student (FTES) is equivalent to 525 hours of attendance. In 2007-2008, the noncredit program counted over 1,400,000 hours of attendance.

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

	Total Hours (Fall)			Students Enrolled (Fall)		
Department	2007	2008	2009	2007	2008	2009
Developmental Skills Lab (DSL)	20,258	45,420	44,816	896	967	892
ESL (Non-Credit)	364,673	428,177	461,563	3,365	3,759	3,724
Home Arts	1,829	1,770	2,331	74	60	84
Lifelong Learning	19,036	23,720	27,669	934	1,036	1,073
Business	92,922	132,683	143,169	1,671	1,845	1,910
Parent Education	17,496	21,964	21,941	631	749	699
Special Education	1,695	0	0	35	0	0
Total Non-Credit	517,909	653,733	701,488	7,581	7,517	7,533

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 2009
MEAN UNITS COMP	The average number of units students completed in Fall 2009
SPRG PERS	The percentage of Fall 2007 students persisting to Spring 2010
COMPL TERM GPA	The Fall 2009 GPA of students who completed more than zero units
COMPL PERS	The percentage of Fall 2009 students completing more than zero units who persisted to Spring 2010
COMPL NUM	The total number of students in the group completing more than zero units

Figure 2-5. Fall 2009 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	16,566	8.9		6.3		69%		2.74		69%		13,834
American Indian	41	8.3	√	5.1	√	69%	√	2.72	√	69%	√	34
Asian	1,382	10.0	+	7.4	+	71%	+	2.85	+	71%	√	1,205
Black	365	9.3	+	5.6	√	61%	√	2.45	√	61%	√	282
Caucasian Citizen	4,584	8.9	√	6.3	√	70%	+	2.80	+	70%	√	3,851
Caucasian Resident	1,615	9.4	+	7.2	+	77%	+	2.80	+	77%	+	1,429
Latino Citizen	2,799	8.8	√	5.4	√	68%	√	2.43	√	68%	√	2,198
Latino Resident	258	7.9	√	4.8	-	66%	√	2.66	√	66%	√	198
Latino Other	264	8.7	√	5.8	√	68%	√	2.57	√	68%	+	215
Filipino	697	9.0	+	6.5	+	67%	√	2.71	√	67%	√	602
Others	4,561	8.6	√	6.4	+	67%	√	2.86	+	67%	√	3,820
Male	7,261	9.0	+	6.1	√	68%	√	2.66	√	68%	√	5,948
Female	9,180	8.9	√	6.5	+	71%	+	2.81	+	71%	√	7,789
Male Under 25	4,760	9.9	+	6.5	+	71%	+	2.49	√	71%	+	3,914
Male Over 24	2,501	7.3	√	5.2	√	62%	√	2.98	+	62%	√	2,034
Female Under 25	5,086	10.0	+	6.9	+	74%	+	2.59	√	74%	+	4,295
Female Over 24	4,094	7.6	√	6.0	√	67%	√	3.07	+	67%	√	3,494
With Disability	519	8.5	√	5.7	√	77%	+	2.58	√	77%	+	449
Student Visa	440	12.4	+	10.1	+	76%	+	2.81	+	76%	+	415
EOPS	1,802	12.3	+	10.0	+	69%	√	2.80	+	69%	√	1,750
18-24, No High School Diploma	400	9.3	+	5.9	√	71%	+	2.38	√	71%	+	324

	First-Time Students Attempting Units												
Group	Students	Mean Units Attempted		Mean Units Completed		Spring Persistence		Completer Term GPA		Completer Persistence		Completers
Collegewide	2,582	10.1		7.0		76%		2.50		83%		2,168
American Indian	3	11.0	+	8.3	+	67%	√	2.70	+	100%	+	2
Asian	143	11.8	+	8.7	+	78%	+	2.59	+	79%	√	135
Black	50	10.6	+	6.4	√	66%	√	2.32	√	81%	√	36
Caucasian Citizen	530	10.7	+	7.6	+	80%	+	2.44	√	86%	+	466
Caucasian Resident	267	9.9	√	7.5	+	80%	+	2.63	+	86%	+	233
Latino Citizen	487	9.9	√	5.9	√	75%	√	2.26	√	84%	+	381
Latino Resident	22	7.5	-	3.8	-	59%	-	2.28	√	79%	√	14
Latino Other	55	9.7	√	6.5	√	73%	√	2.40	√	77%	√	48
Filipino	83	11.0	+	8.3	+	85%	+	2.51	+	89%	+	74
Others	942	9.7	√	6.8	√	73%	√	2.60	+	80%	√	779
Male	1,233	10.0	√	6.9	√	73%	√	2.40	√	81%	√	1,012
Female	1,339	10.3	+	7.3	+	79%	+	2.58	+	85%	+	1,149
Male Under 25	1,024	10.4	+	6.8	√	76%	√	2.32	√	83%	√	847
Male Over 24	209	7.6	-	5.6	√	58%	-	2.82	+	67%	√	165
Female Under 25	1,018	10.7	+	7.3	+	80%	+	2.45	√	86%	+	876
Female Over 24	321	9.0	√	7.4	+	75%	√	3.00	+	82%	√	273
With Disability	63	10.0	√	6.2	√	78%	+	2.14	√	88%	+	50
Student Visa	76	12.8	+	10.0	+	79%	+	2.74	+	81%	√	72
EOPS	262	12.8	+	10.3	+	75%	√	2.62	+	83%	√	253
18-24, No High School Diploma	110	8.7	√	5.5	-	71%	√	2.25	√	76%	√	91

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 2007	Fall 2008	Fall 2009
Course Success Rate			
All new students	*62%*	*65%*	*64%*
New students completing orientation	67%	69%	74%
New students completing SEP	74%	67%	77%
New students completing assessment	60%	63%	64%
Persistence to Spring			
All new students	*69%*	*72%*	*72%*
New students completing orientation	78%	80%	82%
New students completing SEP	91%	92%	93%
New students completing assessment	76%	78%	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	
Overall Success Rate	*67%*
Students completing Service Learning	79%
Students enrolled in classes with SI	68%
Persistence to Spring	
Overall Persistence Rate	*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 2007	Spring 2008	Spring 2009	Spring 2010
The education you are getting at GCC	86%	83%	--	--
Campus friendliness to students	72%	71%	72%	73%

source: Spring Student Surveys

2.02. Educational Goals

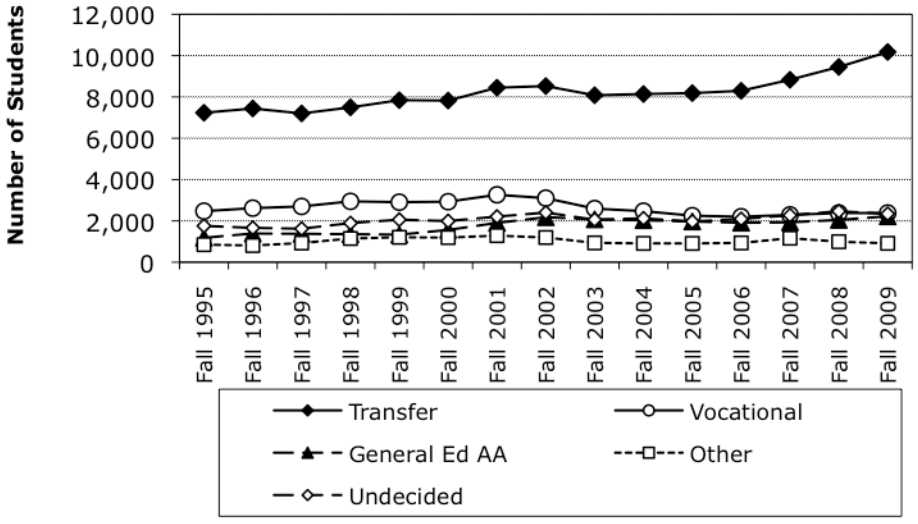
2.02.01. Student Characteristics by Educational Goal

Over half of all credit students (about 56%) 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 2009.

Figure 2-9. Credit Enrollment by Educational Goal

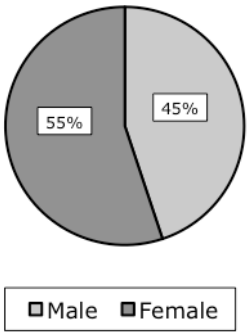
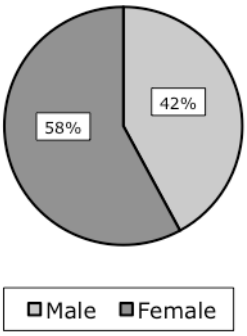
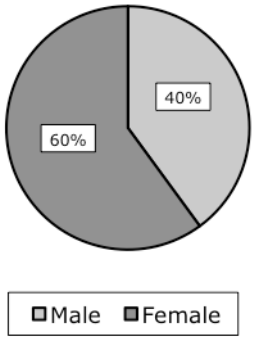
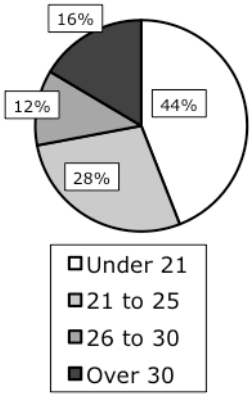
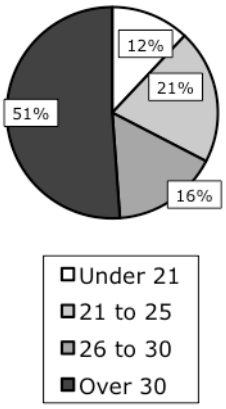
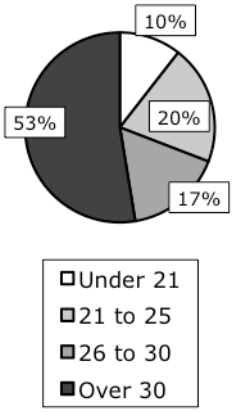
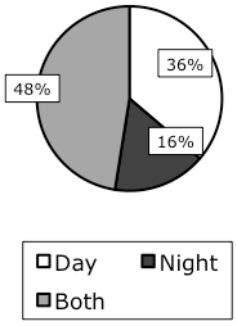
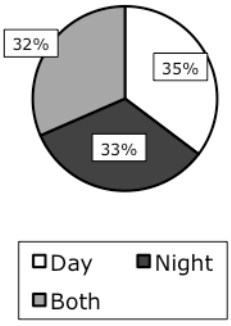
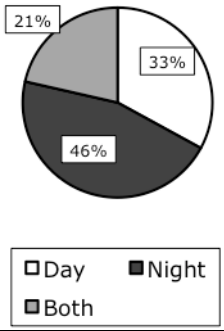
Goal	Fall 2007		Fall 2008		Fall 2009	
Transfer with AA	6,189	37%	6,189	39%	7,242	40%
Transfer without AA	2,642	16%	2,642	16%	2,933	16%
Associate's degree	1,931	12%	1,931	12%	2,221	12%
Vocational degree	302	2%	302	2%	311	2%
Certificate	321	2%	321	2%	431	2%
Discover career interests	435	2%	435	2%	364	2%
Prepare for new career	523	4%	523	4%	582	3%
Advance current job	448	2%	448	2%	399	2%
Maintain licensure	262	2%	262	2%	294	2%
Educational development	803	4%	803	4%	616	3%
Improve English, Math	189	1%	189	1%	176	1%
Complete GED/diploma	171	1%	171	1%	123	1%
Undecided	2,274	14%	2,274	14%	2,344	13%
Unknown Goal	70	0%	70	0%	20	0%
Total	16,560	100%	17,376	100%	18,056	40%



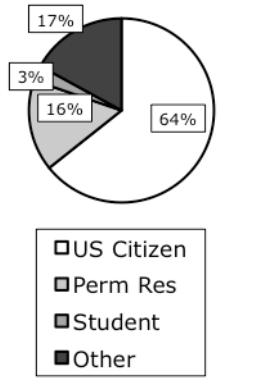
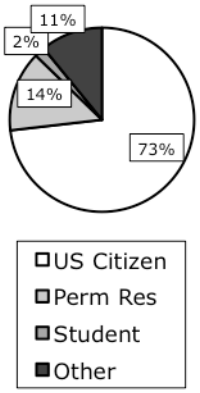
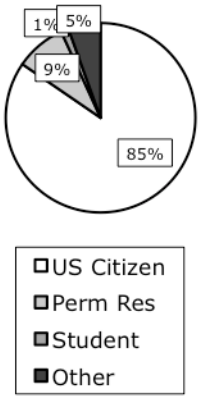
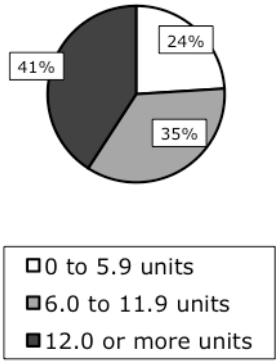
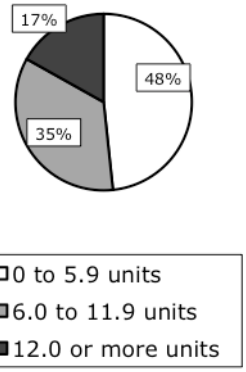
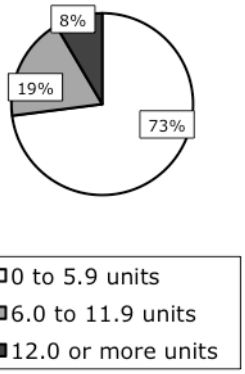
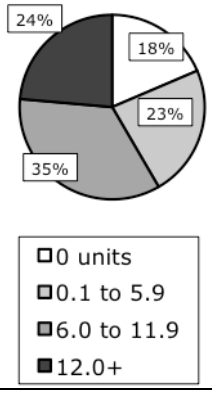
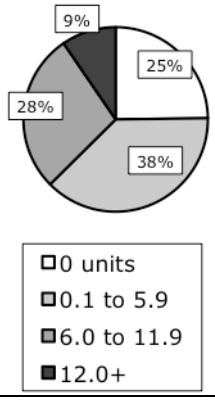
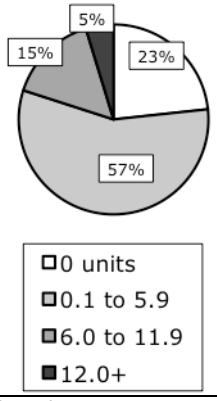
source: GCC Semester Application database

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

Figure 2-10. Characteristics of Credit Students by Goal, Fall 2009

Transfer Goal	Vocational Goal	Educational Development Goal
Gender	**Gender**	**Gender**
		
Age	**Age**	**Age**
		
Program	**Program**	**Program**
		

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

Transfer Goal	Vocational Goal	Educational Development Goal
Citizenship	**Citizenship**	**Citizenship**
		
Units Attempted	**Units Attempted**	**Units Attempted**
		
Units Completed	**Units Completed**	**Units Completed**
		

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 and educational development students are somewhat more likely to be Anglo than the overall credit population.

Figure 2-11. Ethnicity of Transfer Goal Students

Ethnicity	Fall 2007		Fall 2008		Fall 2009	
Caucasian/Anglo	1,092	12%	1,079	11%	1,098	11%
Caucasian/Armenian	3,264	37%	3,647	39%	4,064	40%
Latino/Hispanic	2,226	25%	2,324	25%	2,527	25%
Asian	847	10%	863	9%	869	9%
Filipino	468	5%	431	5%	435	4%
African-American	255	3%	271	3%	277	3%
American Indian	31	0%	28	0%	34	0%
Other	454	5%	525	6%	531	5%
Unknown	194	2%	284	3%	340	3%
Total	8,831	100%	9,452	100%	10,175	100%

Source: GCC Semester Application and Student Master Record databases

Figure 2-12. Ethnicity of Vocational Goal Students

Ethnicity	Fall 2007		Fall 2008		Fall 2009	
Caucasian/Anglo	526	23%	553	23%	556	23%
Caucasian/Armenian	538	23%	569	24%	585	25%
Latino/Hispanic	495	22%	483	20%	509	21%
Asian	275	12%	296	12%	295	12%
Filipino	147	6%	155	7%	155	7%
African-American	81	4%	80	3%	74	3%
American Indian	13	1%	8	0%	7	0%
Other	119	5%	130	5%	94	4%
Unknown	97	4%	107	4%	106	4%
Total	2,291	100%	2,381	100%	2,381	100%

Source: GCC Semester Application and Student Master Record databases

Figure 2-13. Ethnicity of Educational Development Goal Students

Ethnicity	Fall 2007		Fall 2008		Fall 2009	
Caucasian/Anglo	295	37%	230	35%	556	23%
Caucasian/Armenian	132	16%	115	18%	585	25%
Latino/Hispanic	124	15%	89	14%	509	21%
Asian	105	13%	89	14%	295	12%
Filipino	33	4%	28	4%	155	7%
African-American	19	2%	18	3%	74	3%
American Indian	3	0%	5	1%	7	0%
Other	42	5%	27	4%	94	4%
Unknown	50	6%	54	8%	106	4%
Total	803	100%	655	100%	2,381	100%

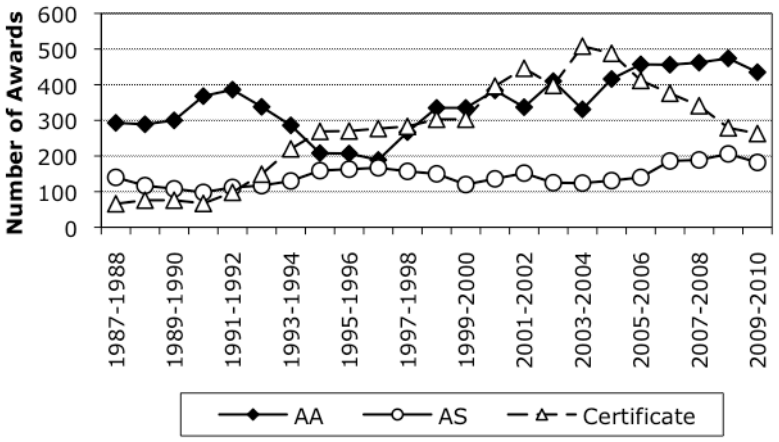
Source: GCC Semester Application and Student Master Record databases

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

	AA Degrees			AS Degrees			Certificates		
Gender	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Male	37%	34%	34%	23%	26%	20%	29%	31%	29%
Female	63%	66%	66%	77%	74%	80%	71%	69%	71%
Total	467	474	445	189	206	183	346	279	289

source: GCC Graduation database

Figure 2-16. Degrees and Certificates Awarded by Ethnicity

	AA Degrees			AS Degrees			Certificates		
Ethnicity	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Caucasian/Anglo	13%	13%	13%	11%	11%	13%	14%	14%	15%
Caucasian/Armenian	39%	42%	44%	36%	31%	36%	52%	48%	47%
Latino/Hispanic	21%	21%	22%	16%	12%	11%	12%	18%	17%
Asian	12%	9%	10%	13%	17%	14%	8%	5%	9%
Filipino	5%	4%	5%	14%	16%	20%	4%	5%	3%
African-American	2%	2%	2%	3%	0%	1%	2%	3%	3%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	7%	9%	5%	7%	11%	4%	8%	7%	5%
Total	467	474	445	189	206	183	346	279	289

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.

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

Major	2007-2008	2008-2009	2009-2010	3-Year Total
APPLIED ARTS	0	0	1	1
BIOLOGICAL SCIENCE	1	2	3	6
BUSINESS ADMINISTRATION	46	41	38	125
CHOREOGRAPHIC STUDIES & DANCE TECHNIQUE	0	1	0	1
ENGLISH	1	1	5	7
FOREIGN LANGUAGE	1	1	0	2
FOREIGN LANGUAGE - OPTION 2	6	16	10	32
FOREIGN LANGUAGE - SPANISH	0	1	1	2
GENERAL EDUCATION TRANSFER STUDIES	337	333	295	965
HEALTH SCIENCE	33	38	34	105
HUMANITIES	1	0	0	1
MASS COMMUNICATIONS	0	0	2	2
MATHEMATICS	1	0	3	4
MUSIC	0	0	1	1
PHYSICAL EDUCATION	1	1	0	2
PHYSICAL SCIENCE	0	2	0	2
SCIENCE	0	0	0	0
SCIENCE AND MATHEMATICS	0	0	1	1
SOCIAL AND BEHAVIORAL SCIENCES	0	0	1	1
SOCIAL SCIENCE	25	30	42	97
SPEECH/COMMUNICATION	2	0	1	3
THEATER ARTS	0	0	1	1
THEATER ARTS – ACTING	0	1	0	1
VISUAL ARTS - ANIMATION	0	0	0	0
VISUAL ARTS - ART HISTORY	1	1	0	2
VISUAL ARTS – GRAPHIC ARTS	5	0	4	9
VISUAL ARTS - MEDIA ARTS	2	1	1	4
VISUAL ARTS - PHOTOGRAPHY	1	0	1	2
VISUAL ARTS - TWO DIMENSIONAL	3	4	0	7
TOTAL	467	474	445	1,386

source: GCC Graduation database

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

Major	2007-2008		2008-2009		2009-201		Total
	AS	Cert	AS	Cert	AS	Cert	
ACCOUNTING	23	35	22	23	27	31	161
ADMINISTRATION OF JUSTICE	3	2	2	9	1	5	22
ADVANCED CULINARY ARTS	0	5	0	2	3	5	15
ADVERTISING ART	0	4	0	6	0	0	10
ANIMATION - DIGITAL ANIMATION	1	0	2	2	1	0	6
ARCHITECTURE - CAD	1	1	3	5	1	3	14
ARCHITECTURE - COMMERCIAL	0	0	0	2	0	1	3
ARCHITECTURE - DRAFTING	2	9	0	3	0	1	15
ARCHITECTURE - RESIDENTIAL	1	2	2	1	0	1	7
ARCRFT PWRPLNT & ARFRM MAINT. & OVRHL (FAA PWRPLNT & ARFRM CERT)	1	1	0	0	0	0	2
ART	2	2	1	2	1	2	10
AVIATION & TRANSPORTATION - AVIATION ADMINISTRATION	1	1	1	0	2	2	7
AVIATION & TRANSPORTATION - FLIGHT ATTENDANT	11	12	12	4	2	4	45

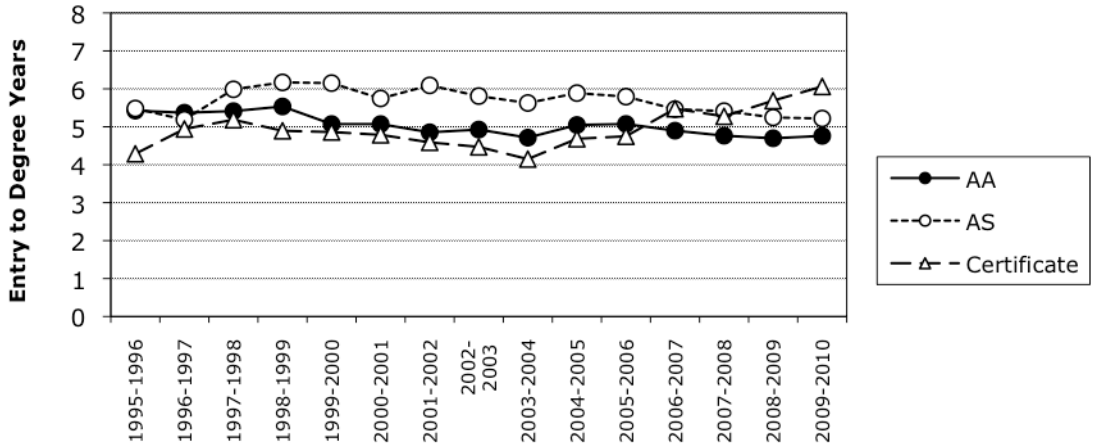
Major	2007-2008		2008-2009		2009-201		Total
	AS	Cert	AS	Cert	AS	Cert	
AVIATION & TRANSPORTATION - PILOT TRAINING	0	0	0	0	0	2	2
AVIATION & TRANSPORTATION-AIRCRFT PWRPLNT MAINT & OVERHAUL	0	1	0	0	0	0	1
AVIATION AND TRANSPORTATION PILOT TRAINING	2	3	2	2	1	0	10
BEGINNING CULINARY ARTS CERTIFICATE	0	6	0	7	0	10	23
BOOKKEEPING	0	13	1	7	0	9	30
BUSINESS - GENERAL	0	1	0	0	0	0	1
BUSINESS ADMINISTRATION - FINANCIAL PLANNING AND INVESTMENT	0	2	1	2	0	1	6
BUSINESS ADMINISTRATION - GENERAL BUSINESS	3	0	2	1	2	2	10
BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS	1	1	1	2	5	2	12
BUSINESS ADMINISTRATION - SMALL BUSINESS	0	1	0	0	1	0	2
BUSINESS ADMINISTRATION-ENTREPRENEURSHIP/SMALL BUSINESS	0	0	0	0	0	1	1
BUSINESS OFFICE TECHNOLOGY - ADMINISTRATIVE ASSISTANT	1	0	0	0	0	0	1
BUSINESS OFFICE TECHNOLOGY - GENERAL OFFICE	1	0	2	0	1	0	4
CERAMICS	1	3	1	3	0	2	10
CERTIFIED TAX PREPARER	0	6	0	9	0	3	18
CHILD DEVELOPMENT - MASTER TEACHER	0	2	0	0	0	0	2
CHILD DEVELOPMENT - SITE SUPERVISOR	0	0	0	0	1	0	1
CHILD DEVELOPMENT - TEACHER	1	0	0	3	0	0	4
CHILD DEVELOPMENT/TEACHER - INFANT TODDLER	1	0	0	3	0	2	6
CHILD DEVELOPMENT/TEACHER - INFANT/TODDLER	0	0	0	0	0	1	1
CHILD DEVELOPMENT/TEACHER - PRESCHOOL	10	13	8	6	8	10	55
CHILD DEVELOPMENT/TEACHER - SCHOOL AGE CARE	1	0	1	1	0	1	4
CHILD DEVELOPMENT/TEACHING-NURSERY SCHOOL	0	0	1	1	0	0	2
CHOREOGRAPHIC STUDIES AND DANCE TECHNIQUE	0	1	5	2	1	0	9
COMMUNICATIONS	0	15	0	10	0	4	29
COMPUTER AIDED MANUFACTURING	0	1	0	0	0	1	2
COMPUTER APPLICATIONS TECHNICIAN	0	0	0	0	0	2	2
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - ADMINISTRATIVE ASST.	0	0	0	0	0	1	1
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES - GENERAL OFFICE	0	0	0	0	0	10	10
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGIES-GENERAL OFFICE	27	32	19	27	18	25	148
COMPUTER APPLICATIONS/BUSINESS OFFICE TECHNOLOGY-ADMINISTRATIVE ASSISTANT	0	0	1	2	0	0	3
COMPUTER INFORMATION SYSTEMS	0	0	1	1	0	1	3
COMPUTER SOFTWARE TECHNICIAN	0	0	1	0	0	0	1
COMPUTER SUPPORT TECHNICIAN	0	0	0	1	0	0	1
COMPUTERIZED ACCOUNTING SPECIALIST	0	0	0	0	0	4	4
CULINARY ARTS	0	3	1	1	0	0	5
DIETARY SERVICES SUPERVISOR	0	5	1	7	0	6	19
ELECTONICS AND COMPUTER TECHNOLOGY - COMPUTER SYSTEMS TECHNICIAN	0	0	0	2	0	0	2
ELECTRONICS & COMPUTER TECHNOLOGY-ELECTRONICS ENGINEERING TECHNICIAN	1	0	0	0	0	0	1
ELECTRONICS AND COMPUTER TECHNOLOGY - COMPUTER ENGINEERING TECHNICIAN	1	0	0	1	0	0	2
ENGINEERING/ELECTRO-MECHANICAL DESIGN	2	0	2	0	0	0	4
ENGINEERING/ELECTRO-MECHANICAL DESIGN - DRAFTING/CAD	0	1	0	1	0	0	2
ENGINEERING/ELECTRO-MECHANICAL DESIGN - MECHANICAL DESIGN	0	1	0	0	0	0	1
FASHION DESIGN	1	0	0	1	0	0	2

Major	2007-2008		2008-2009		2009-201		Total
	AS	Cert	AS	Cert	AS	Cert	
FIRE ACADEMY: VERDUGO FIRE ACADEMY	0	0	0	0	0	9	9
FIRE TECHNOLOGY	1	5	1	8	1	6	22
FITNESS SPECIALIST	1	0	0	1	2	6	10
HOSPITALITY SUPERVISION	0	4	0	4	0	1	9
HOTEL/RESTAURANT MANAGEMENT	4	4	4	1	0	0	13
INSURANCE PROFESSIONAL CERTIFICATE	0	1	0	1	0	0	2
INSURANCE SPECIALIST	0	0	0	1	0	0	1
MACHINE AND MANUFACTURING TECHNOLOGY - MACHINIST	0	0	0	0	0	1	1
MACHINE AND MANUFACTURING TECHNOLOGY-MACHINIST	0	4	0	1	1	2	8
MANAGEMENT	3	4	3	2	0	0	12
MARKETING	0	0	2	1	0	1	4
MASS COMMUNICATIONS	0	0	1	0	0	0	1
MEDICAL ADMINISTRATAIVE SERVIES - MEDICAL FRONT OFFICE	0	0	0	0	0	1	1
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL FRONT OFFICE	2	5	0	12	2	1	22
MEDICAL ADMINISTRATIVE SERVICES - MEDICAL SECRETARY	0	0	0	0	0	1	1
MEDICAL BILLING AND CODING	0	9	0	17	0	7	33
MEDICAL OFFICE ADMINISTRATION - MEDICAL FRONT OFFICE	0	0	0	0	0	1	1
MEDICAL OFFICE ADMINISTRATION - MEDICAL TRANSCRIPTION	0	0	0	1	0	0	1
MICROSOFT OFFICE USER SPECIALIST - OPTION 1	0	2	0	1	0	2	5
MICROSOFT OFFICE USER SPECIALIST - OPTION 2	0	0	0	1	0	1	2
MICROSOFT OFFICE USER SPECIALIST - OPTION 4	0	1	0	0	0	0	1
MICROSOFT OFFICE USER SPECIALIST - OPTION 5	0	0	0	0	0	1	1
MICROSOFT OFFICE USER SPECIALIST - OPTION 6	0	0	0	1	0	1	2
MUSIC	0	1	0	0	0	0	1
PERSONAL TRAINER CERTIFICATE	0	2	0	1	0	0	3
PHOTOGRAPHY	0	1	0	2	0	5	8
PUBLIC RELATIONS	0	3	0	1	0	0	4
REAL ESTATE	2	11	4	7	1	3	28
REAL ESTATE APPRAISAL	0	0	0	1	0	2	3
RECEPTIONIST/OFFICE CLERK	0	37	0	29	0	28	94
RECREATION LEADERSHIP	0	0	1	0	0	0	1
REGISTERED NURSING	73	37	95	14	97	10	326
RESTAURANT MANAGEMENT	0	4	1	3	0	1	9
RESTAURANT SUPERVISION	0	3	0	1	0	2	6
RETAIL MANAGEMENT	0	0	0	0	0	1	1
SPECIALIST IN ALCOHOL/DRUG STUDIES	0	15	1	16	3	25	60
TAX PREPARER	0	0	0	0	0	1	1
TELEVISION PRODUCTION - MASS MEDIA	0	0	1	0	0	1	2
TELEVISION PRODUCTION - VIDEOGRAPHY	1	0	0	1	0	1	3
TELEVISION PRODUCTION-CORPORATE TELEVISION	0	1	0	1	0	1	3
THEATRE ARTS - GENERAL CERTIFICATE	1	0	0	0	0	0	1
UNIX SYSTEM ADMINISTRATOR	0	0	0	2	0	0	2
WEB DEVELOPMENT	0	0	0	0	0	2	2
WEB GRAPHICS	0	5	0	3	0	4	12
WEB PUBLISHING SPECIALIST	1	0	0	0	0	0	1
WELDING, OCCUPATIONAL (COMBINATION WELDER)	0	2	0	2	0	4	8
Grand Total	189	346	210	299	183	289	1,516

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 4.8 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.

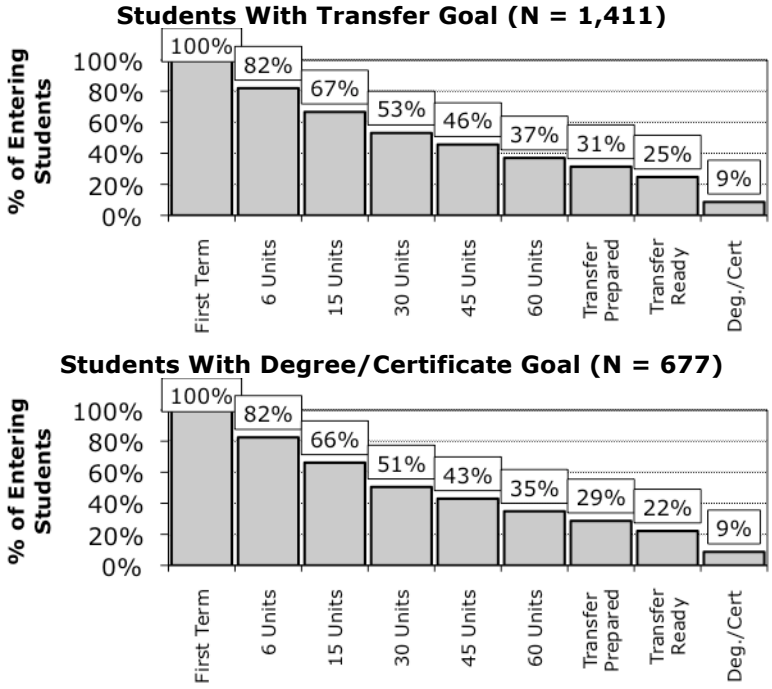
Figure 2-19. Mean Entry to Degree Time (Years)



source: GCC Graduation database

The graphs below show success milestones for students entering GCC as first-time college students in Fall 2006. 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 2006 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

	2007-2008	2008-2009	2009-2010
Students obtaining GED	84	93	102
Students completing high school diploma	15	8	10
Successful student completions of high school courses	208		
CASAS Benchmarks			
Students earning ESL CASAS benchmarks	2,687	2,968	2,933
Students earning Adult Basic Education CASAS benchmarks	76	133	145

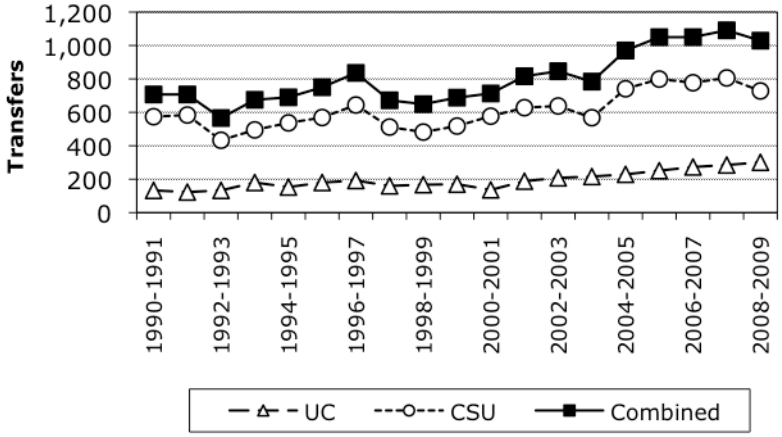
source: GCC Continuing and Community Education Program

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
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	--	304	222	1,617
2008-2009	301	728	--			

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	2006-2007	2007-2008	2008-2009
CSU			
Northridge	403	389	360
Los Angeles	214	266	237
Pomona	53	68	45
Long Beach	38	22	30
Dominguez Hills	10	11	10
Fullerton	11	10	14
San Diego	10	11	7
Other CSU	38	29	25
CSU Total	777	806	728
UC			
Los Angeles	139	147	145
Irvine	38	51	53
Santa Barbara	27	16	20
Berkeley	33	27	27
San Diego	19	24	41
Riverside	14	13	9
Other UC	3	7	6
UC Total	273	285	301

source: California Postsecondary Education Commission (CPEC)

The California State University makes information available about transfer student performance at the CSU. Transfer students from GCC generally attain approximately the same GPA at the CSU as the average community college transfer student. Data are shown for upper-division transfers to CSU.

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

Performance Measure	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Number of CSU Transfers from GCC	464	463	415	464
Pre-Admission GPA of Transfers from GCC	2.96	2.93	2.97	2.91
Fall-to-Fall Persistence of GCC Transfers	87%	88%	88%	
Persistence of All CC Transfers	83%	85%	85%	
CSU GPA of Persisters from GCC	2.98	2.94	2.98	
CSU GPA of Persisters from All CC's	2.93	2.94	2.99	

source: CSU Academic Performance Reports

Note: Performance data for Fall 2009 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 2002-2003, 2003-2004, and 2004-2005. 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		
	2002-2003	**2003-2004**	**2004-2005**
All First-Time Students			
Number of Students	6,270	4,069	4,384
Percent Enrolling at a Public 4-Year Institution	25%	23%	24%
Percent Enrolling at a Private 4-Year Institution	8%	8%	9%
Percent Enrolling at Any 4-Year Institution	31%	29%	31%
First-Time Students with Transfer Goal			
Number of Students	2,384	1,825	2,012
Percent Enrolling at a Public 4-Year Institution	30%	29%	28%
Percent Enrolling at a Private 4-Year Institution	9%	9%	9%
Percent Enrolling at Any 4-Year Institution	36%	36%	35%

source: National Student Clearinghouse data files

The next table shows four-year institutions attended within six academic years by GCC first-time students in 2002-2003, 2003-2004, and 2004-2005.

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

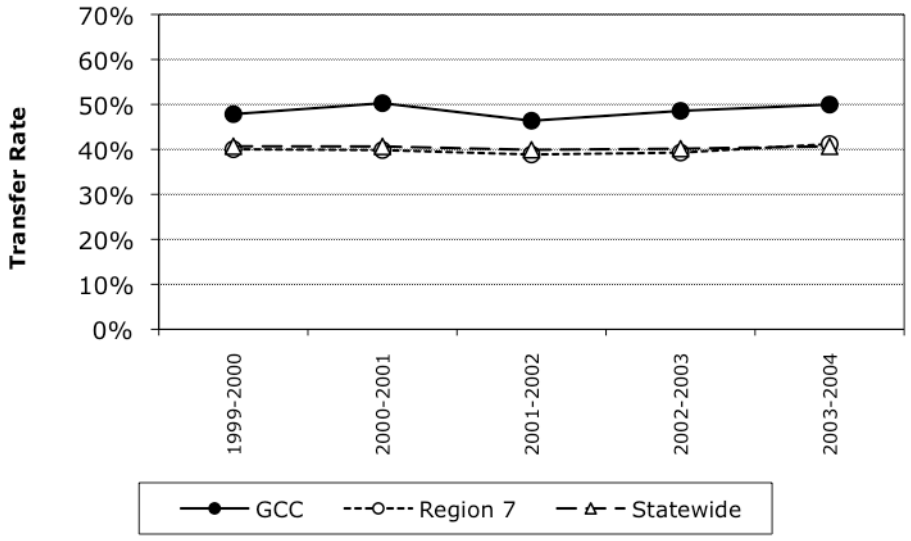
	Number of Transfer Students by Year Entering GCC		
Four-Year Institution	**2002-2003**	**2003-2004**	**2004-2005**
CSU Northridge	451	261	330
CSU Los Angeles	190	118	150
UCLA	193	132	153
USC	102	58	78
UC Irvine	105	42	67
Cal Poly Pomona	73	37	53
University of Phoenix	65	30	41
UC Santa Barbara	71	26	28
UC Extension	56	17	40
UC San Diego	69	38	38
CSU Long Beach	62	13	26
UC Riverside	52	19	23
UC Berkeley	60	57	54
Woodbury University	29	27	50
San Diego State	37	16	16
CSU Fullerton	18	1	22

source: National Student Clearinghouse data files

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

Figure 2-28. GCC Transfer Rate

	Entering Cohort		
	2001-2002	**2002-2003**	**2003-2004**
Transfer Rate			
Glendale Community College	46.4%	48.6%	50.0%
Region 7 Colleges	38.9%	39.3%	41.2%
All California Colleges	39.9%	40.2%	40.7%



2.03.04. Accountability Reporting for the Community Colleges (ARCC)

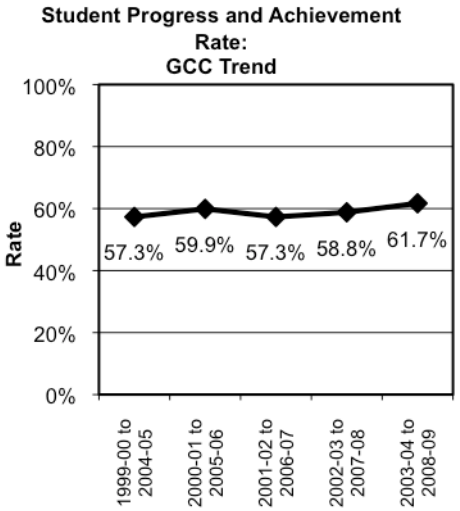
Accountability Reporting for the Community Colleges (ARCC) is an accountability reporting system created in response to Assembly Bill 1417 in 2004. The first report on the performance of community colleges in California was released in January 2007. The following figures summarize GCC's performance on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

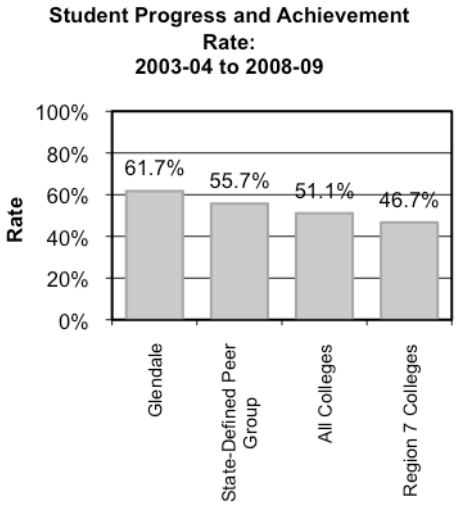
For each indicator, GCC's performance is compared to the performance of four comparison groups: a state-defined peer group specific to that indicator, all community colleges in California, and all colleges in Region 7.

Figure 2-29. 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 6th out of the 23 colleges in the state-defined peer group for Indicator A, and 13th out of the 108 colleges in California for which data were reported. GCC ranks 2nd out of the 14 colleges in Region 7 (after Santa Monica).

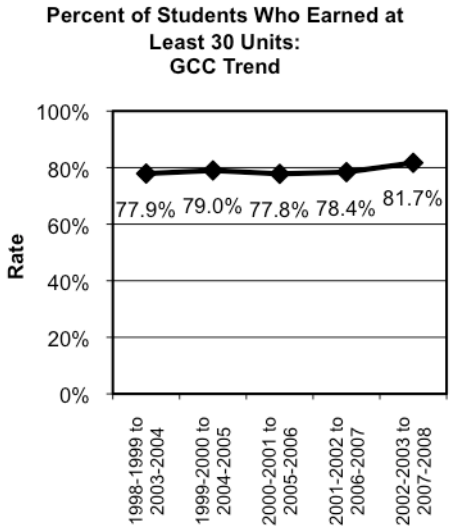


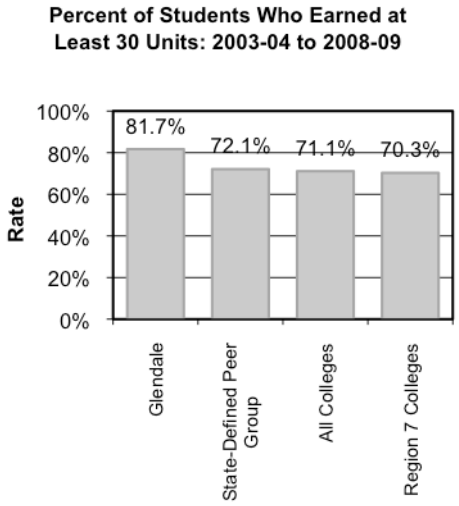


source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-30. 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 2nd out of the 108 colleges in California for which data were reported. GCC ranks 1st out of the 14 colleges in Region 7.

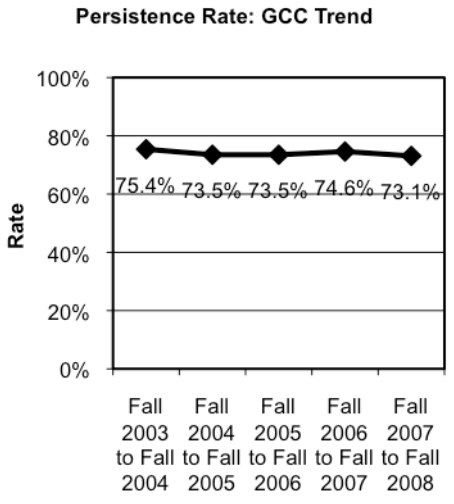


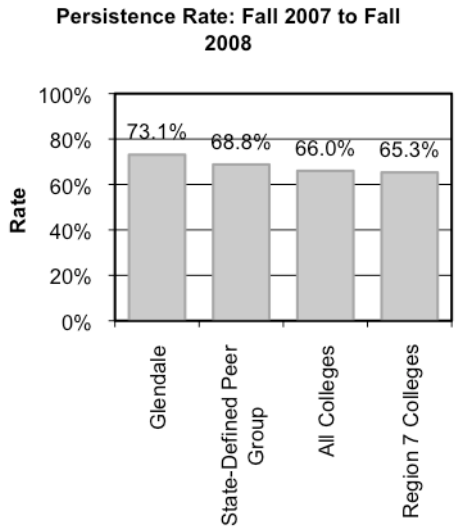


source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-31. 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 6th out of the 24 colleges in the state-defined peer group for Indicator A, and 24th out of the 110 colleges in California for which data were reported. GCC ranks 4th out of the 14 colleges in Region 7.

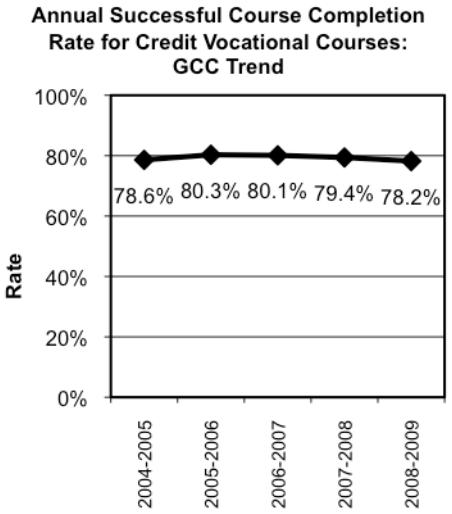


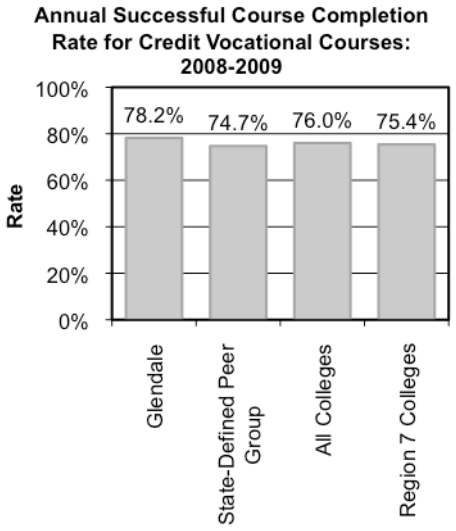


source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-32. 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 9th out of the 41 colleges in the state-defined peer group for Indicator A, and 35th 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.

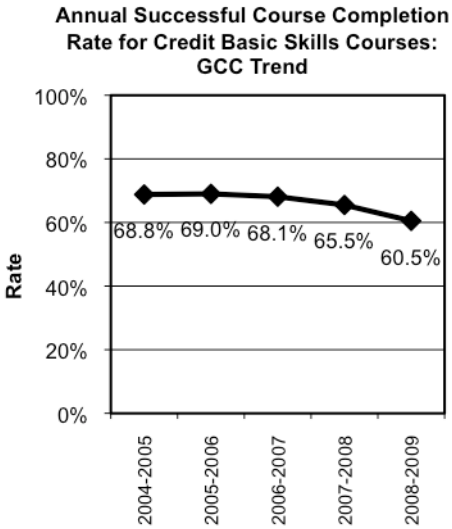


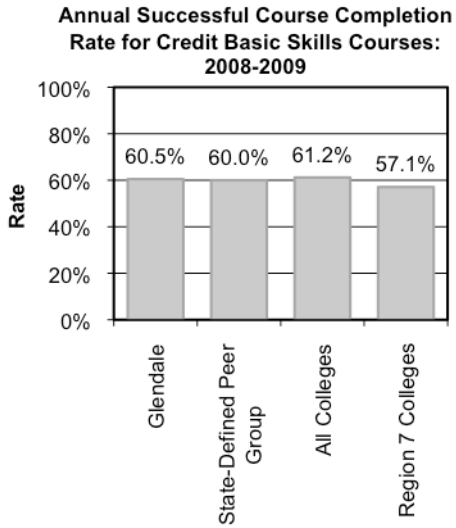


source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-33. 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 7th out of the 13 colleges in the state-defined peer group for Indicator A, and 66th out of the 110 colleges in California for which data were reported. GCC ranks 5th out of the 14 colleges in Region 7.

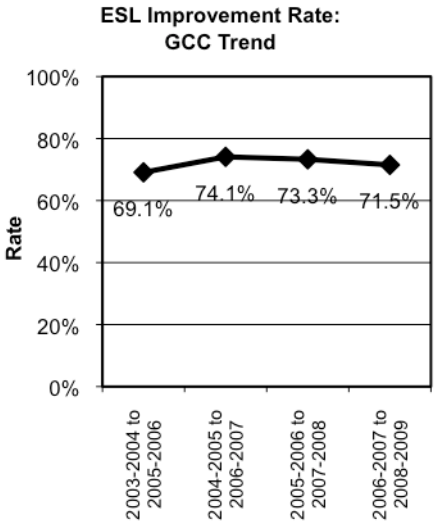


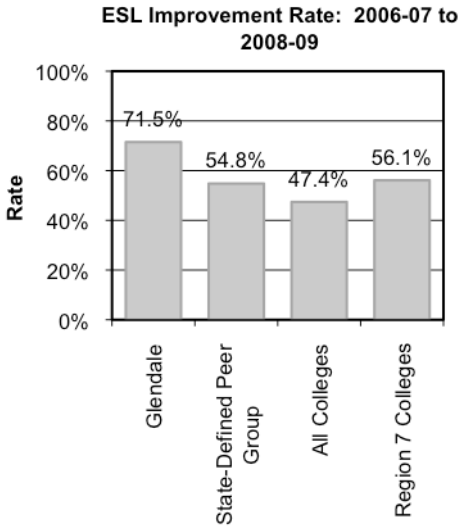


source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-34. 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 2010 ARCC report, GCC ranks 6th out of the 22 colleges in its state-defined peer group and 11th out of the 104 colleges in the state for which data were available. GCC ranks 2nd among the 14 colleges in Region 7 on this measure, after Santa Monica.

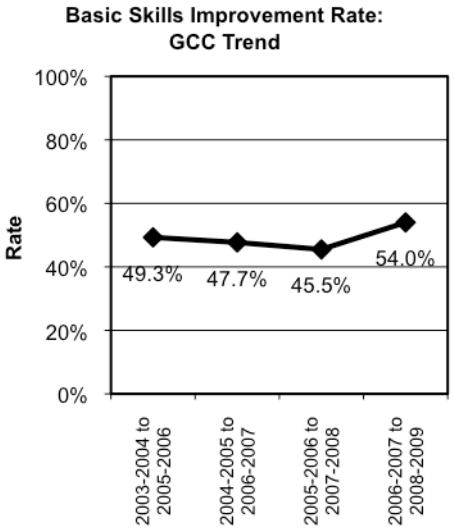


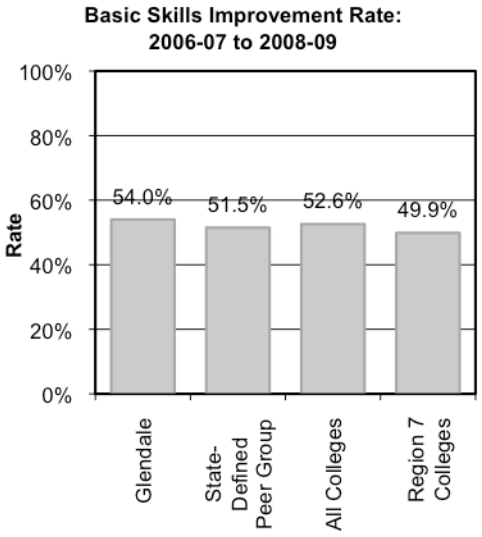


source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-35. 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 2010 ARCC report, GCC ranks 7th among the 15 colleges in its state-defined peer group and 50th among the 110 colleges for which data were available. GCC ranks 5th out of the 14 colleges in Region 7.

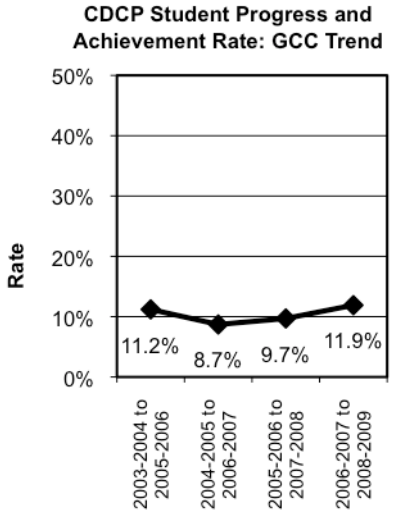


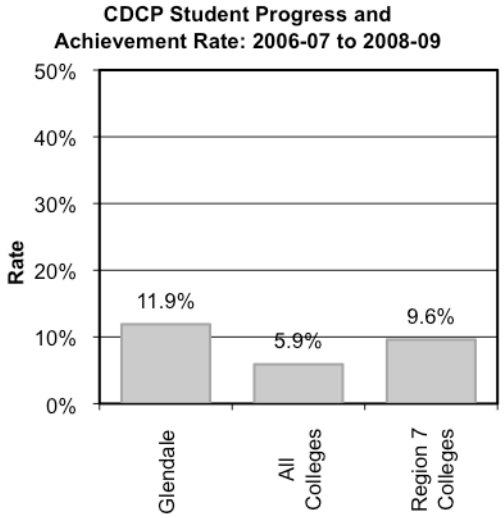


source: Chancellor's Office "Focus on Results" Report ARCC Reports

Figure 2-36. 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 37 colleges. GCC ranks 5th among the 32 colleges with available data. GCC ranks 4th 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 2-37. 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%
Entering Fall 2006		18%	31%

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		17%	36%
Entering Fall 2004	86,982	25%	25%
Entering Fall 2005	128,018	18%	24%
Entering Fall 2006		17%	25%

2.03.06. Workforce Preparation

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

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

Figure 2-38. Workforce Placement and Retention of GCC Vocational Students

	Reporting Year		
	2007-2008	2008-2009	2009-2010
	Data Year		
	2005-2006	2006-2007	2009-2010
Workforce Placement			
Leavers & Completers	726	720	673
Number Placed	580	553	501
Percentage Placed	80%	77%	74%
Negotiated Performance Level	75%	75%	75%
Difference	+5%	+2%	-1%

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 2-39. NCLEX Pass Rates for Nursing Graduates

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Number Taking Test					
Glendale Students	44	57	94	90	94
All Community College Students	4,198	4,702	5,165	5,453	6,078
Pass Rate					
Glendale Students	90.2%	87.8%	87.2%	95.6%	88.3%
All Community College Students	85.6%	88.1%	88.5%	86.0%	87.9%

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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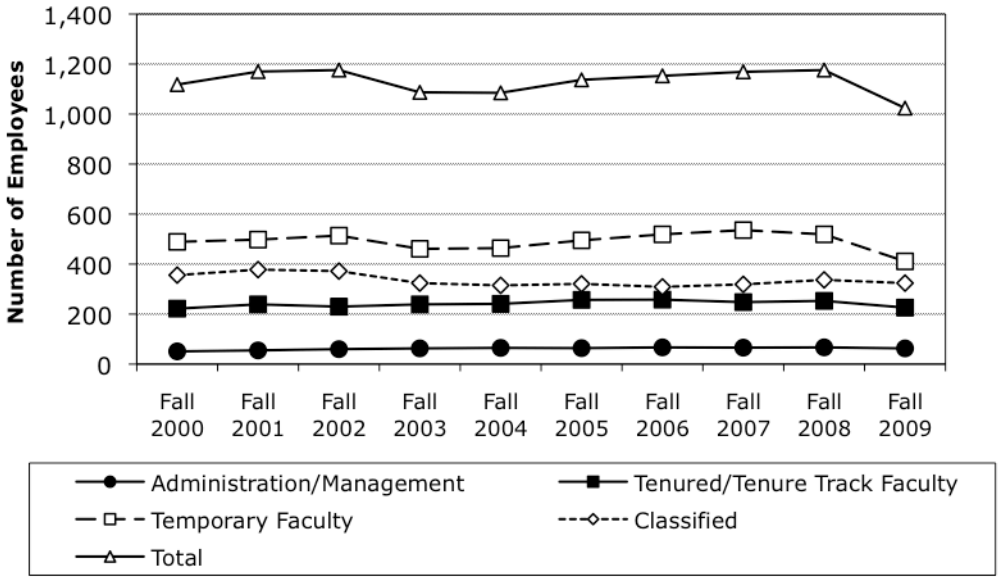
Page 55 3.01.02. Workload

3.01. Faculty & Staff

3.01.01. Faculty & Staff Demographics

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

Figure 3-1. Staff Composition by Employment Category



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

Figure 3-2. Staff Composition by Gender, Fall 2009

	Male		Female		Total	
Category	Number	Percent	Number	Percent	Number	Percent
Management						
Academic Management	11	37%	19	63%	30	100%
Classified Management	17	52%	16	48%	33	100%
Faculty						
Tenured/Tenure Track	108	48%	118	52%	226	100%
Temporary (Adjunct)	231	56%	180	44%	411	100%
Classified						
Classified/Professional	1	8%	12	92%	13	100%
Classified/Support	109	35%	202	65%	311	100%
Total	477	47%	547	53%	1,024	100%

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

Figure 3-3. Staff Composition by Ethnicity, Fall 2009

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	0	27	2	0	0	30
Classified Management	0	3	3	20	5	2	0	33
Faculty								
Regular (Full-Time)	3	21	4	167	20	10	1	226
Temporary (Adjunct)	4	41	17	309	37	2	1	411
Classified								
Classified/Professional	0	2	0	10	1	0	0	13
Classified/Support	0	15	16	185	75	17	3	311
Total	7	83	40	718	140	31	5	1,024

Category	American Indian	Asian	Black	White	Hispanic	Filipino	Unknown	Total
Management								
Academic Management	0%	3%	0%	90%	7%	0%	0%	100%
Classified Management	0%	9%	9%	61%	15%	6%	0%	100%
Faculty								
Regular (Full-Time)	1%	9%	2%	74%	9%	4%	0%	100%
Temporary (Adjunct)	1%	10%	4%	75%	9%	0%	0%	100%
Classified								
Classified/Professional	0%	15%	0%	77%	8%	0%	0%	100%
Classified/Support	0%	5%	5%	59%	24%	5%	1%	100%
Total	1%	8%	4%	70%	14%	3%	0%	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

	2007-2008			*2008-2009*			*2009-2010*		
Division	**WSCH**	**FTEF**	**WSCH Per FTEF**	**WSCH**	**FTEF**	**WSCH Per FTEF**	**WSCH**	**FTEF**	**WSCH Per FTEF**
Biology	18,283	28.2	649	19,234	27.7	694	19,403	27.3	711
Business	38,630	78.5	492	38,669	74.9	516	42,146	77.5	544
English	36,562	76.5	478	36,327	73.3	496	36,034	72.7	496
ESL (Credit)	38,039	68.8	553	42,080	67.8	620	39,738	66.4	598
Health & PE	19,664	36.2	544	20,656	34.5	598	22,136	34.4	643
Health Sciences	13,815	19.7	700	14,659	21.0	699	14,776	21.3	694
Language Arts	29,104	52.6	554	30,361	52.3	580	30,167	50.5	597
Mathematics	50,069	78.0	642	53,286	76.4	698	54,638	78.1	700
Physical Sciences	26,463	46.2	573	27,010	41.3	654	29,330	42.5	690
Social Sciences	55,109	76.9	717	57,040	72.4	788	64,397	76.2	845
Technology & Aviation	21,029	41.4	507	22,231	43.0	518	24,347	45.4	536
Visual & Performing Arts	40,721	74.5	546	42,598	72.4	588	42,293	76.4	554
Credit	387,488	677.6	572	406,846	657.0	615	419,405	668.7	627

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

4.01. Revenues

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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
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
2008-2009	$74,674,718	$20,388,400	$2,840,873	$97,903,991

source: Chancellor's Office Fiscal Data Abstracts

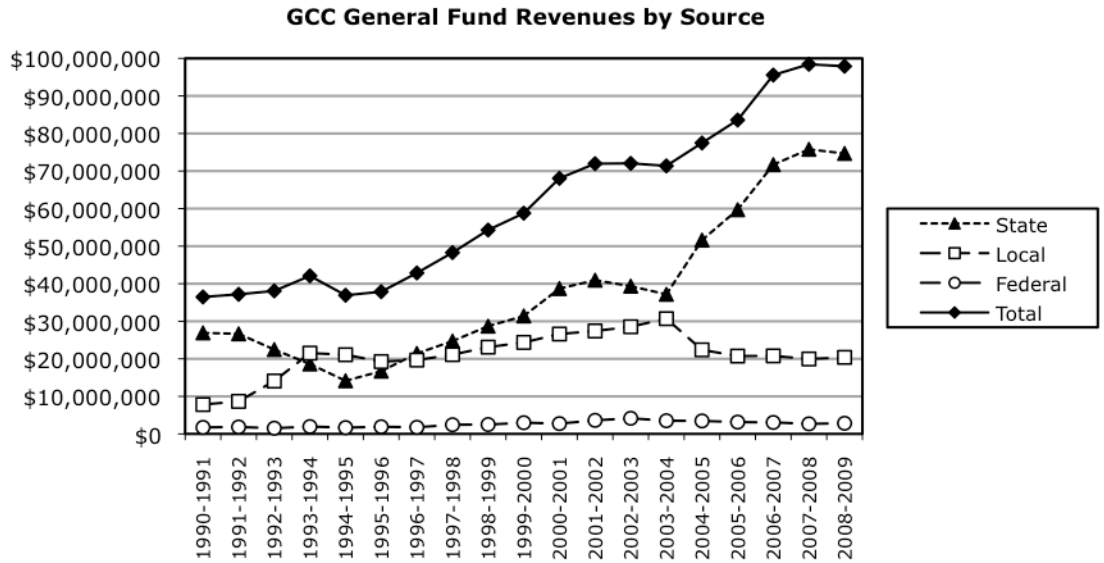
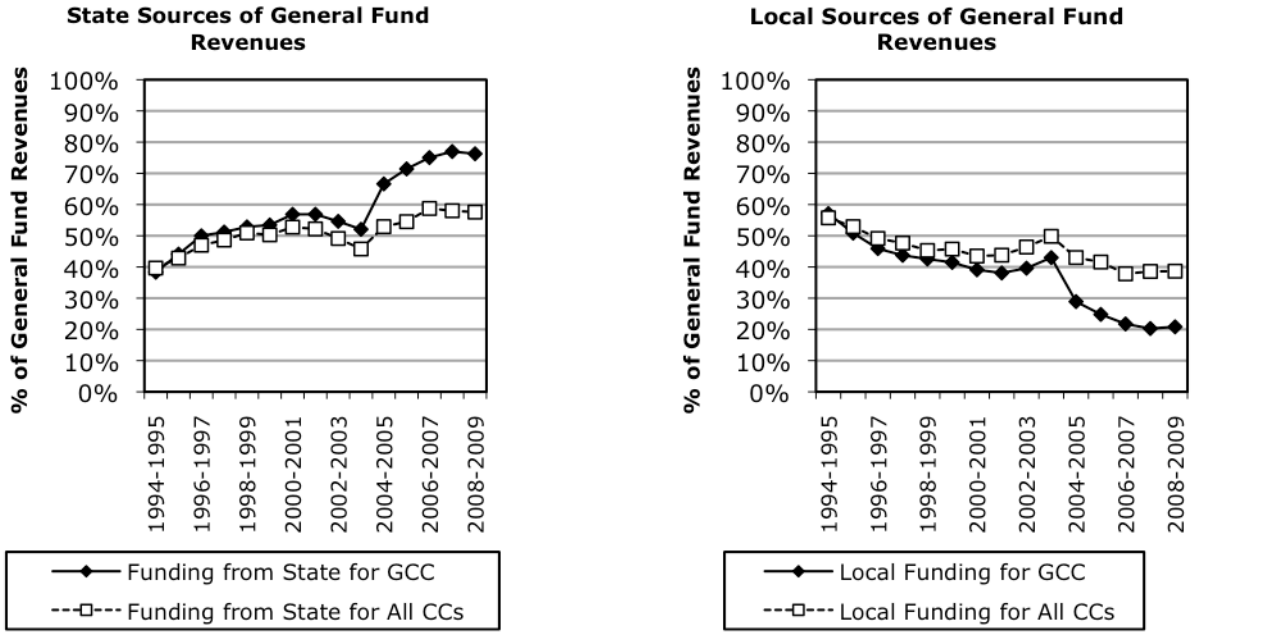


Figure 4-2. Percentage of General Fund Revenues by Source, Glendale College



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, 2008-2009

Source	Amount	% of Total	% State-Wide
Federal			
Forest Reserve	$0	0%	0%
Higher Education Act	$0	0%	1%
Workforce Investment Act	$15,000	0%	0%
TANF (Temp. Assist. Needy Fam.)	$199,564	0%	0%
Student Financial Aid	$434,330	0%	0%
Veterans Education	$1,006	0%	0%
Vocational Education Act (VTEA)	$706,939	1%	1%
Other Federal Revenues	$1,484,034	2%	1%
Federal Total	**$2,840,873**	**3%**	**4%**
State			
State General Apportionment	$63,047,211	64%	45%
Apprenticeship Apportionment	$0	0%	0%
Other General Apportionments	$1,027,316	1%	1%
Child Development	$38,608	0%	0%
EOPS	$809,326	1%	1%
DSPS	$1,747,081	2%	1%
TANF (Temp. Assist. Needy Fam.)	$25,244	0%	0%
CalWORKS	$1,577,918	2%	1%
TTIP (Telecom & Tech. Infrastr.)	$36,036	0%	0%
Other Categorical Apportionments	$3,698,255	4%	3%
Instr. Improvement Grant	$0	0%	0%
Other Reimbursed Cat. Prog.	$210,436	0%	2%
Homeowners Property Tax Relief	$72,250	0%	0%
Timber Yield Tax	$0	0%	0%
Other Tax Relief Subventions	$0	0%	0%
State Lottery Proceeds	$2,377,620	2%	2%
State Mandated Costs	$0	0%	0%
Other State Non-Tax Revenues	$0	0%	0%
Other State Revenues	$7,417	0%	0%
State Total	**$74,674,718**	**76%**	**58%**
Local			
Prop. Tax (Sec/Sup/Unsec/ERAF)	$8,856,492	9%	27%
Contr/Gifts/Grants/Endowments	$326,639	0%	0%
Contract Instructional Services	$0	0%	0%
Other Contract Services	$674,620	1%	0%
Sales & Commissions	$153,083	0%	0%
Rentals and Leases	$6,754	0%	0%
Interest/Investment Income	$315,957	0%	0%
Student Fees/Charges	$0	0%	0%
Community Service Class	$985,391	1%	0%
Dormitory	$0	0%	0%
Enrollment	$3,323,692	3%	4%
Field Trips/Nondist. Fac.	$46,106	0%	0%
Health Services	$670,936	1%	1%
Instr. Mat. Fees/Sales	$172,658	0%	0%
Insurance	$0	0%	0%
Student Records	$204,832	0%	0%
Nonresident Tuition	$3,778,855	4%	2%
Parking Services	$238,393	0%	1%
Other Student Fees	$379,924	0%	0%
Other Local Revenues	$254,068	0%	2%
Local Total	**$20,388,400**	**21%**	**39%**
Total Revenues	**$97,903,991**	**100%**	**100%**

source: Chancellor's Office Fiscal Data Abstracts

4.02. Expenditures

4.02.01. General Fund Activity

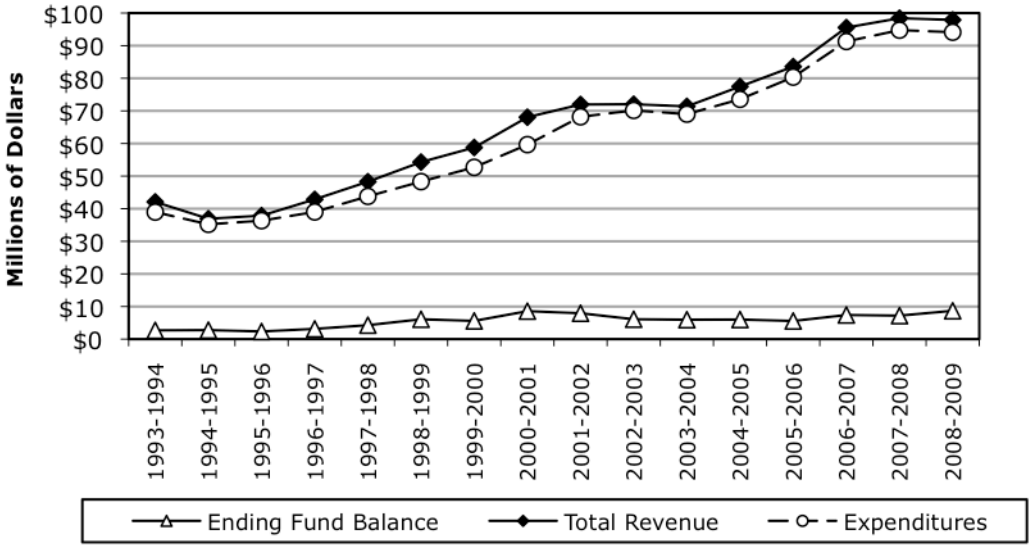
The table and graph below show revenues, expenditures, and ending fund balance since 1994-1995. Expenditures data do not include capital outlay.

Figure 4-4. GCC Fiscal Activity

Fiscal Year	Attendance FTES	Ending Fund Balance (millions)	Total Revenue (millions)	Expenditures (1000-5000) (millions)
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
2008-2009	16,195	$8.69	$97.90	$94.13

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	2006-2007	2007-2008	2008-2009
INSTRUCTION				
Agric. & Natural Resources	0100	$0	$0	$0
Architecture & Environ. Design	0200	$111,063	$148,219	$225,186
Environmental Sci. & Technology	0399	$0	$0	$0
Biological Science	0400	$1,353,177	$1,496,666	$1,497,269
Business & Management	0500	$3,532,452	$3,874,152	$3,520,563
Communications	0600	$511,439	$472,157	$482,257
Computer & Information Systems	0700	$2,321,755	$2,412,802	$1,938,545
Education	0800	$2,669,098	$2,889,302	$2,610,979
Engineering & Related Tech.	0900	$1,124,707	$1,257,353	$984,984
Fine & Applied Arts	1000	$4,016,195	$4,162,603	$4,262,736
Foreign Language	1100	$1,244,627	$1,316,892	$1,386,486
Health	1200	$2,425,169	$2,177,696	$2,453,418
Consumer Ed. & Home Econ.	1300	$2,016,061	$1,920,100	$2,092,251
Law	1400	$0	$0	$0
Humanities	1500	$10,892,532	$11,424,480	$11,177,094
Library Science	1600	$1,257	$6,128	$6,084
Mathematics	1700	$3,864,331	$4,317,979	$4,211,275
Military Studies	1800	$0	$0	$0
Physical Science	1900	$2,224,247	$2,615,101	$2,217,036
Psychology	2000	$499,031	$561,568	$456,953
Public Affairs & Services	2100	$588,746	$630,861	$774,293
Social Sciences	2200	$3,632,731	$3,766,690	$3,719,797
Commercial Services	3000	$431,382	$451,788	$388,453
Interdisciplinary Studies	4900	$2,592,667	$1,837,060	$1,925,544
Instr. Staff Ret. Benefits	5900	$0	$0	$0
INSTRUCTION SUBTOTAL		**$46,052,667**	**$47,739,597**	**$46,331,203**
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	$4,118,876	$3,376,505	$3,750,473
Instructional Support Services	6100	$4,590,058	$4,273,700	$4,481,340
Admissions & Records	6200	$1,400,848	$1,756,659	$1,764,808
Counseling & Guidance	6300	$4,358,510	$4,674,124	$4,527,874
Other Student Services	6400	$7,568,546	$8,552,324	$8,361,731
Operation/Maintenance of Plant	6500	$6,004,475	$6,943,672	$6,963,872
Planning & Policy Making	6600	$2,235,702	$2,645,219	$2,575,769
Gen. Inst'l. Support Services	6700	$11,749,377	$11,597,642	$12,362,580
ADMINISTRATIVE/SUPPORT SUBTOTAL		**$37,446,877**	**$42,026,392**	**$43,819,845**
OTHER ACTIVITIES				
Community Services	6800	$1,414,671	$1,299,737	$1,103,316
Ancillary Services	6900	$1,037,389	$1,018,796	$1,198,610
Auxiliary Operations	7000	$609,535	$645,738	$597,440
Physical Prop./Related Acquis.	7100	$23,498	$180,667	$32,003
Long-Term Debt	7200	$128,967	$63,540	$82,698
Transfers/Student Aid/Other	7300	$2,884,426	$0	$0
OTHER ACTIVITIES SUBTOTAL		**$6,098,486**	**$3,208,478**	**$3,014,067**
TOTAL		**$94,177,545**	**$94,767,920**	**$94,133,717**

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

	Glendale			Statewide		
CATEGORY	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Objects 1000-6000						
Certificated Salaries	44%	45%	44%	42%	42%	42%
Classified Salaries	26%	26%	26%	23%	23%	23%
Employee Benefits	17%	16%	19%	18%	18%	19%
Supplies & Materials/Operating Expenses	10%	11%	11%	14%	14%	14%
Capital Outlay	3%	2%	1%	3%	2%	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	1%	2%	2%	2%	2%	2%
Counseling & Guidance	5%	5%	5%	4%	5%	5%
Other Student Services	8%	9%	9%	7%	7%	7%
Plant Operation/Maintenance	6%	7%	7%	7%	8%	8%
Planning & Policy Making	2%	3%	3%	3%	3%	3%
Gen. Inst'l Support Services	12%	12%	13%	13%	14%	13%
% of All Expenditures	**45%**	**46%**	**48%**	**45%**	**48%**	**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)		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Current Expense of Education	$71.8	$75.8	$74.3	$5.3	$5.7	$5.8
Salaries of Classroom Instructors	$36.3	$39.1	$37.8	$2.8	$3.0	$3.0
% Expended for Instructor Salaries	51%	52%	51%	52%	53%	52%

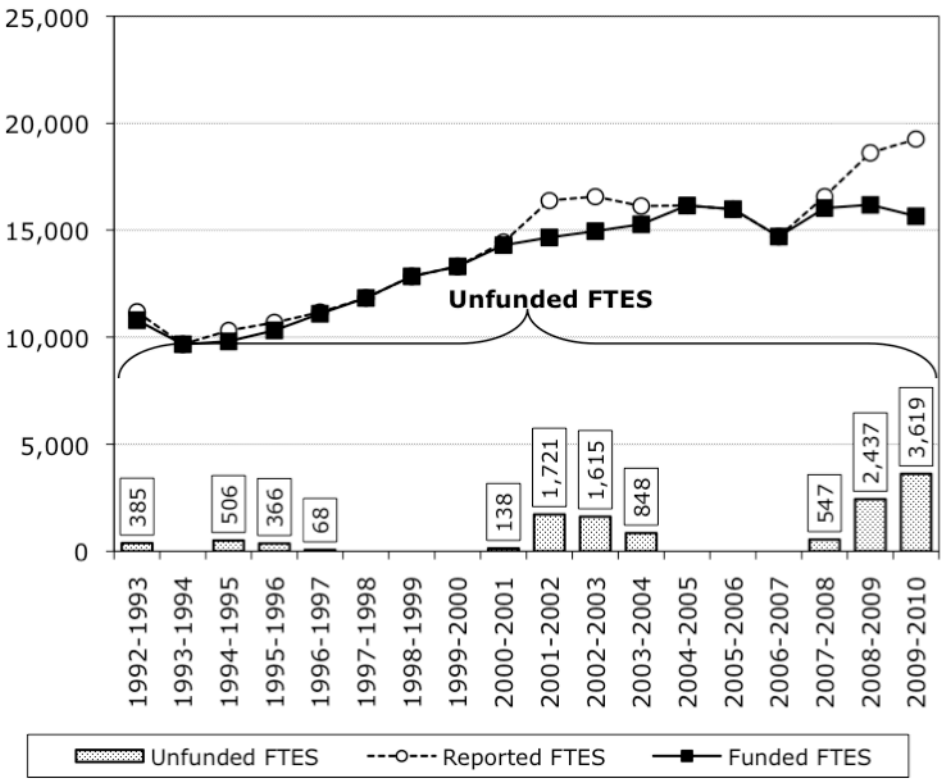
source: Chancellor's Office Fiscal Data Abstracts

4.03. Funded and Unfunded FTES

4.03.01. Funded and Unfunded FTES

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

Figure 4-9. Funded and Unfunded Resident FTES History



source: Annual GCC Budgets

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