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ABSTRACT

The Campus Profile is an annual publication designed to help faculty, staff, and students understand Glendale Community College's (California) diverse operations and make informed decisions. The publication is organized around the statewide accountability model. This year's Campus Profile includes more accountability performance measures than in previous years. In particular, it includes Key Performance Indicators (KPIs) defined in the college's Educational Master Plan. This report contains five sections and an index. Section 1 looks at the Glendale community profile, which describes housing characteristics, ethnicity, population by age cohorts, and area school information such as the Glendale Unified School District demographics and high school articulation. Section 2 reports on student access, with discussions on enrollment and demographics, student needs, and additional access-related KPIs. Total headcount for fall 1998 was 23,013 students. Section 3 discusses student success, which looks at course-taking, student outcomes/equity, educational goals, degree and certificate completion, time to goal completion, and additional success-related KPIs. Section 4 looks at staff composition, focusing on the present workforce, full-/part-time (AB 1725) ratios, staff development, and additional staff-related KPIs. Section 5 discusses the fiscal condition with a look at the general revenue, expenditures, general fund balances, and additional fiscal KPIs. (VWC)

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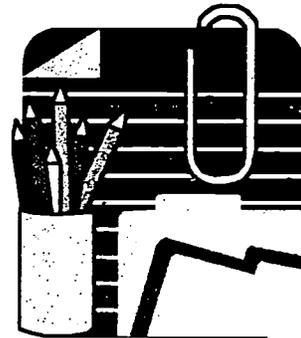
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Glendale Community College

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PREFACE

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 the Research & Planning Unit to incorporate accountability reports mandated by the federal and state governments into this annual publication, as such requirements develop.

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

Additional information, including data from previous years, is available on the Research & Planning Unit's web site, located at <http://research.glendale.cc.ca.us>. 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 the Research & Planning Unit.

This year's *Campus Profile* also includes more accountability performance measures than previous issues. In particular, it includes Key Performance Indicators (KPIs) defined in the college's Educational Master Plan, which was approved by the Board of Trustees in January, 1998. Key

Performance Indicators are measures of the college's effectiveness, and they are marked with a key symbol (see below) in the following sections.



In addition to the *Campus Profile*, the Research & Planning Unit provides an annually updated *Institutional History* for new staff members and for individuals seeking greater knowledge of the college's history. We look forward to your feedback regarding both publications.

Research & Planning Unit
August 1999

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I. COMMUNITY PROFILE

I.1. Introduction

The 1990 Census indicated that Glendale's population grew in size and diversity from prior periods. Glendale's population grew by 29.5% during the 1980s, compared to 16.6% for the county as a whole. Glendale grew at a rate almost three times as fast as Burbank and Pasadena, and almost twice as fast as the city of Los Angeles. The 1990 Census showed Glendale with 180,038 residents; the most recent state estimate puts the population at 198,041 as of January 1, 1998.

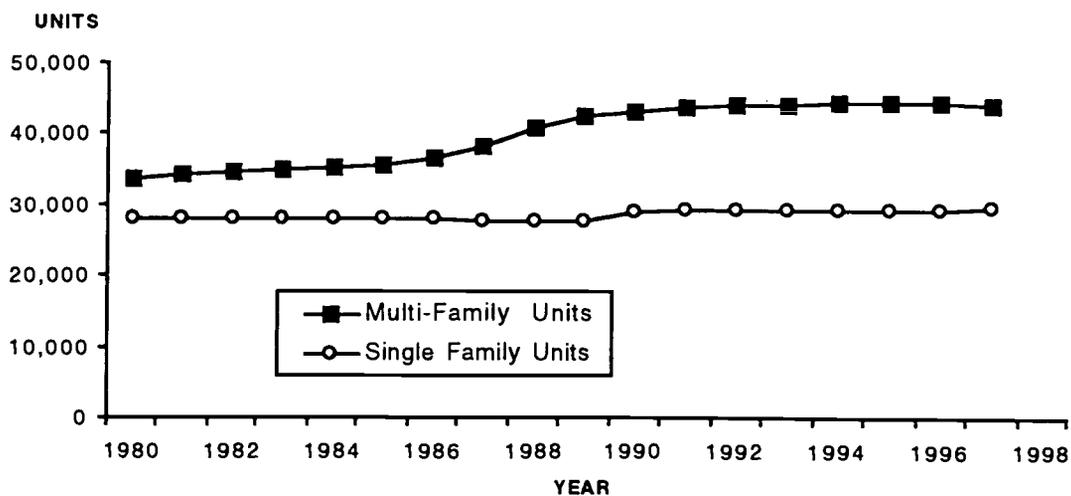
Growth during the 1980s also changed the city in a qualitative way. Most of the growth occurred with the addition of apartments and condominiums (multiple-family dwelling units) in south and central Glendale. Glendale now has as high a percentage of people living in multiple-family dwelling units as the city of Los Angeles. In addition, over 58% of the households are renting. Growth since 1990 has been driven by the addition of 1,500 housing units and a small increase, from 2.59 to 2.64, in the average number of people living in each household.

Glendale has also become much more diverse in terms of ethnicity. In 1980, 74% of the residents were non-Hispanic Caucasians. By 1990, non-Hispanic Caucasians accounted for only 53% of the population. In addition, over 45% of city residents were born outside the United States.

I.1.A. Glendale Housing Characteristics

A fundamental structural change occurred in the community's housing stock as the number of multiple-family dwellings increased, as evidenced in Figure I.1A.01 below.

Figure I.1A.01. Housing Units Available in Glendale



Source: City of Glendale

Figure I.1B.01. City of Glendale Ethnicity Breakdown, 1980 and 1990

ETHNICITY	1980		1990	
	Count	Percentage	Count	Percentage
Caucasian/Non-Hispanic*	102,904	74.0%	95,539	53.1%
Hispanic	24,613	17.7%	37,731	21.0%
African-American	695	0.5%	2,334	1.3%
American Indian	681	0.5%	629	0.4%
Asian/Pacific Islander*	7,787	5.6%	25,453	14.1%
Other Race*	2,364	1.7%	18,352	10.2%
Total	139,044	100.0%	180,038	100.0%

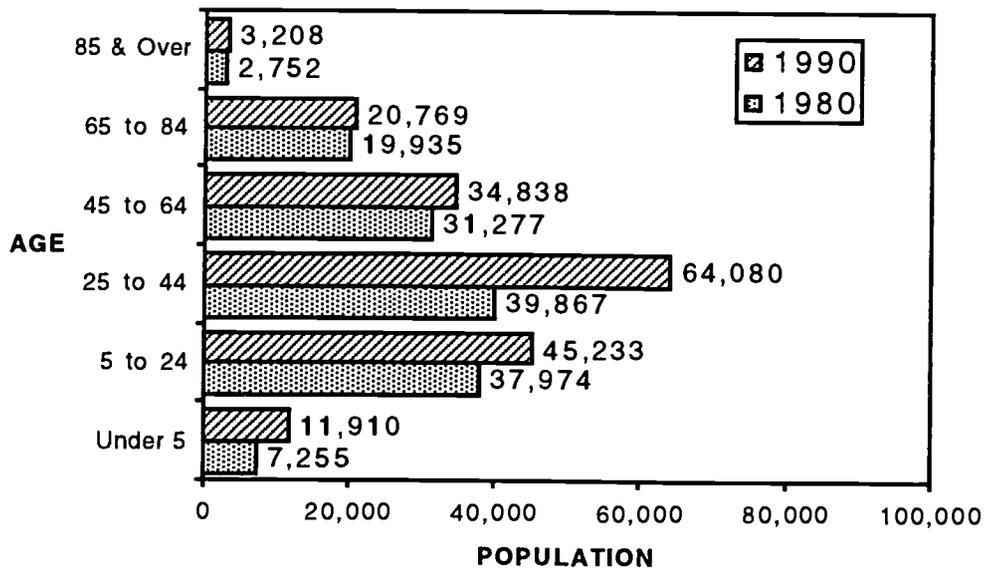
Source: City of Glendale

*Although "Other" may contain a variety of ethnic groups, including Hispanics and Filipinos, we think it is safe to assume that in Glendale the majority of "Others" are immigrant Armenians. We also assume that the majority of Filipinos have been classified in the "Asian/Pacific Islander" category.

1.1C Glendale Population by Age Cohorts

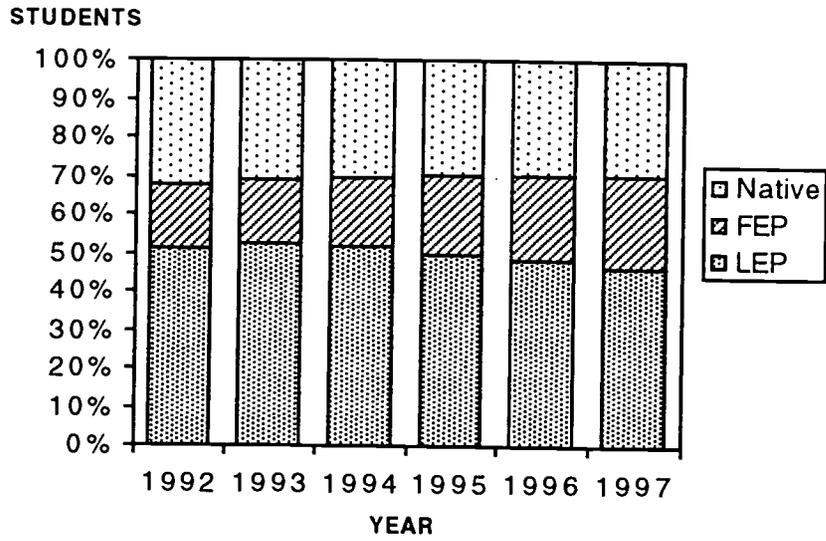
The graph below shows population growth in Glendale by age cohort, according to the 1980 and 1990 Census. Growth in the age cohorts from age 5 to 44 accounted for 77% of the city's growth and is particularly important to the college because 90% of our students are between 17 and 44 years old. The age cohort from 25 to 44 grew by 61% from 1980 to 1990—twice the rate for the city as a whole. Therefore, the impact of the community's growth on the college during the 1980s was greater than the overall city growth figures would suggest.

Figure I.1C.01. Glendale Population by Age Cohort



Source: 1980 and 1990 U.S. Census Data

Figure I.2A.03. Glendale Unified School District Student English Proficiency Trends, 1992 to 1997



Source: Glendale Unified School District District Portfolio of "Vital Signs" Information 1991 to 1997

II. STUDENT ACCESS

II.1. Enrollment and Demographics

This section includes enrollment trends, student demographics, and information on the support and instructional programs that promote student access.

II.1A. Credit and Non-Credit Enrollment Trends

Figure II.1A.01. Headcount Enrollment, Fall Semesters

CATEGORY	FALL 1996		FALL 1997		FALL 1998	
Credit Headcount	14,029	68.1%	13,993	65.7%	15,032	65.3%
Full-Time	4,282	20.8%	4,237	19.9%	4,460	19.4%
Part-Time	9,747	47.3%	9,756	45.8%	10,572	45.9%
Non-Credit Headcount	6,560	31.9%	7,305	34.3%	7,981	34.7%
TOTAL HEADCOUNT	20,589	100.0%	21,298	100.0%	23,013	100.0%

Source: GCC Student Master Record Database and Adult Education Database

The following table summarizes the number of students enrolled at GCC across an academic year (Summer, Fall, and Spring semesters). Some data reported in this table, particularly for non-credit students, may be inaccurate due to irregularities in student ID numbers.

Figure II.1A.02. Headcount Enrollment, Academic Years

CATEGORY	1996-97		1997-98		1998-99	
Credit Headcount	18,860	63.1%	19,706	58.9%	21,331	60.0%
Non-Credit Headcount	11,034	36.9%	13,726	41.1%	14,212	40.0%
TOTAL HEADCOUNT	29,894	100.0%	33,432	100.0%	35,543	100.0%

Source: GCC Student Master Record Database and Adult Education Database

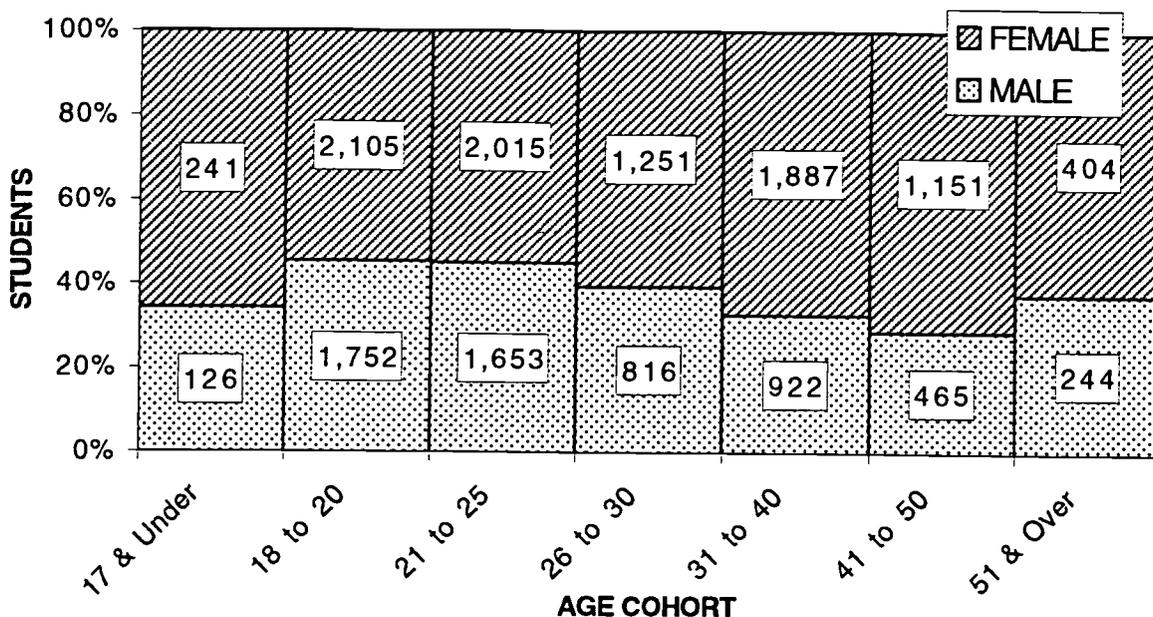
The following table shows Full-Time Equivalent Students (FTES) for the past three academic years. Resident and non-resident students are separated because the college receives state funding for resident students only. The FTES data reported below include Summer, Fall, and Spring semesters.

Figure II.1A.03. Full-Time Equivalent Students (FTES) Enrollment, Academic Years

CATEGORY	1996-97		1997-98		1998-99	
Credit FTES	9,418.65	80.6%	9,952.71	79.7%	10,848.53	80.1%
Resident	8,811.42	75.4%	9,285.09	74.3%	10,130.51	74.8%
Non-Resident	607.23	5.2%	667.62	5.3%	718.02	5.3%
Non-Credit FTES	2,266.06	19.4%	2,540.07	20.3%	2,702.24	19.9%
TOTAL FTES	11,684.71	100.0%	12,492.78	100.0%	13,550.77	100.0%

Source: CCFS 320 Apportionment Attendance Reports

Figure II.1B.04. Credit Student Age Cohorts by Gender, Fall 1997



Source: GCC Student Master Record Database

Figure II.1B.05. Program (Day, Evening, or Both) of Credit Students

PROGRAM	FALL 1996		FALL 1997		FALL 1998	
	Count	%	Count	%	Count	%
Day	5,679	40.5%	5,640	40.3%	5,873	39.1%
Evening	4,078	29.1%	4,172	29.8%	4,593	30.6%
Both	4,272	30.5%	4,181	29.9%	4,566	30.4%
TOTAL	14,029	100.0%	13,993	100.0%	15,032	100.0%

Source: GCC Student Master Record Database

Figure II.1B.08. Visa Status of Credit Students

VISA/RESIDENCY	FALL 1996		FALL 1997		FALL 1998	
	Count	Percentage	Count	Percentage	Count	Percentage
U.S. Citizen	7,375	52.6%	7,552	54.0%	8,471	56.4%
No Visa	147	1.0%	145	1.0%	157	1.0%
Permanent Resident	4,876	34.8%	4,653	33.3%	4,631	30.8%
Parolee	280	2.0%	245	1.8%	207	1.4%
Student Visa	463	3.3%	475	3.4%	545	3.6%
Other Visa	807	5.8%	816	5.8%	842	5.6%
Amnesty	57	0.4%	46	0.3%	39	0.3%
Unknown	24	0.2%	61	0.4%	140	0.9%
TOTAL	14,029	100.0%	13,993	100.0%	15,032	100.0%

Source: GCC Student Master Record Database

Figure II.1B.09. Course Load of Credit Students (Units Attempted and Completed)

UNITS	FALL 1996		FALL 1997		FALL 1998	
	ATT	COMP	ATT	COMP	ATT	COMP
0	6.4%	21.1%	6.1%	21.1%	5.7%	21.3%
0.1 to 5.9	30.6%	31.0%	31.3%	31.4%	31.3%	32.0%
6.0 to 11.9	32.5%	29.1%	32.3%	29.1%	33.4%	29.3%
12.0 or More	30.5%	18.8%	30.3%	18.4%	29.7%	17.5%
Mean Units	7.9	5.9	7.9	5.9	7.9	5.8
Median Units	7.0	5.0	7.0	5.0	7.0	5.0

Source: GCC Student Master Record Database

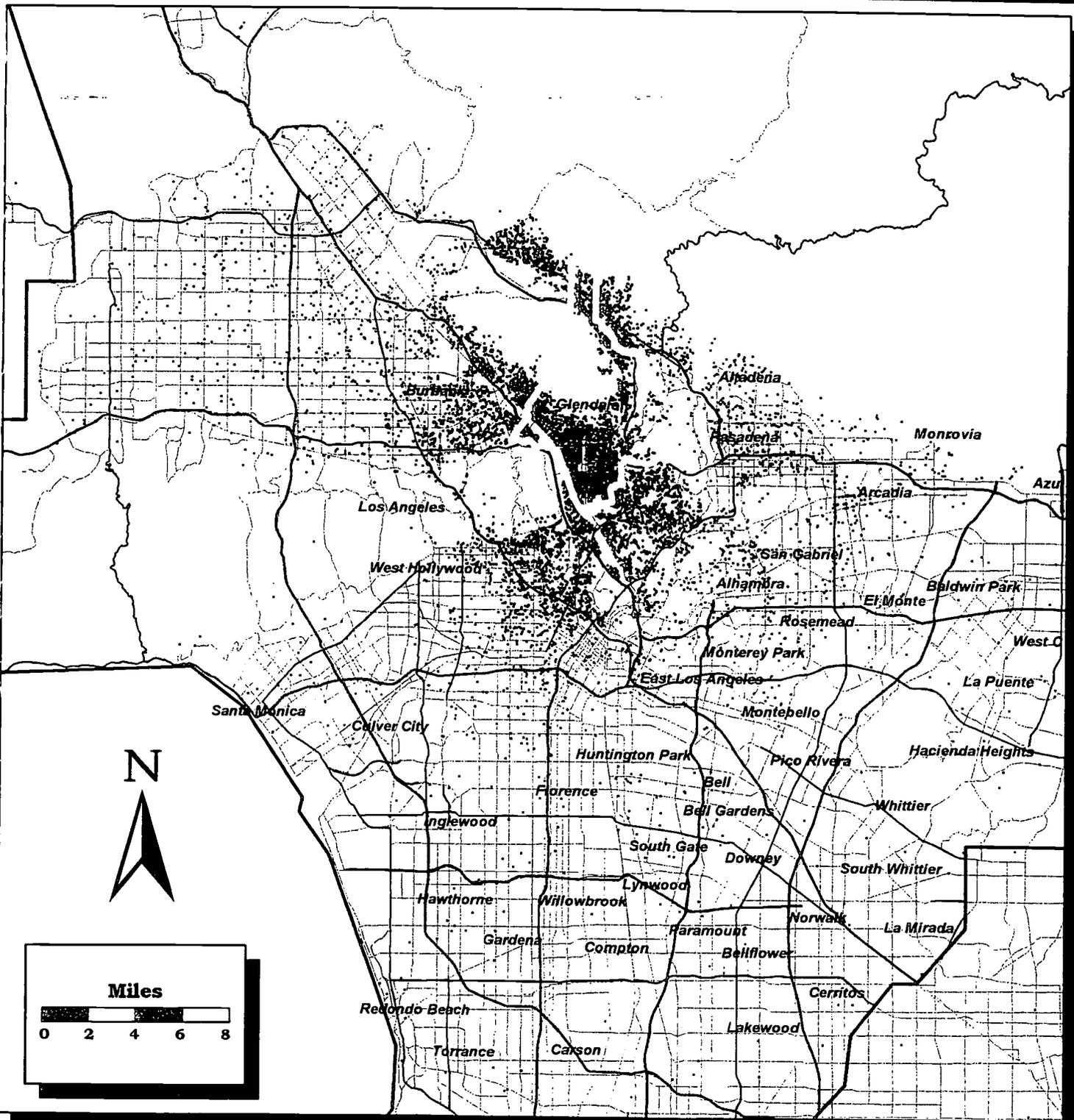
Figure II.1B.10. District Status of Credit Students

DISTRICT STATUS	FALL 1996	FALL 1997	FALL 1998
Local (GCC District)	48.2%	48.3%	45.5%
Los Angeles District	41.4%	41.9%	43.7%
Other California Districts	5.9%	5.1%	6.1%
Out-of-State	0.6%	0.6%	0.5%
International	3.2%	3.4%	3.7%
Other Foreign	0.7%	0.7%	0.5%

Source: GCC Student Master Record Database

GLENDALE COMMUNITY COLLEGE

Distribution of Credit Students - Fall 1998



Map Legend (Map Created August, 1999)

- State Highways
- US Interstates
- US Highways
- Credit Students

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Cities

City of Glendale

Figure II.1D.04. Visa Status of Non-Credit Students

VISA/RESIDENCY STATUS	FALL 1996	FALL 1997	FALL 1998
U.S. Citizen	29.5%	35.1%	40.2%
Permanent Resident	28.8%	26.3%	24.5%
Temporary Resident	--	3.6%	5.0%
Refugee/Asylee	1.3%	4.8%	5.2%
Student Visa	0.9%	1.1%	1.2%
No Visa	2.3%	--	--
Other	16.7%	12.6%	12.6%
Missing	20.5%	16.6%	11.4%

Source: GCC Adult Education Database

NOTE: Residency status codes were changed (Temporary Resident was added) starting Fall 1997.

Figure II.1D.05. District Status of Non-Credit Students

DISTRICT STATUS	FALL 1996	FALL 1997	FALL 1998
GCCD Resident	66.8%	64.3%	66.1%
Other/Unknown	33.2%	35.7%	33.9%

Source: GCC Adult Education Database

II.2. Student Needs

Students arrive at the college with a variety of educational backgrounds and support needs. The college seeks to provide students with information as well as academic and financial support.

II.2A. Assessment and Placement Results

Figure II.2A.01. Percentages of Students Placed Into Chemistry, English, ESL, and Mathematics Courses, 1998-99

English Placement: Composition

Total Number Placed	4,971
Missing Placement	1.4%
ENGL 187	1.0%
ENGL 189	18.5%
ENGL 191	13.7%
ENGL 120	38.1%
ENGL 101	27.2%

ESL Placement: Grammar/Composition

Total Number Placed	2,070
ESL 111	29.0%
ESL 121	32.6%
ESL 131	24.6%
ESL 141	13.8%
ESL 151	0.0%
Undetermined	0.0%

ESL Placement: Listening/Speaking

Total Number Placed	1,939
ESL 115	21.0%
ESL 125	29.8%
ESL 135	22.7%
ESL 145	16.1%
ESL 155	10.4%
Exempt	0.0%

Mathematics Placement

Total Number Placed	5,461
Math Level 1	24.4%
Math Level 2	12.5%
Math Level 3	31.2%
Math Level 4	14.4%
Math Level 5	8.3%
Math Level 6	4.7%
Unknown	4.6%

Course Options for Math Levels

Math 151, 152
Math 153
Math 141, 145
Math 101, 140, 115
Math 100, 102, 110, 111, 112, 135, 136
Math 103

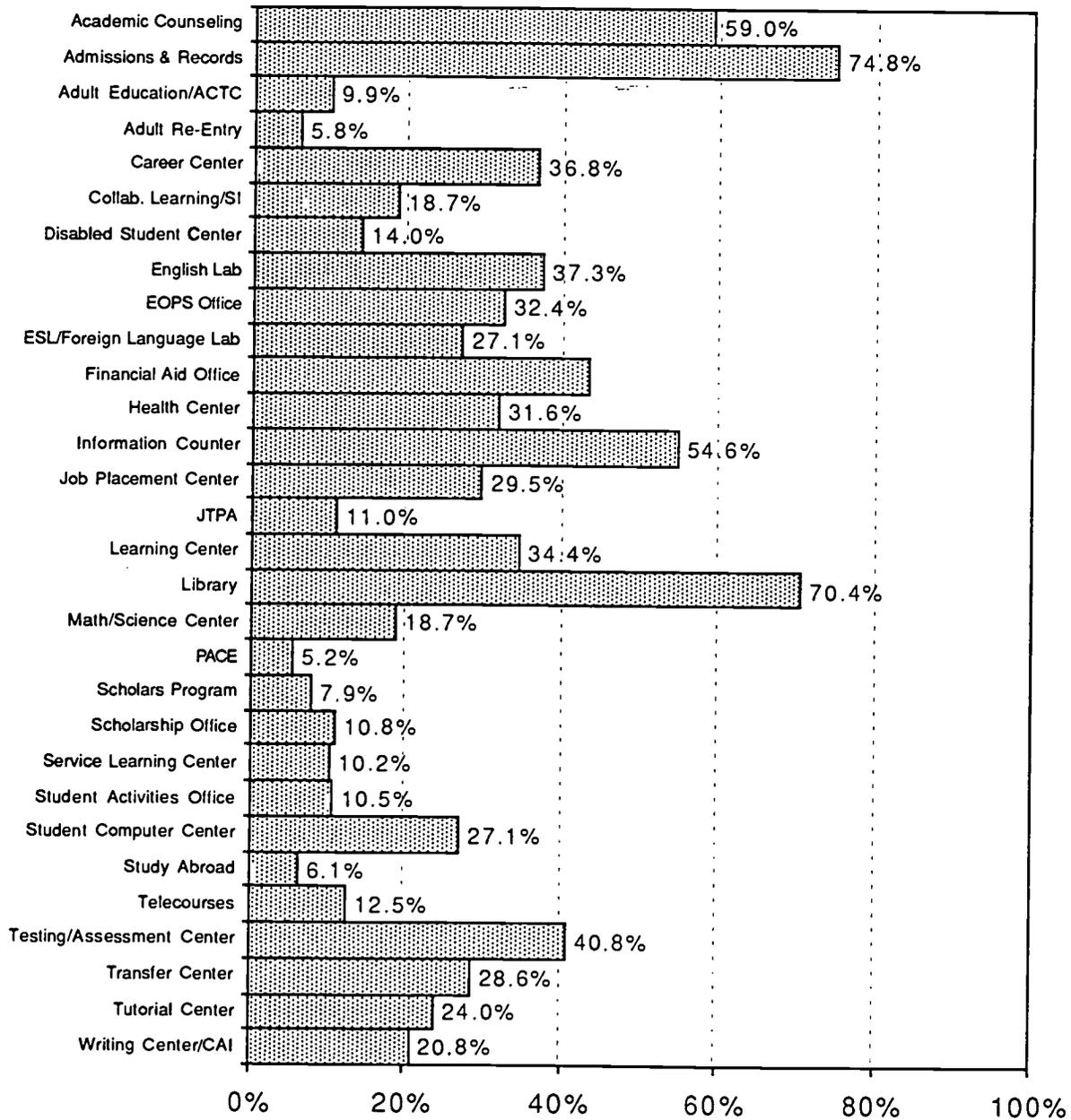
Chemistry Placement

Total Number Placed	170
CHEM 110	40.6%
CHEM 110 Recommended	1.2%
CHEM 101	58.2%

Source: Assessment Center

II.2C. Programs Designed to Increase Student Access and Success

Figure II.2C.01. Student Use of Support Services, Spring 1998



Source: 1998 Spring Student Survey

II.2D. Credit ESL and Basic Skills Course Offerings

The following tables show enrollment, retention, and success in credit ESL and basic skills courses. Retention refers to the completion of the class with any grade other than W (withdrawal). Success refers to the completion of the class with a grade of A, B, C, or CR (credit).

Figure II.2D.01. Credit ESL Enrollment, Retention, and Success

	FALL 1996		FALL 1997		FALL 1998	
	Number	% Enroll	Number	% Enroll	Number	% Enroll
ESL Enrollments	3,209	100.0%	3,454	100.0%	3,348	100.0%
Retention	3,038	94.7%	3,201	92.7%	3,147	94.0%
Success	2,439	76.0%	2,534	73.4%	2,474	73.9%

Source: GCC MIS Files

Figure II.2D.02. Credit Basic Skills Enrollment, Retention, and Success

	FALL 1996		FALL 1997		FALL 1998	
	Number	% Enroll	Number	% Enroll	Number	% Enroll
Basic Skills Enrollments	2,019	100.0%	2,149	100.0%	1,989	100.0%
Retention	1,831	90.7%	1,947	90.6%	1,813	91.2%
Success	1,412	69.9%	1,526	71.0%	1,373	69.0%

Source: GCC MIS Files

NOTE: Basic skills courses reported here are identified in the college's MIS databases as precollegiate basic skills courses: ENGL 184, 185, 186, 187, 188, 189, 190, and 191; ESL 111, 115, 116, 125, and 177; MATH 151, 152, 153, 158, 190, and TECH ED 142; and ST DV 120, 143, 144, 146, 150, and 165 (in Fall 1997).

III. STUDENT SUCCESS

III.1. Course Taking

Retention is recorded by comparing the number of students in a class at first census with the number at the end of the semester. Success is defined by a grade of A, B, C, or Credit.

Figure III.1.01. Fall Credit Enrollment, Retention, and Success



KPI 1-3 Success rate of students in all classes

DIVISION	ENROLLMENTS		RETENTION		SUCCESS	
	1997	1998	1997	1998	1997	1998
Allied Health	667	791	92.8%	92.7%	87.4%	86.9%
Biology	1,118	1,151	85.7%	83.1%	76.3%	78.5%
Business	4,779	5,160	89.0%	89.7%	81.6%	79.3%
ESL (Credit)	3,454	3,348	92.7%	94.0%	79.2%	78.6%
Health and Physical Education	2,968	3,447	89.6%	92.0%	85.1%	76.3%
Language Arts	5,319	5,719	86.8%	86.3%	81.5%	79.7%
Mathematics	3,470	3,807	84.5%	82.7%	71.3%	68.8%
Physical Science	1,374	1,498	86.0%	85.9%	79.9%	74.7%
Social Science	7,068	7,420	87.8%	87.8%	72.2%	71.2%
Student Development	997	1,121	95.5%	96.1%	84.2%	82.9%
Technology & Aviation	2,116	2,293	93.0%	93.7%	82.0%	84.4%
Visual & Performing Arts	3,640	4,075	89.4%	89.2%	82.2%	81.5%
COLLEGEWIDE	36,970	39,830	88.7%	88.8%	79.0%	77.2%

Source: GCC MIS Data Files

The following table shows student positive attendance hours (mean hours per student) in non-credit classes.

Figure III.1.02. Non-Credit Attendance: Mean Hours Per Student Enrollment

DEPARTMENT	FALL 1997	FALL 1998
High School/GED	25.9	19.7
ESL	91.2	70.9
Home Arts	31.5	31.3
Lifelong Learning	20.0	20.9
Business	29.5	31.6
Parent Education	26.8	27.2
Special Education	55.7	58.7

Source: GCC MIS Data Files

Figure III.2.01. Fall 1998 Collegewide Success Comparison

ALL STUDENTS							
	Units Attempted		Units Completed		Spring Persistence	PERSIST PIE	Sample Size
	Median	Mean	Median	Mean			
Collegewide	7.0	7.9	5.0	5.8	68%		15,032
American Indian	5.5	6.8	3.0	4.3	56%	✓	75
Asian	10.0	9.1	6.0	7.1	69%	+	1,711
Black	7.8	8.1	4.0	5.0	58%	✓	470
Caucasian Citizen	6.0	7.1	4.0	5.4	66%	✓	5,111
Caucasian Resident	9.0	8.7	6.0	6.7	75%	+	2,657
Latino Citizen	7.0	7.6	4.0	4.9	68%	✓	2,420
Latino Resident	7.0	7.9	4.5	5.3	66%	✓	984
Latino Other	8.0	8.4	6.0	6.0	76%	+	322
Filipino	8.0	8.3	5.0	5.9	66%	✓	934
Others	8.0	6.8	3.0	4.9	60%	✓	348
Male	8.0	8.1	5.0	5.7	66%	✓	5,978
Female	7.0	7.7	5.0	5.8	69%	+	9,054
Male Under 25	11.0	9.8	6.0	6.8	72%	+	3,300
Male Over 24	5.0	6.0	3.0	4.4	60%	✓	2,678
Female Under 25	10.5	9.5	6.0	6.9	73%	+	4,065
Female Over 24	6.0	6.2	4.0	4.9	66%	✓	4,989
With Disability	7.0	7.4	4.3	5.2	75%	+	734
F-1 (Student) Visa	13.0	12.3	12.0	10.7	76%	+	545
EOPS	10.0	9.4	7.0	7.2	80%	+	3,508

COMPLETERS							
	Semester GPA		GPA PIE	% 4.0	Spring Persistence	COMP. PIE	Sample Size
	Median	Mean					
Collegewide	2.75	2.55		17%	78%		11,834
American Indian	2.50	2.48	✓	21%	65%	✓	52
Asian	2.75	2.60	+	15%	79%	+	1,384
Black	2.43	2.40	✓	13%	73%	✓	334
Caucasian Citizen	3.00	2.80	+	27%	76%	✓	4,035
Caucasian Resident	2.54	2.44	✓	11%	85%	+	2,179
Latino Citizen	2.50	2.31	✓	12%	78%	✓	1,823
Latino Resident	2.20	2.23	✓	9%	77%	✓	771
Latino Other	2.50	2.30	✓	8%	82%	+	267
Filipino	2.50	2.43	✓	13%	78%	✓	722
Others	3.00	2.73	+	27%	69%	✓	267
Male	2.60	2.48	✓	16%	77%	✓	4,647
Female	2.85	2.60	+	18%	80%	+	7,187
Male Under 25	2.30	2.25	✓	8%	81%	+	2,613
Male Over 24	3.00	2.77	+	28%	71%	✓	2,034
Female Under 25	2.50	2.35	✓	9%	82%	+	3,312
Female Over 24	3.00	2.81	+	26%	77%	✓	3,875
With Disability	2.75	2.48	+	19%	85%	+	595
F-1 (Student) Visa	2.75	2.67	+	8%	82%	+	487
EOPS	2.50	2.39	✓	9%	87%	+	3,012

Source: GCC Student Master Record Database

III.3. Educational Goals

Student educational goals are initially collected on the college application, and are thereafter updated at registration.

Figure III.3.01. Credit Enrollment by Educational Goal

GOAL	FALL 1996		FALL 1997		FALL 1998	
Transfer Without AA	2,282	16.3%	1,956	14.0%	1,877	12.5%
Transfer With AA	5,105	36.4%	5,093	36.4%	5,481	36.5%
Vocational AA	335	2.4%	354	2.5%	390	2.6%
General Ed. AA	1,462	10.4%	1,433	10.2%	1,443	9.6%
Certificate	752	5.4%	642	4.6%	629	4.2%
Maintain Job	631	4.5%	721	5.2%	766	5.1%
Get New Job	912	6.5%	994	7.1%	1,143	7.6%
Personal Interest	2,066	14.7%	2,139	15.3%	2,481	16.5%
English/Math Skills	294	2.1%	258	1.8%	294	2.0%
Missing	190	1.3%	403	2.9%	528	3.5%
TOTAL	14,029	100.0%	13,993	100.0%	15,032	100.0%

Source: GCC Student Master Record Database



KPI 6-4 Number of new students who, within their first year at the college, complete an SEP based on current information regarding job availability and educational requirements

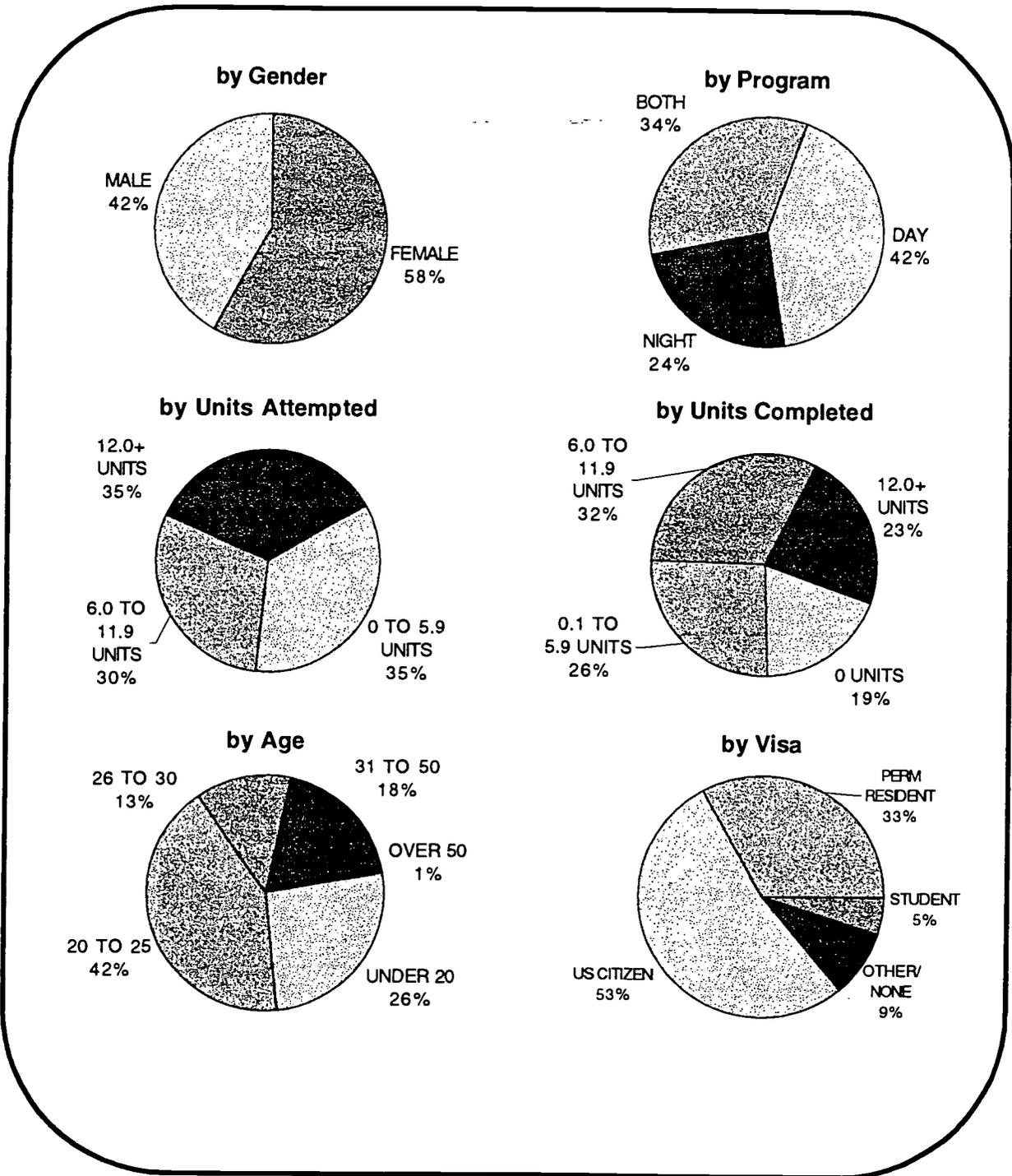
The following table shows the percentage of students who reported, on the annual Spring Student Survey, that they had completed an SEP. New students are those entering the college the previous Fall semester. Data for Spring 1997 are not provided because the question was not asked on that survey.

Figure III.3.02. Students Completing Student Educational Plan (SEP)

	SPRING 1996	SPRING 1998	SPRING 1999
New Students With SEP	45.7%	51.1%	45.2%
All Students With SEP	54.0%	53.5%	56.6%

Source: Spring Student Surveys

Figure III.3A.03. Characteristics of Transfer Goal Students in Fall 1998



Source: Student Master Record Database

Figure III.3B.03. Vocational Preparation Students by Ethnicity

ETHNICITY	FALL 1996	FALL 1997	FALL 1998
Caucasian	65.9%	67.6%	68.3%
Hispanic	20.3%	19.2%	18.0%
Asian	6.7%	6.2%	6.7%
Filipino	3.6%	3.3%	2.8%
African-American	2.8%	2.1%	2.5%
American Indian	0.3%	0.5%	0.5%
Other	0.5%	1.1%	1.3%

Source: GCC Student Master Record Database

III.3C. Characteristics of Personal Interest Students

In Fall 1997, 2,139 students (15.3% of all credit students) stated that their educational goal was personal interest or educational development.

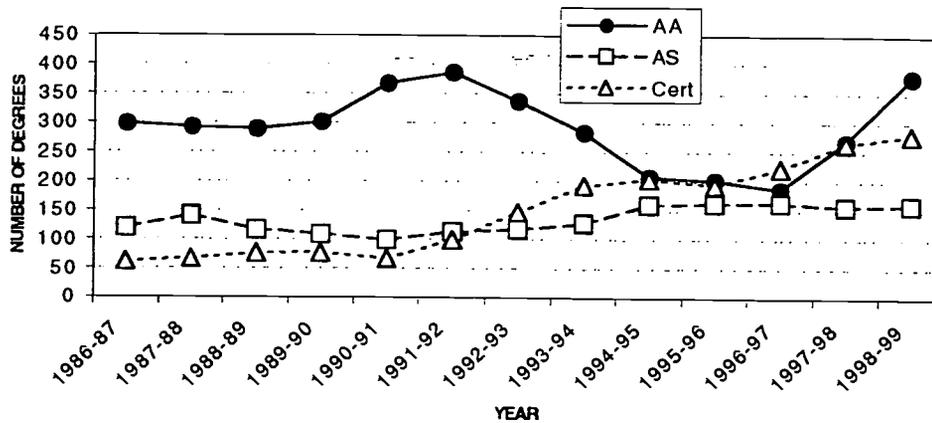
Figure III.3C.01. Personal Interest Students by Ethnicity

ETHNICITY	FALL 1996	FALL 1997	FALL 1998
Caucasian	49.8%	52.0%	53.0%
Hispanic	26.4%	26.0%	25.6%
Asian	14.9%	12.9%	11.4%
Filipino	5.6%	5.0%	5.2%
African-American	2.0%	1.6%	2.1%
American Indian	0.6%	0.7%	0.3%
Other	0.6%	1.8%	2.5%

Source: Student Master Record Database

III.4. Degree and Certificate Completion

Figure III.4.01. Number of Degrees and Certificates Awarded, 1986 to 1998



Source: GCC Graduation Database

Figure III.4.02. Degrees and Certificates Awarded by Gender, 1997-98

GENDER	AA DEGREES			AS DEGREES			CERTIFICATES		
	1996-97	1997-98	1998-99	1996-97	1997-98	1998-99	1996-97	1997-98	1998-99
Male	32.8%	33.2%	36.5%	23.2%	25.2%	26.8%	26.2%	25.2%	29.9%
Female	67.2%	66.8%	63.5%	76.8%	74.8%	73.2%	73.8%	74.8%	70.1%
TOTAL AWARDS	186	267	376	163	158	161	222	265	274

Source: GCC Graduation Database

Figure III.4.03. Degrees and Certificates Awarded by Ethnicity, 1997-98

ETHNICITY	AA DEGREES			AS DEGREES			CERTIFICATES		
	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Caucasian	52.7%	53.7%	47.2%	54.2%	55.4%	52.2%	61.1%	61.3%	57.3%
Hispanic/Latino	20.7%	17.2%	25.7%	12.5%	14.6%	11.3%	17.4%	17.8%	16.8%
Asian/Pacific Isl.	12.2%	11.9%	11.8%	15.5%	13.4%	18.9%	7.3%	7.4%	6.8%
Filipino	3.7%	9.3%	6.0%	13.1%	8.9%	8.2%	5.6%	5.2%	8.6%
African-American	1.1%	0.4%	1.0%	1.8%	0.6%	1.9%	3.1%	1.5%	3.6%
American Indian	0.5%	0.4%	0.0%	0.0%	0.0%	0.6%	0.3%	0.0%	0.7%
Other	1.6%	0.7%	0.3%	0.0%	0.6%	0.6%	0.3%	0.4%	0.7%
Unknown	7.4%	6.3%	7.9%	3.0%	6.4%	6.3%	4.9%	6.3%	5.4%
TOTAL AWARDS	186	167	376	163	158	161	222	265	274

Source: GCC Graduation Database

Figure III.4.05. Certificates and Associate in Science Degrees Awarded

MAJOR	1996-97		1997-98		1998-99		3-YEAR TOTAL
	AS	CERT	AS	CERT	AS	CERT	
001 Accounting	51	22	37	21	29	28	188
068 Administration of Justice	5	3	3	7	5	6	29
002 Advertising Art	1	5	3	3	3	8	23
024 Architectural Drafting & Design	3	1	1	2	0	2	9
009 Art	1	3	0	2	0	1	7
131 Art History	0	0	0	0	0	1	1
093 Aviation & Transp.: Powerplant	4	2	3	2	3	2	16
003 Aviation & Transp.: Aviation Admin.	2	0	1	1	4	3	11
006 Flight Attendant	0	0	0	3	0	4	7
094 Aviation & Transp.: Pilot Training	0	0	2	2	4	1	9
089 Bookkeeping	1	3	2	12	1	9	28
134 Business Admin.: Financial Planning	1	2	1	0	0	2	6
132 Business Admin.: General Business	3	3	3	4	8	2	23
135 Business Admin.: Int'l Business	1	2	3	1	1	0	8
133 Business Admin.: Small Business	2	3	0	1	2	1	9
103 Business: General Office	0	0	0	0	0	1	1
073 Business: Secretary, Executive	0	0	1	0	0	0	1
106 Business: Secretary, Legal	0	1	2	0	0	0	3
136 Ceramics	0	0	2	0	1	0	3
181 Child Dev./Teaching: Admin./Superv.	0	1	1	0	0	3	5
125 Child Dev./Teaching: Infant/Toddler	3	6	3	6	2	12	32
083 Child Dev./Teaching: Nursery School	5	8	9	13	7	14	56
126 Child Dev./Teaching: School Age	0	4	1	4	0	2	11
118 Choreographic Studies & Dance Tech.	0	0	0	2	1	0	3
016 Clerical Trainee	0	1	0	1	0	1	3
171 Comp. Info. Sys.: Large Systems	1	1	0	1	0	0	3
173 Comp. Info. Sys.: Microcomputer	1	3	3	1	1	2	11
172 Comp. Info. Sys.: Programming	2	7	2	6	4	2	23
138 Comp. Numerical Control Tech.	0	0	0	1	0	0	1
120 Computer Science	1	0	3	2	4	3	13
119 Computer Software Technician	0	2	2	2	1	4	11
184 Culinary Arts	0	3	0	1	1	2	7
140 Data Processing: Programming	1	0	0	0	1	0	2
124 Dietary Service Supervisor	1	18	0	8	1	7	35
111 Drafting/Electro-Mechanical Design	3	3	2	7	3	3	21
121 Electronics & Computer Technology	1	0	0	0	0	0	1
128 ECT:	0	0	0	0	0	1	1
150 ECT: Comp. Systems Technician	0	2	1	7	1	5	16
127 ECT: Electronics Engineering Tech.	1	3	1	6	1	9	21
034 Fashion Design	2	0	1	0	1	0	4
035 Fire Technology	0	2	1	1	0	2	6
112 Food Service Management	2	6	0	4	0	5	17
186 International Business Specialist	1	0	0	0	2	0	3
045 Journalism	0	0	0	0	1	0	1
174 Machine & Manuf. Tech.: Machinist	0	2	0	2	1	1	6
175 Machine & Manuf. Tech.: Manuf. Tech.	0	0	0	0	1	0	1
099 Management	2	2	4	3	1	0	12
176 Manufacturing Engineering	0	0	1	0	0	0	1
144 Marketing	1	0	1	1	0	1	4
178 Marketing Specialist	0	1	0	1	0	2	4
145 Med. Admin. Serv.: Med. Front Office	2	6	4	10	1	8	31
152 Med. Admin. Serv.: Med. Secretary	0	0	1	0	0	0	1
102 Med. Admin. Serv.: Med. Transcrip.	0	2	0	2	0	1	5

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III.5. Time to Goal Completion



KPI 5-2 Average length of time taken by full-time students to fulfill transfer, certificate, or degree requirements (measured by level of preparation and by goal)

The following table is based on information submitted to the Federal government by the college in preparation for reporting goal completion rates required by the Student Right-to-Know Act. Full-time, first-time, degree- or certificate-seeking students were tracked for 3 years after initially entering the college during 1995-96. "Completers" are students who completed a degree or certificate at the college, or who attain transfer-prepared status (completing 56 or more transferable units with a GPA of 2.0 or higher). "Non-Completers" include all students who have not completed a degree or certificate, including students transferring to other institutions. Transfer data include transfers to UC institutions, CSU institutions, and to other community colleges. "Succeeders" are students who either completed or transferred out.

Figure III.5.01. Students Completing Goals Within 150% of Normal Time—Full-Time, First-Time, Degree-Seeking Students

	1994-95 Cohort		1995-96 Cohort	
	GCC	State	GCC	State
Full-Time, First-Time, Degree-Seeking Cohort	371		504	36,461
Non-Completers Still Enrolled	20.8%	18.0%	20.6%	25.5%
Non-Completers Not Enrolled	14.5%	28.2%	18.7%	17.1%
Completers	49.9%	37.1%	40.1%	34.3%
<u>Non-Completer Transfers-Out</u>	<u>14.8%</u>	<u>16.7%</u>	<u>20.6%</u>	<u>23.1%</u>
"Succeeders"	64.7%	53.8%	60.7%	57.4%

Source: Chancellor's Office Data, IPEDS-GRS



III.6. Additional Success-Related KPIs

Data addressing the following KPIs are not currently available.

- KPI O-3** Satisfaction of universities with transfer students
- KPI O-5** Satisfaction of alumni and employers
- KPI 1-4** Student satisfaction with learning methods
- KPI 2-1** Number of multidisciplinary programs offered
- KPI 2-2** Number of students participating in multidisciplinary programs
- KPI 2-3** Number of multidisciplinary theme events per semester
- KPI 2-4** Number of students participating in multidisciplinary theme events
- KPI 4-1** Percentage of class sections requiring graded writing assignments
- KPI 4-2** Percentage of class sections requiring oral presentations
- KPI 4-3** Percentage of class sections requiring problem-solving skills
- KPI 4-4** Percentage of class sections requiring independent research
- KPI 5-1** Percent of students indicating achievement of stated goals in exit interviews

IV. STAFF COMPOSITION

IV.1. Present Workforce

The tables below show the gender and ethnicity of the current college workforce. Each table represents employees in the categories of management, faculty, professional non-faculty, clerical, technical/para-professional, skilled craft, and service/maintenance.

Figure IV.1.01. Staff Composition by Gender, 1998-99

CATEGORY	MALE		FEMALE		TOTAL	
Management						
Academic	7	33.3%	14	66.7%	21	100%
Classified	16	61.5%	10	38.5%	26	100%
Faculty						
Regular	110	53.4%	96	46.6%	206	100%
Temporary	192	46.2%	224	53.8%	416	100%
Professional/Non-Faculty	0	0.0%	10	100.0%	10	100%
Clerical/Secretary	16	11.8%	120	88.2%	136	100%
Technical/Para-Professional	28	31.8%	60	68.2%	88	100%
Skilled Crafts	5	100.0%	0	0.0%	5	100%
Service/Maintenance	31	56.4%	24	43.6%	55	100%
TOTAL	405	42.1%	558	57.9%	963	100%

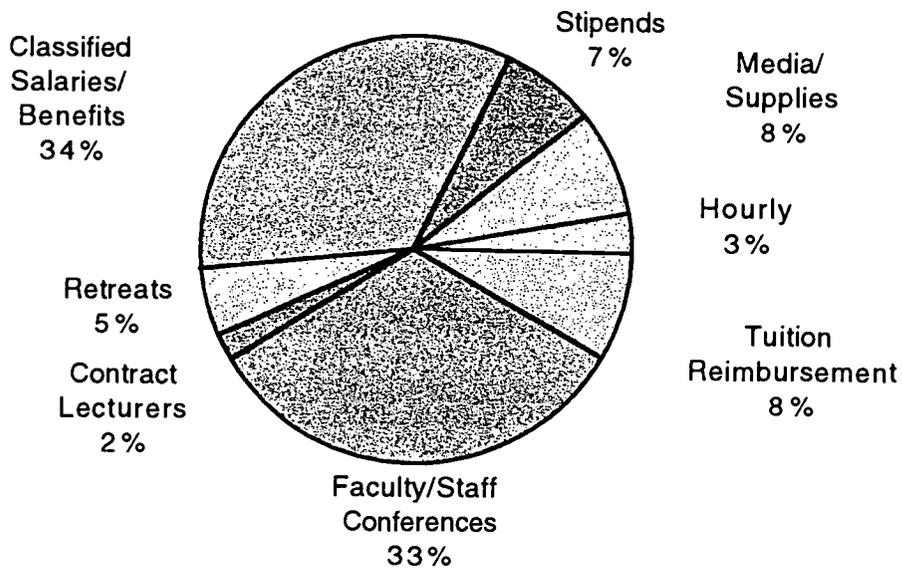
Source: Human Resources Office

Figure IV.1.02. Staff Composition by Ethnicity, 1997-98

CATEGORY	AMERICAN INDIAN	ASIAN	BLACK	WHITE	HISPANIC	FILIPINO	TOTAL
Management							
Academic	1	0	1	19	0	0	21
Classified	0	0	3	18	4	1	26
Faculty							
Regular	4	11	6	168	14	3	206
Temporary	1	40	13	328	31	3	416
Professional/Non-Faculty	0	1	0	9	0	0	10
Clerical/Secretary	1	5	0	114	12	4	136
Technical/Para-Professional	1	5	2	64	14	2	88
Skilled Crafts	0	0	1	2	1	1	5
Service/Maintenance	0	2	5	13	34	1	55
TOTAL	8	64	31	735	110	15	963

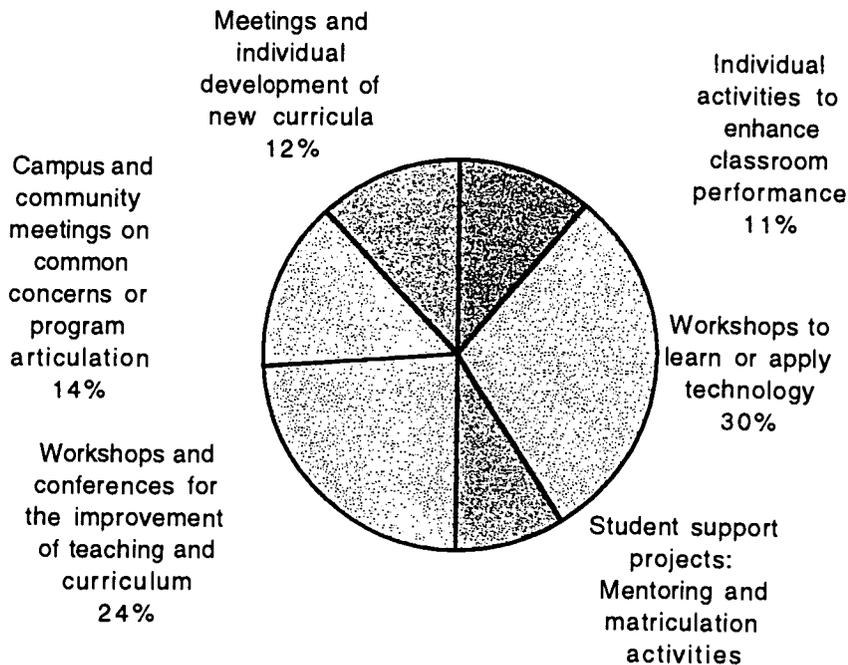
Source: Human Resources Office

Figure IV.3.02. Staff Development Budget Allocations, 1998-99



Source: Staff Development Office

Figure IV.3.03. Faculty Flex Activities, 1998-99



Source: Staff Development Office

V. FISCAL CONDITION

V.1. General Revenue

The Chancellor's Office reports annually on the fiscal operations of all colleges. This information is provided to compare Glendale expenditures to statewide expenditures. The most recent information is for the fiscal year 1996-97.

V.1A Revenue Sources

The tables below present the dollar amounts of General Fund revenues available from major sources for fiscal years 1988-89 to 1997-98 for Glendale and for all California community colleges. In 1993-94, for the first time (since the passage of Proposition 13), local revenues exceeded state revenues.

Figure V.1A.01. General Fund Revenues: Glendale

YEAR	STATE	LOCAL	FEDERAL	TOTAL	% STATE	% LOCAL	% FEDERAL
1988-89	\$23,185,794	\$6,650,949	\$1,461,287	\$31,298,030	74%	21%	5%
1989-90	27,440,805	6,914,064	1,571,340	35,956,209	76%	19%	4%
1990-91	26,902,798	7,827,232	1,741,019	36,471,049	74%	21%	5%
1991-92	26,661,275	8,671,499	1,847,618	37,180,392	72%	23%	5%
1992-93	22,462,608	14,086,900	1,530,518	38,080,026	59%	37%	4%
1993-94	21,621,010	24,860,781	1,957,797	47,811,015	45%	51%	4%
1994-95	14,148,430	21,089,306	1,685,822	36,923,558	38%	57%	5%
1995-96	24,803,517	25,653,537	1,940,246	52,397,300	47%	49%	4%
1996-97	21,425,613	19,667,353	1,767,141	42,860,107	50%	46%	4%
1997-98	24,718,639	21,114,212	2,448,862	48,281,713	51%	44%	5%

Source: Fiscal Data Abstract, Chancellor's Office

Figure V.1A.02. General Fund Revenues: Statewide

YEAR	STATE	LOCAL	FEDERAL	TOTAL	% STATE	% LOCAL	% FEDERAL
1988-89	\$1,569,935,040	\$878,882,890	\$103,160,254	\$2,551,978,184	61.5%	34.4%	4.0%
1989-90	1,789,838,369	980,406,510	119,769,873	2,890,014,752	61.9%	33.9%	4.1%
1990-91	1,897,165,688	1,060,555,689	126,360,801	3,084,082,178	61.5%	34.4%	4.1%
1991-92	1,806,632,998	1,147,405,201	119,991,832	3,074,030,031	58.8%	37.3%	3.9%
1992-93	1,611,697,376	1,390,513,575	118,514,467	3,120,725,418	51.6%	44.6%	3.8%
1993-94	1,276,725,920	1,731,159,026	136,314,957	3,144,199,903	40.6%	55.1%	4.3%
1994-95	1,262,725,763	1,774,843,286	146,053,529	3,183,622,578	39.7%	55.7%	4.6%
1995-96	1,450,057,730	1,790,824,692	143,745,668	3,384,628,090	42.8%	52.9%	4.2%
1996-97	1,717,497,502	1,797,085,275	142,066,759	3,656,649,536	47.0%	49.1%	3.9%
1997-98	1,957,274,857	1,918,556,879	149,938,879	4,025,770,615	48.6%	47.7%	3.7%

Source: Fiscal Data Abstract, Chancellor's Office

Figure V.1A.03. Specific GCC Revenue Sources, 1997-98

SOURCE	AMOUNT	% OF TOTAL	% STATEWIDE
FEDERAL			
Forest Reserve	\$0	0%	0%
Higher Education Act	0	0%	1%
Job Training Partnership Act	881,032	2%	0%
Military Personnel Dev. Contracts	0	0%	0%
Student Financial Aid	303,094	1%	0%
Vocational Education Act (VATEA)	816,005	2%	1%
Other Federal Revenues	448,731	1%	1%
FEDERAL TOTAL	\$2,448,862	5%	4%
STATE			
State General Apportionment	\$18,448,059	38%	35%
Apprenticeship Allowance	0	0%	0%
Other General Apportionments	27,860	0%	1%
Child Development	16,479	0%	0%
EOPS	541,186	1%	1%
Disabled Student Allowances	685,461	1%	1%
Other Categorical Apportionments	3,587,947	7%	4%
Deferred Maint./Special Repairs	0	0%	0%
Instructional Improvement Grants	0	0%	0%
Other Categ. Prog. Allowances	0	0%	2%
Homeowners Property Tax Relief	72,524	0%	0%
Other Tax Relief Subventions	0	0%	0%
State Lottery Proceeds	1,294,151	3%	3%
State Mandated Costs	44,619	1%	0%
Timber Yield Tax	0	0%	0%
Other State Revenues	353	0%	0%
STATE TOTAL	\$24,718,639	51%	49%
LOCAL			
Prop. Taxes (Sec/Sup/Unsec/ERAF)	\$14,549,065	30%	35%
Contr./Gifts/Grants/Endowments	115,537	0%	0%
Contract Services	410,720	1%	1%
Sales	183,639	0%	0%
Rentals and Leases	10,974	0%	0%
Interest/Investment Income	598,961	1%	1%
STUDENT FEES/CHARGES			
Community Service Classes	683,752	1%	1%
Dormitory	0	0%	0%
Enrollment	1,757,448	4%	4%
Field Trips/Nondist. Fac.	0	0%	0%
Health Services	221,623	0%	0%
Instruc. Mat. Fees & Sales	0	4%	0%
Insurance	0	0%	0%
Student Records	96,124	0%	0%
Nonresident Tuition	1,886,712	4%	2%
Parking Services	173,031	0%	1%
Sales of Req Instr Materials	6,566	0%	0%
Other Student Fees	374,092	1%	0%
Other Local Revenues	45,968	0%	2%
SUBTOTAL	\$21,114,212	44%	48%
TOTAL REVENUES	\$48,281,713	100%	

Source: Fiscal Data Abstract, Chancellor's Office

V.2. Expenditures

V.2A. General Fund Activity

Figure V.2A.01. General Fund Activity

CATEGORY	CODE	1995-96	1996-97	1997-98
INSTRUCTION				
Architecture & Environ. Design	0200	\$14,291	\$17,215	\$22,434
Biological Science	0400	620,547	680,850	770,593
Business & Management	0500	1,314,960	1,464,677	1,765,081
Communications	0600	146,268	190,922	179,409
Computer & Information Systems	0700	791,911	864,245	1,085,203
Education	0800	1,086,753	1,247,606	1,436,260
Engineering & Related Tech.	0900	937,769	1,001,452	1,260,255
Fine & Applied Arts	1000	1,296,864	1,467,852	1,674,552
Foreign Language	1100	315,015	315,458	335,457
Health	1200	753,093	854,032	883,129
Consumer Ed. & Home Econ.	1300	743,127	890,247	893,879
Law	1400	55,703	57,035	60,497
Humanities	1500	4,380,266	4,640,321	5,282,570
Mathematics	1700	1,225,612	1,327,095	1,427,431
Physical Science	1900	927,932	1,026,854	1,150,555
Psychology	2000	308,410	306,328	353,756
Public Affairs & Services	2100	153,646	162,856	171,367
Social Sciences	2200	1,375,450	1,501,691	1,654,267
Commercial Services	3000	154,661	142,074	164,153
Interdisciplinary Studies	4900	488,767	830,775	703,871
SUBTOTAL		\$17,091,045	\$18,989,585	\$21,274,719
ADMINISTRATIVE/SUPPORT				
Instructional Administration	6000	\$1,491,651	\$2,131,930	\$2,012,540
Instructional Support Services	6100	1,902,118	2,092,593	2,858,839
Admissions & Records	6200	1,106,537	1,183,474	1,213,710
Counseling & Guidance	6300	1,658,883	1,933,380	2,006,647
Other Student Services	6400	2,219,513	2,552,962	3,142,653
Operation/Maint. of Plant	6500	2,866,169	2,862,988	3,357,779
Planning & Policy Making	6600	1,278,763	1,283,703	1,447,319
Gen. Inst'l. Support Services	6700	5,210,634	5,406,081	6,117,895
SUBTOTAL		\$17,734,268	\$19,447,111	\$22,157,382
OTHER ACTIVITIES				
Community Services	6800	\$509,174	\$600,048	\$706,563
Ancillary Services	6900	497,418	578,188	595,535
Auxiliary Operations	7000	1,104,434	940,547	1,346,958
Physical Prop./Related Acquis.	7100	305,980	270,256	214,137
Long-Term Debt	7200	0	0	0
Transfers & Payments to Students	7300	1,612,747	1,779,153	1,591,268
SUBTOTAL		\$4,029,753	\$4,168,192	\$4,454,461
TOTAL		\$38,855,066	\$42,604,888	\$47,886,562

Source: Fiscal Data Abstract, Chancellor's Office

V.3. General Fund Balances

The table below provide a brief summary of the enrollment, FTES, and revenues for the last several years. Since 1991-92, funding has been based on the college's Full-Time Equivalent Students (FTES) count. For a breakdown of the college's FTES, see Figure II.1 A.03 on page 7.

Figure V.3.01. FTES and Fiscal Activity

FISCAL YEAR	ATTENDANCE FTES	ENDING FUND BALANCE	TOTAL REVENUE	EXPENDITURES (OBJ 1000-5000)
1990-91	11,356	\$2,033,120	\$36,471,049	\$35,864,500
1991-92	11,580	2,180,104	37,180,392	36,959,838
1992-93	11,430	2,245,634	38,080,026	36,943,585
1993-94	10,730	2,703,583	42,091,664	38,971,528
1994-95	11,028	2,772,716	36,923,558	35,208,205
1995-96	10,977	2,354,351	37,872,882	36,328,448
1996-97	11,765	3,151,154	42,860,107	39,010,424
1997-98	12,587	4,282,807	48,281,713	43,791,656

Source: Fiscal Data Abstract, Chancellor's Office



V4. Additional Fiscal KPIs

Data addressing the following KPIs is not currently available.

- KPI 8-1 Number of cooperative ventures entered into by the college
- KPI 8-2 Money saved through cooperative ventures
- KPI 8-3 Percent reduction in college administrative costs
- KPI 8-4 Percent increase in daily classroom occupation
- KPI 8-5 Percent of satisfactory meetings
- KPI 9-3 Reduction in administrative costs due to the implementation of the new IT system
- KPI 10-2-1 Amount applied for in competitive grants
- KPI 10-3-1 Contribution of entitlement grants to the general fund
- KPI 10-3-2 Percent of grant administrative costs covered
- KPI 10-3-3 Total amount brought in by entitlement grants
- KPI 10-4-3 Direct or indirect contributions of PDC to general fund
- KPI 10-5-1 Amount raised in public funds
- KPI 10-6-1 Total revenues generated by entrepreneurial efforts
- KPI 10-6-2 Fraction of entrepreneurial revenues contributed to general fund
- KPI 10-6-3 Swap meet profits

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