

# **Glendale Community College Institutional History and Profile**

**Updated for the New Staff of 2002-2003**

**by**

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## History of the College

The Glendale Community College campus is located nine miles north of the heart of downtown Los Angeles in the City of Glendale. The college was established to serve the communities represented in the Glendale, La Crescenta, and Tujunga school districts. The college opened initially on September 13, 1927, with 139 students and 9 faculty members in a wing of the Glendale Union High School. In 1929 the college, then known as Glendale Junior College, moved to its first independent facilities on Harvard Street, where it remained until 1937. An earthquake on March 10, 1933, damaged the main building on Harvard Street, resulting in the condemnation of the facility and leading to the college's relocation into small buildings and tent structures.

On October 5, 1935, 80% of the local electorate, after a vigorous campaign by students and staff, approved a \$195,000 bond issue for new college buildings, which was later matched by a \$174,000 grant from the federal Public Works Administration. Twenty-five acres at the current Verdugo Road location were selected for the college site, as its price of \$1,200 per acre was the least expensive option. In 1936 the Glendale Junior College District was dissolved and the operation became part of the Glendale Unified School District.

The Administration and Science buildings were completed and occupied at the current Verdugo Road location during May 1937, in the middle of the Spring semester; a Student Union was completed in the Fall. The official opening of the campus was marked by a cornerstone ceremony on May 8 which featured Dr. Rufus Von KleinSmid, President of the University of Southern California, as the keynote speaker. Additional purchases of land and construction of buildings occurred during the 1930's and 1940's, including the Auditorium in 1948. Evening and summer classes were first offered in 1942. In 1957 a Classroom Building was completed (although it was removed in the Summer of 1995). The Chemistry-Mathematics Building was added in 1962, followed in 1963 by an extensive remodeling of the original Science Building, which was renamed the Physics-Biology Building. The Library moved out of the Admini-

stration Building to its current building in 1967, and the Aviation/Arts Building was opened in 1975.

The college was saved from a major disaster on March 16, 1964 when students and staff raced to clear a fire break on the hill above the aviation hanger. A major fire started at 5 a.m. in the morning and was within 100 yards of the campus and a large fuel tank by the hanger at 10 a.m. The college had to fend for itself as all city fire trucks were busy elsewhere. Students brought power saws and hoes from home as well as worked with their bare hands to clear a 20-yard fire break. During eight hours of work, before the fire department arrived, 20 students were treated for burns.

The college officially became "Glendale Community College" in 1971, and in 1980 voters approved the separation of the unified and college districts. An elementary school in Montrose and several other vacant properties became part of the college under conditions of the separation, but all these properties have been sold. Since April 1983 the college has been governed by its own Trustees, who are elected from the community. Dr. John A. Davitt, now a 33-year veteran of faculty and administrative service, has served as Superintendent/ President since June 1985. More detailed history about the institution may be found in [A History of Glendale Community College](#) (1987) prepared by former faculty member Chester Lynch, or in the publication "Glendale Junior College: The Early Years," completed by Michael Eberts in 1997 and available in several forms around campus and on the World Wide Web at the following address: <http://www.glendale.edu/english/gcchist.html>.

The college has been undergoing a series of major renovations and additions to its physical plant since 1989. With the second lowest ratio of space per student among the 71 community college districts, as of 1988, Glendale has easily qualified for state funding of these projects. In Spring 1989, completion of the San Rafael Building—housing most student services, one large lecture hall, five classrooms, 30 faculty offices, and six computer classroom/lab facilities—marked the campus's first new space in 15 years. A renovation of the Administration Building added more usable space and was completed in Fall 1990. During Spring 1990, the

college moved the operations of its adult education programs from a temporary building on the Glendale High School campus into new facilities purchased on Garfield Avenue, south of the main campus. A remodeled Auditorium Building resumed full operations in May 1992: the auditorium was reduced in size from approximately 1,100 seats to 405, creating seven new general purpose classrooms, a television production lab, and an experimental theater space with 85 seats.

The upper level student parking lot was expanded by 750 spaces in time for the beginning of the Spring 1994 semester. A new classroom and office building for the Adult Community Training Center at the Garfield site was also occupied in Spring 1994. The Professional Development Center (PDC) moved into an 11,000-square foot building in Montrose, from offices on Brand Boulevard, during Summer 1994. The PDC's new facility has administrative offices and five state-of-the-art classrooms. Construction on an enlarged and remodeled High Technology Center building was completed in Spring 1995. The Parent Education/Human Development Building was added in Spring 1997. The San Gabriel Building, a three-story multi-purpose structure, and a classroom, office, and general space addition to the Library were opened to students for the first time in Fall 1997.

The college continues to construct and remodel its facilities. A remodeling of the Aviation/Arts Building which added two classrooms came online in Spring, 1999. The Student Center project, to build a new bookstore and modernize the other Campus Center facilities, began construction in December 1998 and was completed in Fall 2000. The Cimmarusti Science Center (on the Annex site) and remodel of the Chemistry-Math and Physics-Biology are in progress, and the passage of Measure G in Spring 2002 will facilitate further campus development. Many temporary and some permanent office relocations will be taking place to make these projects possible.

President Bill Clinton visited the college on June 11, 1996. In his remarks he praised the college for its leadership in the federally supported service learning program and promoted community colleges as a means for individuals to help prepare themselves for the challenge of employment in the 21st century. He called Glendale

College an "example of how higher education can strengthen the community." While Clinton was the first sitting President to visit the college, a future president also visited the campus; gubernatorial candidate Richard Nixon gave a speech on campus in 1962.

The college is fully accredited by the Western Association of Schools and Colleges, and approved under the regulations of the California State Department of Education and the California Community Colleges for the programs offered.

## **College Mission**

Glendale Community College is a public institution dedicated to serving a changing and increasingly diverse student and community population. The basic function of the institution is defined by the state's Master Plan for Higher Education. In its effort to serve community needs, the college supports a strong transfer program, many occupational programs, personal enrichment opportunities, and a variety of non-credit educational programs. As agreed to at the time of separation from the Glendale Unified School District, the college is the sole provider of public adult education in the City of Glendale, including a GED program. The college seeks to further the success of its students in the classroom by providing a full complement of enrollment services, counseling, financial support, educational assistance, and campus activities. The Board of Trustees has adopted the mission statement (see the next page) to express its commitment to providing the community with educational opportunities.

The college actively informs its community that any California resident possessing a high school diploma or the equivalent, or any other resident (usually over eighteen years of age) who is determined to be capable of profiting from the instruction offered will be admitted. The college Catalog and Schedule of Classes also contain a copy of the district's non-discrimination and equal opportunity policy statement (most recently revised in June 1991), which specifically affirms that the college is "committed to providing an equal opportunity for admissions, student financing, student support programs and activi-

## **Glendale Community College Mission Statement**

Glendale Community College is a comprehensive public community college open equally to all adults or high school graduates who can benefit from its programs and services.

Its primary mission is to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. Its mission is also to serve its surrounding community through adult non-credit education and community services courses and programs.

As part of its mission, Glendale Community College considers the following to be particularly important:

- to provide a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;
- to emphasize the coherence among disciplines and promote openness to the diversity of the human experience;
- to help students develop important skills that are critical for success in the modern workplace, such as verbal and written communication, numeracy, effective use of technology for work and research, information analysis and evaluation, problem solving, and the ability to work with others and conduct their lives with responsibility;
- to provide an extensive array of student services and learning tools, including state-of-the-art technology, to assist students in all aspects of their college experience.

For this purpose, Glendale Community College maintains a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

ties, and employment, regardless of race, religious creed, color, age, sex, sexual orientation, national origin, ancestry, marital status, medical condition, or disability in accordance with federal, state, and local regulations.”

### **The Community Served**

While the college has traditionally served its local community, the definition of “local” has evolved. Current district boundaries include the City of Glendale and a small, unincorporated section of the County of Los Angeles northeast of the city boundaries. During various periods of the last 70 years, students from two adjacent areas of what is currently the Los Angeles Community College District—Sunland/Tujunga to the northwest and the communities of Eagle Rock, Highland Park, and Glassell Park to the south—have been either part of the Glendale College District or legally recognized as having an option for unrestricted attendance at GCC. These two areas exceed the geographical size of the current district. The college has long served a significant number of students from outside the city boundaries.

Glendale’s current population, according to state projections for 2002, is 200,200, and growth has slowed from a very rapid rate in the 1980’s to approximately 1.2% per year. The City of Glendale grew at least twice as fast as its surrounding cities and Los Angeles as a whole during the 1980’s. The population has grown dramatically more ethnically diverse over the last 10 to 20 years as well. In 1970 the district was 85% Caucasian. The 2000 census figures indicate that the community is 54% Caucasian, 20% Hispanic, 16% Asian, and about 10% other. The Armenian community, primarily a recent immigrant group, may represent one-third of the Caucasian population. The city’s Korean and Filipino populations each comprise one-third of the overall Asian population. Recent immigrants contributed a large portion of the area growth during the 1980’s; about 70% of the school age population within the district is non-native and/or Limited English Proficient.

Within an arc running from southeast of the district in the City of South Pasadena to northwest of the district in the community of Tujunga, there are another 350,000 people with strong economic, shopping, and transportation ties to the Glendale area. This area is at least as ethnically diverse as the district. Students within

this wider territory may easily choose from several institutions in the area: Los Angeles City College and Los Angeles Trade Tech to the south, Los Angeles Valley College and Los Angeles Mission College to the west, and Pasadena City College to the east.

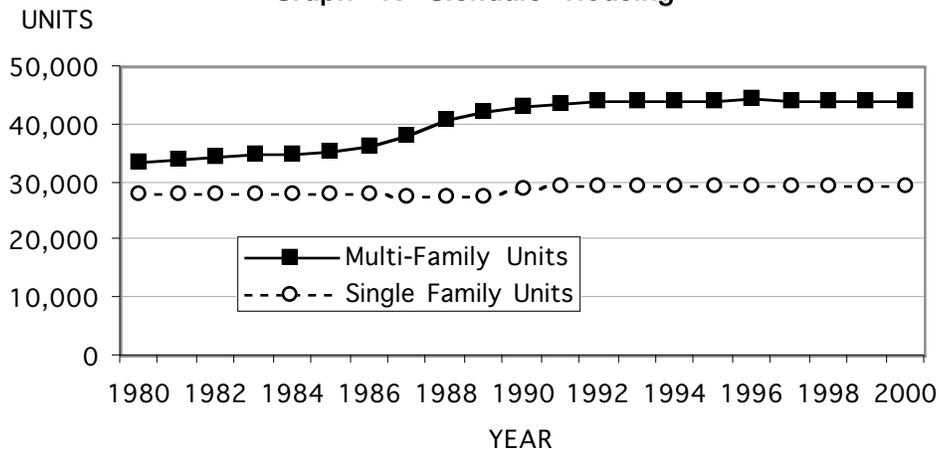
In 1982 the Los Angeles Community College District unilaterally declared “freeflow,” which abolished all enrollment limitations for residents of their district to attend other community colleges. At the time about one-quarter of the students at Glendale Community College were non-district residents. Five years later residents from outside Glendale represented one-half of all students, a proportion which has remained steady. Pasadena City College has also experienced considerable growth due to the enrollment of Los Angeles district residents. The flow between Pasadena and Glendale is much smaller, under 5% of each district’s enrollment.

Growth in the breadth of residency locations for students at the college was not completely unexpected in the 1980’s; many factors contribute to the desirability and convenience of Glendale Community College. Surveys of students and area residents from outside the district have indicated that the college enjoys a very good reputation, with good teaching as its strong point when compared to other area institutions. The college is also conveniently located near the intersection of three major freeways serving several million people. Redevelopment of the Brand Boulevard corridor has significantly increased the number of jobs in Glendale. A second redevelopment project in the southern section of the city along San Fernando Road will have a small im-

pact on the number of jobs over the next decade, but, more importantly, will be the focal point for developing mass transit alternatives for individuals coming into Glendale. The 1980 census indicated that two-thirds of the jobs in the City of Glendale were held by local residents; now it is estimated that about one-third are held by local residents.

For the City of Glendale, the year 1986 represented the beginning of a building boom which eased significantly after 1991. The growth occurred primarily in multiple-family dwelling units and has altered the character of the city. While the population of people in single-family homes has remained stable over the decade, the population in rental units and condominiums has gone up rapidly—both in per unit occupancy and in the total number of units occupied. Graph 1, below, shows the dramatic growth in multiple-family housing stock during the 1980’s. The growth has led to a much more ethnically diverse community, as well as a growth in the number of family households with young children. Its impact on the college shows up as overall growth and accelerating changes in college demographics after 1986, and is particularly reflected by the rising percentage of immigrant students from the immediate community, which is at least 45% foreign born. The City of Glendale put a moratorium on the construction of multiple-family dwelling units in 1988. The moratorium was not felt until 1990 when there was a slow-down in the construction of approved projects. A new set of residential building ordinances which ended the moratorium went into place in 1990.

Graph 1: Glendale Housing



## College Demographics

The college's student population has been characterized by both *change* and *stability* during the past 10 years. The diversity of students is reflected in Graph 2. A majority of our new students each year are non-native speakers of English. Further, the need for English as a Second Language instruction has only been equaled in growth by the need for precollegiate English and Math instruction. Rumors about possible fee increases in Fall 1992, and actual increases in Spring 1993, led some students, particularly those with baccalaureate degrees, to forgo college enrollment in 1992-93. The college's headcount enrollment started to decline in 1992-93; other measures of student activity (Full-Time Equivalent Students, Weekly Student Contact Hours, total units attempted, etc.), however, actually increased. Headcount enrollment began to increase in 1996-97. Students are taking more units each term and more students are completing a full-time load each term than five years ago.

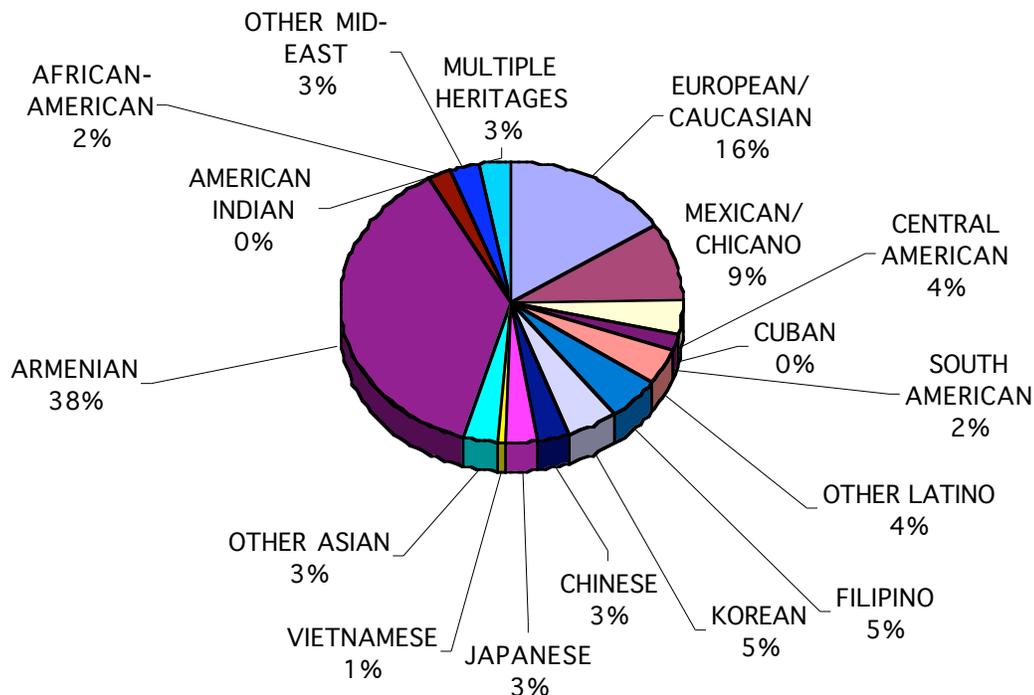
Another change, also representing stability, has been increasing semester-to-semester retention. The percentage of continuing and other returning students in the Fall semesters increased from 64% to about 71% between 1985 and 1998,

then remained stable. Typically, students are taking two or three classes per semester while working about 20 hours per week over four or more years to accomplish their goals.

The number of new Fall students declined markedly for the first time in a decade from Fall 1992 to Fall 1995. On the other hand, the number of traditional freshmen (individuals graduating from high school the preceding June and enrolling directly at the college in the Fall) remained remarkably consistent over the entire period from 1981 to 1999 but increased by 24% in Fall 2000. About 40% of the college's new freshmen each Fall come from the three large high schools in the Glendale Unified School District: Glendale, Hoover, and Crescenta Valley. About 40% of the seniors at these schools will attend either credit or non-credit programs offered by the college immediately following high school graduation.

The ethnic diversity of our student population reflects the complex social fabric of the community we serve. The Hispanic/Latino population at the college comprises a combination of native English speakers and recent immigrants representing many cultures. Glendale is one of two California cities with a well established Armenian community. During the last decade, how-

Graph 2: Credit Student Ethnicity, Spring 2002



ever, a new wave of Armenian immigration from Turkey, Iran, Iraq, and the former Soviet Union has changed the face of the local Armenian community. A majority of our current Armenian students are fairly recent immigrants. Both Filipino and Korean groups are growing rapidly in percentage terms, even if they trail behind the numeric growth of Latinos and Armenians. A majority of all students attending the college have special educational needs associated with their non-native status.

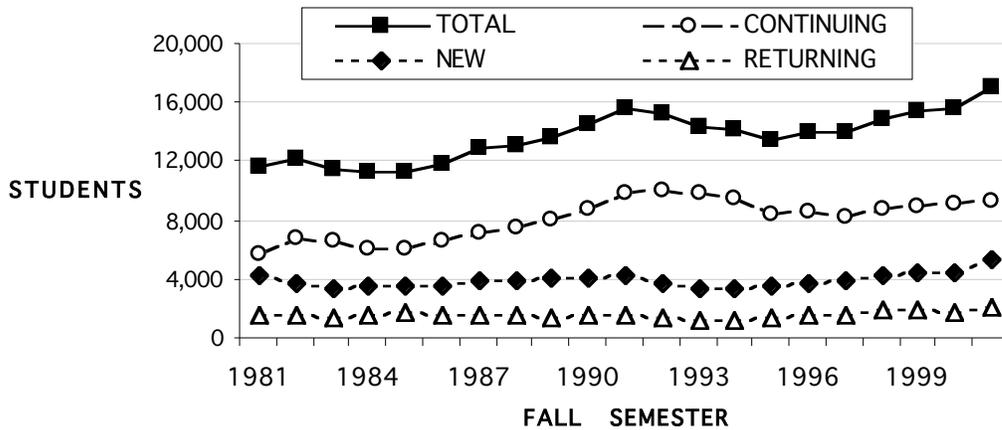
### Enrollment Statistics—Credit Programs

Growth in the number of continuing students drove the increase in total enrollment between its low mark in Fall 1984, as shown in Graph 3, and its high mark in Fall 1991. After 1994, the percentage of continuing students de-

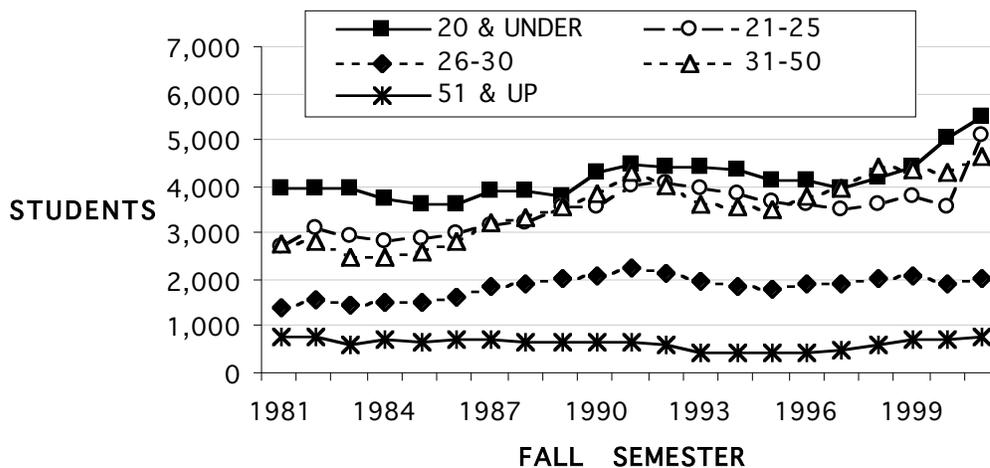
clined somewhat, and in Fall 2000 the percentage of new students enrolling directly after high school increased substantially to about 14%. In Fall 2001 and 2002, the percentage of students enrolling directly from high school declined to about 10% of all credit students.

Several trends show up among age groups on campus. Enrollment of the oldest students, those 51 and over, has declined fairly consistently from 817 in 1981 to 436 in 1995, but has increased recently to 806 in Fall 2001. Enrollment of the youngest group of students, those 20 and younger, remained steady until 1998, when it increased substantially. Graph 4 reflects these trends.

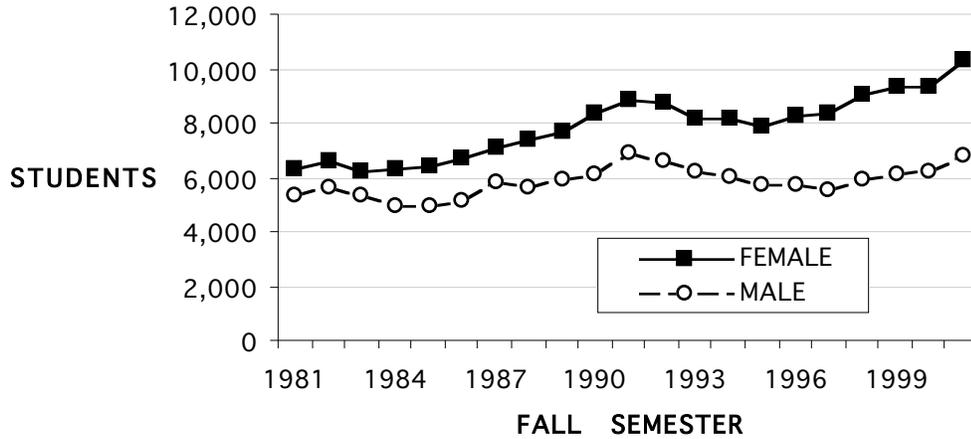
Graph 3: Enrollment Trends



Graph 4: Credit Enrollment by Age Cohort



**Graph 5: Credit Enrollment by Gender**



The total number of male students reached a high of 6,888 in Fall 1991. Enrollments of both men and women declined after 1991; however, enrollment of women has increased numerically and as a percentage of all students since 1995. Graph 5 traces male and female enrollment over time. In Fall 2001, 60% of credit students were female.

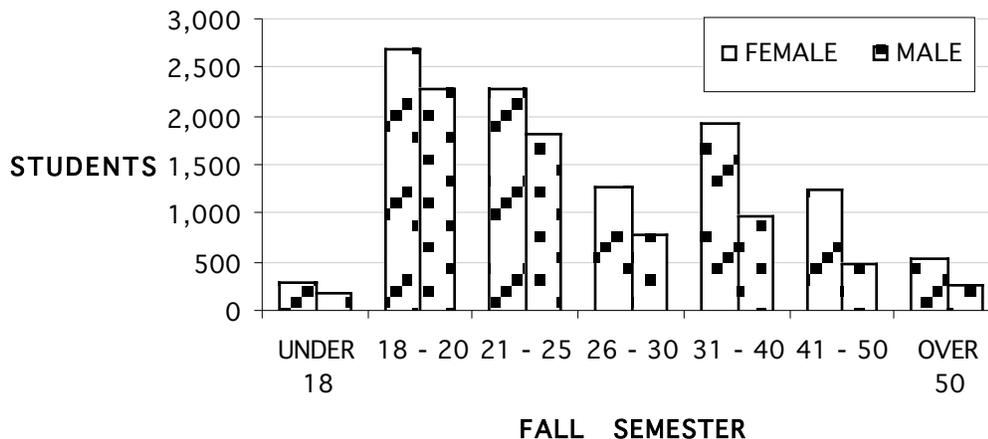
Graph 6 reflects the current gender distribution of students by age. Mirroring a general trend in higher education, women outnumber men in each age group. The proportionate difference is small for younger students but much larger for older students: Among students over age 25, women outnumber men by about two to one. The rising number of part-time women between the ages of 21 and 50 contributed to the enrollment

growth in the late 1980's. After dropping in the early 1980's, the number of male students under age 25 began to rise. This upsurge in enrollment by traditionally college-aged males has been steady since then.

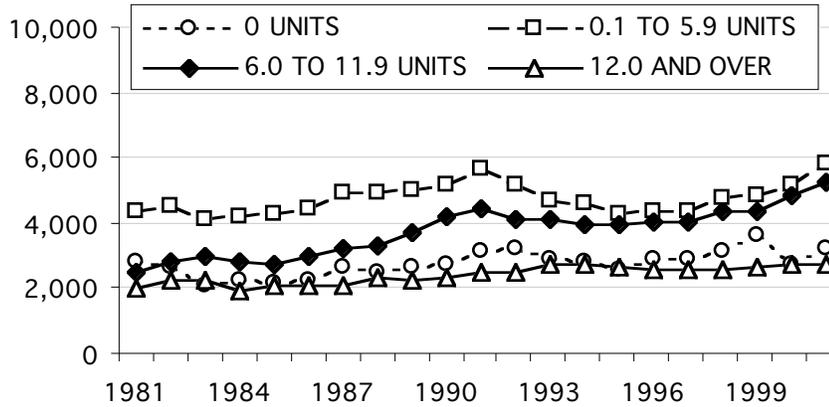
While the number of part-time students grew during the 1980's, the number of full-time students was fairly stable until 1990. Graph 7 (next page) shows the dramatic growth in numbers of "serious" part-time students completing six to eleven units per semester during the 1980's, 1990's, and into 2000.

Graph 8 (next page) suggests that competition for limited course offerings has altered the traditional characteristics of day and night students. Students taking day classes only

**Graph 6: Age Cohorts by Gender, Fall 2001**



**Graph 7: Credit Enrollment by Units Completed**

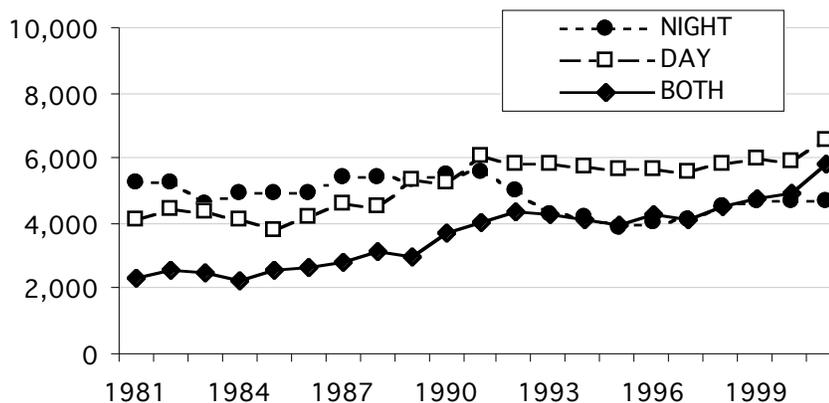


exceeded the number of students taking night classes only for the first time in Fall 1991. The percentage of students taking day classes only or both day and night classes hit all-time highs in Fall 1993. Fall 1994 saw slight declines in the number of students in each category, but the numbers have been steady since, after the decline in night-only students.

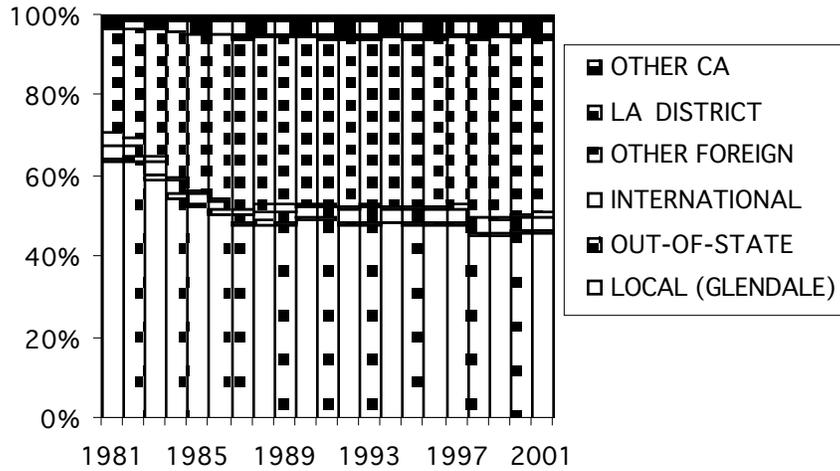
The residency status of students (where the state considers them to be residents) shifted during the early 1980's to a larger proportion of students from outside the district boundaries (see Graph 9); this trend was ameliorated by the Glendale growth boom after 1986. The dispersion of students clearly reflects the major impact of the freeflow decision made by the Los Angeles district in 1982 and subsequent legislation.

The college regularly seeks student opinions about the institution and its services. The primary means of evaluation is the annual Spring Student Survey, which seeks a variety of information from students to aid annual campus decision making. The annual survey also collects information about our students' non-school activities. For example, students are frequently asked about their commitment to working while attending college. Since the first student survey in 1986 there have been steady increases in terms of both the percentage of students working and how many hours they were working. These trends parallel a growth in the numbers of serious part-time students noted earlier. Reflecting the impact of current economic situations, however, the working patterns of students changed significantly in the 1992 survey: After a period of increasing likelihood of working, there was a

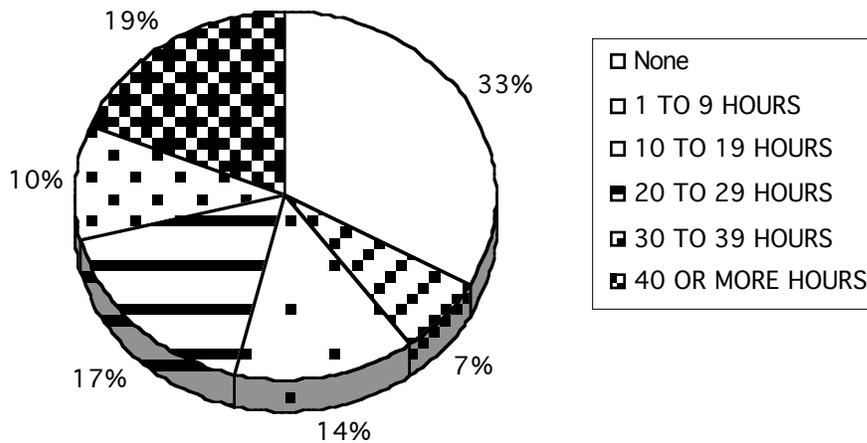
**Graph 8: Credit Enrollment by Day, Night, or Both**



**Graph 9: Credit Enrollment by District Status**



**Graph 10: Hours Worked Weekly by Credit Students, Spring 2002**



dramatic increase in the number of students not working between 1991 and 1992 (from 29% to 38%) and there was an overall decline in the hours worked by those employed. (1991-92 is usually considered the low point in the region's economic health.) While the 1993 survey reiterated the 1992 findings, 1995 results suggested that students had returned to a higher likelihood of working. The 2002 survey results are shown in Graph 10. Both the mean and median hours worked increased over 1995 results while the number of students not working also increased.

### **Enrollment Statistics—Non-Credit Programs**

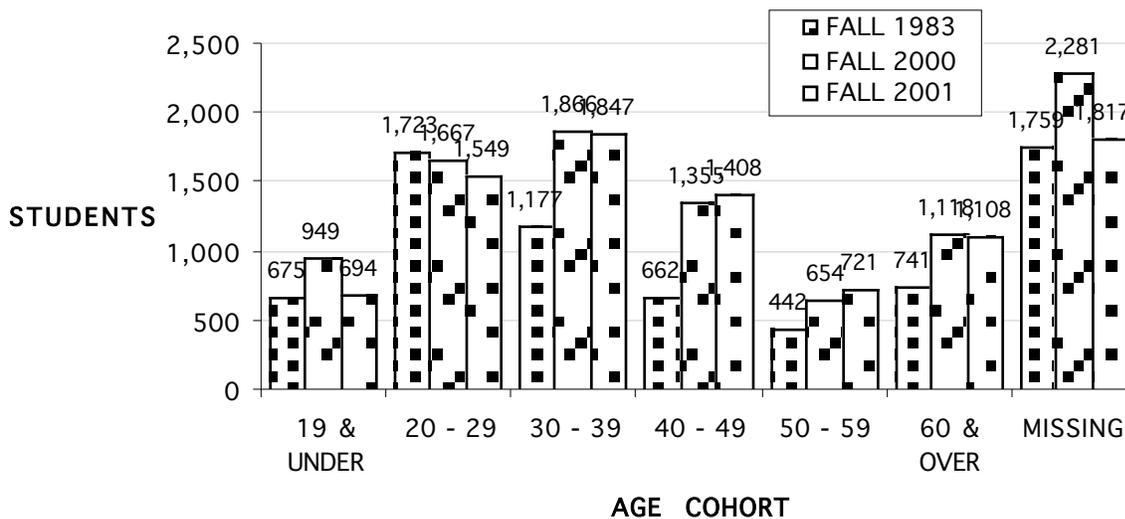
The data demands made on non-credit enrollment programs have been less extensive and demanding than those made on credit programs and have afforded a more limited view of those students in non-credit programs. Historically, non-credit student data files have also had more missing or invalid information than the credit files. This report presents "as is" data. In Fall 2001, 9,144 students enrolled in non-credit pro-

grams; 64% were female, 28% were male, and 8% were of unknown gender.

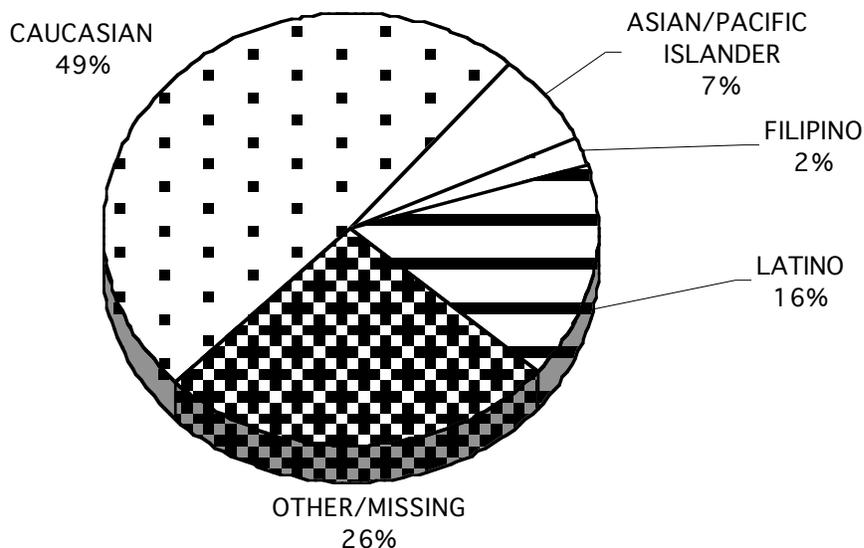
The age of non-credit students can be estimated by grouping their reported birth dates. However, many students seem to have been born in 1900 or 1999, or the information is missing.

Graph 11 compares the best available age cohort information for non-credit students in Fall 1983, 2000, and 2001. The ethnic distribution of non-credit students in Fall 2001 is shown in Graph 12, and Graph 13 shows their citizenship/visa status.

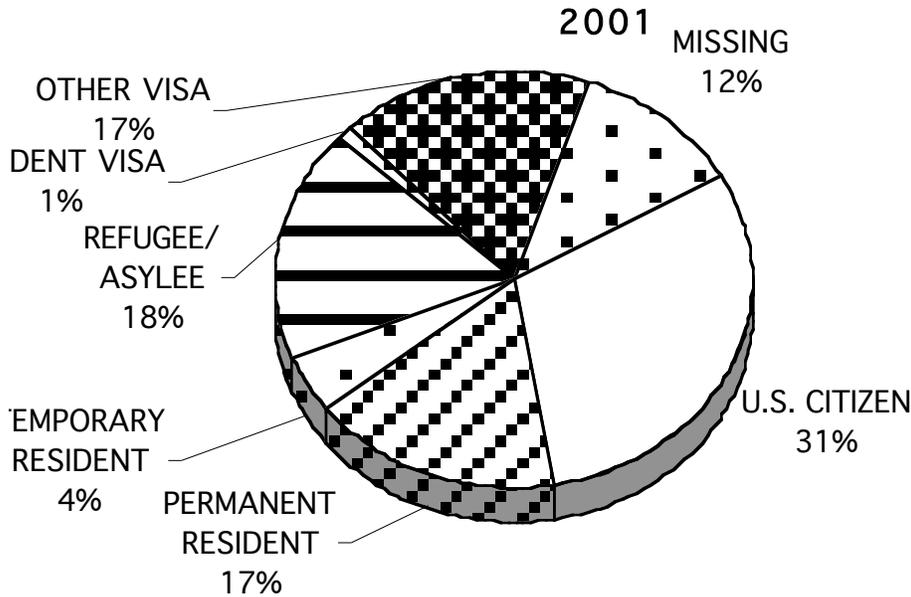
**Graph 11: Non-Credit Enrollment by Age Cohort**



**Graph 12: Non-Credit Student Ethnicity, Fall 2001**



**Graph 13: Non-Credit Student Visa Status, Fall**



### Student Experiences

The college has long had an active recruitment effort. For more than 20 years the college has offered its suggested assessment tests each spring to high school seniors in the Glendale Unified School District on the high school campuses. The college has an Extended Opportunity Program and Services (EOPS) unit—recognized for excellence throughout the state—which recruits and provides summer orientation programs.

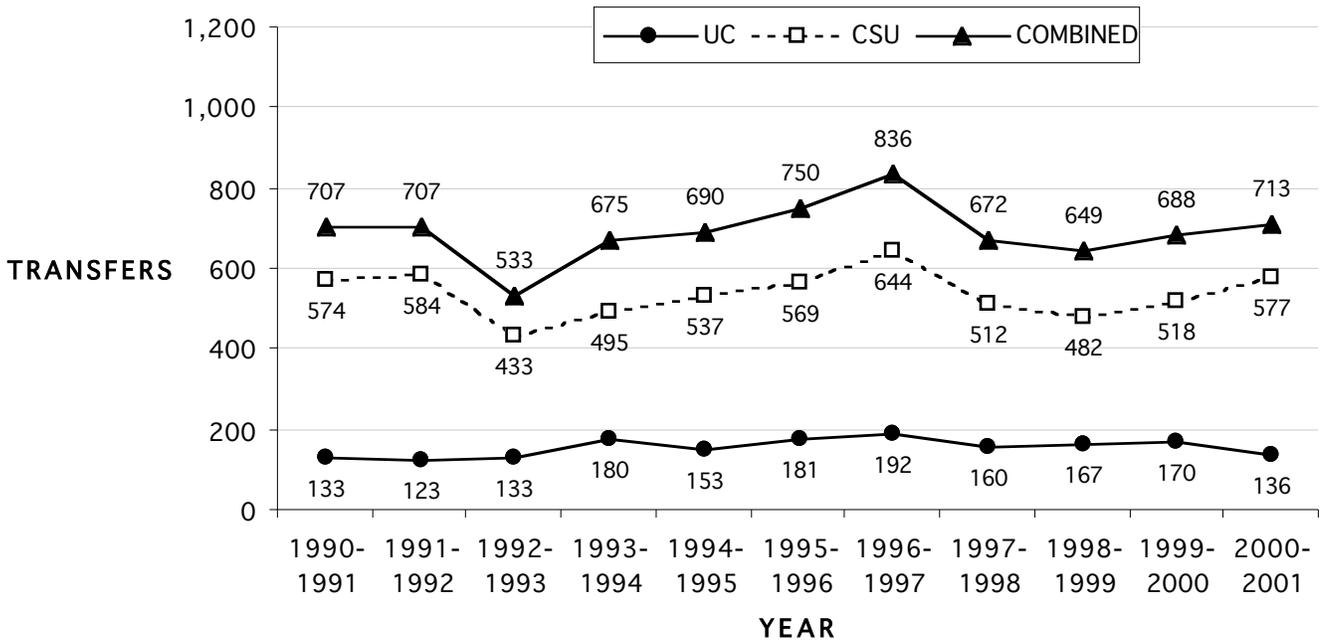
To promote international awareness the college has sponsored semester abroad programs in Europe and conducts a multi-subject summer program at the college-run Baja Field Station in Mexico. Several hundred international students enroll each year, and the college has recently been recruiting in the Far East. In Fall 1997, the college launched a new PACE program to serve the needs of working adults.

Glendale Community College students transfer to institutions throughout the state and country. The majority of our identified transfers—over 650 students per year—go to four local institutions: California State University, Northridge; California State University, Los Angeles; the University of Southern California; and the University of California, Los Angeles. The college has active articulation agreements with Occidental College and Woodbury College, which are within several miles of the campus.

Graph 14, on the next page, traces the history of transfers reported by the California Post-Secondary Education Commission (CPEC) for the college. We know that these figures underreport the total number of transfers because state colleges and universities report only the last community college a transfer student attended. Better data will not be available until we can track students by their Social Security Numbers within a statewide data system on student movement. Graph 15, on the next page, shows a history of the number of degrees granted by the college.

Additional and more detailed information about the community, student population, and college operations can be found in *Campus Profile 2002*, which is available from the Research & Planning Unit. Demographic information is also available on the college Research and Planning web site located at <<http://research.glendale.edu>>.

**Graph 14: In-State Transfers from GCC**



**Graph 15: Degrees & Certificates Completed**

