

GLENDALE
COMMUNITY
COLLEGE

Garfield
Campus

2013

Draft Garfield Campus Master Plan



Glendale Community
College Garfield Campus
1122 East Garfield Avenue
Glendale, California 91205
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6/1/2013



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Table of Contents

| | |
|--|-----------|
| Summary | 1 |
| History | 2 |
| Programs | 3 |
| English as a Second Language | 3 |
| Office Business Technology | 4 |
| Developmental Skills Lab (Student Success Center) | 4 |
| Lifelong Learning | 4 |
| Parent Education | 5 |
| Parent Support Center for Child Development | 5 |
| Community Services Education | 5 |
| California Work Opportunity and Responsibility to Kids | 5 |
| Mission Statements | 6 |
| Glendale Community College Mission | 6 |
| Garfield Campus Mission (Draft) | 6 |
| Data from Glendale Community College Campus Profile 2012 | 7 |
| Enrollment Data | 7 |
| Demographic Information | 8 |
| Data from Glendale Community College Community Profile 2012 | 10 |
| Demographic Information | 10 |
| Income and Employment Information | 11 |
| Educational Information | 12 |
| PeopleSoft Enrollment Data | 14 |
| Economic Modeling Specialists International Data | 16 |
| Community Services Education Data | 18 |

| | |
|--|-----------|
| Summary of Trends | 20 |
| Demographic | 20 |
| Educational | 20 |
| Employment | 20 |
| Garfield Campus Administration | 21 |
| Administrative Overview | 21 |
| Instructional Overview | 21 |
| Noncredit Program Overview | 21 |
| SWOT Analysis for the Garfield Campus | 23 |
| Instructional Reorganization | 24 |
| Glendale Community College Educational Master Plan Goals | 27 |
| Garfield Campus Implementation of Master Plan Strategic Goals | 28 |
| Planning Factors | 29 |
| Garfield Campus Long Term Objectives | 31 |
| Garfield Campus Master Plan Goals – Draft | 32 |
| Garfield Campus Master Plan Goals Action Steps – Draft | 33 |
| References | 35 |
| Appendix A - Garfield Campus Master Plan Meeting Schedule | 36 |
| Appendix B - GED California – 2012 Annual Statistic Reports by Center | 37 |
| Appendix C - Garfield Campus Plan, SWOT Analysis Notes 2012-2013 | 41 |

Summary

Glendale Community College's Garfield Campus was built on the foundation of many dedicated individual professional educators and support staff who responded to a collective community appeal for continuing education. Continuing and Community Education programs have exclusively administered and primarily offered through the Garfield Campus. Faculty, staff and administration have successfully developed programs, services, classes and courses designed to meet the challenges that are significant and specific to the city of Glendale and adjacent communities.

The Garfield Campus Master Plan provides a historical perspective of the development of the programs, services and facilities that define the Garfield Campus. Demographic information along with enrollment numbers provides a snapshot of the educational environment and a cultural perspective of the campus. Information from the local area along with employment trends and census data develops a broader perspective of the community that is served through the Garfield Campus.

An ongoing challenge that is reflective of the resolve of continuing and community education in California is the funding and legislative actions targeting the vulnerable students served under these programs. During the development of this plan and still pending as of this writing is legislative language that drastically alters the manner in which noncredit is funded, with specific legislation through SB 173 which deletes program-based funding for four programs that are currently authorized under education code. Many years of legislative and budgetary regulations have been the norm for the programs administrators have overseen at the Garfield Campus. This plan recognizes the scope of future changes based not only on potential budget implications and legislative actions, but also with the California Chancellor's Office Student Success Initiative which is driving structural changes within Glendale Community College.

The development of this plan is a result of multiple meetings that included gatherings at Garfield Campus and the Verdugo Campus with credit and noncredit representatives including faculty, administrators, students, along with community members to review historical data, trends, issues, goals, and visions that have culminated in the presentation of Garfield Campus Master Plan Goals (see Appendix A). This plan was prepared through a collective input of thoughts, ideas, review of data and was written by Alfred Ramirez, Interim Administrative Dean, Continuing and Community Education.

History

Glendale Community College (GCC) has been offering noncredit classes since the early 1930's. A mutual agreement between GCC and the Glendale Unified School District (GUSD), through a delineation of functions in the 1970's, established GCC as the primary source of adult education for the city of Glendale and surrounding communities.

GCC purchased property in 1992 to accommodate the noncredit students they served. The property was located in the South Glendale, Mariposa neighborhood at the corner of Garfield Avenue and Adams Street. Construction soon followed and by 1994, a 28,000 square foot classroom building known as the Adult Community Training Center "ACTC" was built to offer noncredit and community services courses and to provide a site for administrative offices and student services to support those programs.

Over the years, demand for noncredit programs grew and waiting lists for classes were the norm. After the construction of the original building, adjoining properties were purchased. Temporary modular structures were placed between adjacent homes that had been purchased and remodeled into classrooms. The temporary accommodations eventually outlived their projected time of use.

The facilities where noncredit classes were being offered continued to deteriorate around the ACTC building. In response to increased enrollment, classes were being held in local church auditoriums, in converted homes, and old modular trailers. GCC looked to the community for support to upgrade technology and infrastructure for the college including the noncredit facilities. In March of 2002, local voters (primarily South Glendale) passed Measure G, which provided a \$98 million bond with \$16 million of those funds earmarked for improvements for the ACTC to replace converted homes, trailers, and church auditoriums which had been substituting for classrooms beyond their useful time.

The ACTC continued to grow, and in preparation, GCC agreed to brand the noncredit building and classrooms as the Garfield Campus. In the meantime, recognizing the scope and size of GCC's noncredit program, the Board of Governors of the California Community Colleges conferred "grandparented center" status to the Garfield Campus in their September 2008 meeting. This solidified the importance of the noncredit program and Garfield Campus to GCC as a critical educational component for the district in the community.

In 2008-2009, 13,455 students were served through the Garfield Campus and its programs. That accounted for 36% of the total Glendale Community College student headcount that year (Research & Planning, *Campus Profile, 2011*).

Following approval to appropriately allocate funding from Measure G, a three-story, 36,379 square foot "Mariposa" building was built and opened for students in the fall of 2011. The previously existing building was named "Tropico" after the historical name of the neighboring community within the city of Glendale. These two buildings, as well as the Parent Support Center for Child Development currently make up the Garfield Campus of Glendale Community College.

Programs

The Garfield Campus is the location for a majority of the classes offered and the administration of Continuing and Community Education. The noncredit English as a Second Language and noncredit Business and Life Skills academic divisions along with Community Services Education are all under the administration of the current Interim Administrative Dean of Continuing and Community Education with support from the Interim Associate Dean of Continuing and Community Education. The Garfield Campus also houses the Parent Support Center for Child Development, which is a licensed child care facility to support the care of 30 children during the day.

English as a Second Language (ESL)

The noncredit population served is 48% Armenian and 16% Latino/Hispanic (Research & Planning, *Campus Profile 2012*; See Table 4, pg. 8). The robust English as a Second Language program is offered appropriately to meet the needs of the community as evidenced by U.S. Census information that shows 30% of Glendale residents speak English in home, as compared to 56% in California, and 43% in Los Angeles County (Research & Planning, *Community Profile 2012*). The ESL program responded with three Chancellors Office approved Certificates of Completion for ESL that are offered. The Citizenship program assists immigrants to obtain the right to vote to participate actively in their community.

The Noncredit ESL Certificates prepare students for transitioning into Noncredit Business and GED, and/or credit classes. These pathways lead to workforce readiness and/or academic degree attainment, other certificate programs, and/or transfer. The program is developing a Vocational English as a Second Language (VESL) component to respond to state and local efforts. One component of monitoring program effectiveness is measuring noncredit transition rates within basic skills and workforce readiness programs, as well as matriculation rates into credit.



Office Business Technology (OBT)

Data from the California Employment Development Department for Los Angeles County identifies positive change in employment within the industries of government, professional and business services, as well as educational and health services (Research & Planning, *Community Profile 2012*). Office Business Technology classes are in place to prepare students for those industries.

OBT classes offer eight Chancellor's Office approved certificate programs in Account Clerk I, II; General Office Clerk I, II, III; Hospitality & Tourism; Medical Front Office; and Dental Front Office. These programs provide a connection to workforce along with a pathway to credit courses, credit certificates, degrees, and transfer to university. Business and computer classes through OBT provide students with education and skills required in the modern workplace, or as preparation to further educational goals.

Developmental Skills Lab-Student Success Center (DSL)

Data from the California Department of Education identifies a downward trend in Public School Enrollment from years 2007-2008 to 2011-2012, in Los Angeles County at -4%, in Glendale Unified District at -3%, and in neighboring Los Angeles Unified District at -5%. According to GED Testing Service Data there are 5.5 million adults without a high school credential and 53,000 tested (*2011 Annual Statistical Report on the GED® Test*).

The GED program offered through the Developmental Skills Lab, now known as the Student Success Center, provides a critical link to achieve the success that students obtain by passing the GED test. The GED test results for Garfield Campus at 79% passing in 2012, is higher than centers in the same area of California, and higher than the statewide average of 69% (*GED California – 2012 Annual Statistic Reports by Center*; See Appendix B). Courses offered through DSL are provided through the Garfield Campus' Student Success Center to meet the needs of students to improve their basic skills, prepare for the GED, or to complete their high school education with a diploma. In addition, two Chancellors' Office approved certificates of completions are offered for GED and an Adult Basic Skills.

Lifelong Learning Seminars (LLS)

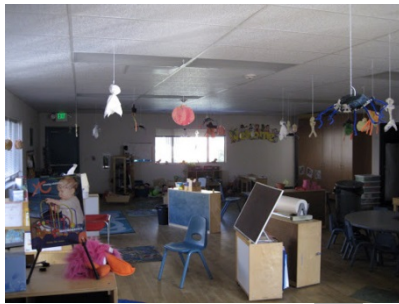
The Lifelong Learning Seminars program provides training for older adults to meet the need of older population. The local population's median age remained steady in Glendale over 2006-2010, but has been consistently higher than Los Angeles County, California, and U.S. median age reports from the U.S. Census (Research & Planning, *Community Profile 2012*). Courses provided through our Lifelong Learning program provide older adults with opportunities to remain productive and maintain skills that they utilize to assist by re-entering the workforce, supplementing their income, and maintaining their health.

Parent Education (PARED)

The Parent Education program provides an observational preschool setting where parents learn how to implement age-appropriate activities and develop skills to work with children's social, emotional, physical, and intellectual needs. This educational endeavor provides parents with much needed resources to prepare children for a lifetime of learning while introducing many parents to possible child development careers.

Parent Support Center for Child Development

The Parent Support Center for Child Development is in a modular 2,000+ square foot building that was built in January 2010 to serve students' children as their parents attended classes on the Garfield Campus. In 2012, the center went through licensing and is currently offering child care services for 30 children to parents on or off campus.



Community Services Education

The Community Services Education (CSE) program has been offering a full realm of fee-based not-for-credit classes, workshops, and activities designed to provide opportunities for personal enrichment, self-improvement, career enhancement, and social networking. According to most recent CSE data, the total number of students enrolled in classes from July 2012, through April 2013 is 6,247, and the number of classes offered is 544.

California Work Opportunity and Responsibility to Kids (CalWORKs)

The CalWORKs program at GCC is the largest of all community colleges in California with 1,445 students reported in 2011-2012 (*Chancellor's Office Data Mart*). CalWORKs offices are located at the Garfield Campus as well as at the Verdugo Campus servicing approximately the same number of students at each campus with similar staffing levels at each office as well.

Mission Statements

Glendale Community College Mission

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. Dedicated to the importance of higher education in an evolving urban environment, faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge;
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology that enable students to reach their educational goals in an efficient and timely manner.

Garfield Campus Mission (Draft)

The Garfield Campus provides education and student services to the local community, meeting the critical needs of adults and high school students to achieve success through continuing education, workforce training, and college preparation aligned with district mission goals. The Garfield Campus prides itself on its values of quality education and excellent service.



Data from Glendale Community College Campus Profile 2012

Enrollment Data

During the years of 2009 through 2011, budget cuts were experienced across the state, including and more severely for noncredit. Construction of the Mariposa Building at the Garfield Campus began late in 2009 and was completed in 2011 at which time class offerings were limited, adding to the decrease in enrollment numbers.

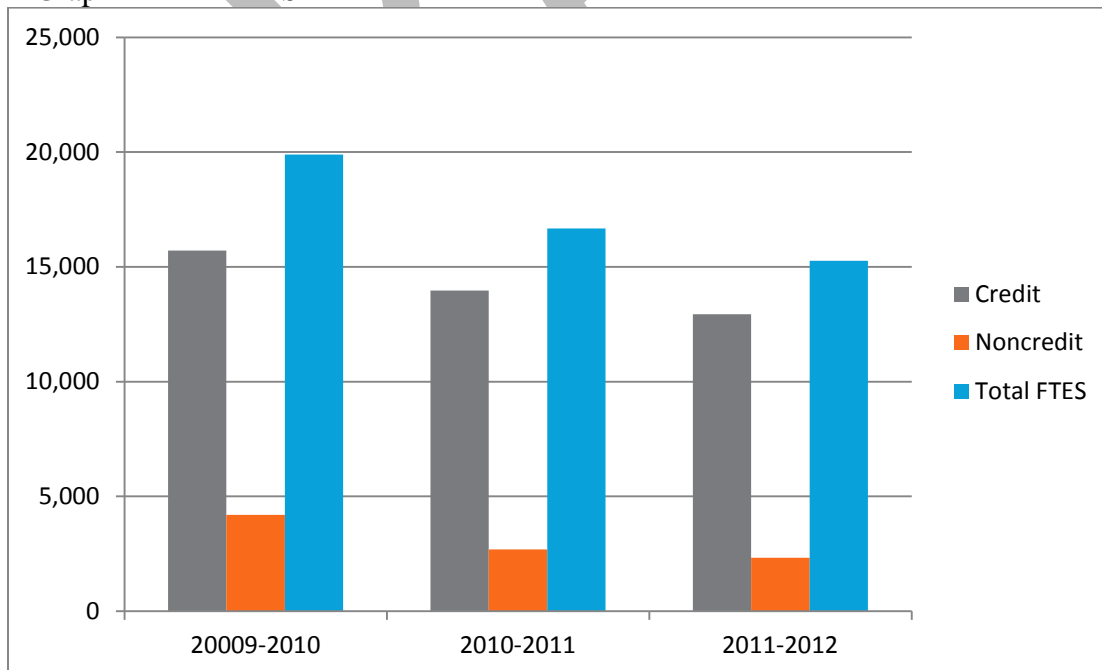
Table 1 *Headcount and FTES*

| Student Headcount | 2009-2010 | 2010-2011 | 2011-2012 |
|---|------------------|------------------|------------------|
| Credit | 24,272 | 22,501 | 21,732 |
| Noncredit | 12,638 | 9,597 | 5,877 |
| Total Headcount | 36,714 | 31,233 | 27,082 |
| Full-Time Equivalent Students (FTES) | | | |
| Credit | 15,704 | 13,974 | 12,934 |
| Noncredit | 4,193 | 2,700 | 2,336 |
| Total FTES | 19,897 | 16,674 | 15,270 |

Source: GCC MIS data submissions and CCFS-320 Apportionment Reports

A decline in total FTES from 2009 through 2012 is shown. A history of growth for all California Community Colleges has been followed by a decline for almost all colleges in California. GCC has experienced a decline as noted above in headcount and FTES for both credit and noncredit.

Graph 1 *FTES*



Demographic Information

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 approximately 65% to 35%.

Table 2 *Noncredit Enrollment by Gender*

| Gender | Fall 2009 | | Fall 2010 | | Fall 2011 | |
|--------------|--------------|-------------|--------------|-------------|--------------|-------------|
| Male | 2,478 | 33% | 2,058 | 34% | 1,839 | 33% |
| Female | 5,051 | 67% | 3,799 | 63% | 3,481 | 62% |
| Unknown | 0 | 0% | 153 | 3% | 266 | 5% |
| Total | 7,529 | 100% | 6,010 | 100% | 5,586 | 100% |

Source: GCC MIS data submissions

Noncredit students tend to be older than credit students. The median age of noncredit students was 45 years in fall 2012, compared to 23 years for credit students. Over 75% of noncredit students are over 31 years of age.

Table 3 *Noncredit Enrollment by Age*

| Age Group | Fall 2009 | | Fall 2010 | | Fall 2011 | |
|-----------------------|--------------|-------------|--------------|-------------|--------------|-------------|
| 20 & Under | 488 | 6% | 423 | 7% | 358 | 6% |
| 21 to 25 | 596 | 8% | 475 | 8% | 398 | 7% |
| 26 to 30 | 657 | 9% | 517 | 9% | 436 | 8% |
| 31 to 50 | 3,096 | 41% | 2,372 | 39% | 2,097 | 38% |
| 50 & Over | 2,686 | 36% | 2,222 | 37% | 2,296 | 41% |
| Unknown | 6 | 0% | 1 | 0% | 1 | 0% |
| Total Students | 7,529 | 100% | 6,010 | 100% | 5,586 | 100% |
| Mean Age | 45.4 | | 45.3 | | 47.0 | |
| Median Age | 43.0 | | 43.0 | | 45.0 | |

Source: GCC MIS data submissions

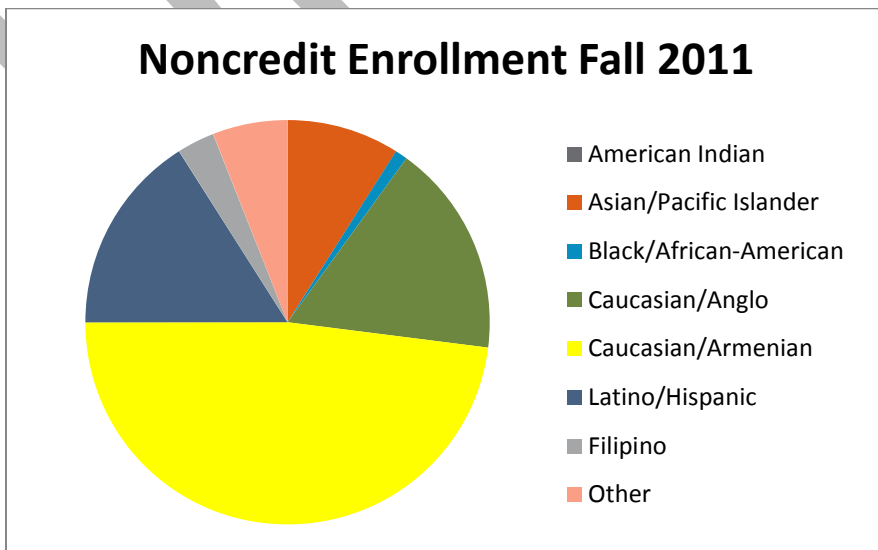
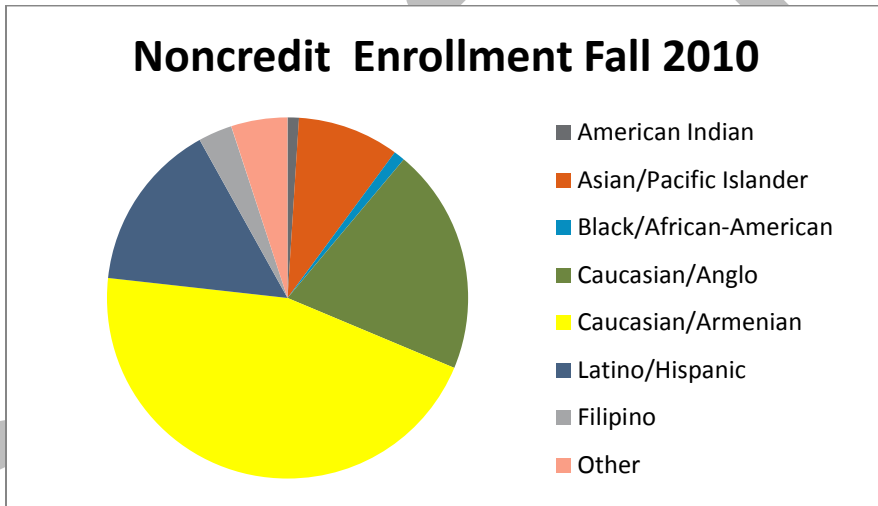
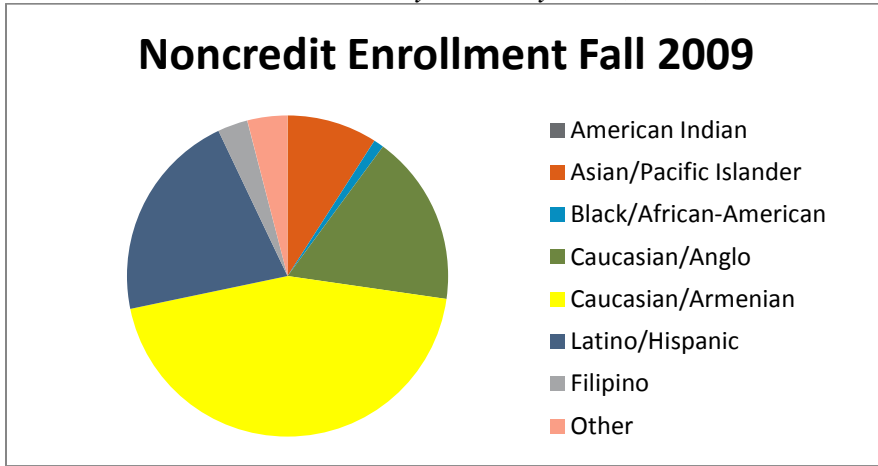
The noncredit population is primarily Armenian and seems to be increasing. An additional note regarding the Caucasian/Anglo could be added to include the possibility that other immigrant populations may be counted within that group (specifically, Russian, Iranian and others).

Table 4 *Noncredit Enrollment by Ethnicity*

| | Fall 2009 | Fall 2010 | Fall 2011 |
|------------------------|--------------|--------------|--------------|
| American Indian | 0% | 1% | 0% |
| Asian/Pacific Islander | 9% | 9% | 9% |
| Black/African-American | 1% | 1% | 1% |
| Caucasian/Anglo | 17% | 20% | 17% |
| Caucasian/Armenian | 44% | 45% | 48% |
| Latino/Hispanic | 21% | 15% | 16% |
| Filipino | 3% | 3% | 3% |
| Other | 4% | 5% | 6% |
| Total | 7,529 | 6,010 | 5,586 |

Source: GCC MIS data submissions, GCC PeopleSoft student system

Graph 2 *Noncredit Enrollment by Ethnicity 2009, 2010, & 2011*



Data from Glendale Community College Community Profile 2012

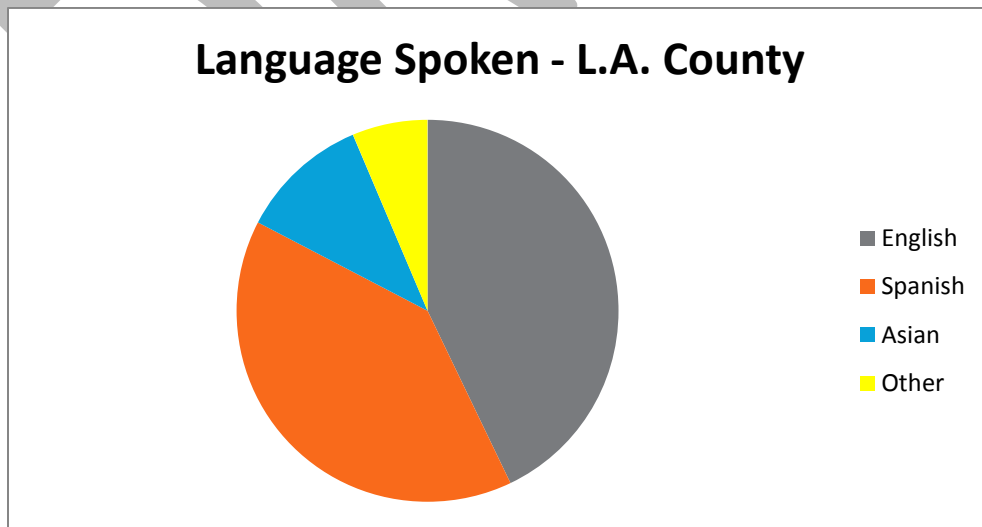
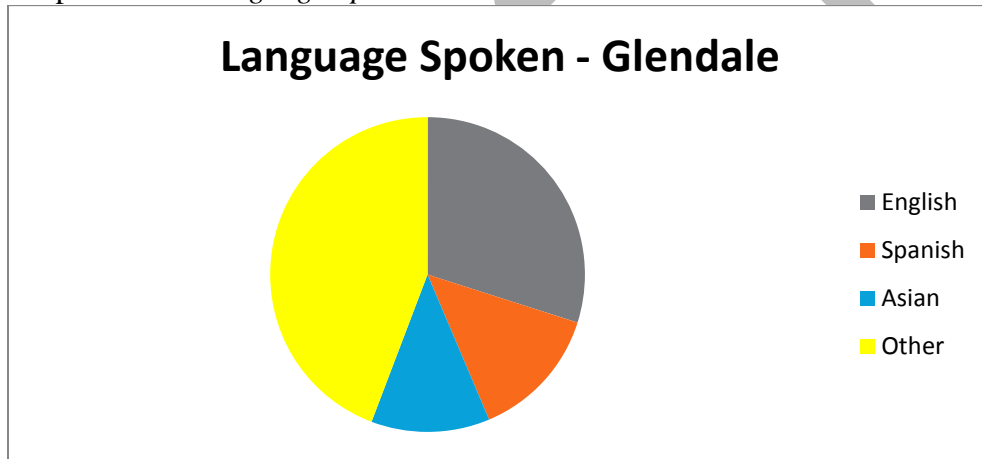
Demographic Information

Over half of Glendale’s total population was born outside the U.S., compared to 36% in Los Angeles County and 27% in California as a whole.

Table 5 *Language Spoken at Home*

| Area | English | Spanish | Asian Languages | Other Languages |
|-------------|---------|---------|-----------------|-----------------|
| Glendale | 30% | 13.7% | 12.2% | 44.3% |
| Los Angeles | 43% | 39.9% | 11.0% | 6.4% |
| California | 56% | 28.9% | 9.6% | 5.2% |

Graph 3 *Language Spoken*



A substantial finding is that 70% of Glendale’s population speaks a language other than English in the home, with Los Angeles County at 57%, and California at 44%.

Income and Employment Information

The median income in Glendale is below the median income in Los Angeles County, and it is about \$6,000 lower than the median income in California, a difference of about 10%.

The unemployment rate in Los Angeles County in 2011 was 12.3%, which was up from 4.8% in 2006. The unemployment rate in Glendale for 2011 was 10.7% from 4.1% in 2006.

Employment rates for the ten highest rated occupations in the Glendale Area identify a positive change expected for various technical areas.

Table 6 *Employment Rates in Glendale*

| Occupation | 2006 | 2011 | Average Annual Change | Percent Change |
|--|--------|--------|-----------------------|----------------|
| Licensed Practical and Licensed Vocational Nurse | 20,060 | 25,860 | +580 | +28.9% |
| Medical Secretaries | 21,360 | 26,310 | +495 | +23.2% |
| Preschool Teachers, Except Special Education | 15,210 | 18,360 | +315 | +20.7% |
| Fitness Trainers and Aerobics Instructors | 6,820 | 8,190 | +138 | +20.1% |
| Automotive Service Technicians and Mechanics | 17,900 | 19,090 | +120 | +6.6% |
| Health Technologists and Technicians, All Other | 3,720 | 4,900 | +118 | +31.7% |
| Legal Secretaries | 11,310 | 12,160 | +84 | +7.5% |
| Emergency Medical Technicians and Paramedics | 2,580 | 3,400 | +82 | +31.8% |
| Surgical Technologists | 2,620 | 3,340 | +73 | +27.5% |
| Gaming Dealers | 3,630 | 4,110 | +48 | +13.2% |

Data Source: California Employment Development Department



Educational Information

The percentage of K-12 students classified as English Learners by school. The average across California is 22%, and the Glendale district is slightly higher (26%) than this average. The Los Angeles district has a higher percentage of English Learners (27%), but for some schools, such as Belmont, the percentage is above 30%.

The table below shows enrollment trends in public K-12 schools from 2007-2008 through 2011-2012. Enrollment in public schools declined by 4% in Los Angeles County between the years 2007-2008 and 2011-2012. Enrollment in local high schools dropped in almost all schools.

Table 7 *K-12 Enrollment*

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Change 07-08 to 11-12 |
|--|-----------|-----------|-----------|-----------|-----------|-----------------------------|
| Public School Enrollment Trends | | | | | | |
| California | 6,275,469 | 6,252,031 | 6,190,425 | 6,217,002 | 6,214,204 | -1% |
| L.A. County | 1,648,102 | 1,632,191 | 1,574,150 | 1,589,390 | 1,574,538 | -4% |
| Public School Enrollment Trends in GCC Service Area (All Grades K-12) | | | | | | |
| Glendale Unified | 27,035 | 26,744 | 26,574 | 26,371 | 26,228 | -3% |
| Burbank Unified | 16,640 | 16,577 | 16,733 | 16,623 | 16,670 | +0% |
| L.A. Unified District | 693,680 | 687,812 | 670,745 | 667,251 | 659,639 | -5% |
| | | | | | | |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | Change 07-08 to 11-12 |
| High School | | | | | | |
| Glendale High School | 3,123 | 3,051 | 2,967 | 2,909 | 2,838 | -9% |
| Hoover High School | 2,278 | 2,128 | 2,097 | 2,040 | 1,947 | -15% |
| Crescenta Valley High | 2,994 | 2,996 | 3,004 | 2,904 | 2,906 | -3% |
| Clark Magnet High | 1,066 | 1,098 | 1,127 | 1,122 | 1,130 | +6% |
| Daily High School | 332 | 301 | 304 | 298 | 267 | -20% |
| Burbank High School | 2,666 | 2,733 | 2,785 | 2,730 | 2,786 | +5% |
| Burroughs High School | 2,750 | 2,739 | 2,775 | 2,770 | 2,732 | -1% |
| Marshall High School | 4,414 | 3,816 | 3,479 | 3,422 | 2,893 | -34% |
| Eagle Rock High School | 3,066 | 3,067 | 3,016 | 3,058 | 2,655 | -13% |
| Verdugo Hills High | 2,341 | 2,257 | 2,115 | 2,008 | 1,783 | -24% |
| Los Angeles High | 3,377 | 3,163 | 2,855 | 2,210 | 1,947 | -42% |
| Belmont High School | 4,205 | 1,468 | 1,340 | 1,249 | 1,212 | -71% |
| | | | | | | |

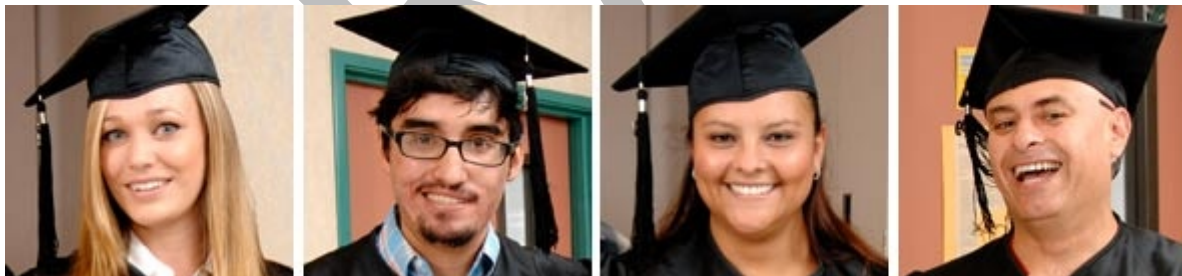
Data Source: California Department of Education

The table below shows the number of high school graduates for area feeder high schools. Although there is a positive change from 2006 to 2011, there is a drop in local school graduates from Glendale Unified and Burbank Unified schools comparing recent years from 2009-2011.

Table 8 *Local High School Graduates*

| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | Change 06-07 to 10-11 |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------------------|
| Glendale Unified | 2,088 | 2,255 | 2,158 | 2,252 | 2,140 | +8% |
| Burbank Unified | 1,333 | 1,444 | 1,498 | 1,507 | 1,494 | +13% |
| L.A. Unified District | 28,362 | 30,580 | 32,147 | 35,457 | 36,140 | +25% |
| Glendale | 591 | 678 | 652 | 670 | 648 | +13% |
| Hoover | 455 | 528 | 445 | 468 | 424 | +3% |
| Crescenta Valley | 673 | 668 | 678 | 728 | 669 | +8% |
| Clark Magnet | 239 | 221 | 240 | 250 | 245 | +5% |
| Daily | 84 | 107 | 107 | 114 | 110 | +36% |
| Burbank | 539 | 567 | 567 | 631 | 587 | +17% |
| Burroughs | 542 | 615 | 629 | 577 | 590 | +6% |
| Marshall | 755 | 781 | 758 | 734 | 667 | -3% |
| Eagle Rock | 409 | 430 | 451 | 483 | 502 | +18% |
| Verdugo Hills | 427 | 431 | 375 | 390 | 422 | -9% |
| Los Angeles | 551 | 543 | 459 | 478 | 415 | -13% |
| Belmont | 342 | 349 | 195 | 224 | 227 | -35% |

Data Source: California Department of Education



Compared to local high schools, the noncredit student population has become the largest feeder of students to credit classes since fall 2010.

Table 9 *Noncredit to Credit Enrollment*

| | Fall 2009 | Fall 2010 | Fall 2011 |
|--|-----------|-----------|-----------|
| Total Noncredit Students | 7,533 | 6,010 | 5,586 |
| Concurrently Enrolled in Credit Classes | 2% | 3% | 3% |
| Enrolled in Credit Classes in Next Spring Semester | 4% | 6% | 6% |

Source: GCC MIS data submissions

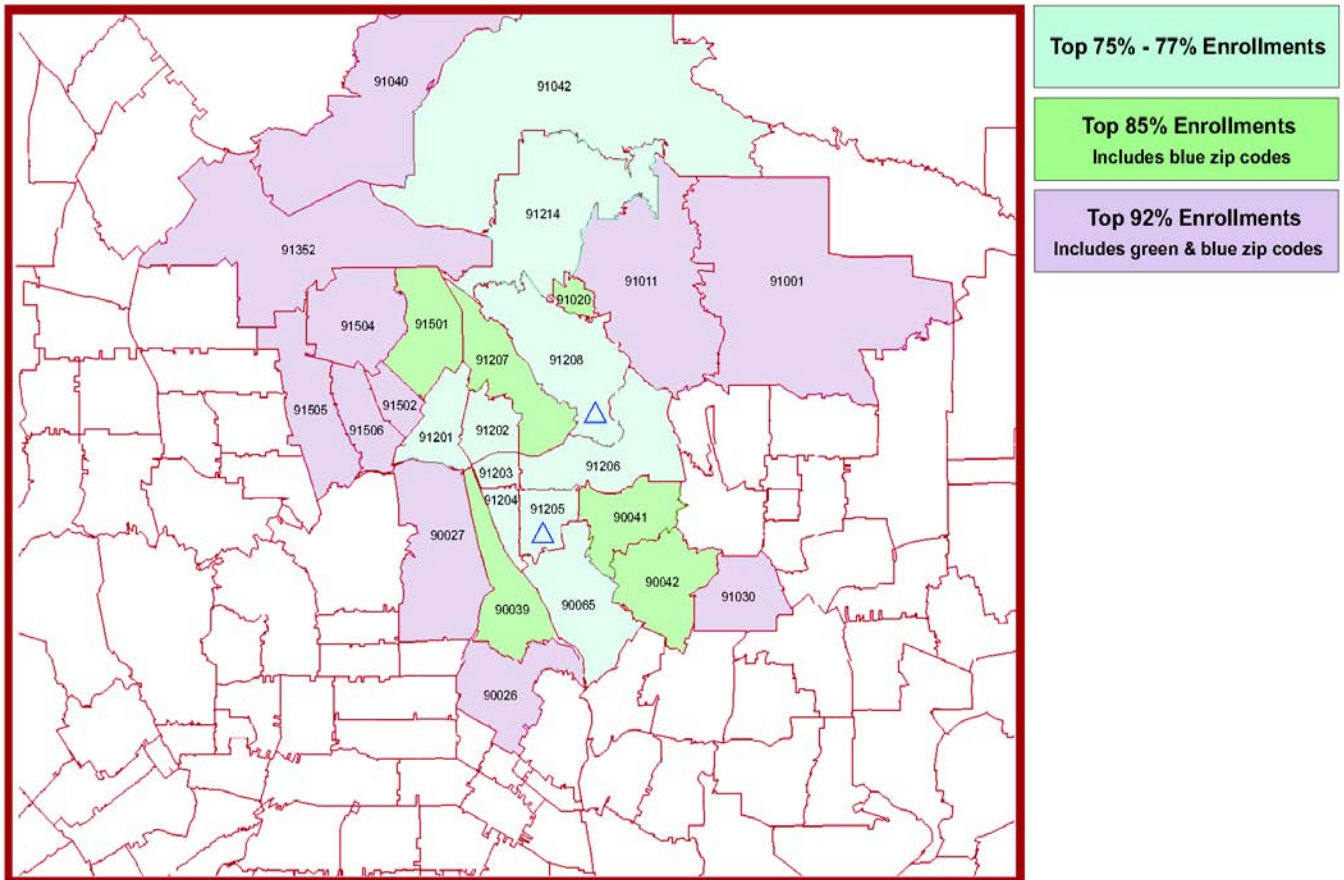
PeopleSoft Enrollment Data

PeopleSoft enrollment data notes that approximately 92% of students enrolled in continuing education programs in the last four semesters (spring 2013, spring 2012, fall 2012, and fall 2011) are from zip codes within approximately a 10 mile radius from Garfield Campus. The map identifies the areas where students are coming from to attend Continuing Education classes. The blue section includes a little over 75% of students enrolled in classes, the green and blue areas account for approximately 85% of enrollments, and the entire colored area includes 92% of total enrolled students.

Figure 1 *Enrollment Map*



Continuing Education Enrollment Map by Zip Code



Alfred Ramirez - April 19, 2013

Approximately 22% of students enrolled in Continuing Education classes are from the Garfield Campus zip code (91205). Enrollments by zip code for recent semesters are shown in Table 10.

Table 10

Enrollment by Zip Code

| | <i>SP '13</i> | <i>FA '12</i> | <i>SP '12</i> | <i>FA '11</i> |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Zip | Enrolled | Enrolled | Enrolled | Enrolled |
| 90026 | 30 | 33 | 30 | 21 |
| 90027 | 40 | 45 | 50 | 46 |
| 90031 | 23 | 24 | 10 | 12 |
| 90039 | 134 | 137 | 118 | 112 |
| 90041 | 102 | 131 | 120 | 102 |
| 90042 | 118 | 117 | 106 | 96 |
| 90065 | 151 | 181 | 152 | 137 |
| 91001 | 7 | 14 | 22 | 24 |
| 91011 | 76 | 69 | 91 | 69 |
| 91020 | 70 | 77 | 132 | 115 |
| 91030 | 21 | 15 | 17 | 23 |
| 91040 | 70 | 66 | 70 | 61 |
| 91042 | 157 | 164 | 170 | 170 |
| 91201 | 492 | 482 | 551 | 586 |
| 91202 | 428 | 414 | 484 | 439 |
| 91203 | 342 | 326 | 373 | 385 |
| 91204 | 401 | 453 | 544 | 531 |
| 91205 | 1344 | 1367 | 1600 | 1504 |
| 91206 | 613 | 694 | 858 | 792 |
| 91207 | 121 | 131 | 135 | 127 |
| 91208 | 151 | 175 | 208 | 212 |
| 91214 | 178 | 203 | 280 | 264 |
| 91352 | 30 | 26 | 33 | 19 |
| 91501 | 138 | 130 | 147 | 143 |
| 91502 | 55 | 53 | 60 | 77 |
| 91504 | 42 | 47 | 62 | 48 |
| 91505 | 23 | 20 | 30 | 30 |
| 91506 | 31 | 27 | 28 | 30 |
| Totals | 5388 | 5621 | 6481 | 6175 |
| % of all | 92.56% | 92.06% | 92.24% | 92.58% |
| Enrolled | 5821 | 6106 | 7026 | 6670 |

Source: PeopleSoft Data

22% of all students enrolled in noncredit classes are from 91205 zip code.

PeopleSoft enrollment data for spring 2013 shows, 85 ESL classes with 3,496 enrolled students, 75 OBT classes with 3,551 students, 38 DSL classes with 1,761 students, 17 PARED classes with 415 students, and 10 LLS classes with 367 students. The total amount of noncredit students as of April 2013 for the spring 2013 semester is 9,590. This is a duplicated headcount of students enrolled in all continuing education classes.

Table 11 *Spring Enrollment as of 4/18/13*

| | ESL | OBT | DSL | PARED | LLS | TOTALS |
|-----------------|-------|-------|-------|-------|-----|--------|
| Classes | 85 | 75 | 8 | 17 | 10 | 195 |
| Students | 3,496 | 3,551 | 1,761 | 415 | 367 | 9,590 |

Economic Modeling Specialists International Data

Economic overview data from Economic Modeling Specialists International (EMSI) includes statistics from more than 90 federal, state, and private sources. The information was reviewed for Continuing Education enrollment areas categorized by zip codes accounting for over 90% of enrollments, zip codes comprising 75%-77% of enrollments, the 91205 zip code area, and compared with the entire Los Angeles County area. The over 90% area reported a population of 776,123 in 2012, with a .2% population growth in the last 5 years. The area comprising 75% to 77% of enrollments identified a population of 273,546 with a -.6% growth rate.

Table 12 *EMSI Local Employment*

| Year 2012 | 91205 | 75%-77% Zips | 90% Zips | L.A. County |
|------------------|--|---|---|---|
| Population | 35,129 | 273,546 | 776,123 | 9,947,041 |
| Jobs | 9,226 | 129,841 | 395,153 | 5,553,743 |
| Top 4 Jobs | 1-Health Care & Social Assistance (2,011) 2-Other Services (1,502) 3-Retail Trade (1,020) 4-Professional, Scientific, & Technical (942) | 1-Health Care & Social Assistance (14,965) 2-Professional, Scientific & Technical (13,361) 3-Information (11,978) 4-Retail Trade (10,548) | 1-Health Care & Social Assistance (47,261) 2-Professional, Scientific & Technical (43,230) 3-Information (39,126) 4-Other Services (35,237) | 1-Government (581,327) 2-Health Care & Social Assistance (539,304) 3-Retail Trade (496,836) 4-Other Services (464,262) |
| Avg. Earnings | \$47,198 | \$57,350 | \$57,316 | \$56,064 |
| Largest Openings | 1-Registered Nurses (7) 2-Management Analysts (6) 3-Personal Finance Advisors (4) 4-Securities, Commodities & Financial Services Sales Agents (4) | 1-Producers & Directors (67) 2-Personal Finance Advisors (62) 3-Securities, Commodities & Financial Services Sales Agents (49) 4-Accountants & Auditors (34) | 1-Accountants & Auditors (162) 2- Personal Finance Advisors (149) 3-Securities, Commodities & Financial Services Sales Agents (115) 4-Writers & Authors (91) | 1-Personal Finance Advisors (3,709) 2- Securities, Commodities & Financial Services Sales Agents (2,867) 3-Teachers & Instructors (1,101) 4-Market Research Analysts & Marketing Specialists (917) |

Table 12 *EMSI Local Employment (continued)*

| | 91205 | 75%-77% Zips | 90% Zips | L.A. County |
|--------------------------|---|--|---|--|
| High Job Growth | 1-Combined Food Prep & Serving Workers (13) 2-Home Health Aides (9) 3-Cashiers (9) | 1-Real Estate Sales Agents (103) 2- Combined Food Prep & Serving Workers (100) 3-Producers & Directors (85) | 1-Accountants & Auditors (875) 2- Combined Food Prep & Serving Workers (364) 3-Bookkeeping, Accounting, & Auditing Clerks (353) | 1-Combined Food Prep & Serving Workers (4,831) 2-Personal Financial Advisors (3,659) 3-Accountants & Auditors (3,647) |
| Highest Job Decline | 1-Landscaping & Groundskeeping Workers (-10) 2-Funeral Service Managers, Directors, Morticians, & Undertakers (-8) 3-Maids & Housekeeping Cleaners (-4) | 1-Sewing Machine Operators (-21) 2-Couriers & Messengers (-14) 3- Landscaping & Groundskeeping Workers (-10) | 1-Refuse & Recyclable Material Collectors (-39) 2-Couriers & Messengers (-30) 3-Interior Designers (-28) | 1-Lawyers (-684) 2-Sewing Machine Operators (-426) Refuse & Recyclable Material Collectors (-417) |
| Highest Industry Growth | 1-Home Health Care Services (21) 2-Elementary & Secondary Schools (Private) (20) 3-Office Administrative Services (20) | 1-Motion Picture & Video Production (464) 2-Temporary Help Services (245) 3-Limited-Service Restaurants (144) | 1-Payroll Services (2,089) 2- Motion Picture & Video Production (1,272) 3-Teleproduction & Other Postproduction Services (582) | 1-Payroll Services (2,089) 2- Motion Picture & Video Production (1,272) 3-Teleproduction & Other Postproduction Services (582) |
| Highest Industry Decline | 1-Funeral Homes & Funeral Services (-32) 2-Cemetaries & Crematories (-29) 3-Search, Detection, Navigation, Guidance, Aeronautical & Nautical System & Instrument Mfg. (-14) | 1-Elementary & Secondary Schools (Local Government) (-90) 2-Private Households (-74) 3-Women's, Girls', & Infants' Cut & Sew Apparel Contractors (-42) | 1-Private Households (-215) 2-Sound Recording Studios (-129) 3-Satellite Telecommunications (-106) | 1-Lawyers (-684) 2-Sewing Machine Operators (-426) 3-Refuse & Recyclable Material Collectors (-417) |

Source: EMSI data

Community Services Education Data

Classes have been offered on a fairly consistent annual level for Community Services Education. Enrollment usually fluctuates as a response to the external economic climate. The classes offered are based completely on customer interest and enrollment trends.

Table 12 *Community Services Education Enrollment*

| Session | Classes Offered | Total Enrolled |
|-----------------------|------------------------|-----------------------|
| Fall 2012 (Sep-Nov) | 174 | 1,701 |
| Spring 2012 (Apr-Jun) | 156 | 1,345 |
| Summer 2012 (Jun-Aug) | 147 | 1,721 |
| Winter 2012 (Jan-Mar) | 166 | 1,705 |
| Total | 643 | 6,472 |
| | | |
| Fall 2011 (Sep-Nov) | 157 | 1,578 |
| Spring 2011 (Apr-Jun) | 149 | 1,216 |
| Summer 2011 (Jun-Aug) | 149 | 1,966 |
| Winter 2011 (Jan-Mar) | 183 | 2,074 |
| Total | 638 | 6,834 |
| | | |
| Fall 2010 (Sep-Nov) | 159 | 1,446 |
| Spring 2010 (Apr-Jun) | 154 | 1,287 |
| Summer 2010 (Jun-Aug) | 147 | 1,832 |
| Winter 2010 (Jan-Mar) | 168 | 1,699 |
| Total | 628 | 6,264 |

Data from CSE Office

Online classes are offered through contracted service providers and have shown consistent enrollment without much change.

Table 13 *Community Services Education Online Enrollment*

| Year | Students |
|-------------|-----------------|
| 2012 | 336 |
| 2011 | 333 |
| 2010 | 279 |

**Data from CSE Office*

COMMUNITY SERVICES EDUCATION



Table 14 *Community Services Education Enrollment Data*

| Zip (Top 10 Enrollment 4/2011-4/2013) | Enrolled | Income | % of Total Income |
|--|-----------------|---------------------|--------------------------|
| 91214* | 1,455 | \$180,477.00 | 12.90% |
| 91206 | 1,383 | \$126,275.00 | 9.00% |
| 91208* | 1,083 | \$164,666.00 | 11.80% |
| 91202 | 1,044 | \$90,356.00 | 6.40% |
| 91205 | 854 | \$82,815.00 | 5.90% |
| 90041 | 722 | \$50,103.00 | 3.50% |
| 91011 | 624 | \$50,698.00 | 3.60% |
| 90065 | 579 | \$54,138.00 | 3.80% |
| 91201 | 510 | \$49,551.00 | 3.50% |
| 91207 | 510 | \$56,335.00 | 4.00% |
| Total | 8,764 | \$905,414.00 | 64.40% |

**91214 and 91208 include popular Summer Enrichment zip codes (generally 400 kids each summer).*

The enrollment areas experienced by Community Services Education are located within the surrounding Glendale area. Many classes are offered in the surrounding communities and not at the Garfield Campus.

Summary of Trends

Demographic

The current population served by the Garfield Campus is predominantly older, more inclined to be female and Armenian, than students that take courses at the Verdugo Campus enrolled in credit classes. The data identifies a significant amount of the students that enroll in noncredit classes reside in close proximity to the Garfield Campus, with 22% from the 91205 zip code. Over 90% of students enrolled in noncredit classes reside within approximately a 12 mile radius from the Garfield Campus.



Educational

The number of high school graduates from Glendale and Burbank seem to be declining recently and the number of noncredit students attending credit classes seems to be increasing. The adult population and the basic skill level high school students appear to utilize the Garfield Campus to make the transition to credit.

Employment

Health care jobs, service positions, retail, and some technical positions seem to be in demand within the immediate and surrounding areas of Glendale where workforce training could focus. There is a significant discrepancy with wages in the immediate geographic area, but they appear fairly competitive in the surrounding 90% enrollment zip code area. The motion picture and video production industry as well as the teleproduction and other postproduction services industries look to be primary sources of employment potential in the general area served by the Garfield Campus which appear to be the main source of employment for the entire Los Angeles County.

Garfield Campus Administration

Administrative Overview

The Garfield Campus is administered currently by an Interim Administrative Dean of Continuing and Community Services who reports to the Vice President of Instruction. The interim Administrative Dean of Continuing and Community Education is responsible for the supervision of six managers, two division chairs, two counselors, one 67% mental health counselor, 11 full-time faculty, 40 classified personnel and 113 adjunct faculty members.

Instructional Overview

There are two instructional divisions and community services education administered through continuing and community education. In the spring 2012, the following were offered:

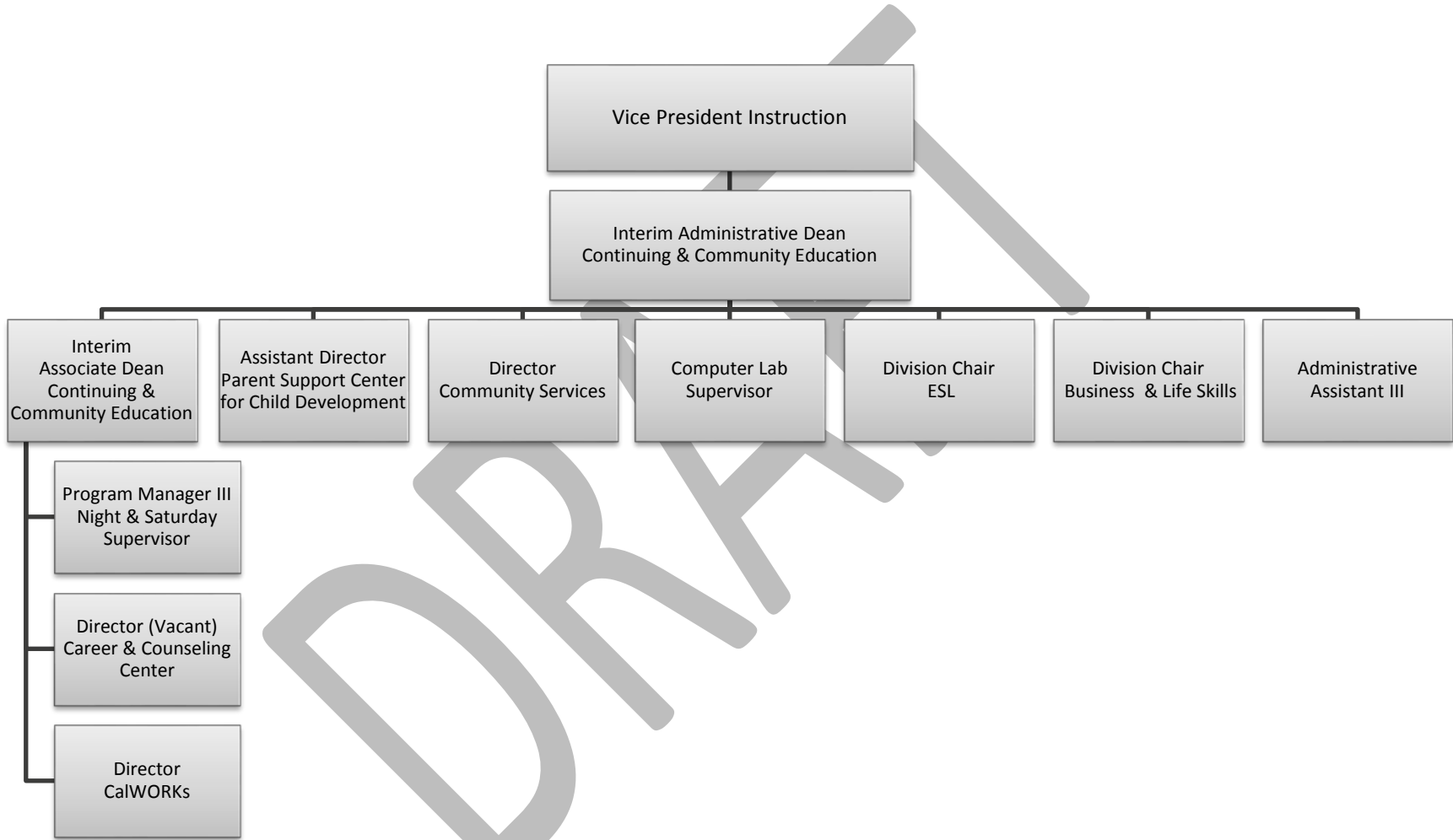
- 2 – Home Arts classes
- 11– ESL classes (88 sections)
- 13 – Pared classes (27 sections)
- 16 – Lifelong Learning classes (28 sections)
- 32 –Computer and Business classes (111 sections)
- 39 – DSL classes (held Morning, Afternoon & Evening combined sections)
- 147 – Community Services Education classes

Noncredit Program Overview

The responsibilities related to the noncredit program significant since the Garfield Campus obtained Center Status and is physically located away (approximately 2.5 miles) from the Verdugo Campus. The population served by noncredit education is primarily basic skills and ESL students that need direct support services. The open-entry aspect of continuing education makes scheduling issues constant. Positive attendance creates on-going student enrollment and registration issues to contend with throughout the terms. These require continuous administrative attention. Noncredit admissions and all noncredit matriculation services are under the supervision of the administrators of the Garfield Campus. Along with the areas mentioned above, enrollment management, curriculum inventory, articulation, and budget issues are also responsibilities of the Garfield Campus administrators under the supervision of the Vice President of Instruction.



Figure 2 *Current Administrative Organizational Chart - Garfield Campus*



SWOT Analysis for the Garfield Campus

Information was compiled as a result of several meetings and electronic correspondence with representatives from Verdugo Campus and Garfield Campus from student services, instruction, administration, including students, classified staff, faculty and counselors to assist in identifying and reviewing strengths, weaknesses, opportunities, and threats related to the Garfield Campus (See Appendix C).

The strengths that the Garfield Campus prides itself with are built on the resources that have been consistently available; its staff and student services. The addition of a new 36, 379 square foot building and upgrade in the technology of all classrooms created an excellent learning environment.

The issues identified as weaknesses are similar to district issues based primarily on budget constraints and the associated limitations such as lack of marketing, cutbacks in classes, and reliance on adjunct faculty. Other significant weaknesses include difficulty with the complex registration process and lack of communication within the district and with the community.

Based on the availability of a new building and improved technology, the Garfield Campus is poised to develop programs to meet future needs in workforce development, outreach, and student support. Collaboration within college programs and with the workforce community is seen as a key to the opportunity to create programs and services that are consistent across campuses and create opportunities for transition from noncredit to credit, unemployed to employed, and limited English to college ready.

Significant threats include statewide funding issues that create uncertainty and cause reactive responses that limit course offerings. A significant issue is believed to arise from the competition from surrounding opportunities that are available to our students from Los Angeles Community College District, Pasadena City College, local adult schools, and private schools. Reacting to organizational change from Student Success Taskforce Recommendations and new college leadership is seen as a threat to the operation of the Garfield Campus.

Table 15 *Compiled SWOT Results*

| STRENGTHS | WEAKNESSES | OPPORTUNITIES | THREATS |
|--------------------|-------------------|--------------------------------|---------------------------|
| Facilities | Course Offerings | Curriculum | Competition |
| Services | Budget | Access/Outreach | Coordination/Organization |
| Quality Staff | Communication | Funding | Funding |
| Student Success | Awareness | Workforce | Student Success |
| Reputation | Staffing | Student Support | Parking |
| Adaptability | Registration | Faculty/Staff Collaboration | Enrollment |
| Cost Effectiveness | Parking | Technology | Innovation |
| | Data | | |

Instructional Reorganization

In response to budget constraints in 2012 and 2013, and to legislative changes including Chancellor's Office discussions, the Instructional Office of Glendale Community College under the direction of the Vice President of Instruction, developed a design to reorganize the administrative functions of the Garfield Campus. The proposal reorganizes the position of the Interim Administrative Dean of Continuing and Community Education to include Workforce Development, as the Administrative Dean of Workforce Development, Continuing and Community Education. The addition of administrators reporting to the Administrative Dean position includes the Director of the Professional Development Center, the Dean of Workforce Development, and the Associate Dean of Continuing and Community Education, Operations and Student Services.

The Interim Associate Dean of Continuing and Community Education position would be reorganized to coordinate operations and student services as the Associate Dean of Continuing and Community Education, Operations and Student Services. As a result of the reorganization, matriculation services would be handled by the Vice President of Student Services with coordination at the Garfield Campus with the reorganized Associate Dean position. A new Admissions office would also be organized through Student Services with coordination at the Garfield Campus facilitated by the Associate Dean. The Associate Dean would also work with the Executive Vice President of Administrative Services to coordinate maintenance and safety at the Garfield Campus.

The development of a central Workforce Development division for Glendale Community College will align instructional functions that span credit, noncredit, contract education, and community services to provide the business community and students a single point of contact for education related to workforce. The coordination and alignment of the various programs will be the responsibility of the Administrative Dean of Workforce Development, Continuing and Community Education. The programs are strong individually, but interconnected through a centralized office the following programs may be more effectively connected to the community:

- **Credit programs** that offer workforce training include Career and Technical Education divisions that include Health Sciences, Business, Technology and Aviation, and Visual and Performing Arts. Additional programs offered in credit involve courses within the Science, Technology, Engineering, and Mathematics (STEM) Program, or special programs like the Verdugo Power Academy. These and many other grant-funded and contract training courses offer workforce development opportunities.
- **Noncredit** vocational education opportunities include Medical and Dental Front Office and General Office certificates with the development of Vocational English as a Second Language program focusing on workforce. There are other state approved certificate programs that are tied to workforce training to prepare students for jobs.

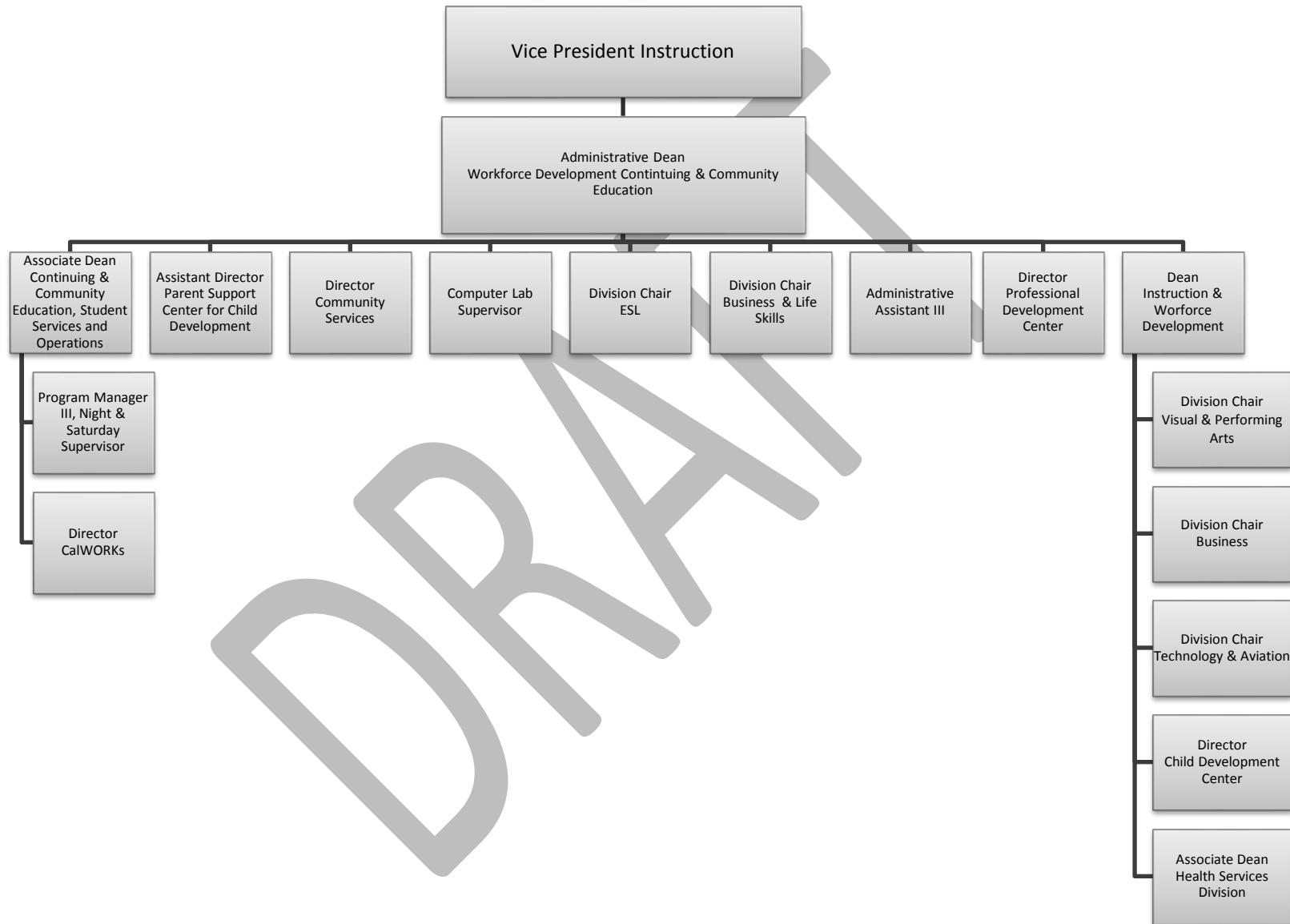
- **The Professional Development Center** provides customized workforce training solutions to the business community. Since its inception in 1985, the PDC has delivered hands-on training courses to more than 34,000 employees representing 4,600 different employers. Training programs are designed with the assistance of the employers and PDC industry experts. The PDC partners with several agencies to assist the business community with funding for training, including the State of California Employment Training Panel, Goodwill Industries, and local Chambers of Commerce.



- **Community Services Education** has developed a full array of courses that are offered in class and online dealing with workforce education. These courses include Pharmacy Technician, Medical Administrative Assistant, Veterinary Assistant, Medical Insurance Billing, Computer Applications and much more. The program also provides short courses and workshops for job seekers, small business owners, and entrepreneurs that are designed to enhance current skills or learn new skills that could lead to a new career, higher pay or a promotion.



Figure 3 *Proposed Administrative Organizational Chart - Garfield Campus*



Glendale Community College Educational Master Plan Goals

Strategic Goal 1: Students Awareness, Access, Persistence, and Success

- 1.1 Awareness. Improve awareness of GCCD resources with increased and effective internal and external communication
- 1.2 Access. Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness
- 1.3 Persistence and Success. Increase student persistence and success in completion of their educational goals

Strategic Goal 2: Economic and Workforce Development

- 2.1 Centralize the planning, development, and coordination of Economic & Workforce Development activities, programs, and services throughout GCCD
- 2.2 Collaborate with LACCD at its Van de Kamp Campus in Atwater Village
- 2.3 Explore other potential collaborations with other businesses and community colleges (e.g., Pasadena City College)

Strategic Goal 3: Instructional Programs and Student Services

- 3.1 Implement empirically-based planning and decision-making
- 3.2 Improve and increase the use of Student Education Plans (SEP) and PeopleSoft for Instructional Planning
- 3.3 Strengthen the interface between Student Services and Instructional Services for both credit and noncredit students and both transfer and CTE credit students
- 3.4 Streamline the movement through curriculum
- 3.5 Promote innovative Learning for 21st Century Students and Faculty

Strategic Goal 4: Fiscal Stability and Diversification (Enrollment Management)

- 4.1 Institutionalize the Enrollment Management Committee as a part of the GCCD governance structure
- 4.2 Apply KH's Strategic Cost Management model and enhanced enrollment management approaches
- 4.3 Diversify revenue sources
- 4.4 Establish a centralized, GCCD-wide grant-writing function



Garfield Campus Implementation of Master Plan Strategic Goals

Strategic Goal 1: Student awareness through effective communication has been limited by budgetary constraints that have impacted the amount of marketing that is done. Brochures, mailers, student handbooks, and other materials have been utilized intermittently in the past as funding permitted; however, a consistent program of marketing has not been achieved. Internal awareness is being implemented with the development of this plan to create an open line of communication across campuses. Student access and persistence is related to improved customer service and by integrating student services.

Strategic Goal 2: Economic and Workforce Development is a goal that will be integral for the Garfield Campus to coordinate and develop a centralized Workforce Development program. This program will work with currently well established relationships that have been forged with local community partners such as the Verdugo Workforce Investment Board (VWIB). Through the Pasadena City College/Glendale Community College Career Technical Education Community Collaborative, several projects and workshops have been conducted with the goal of expanding the relationships.

Strategic Goal 3: Instructional programs and students services are an integral part of reorganizations that are being proposed to establish a workforce development program centralized at the Garfield Campus. The Vice President of Student Services is also reorganizing staff to assist with all application and registration activities for credit and noncredit at both campuses. GCC is also working on a statewide project to implement a single application process that can be utilized by credit and noncredit students. A noncredit electronic student education plan (SEP) is being developed that will mirror the recently implemented credit SEP in PeopleSoft.

Strategic Goal 4: The Enrollment Management Committee is developing data for credit which will later be used for noncredit classes since the positive attendance and open-entry/open-exit process of noncredit is difficult to compare. With the development of a centralized workforce development program revenue sources may be identified as more comprehensive planning is strategically implemented to work with grants and contracts.

Planning Factors

The Governor's 2012-2014 budget proposal provides for adult education realignment and funding to be allocated from a new block grant with defined core instructional areas, thus limiting funding to specific programs currently under noncredit. The results from an initial analysis of the consequences would be that noncredit apportionment would no longer be counted towards GCC's base. This would create a reduced amount of Full Time Equivalent Student (FTES) count for college funding and require the addition of credit FTES. The configuration of the noncredit program would be reorganized to meet a new categorical adult education program. The budget proposal is currently not supported by various groups and legislators.

Legislation is being pursued that will adversely affect noncredit, such as Senate Bill 173, which if passed will reduce categories currently approved for adult education. Parenting, program for older adults, home economics, and health and safety education are the categories to be deleted from funding with this Senate Bill.

Adult education through the Los Angeles Unified School District has experienced budget cuts and this will create a need for programs. The Garfield Campus is situated in the geographic middle of various Los Angeles Unified School District Division of Adult and Career Education Service Areas. The Garfield Campus is surrounded by Belmont Community Adult School, East Los Angeles Occupational Center, North Valley Occupational Center, and Van Nuys Community Adult School.

As of July 1, 2012, new financial aid requirements indicate that students must now have a high school diploma or GED to prove qualification to obtain a college or career school education and apply for federal student aid. It is expected that this will increase the amount of students taking the GED test which will undergo changes to be offered computerized.

The limitations placed on financial aid include a Pell Grant six year (12 semester) limit. There are limits to course repeatability which triggers enrollment that is not aid eligible. Students will need to streamline their credit course taking to maximize financial aid. It is expected that more students will take advantage of improving their basic skills through the noncredit program.

Proposed legislation and Chancellor's Office recommendations have targeted Parent Education and Lifelong Learning, as well as Home Economics as programs that may not be funded through the current allocation process based on FTES. The community is still benefiting from those programs and they are still being administered through Continuing Education. Although the programs have undergone significant reductions, they will continue to be included in some form, with the possibility of transition to Community Services Education if funding is ultimately discontinued from the State.

The Parent Support Center for Child Development at the Garfield Campus is a State licensed child care facility. The integration of the facility for students will not only allow for incentive for future students to attend Garfield Campus, but also creates an opportunity for training and the development of child development related training.

The population served by the Garfield Campus is primarily Armenian (48% in fall 2011; see table 4, pg. 8, and graph 2, pg. 9) and is primarily non-English speaking (See Graph 3). The noncredit ESL program continues to be robust and will continue to meet the needs of the community with additional emphasis on attainment of certificates in ESL, and development of Vocational English as a Second Language (VESL). A recently hired tenure track VESL instructor will be the lead person to develop strategies and courses consistent with the workforce and language needs of the community.

Health care jobs appear to offer the highest occupational growth (See Table 6, pg. 11 and Table 12, pgs.16-17) signifying an opportunity for workforce training to focus on those jobs. There are programs in credit, noncredit, community services education and at the Professional Development Center that individually address some of the demands, but collectively could offer comprehensive workforce development for employers.

A goal to consolidate student services programs includes an evaluation of job duties, services, and assignments at the Garfield Campus. Along with a reorganization of student service personnel, collaboration with the Vice President of Student Services will be made to provide admissions and registration services to all students at the Garfield Campus and to coordinate noncredit admissions and registration services at the Verdugo Campus. A statewide student application program will be considered as a part of the alignment of services for all students. The Student Success Act of 2012 includes changes that will take place as part of the institutional responsibility for student success.

Garfield Campus Long Term Objectives

A Garfield Avenue Conceptual Plan was presented in January 2005 by the Stratus Group, which was based on the partnership between Glendale Community College, Chevy Chase Medical Plaza, and the City of Glendale. The various options included expansion of the Garfield Campus and the Medical Plaza. Land acquisition is included in the conceptual plan for construction of a library, community police center, green space, a parking structure, and a retail area. The plan was based principles geared towards the development of the south Glendale neighborhood, the creation of partnerships, and to strengthen the area as a center for human development.

This Conceptual Plan will still provide a valid framework of future goals that may be revisited. Considering the lack of space, any long term objectives for growth will require acquisition of land. The recent construction of the Mariposa Building at the Garfield Campus included the modular construction of the Parent Support Center for Child Development and an expansion of much needed parking. With any new construction, parking is and has been of major concern to the college and the community and should be a primary consideration relative to any expansion in the future. The Campus Development Committee lists some projects for Garfield Campus to accommodate secondary effects and pursue land acquisition to be considered in approximately 2016. Further construction or expansion projects will not be pursued prior to that time.

The provision of comprehensive student services is a major component for student success. The integration of a seamless transition for students between credit and noncredit involve coordination of orientation, admissions, and matriculation that are consistent at the Garfield Campus and the Verdugo Campus. Staff members involved with student services need to be cross-trained to serve students regardless of where they attend classes. Additional services for EOPS and Financial Aid will eventually be required when credit classes are provided at the Garfield Campus. Job placement and career center personnel will be critical with the reorganization of Workforce Development at the Garfield Campus.

Expansion of food services, bookstore hours, and campus police presence will enhance the student environment. Increasing the hours of child care available at the Parent Support Center for Child Development will support the evening course offerings and help working parents to achieve their educational goals. The creation of a single bus route from Garfield Campus to the Verdugo Campus will allow for student transition from campus to campus.

The effective response to community needs requires a proactive approach in resource allocation. A grant writer would work with local partners, such as Workforce Investment Boards, Los Angeles County offices, as well as state and federal offices to pursue alternative funding for courses.

Garfield Campus Master Plan Goals – Draft

1. Workforce Training
 - a. Centralize all Workforce Development information to the Garfield Campus. (EMP 2.1)
 - b. Enhance placement and career development services to meet workforce needs. (EMP 3.3)
 - c. Articulate noncredit and workforce training with credit degrees and transfer to encourage higher education. (EMP 1.2)
2. Customer Service
 - a. Develop customer service consistency and excellence. (EMP 1.1)
 - b. Provide employers and students with timely, accurate, and complete information, directions and options based on customer needs. (EMP 1.1, 2.1, 3.5)
3. Basic Skills
 - a. Promote effective basic skills education in line with community needs and district mission goals. (EMP 1.2, 3.4)
 - b. Encourage efficient enrollment management. (EMP 4.1)
4. Marketing
 - a. Develop and implement a marketing plan focused on the local community to increase awareness and highlight all programs offered at the Garfield Campus. (EMP 1.1, 2.3, 3.5)

Garfield Campus Master Plan Goals Action Steps – Draft

1. Workforce Training
 - 1.a. Reorganize Career and Technical Education, the Professional Development Center, Continuing Education, and Community Services Education under one administrative component.
 - The Vice President of Instruction has submitted a reorganization that is awaiting approval (see pages 22-26).
 - 1.b. Assign staff for career counseling and placement assistance.
 - The Noncredit Matriculation Committee has submitted a proposal for staffing (5/2013)
 - 1.c. Encourage appropriate recommendations of noncredit courses in credit curriculum.
 - The Chairs of both Noncredit Divisions (ESL and OBT) have begun preliminary plans to explore and create articulation agreements between the programs. Preliminary discussions have occurred between the Noncredit ESL Chair and the Credit ESL Chair to align curriculum between noncredit and credit ESL. The VESL instructor is researching credit classes that may benefit from closer alignment with noncredit to better prepare students.
2. Customer Service
 - 2.a. Institutionalize a common level of program knowledge across all campus personnel.
 - The Interim Administrative Dean is holding meetings to improve communication regarding any impending changes and to develop a common knowledge base across the Garfield Campus.
 - 2.b. Develop written materials and coordinate staff development regarding program knowledge.
 - Once the reorganization begins implementation, specific information will be documented as common reference for all staff through the administrative offices of the Garfield Campus.
3. Basic Skills
 - 3.a. Coordinate the distribution of Basic Skills through noncredit to streamline the provision of curriculum and prepare students for credit.
 - A Title V project is working on Math assessment training as a pilot in summer 2013. Project aligning more programs are necessary.
 - 3.b. Develop criteria that use basic skills benchmarks for enrollment decisions.
 - There is limited data available to determine what appropriate benchmarks will be used to measure success and review progress.

4. Marketing

4.a. Promote a line item in the budget for marketing with assigned personnel for consistent marketing to the local community.

- The Marketing Committee is providing funding on an as needed and as available basis. A request will be made for specific funding for Garfield Campus.

DRAFT

References

California Community College Chancellor's Office, *Data Mart*

GED California, (2012). *2012 Annual statistic reports by center*

GED Testing Service, (2011). *Annual statistical report on the GED® test*

Glendale Community College, (2011), *Research & planning, campus profile 2011*

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Glendale Community College, (2012). *Research & planning, community profile 2012*

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Appendix A

Garfield Campus Master Plan Meeting Schedule

Meetings facilitated by Interim Administrative Dean, Continuing and Community Education

- December 7, 2012 – Attended by: Vice of Instruction; Vice President of Student Services; Dean of Research, Planning & Grants; Director of Professional Development Center; Interim Associate Dean Continuing & Community Education; Division Chair Business & Life Skills; Division Chair ESL; Academic Counselor; Sr. Student Services Technician; Administrative Assistant III; and Administrative Assistant.
- January 23, 2013 - Attended by: Vice of Instruction; Vice President of Student Services; Dean of Research, Planning & Grants; Director of Professional Development Center; Interim Dean Workforce Training; Interim Associate Dean Continuing & Community Education; Division Chair Business & Life Skills; Division Chair ESL; Sr. Student Services Technician; Administrative Assistant III; and Administrative Assistant.
- March 25, 2013 – Open meeting at the Garfield Campus, 24 attendees.
- April 3, 2013 – Open meeting at the Garfield Campus, 30 attendees.
- April 10, 2013 – Open meeting at the Garfield Campus, 11 attendees.
- April 11, 2013 – Open meeting at the Garfield Campus, 19 attendees.
- May 20, 2013 – Open meeting at the Verdugo Campus, 29 attendees.

Brief presentation on May 3, 2013 at the Team A meeting.

- May 31, 2013 – Team A meeting reviewed mission statement (approved) and plan goals (tabled).

Appendix B

GED California – 2012 Annual Statistic Reports by Center

GED California - 2012 Annual Statistical Reports by Center

3000070770

GLENDALE COLLEGE/ADULT COMM TRNG CTR

Center Type: Adult Education
 Center Location: LA
 Center Size: Small-Medium

Passers 128
 Failers 34
 Incomplete Battery 16

 Testing in English 178
 Testing in Spanish 0

 Males 97
 Females 80
 Gender Unknown 1

Examinees by Race/Ethnicity
 Hispanic Origin or Descent 69
 American Indian or Alaska Native 1
 Asian 18
 Black, African American, African Descent 5
 Native Hawaiian or Pacific Islander 4
 White 76
 Unknown 5

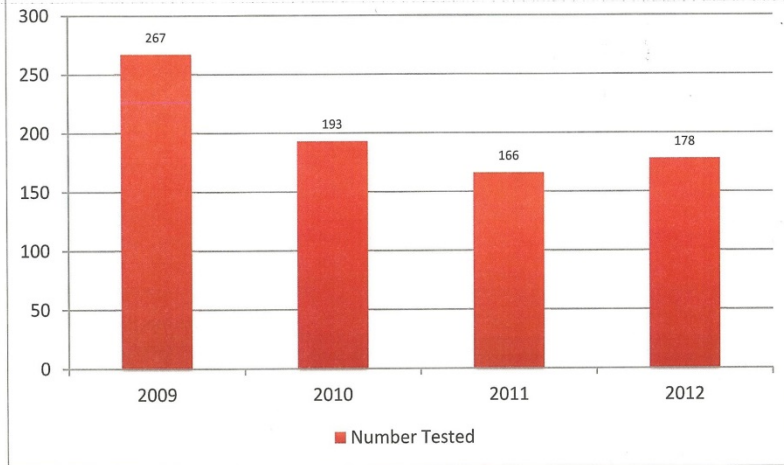
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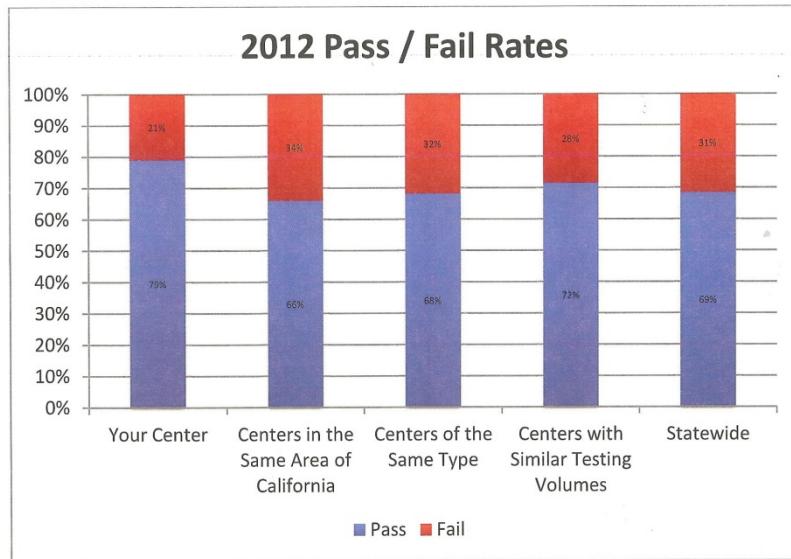
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GLENDALE COLLEGE/ADULT COMM TRNG CTR

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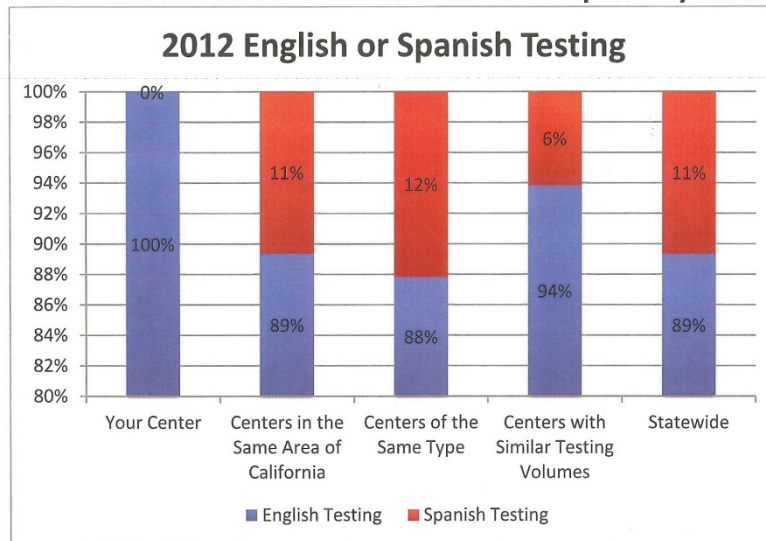
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Page 3 of 8

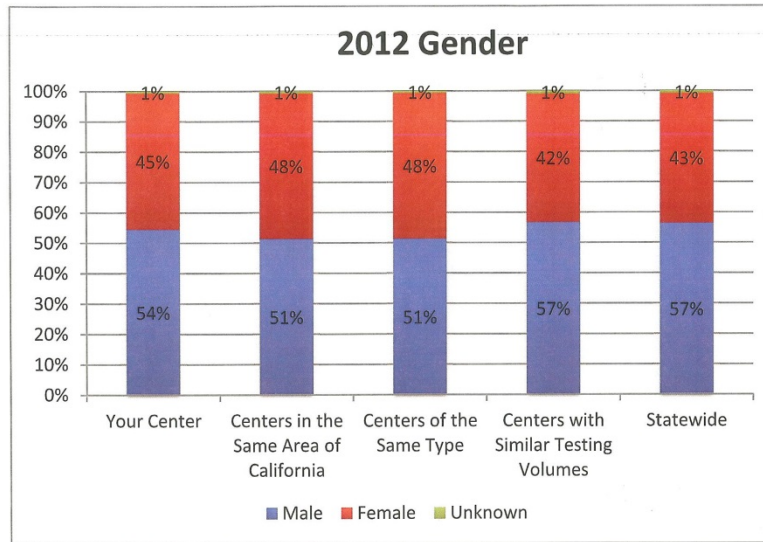
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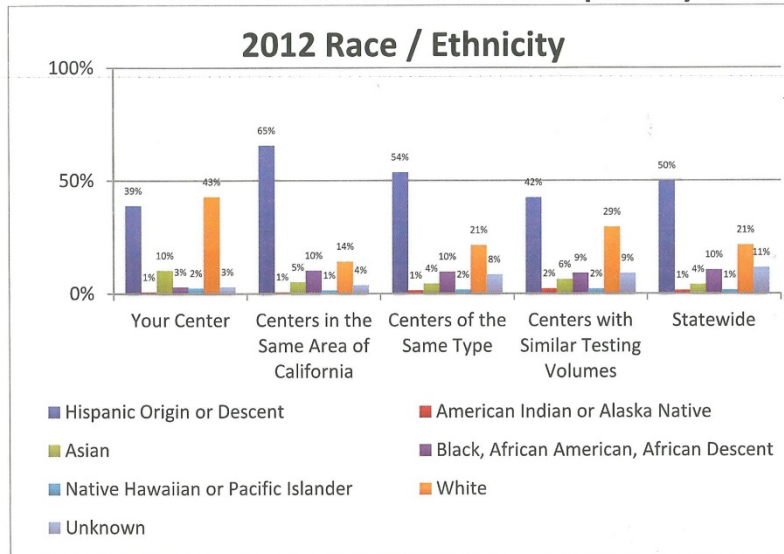
Page 4 of 8

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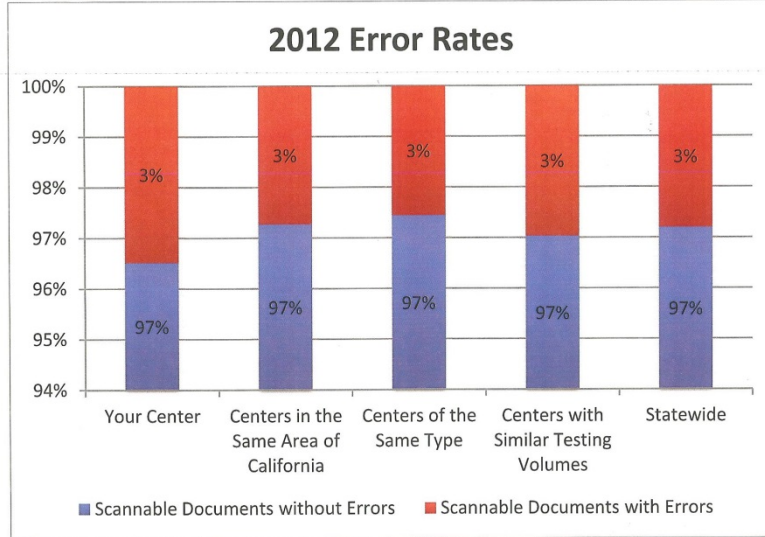
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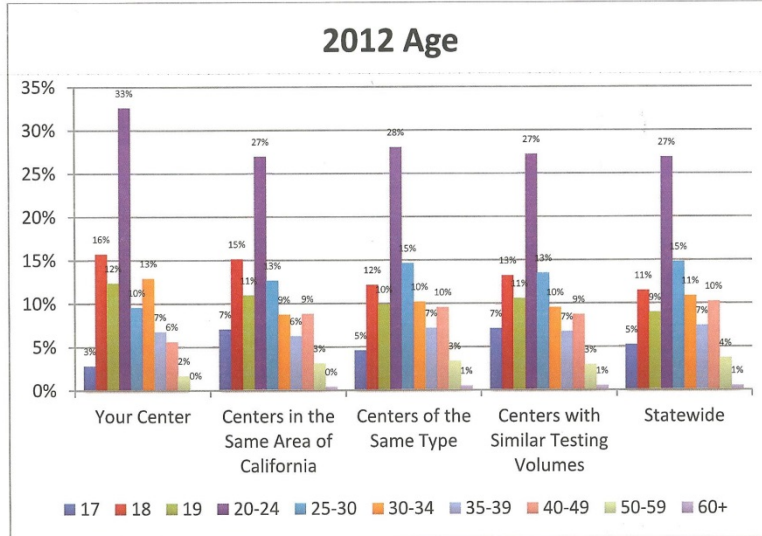
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Appendix C

Garfield Campus Plan, SWOT Analysis Notes 2012-2013

| Strengths | Weaknesses | Opportunities | Threats |
|--|--|---|--|
| New Facility | Parking | Possible changes in course levels taught through Adult Ed. | State funding priorities |
| Community Support | Perceived lower commitment to noncredit offerings than credit offerings | Grant opportunities for Adult Ed. | Students may not take outcome of classes seriously since they didn't vest anything. |
| Improving Progress of students from noncredit to credit. | Overreliance on adjunct faculty for noncredit classes | Provides a variety of computer and business classes which students gain or upgrade skills for employment purposes as well as personal growth. | Vocational schools capture a lot of students with placement as a hook. |
| Provide a variety of training programs (Business Certificates) and short term classes. | High workload for noncredit classes | Provides a variety of computer classes. | Competition from private colleges and in-house training companies. |
| Free classes. | Restriction to noncredit classes only at Garfield Campus | Proximity to hospitals and medical centers. | PCC's offerings. |
| Infrastructure: bricks and mortar with classrooms and labs fitted with current technology. | Money is not generated. | Growth beyond face to face classes (i.e. hybrid and online). | Lack of GCC funding - availability of classes |
| Faculty | No clear distinction of course offerings among noncredit/credit/PDC/Comm Service. Repetition of courses. | Ability to leverage EDD connections. | Chancellor's Office four major goals: AA/Cert, transfer, basic skills, career advancement. |
| Reputation of GCC | Few stackable certificates or clear career paths. | Federal and State push for workforce development programs. | LACCD new facility and its impact of Garfield (if any). |

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| Accessibility: GCC's physical locations in community. | Little awareness in community of GCC programs. | Proposal to shift Adult Ed to the community colleges. | Decreasing high school enrollment. |
| PDC's contacts with local businesses. | No marketing \$\$ or person dedicated to marketing (Deb Wooten's old job). | Student services alignment. | Less classes and more budget problems. |
| Flexible noncredit scheduling of classes. | Our lack of awareness of what local companies want in terms of skill sets and job positions. | Create a camps that is more accessible and welcoming. | Not keeping up with the changes of our college or other adult programs. |
| New Facility (Level 3 classrooms). | Our lack of knowledge as to growing local industries and careers. | Create motivation courses or meetings for our staff to participate. | Having different schedules. If there was one schedule for all the campus it would be easier to market and students would get complete information of all our programs. |
| Noncredit FTES is ranked 8th. | Existing data collection system is unreliable and inflexible, especially for noncredit. | Offer a variety of courses that attracts the population of students that we are missing. The students that want to transfer or complete certificates. | Losing students to other colleges during the terms we don't offer courses. |
| Most adult programs have tuition for each of their classes. Our classes are free. | Duplication of credit and noncredit course offerings. | Offer some online courses for those students who can't attend our campus. | Disconnect between noncredit and credit ESWL levels that create barriers for matriculation to degree/certificate programs effecting students' successful completion within a timely manner and also limits financial aid funds towards these programs. |

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| Our classes are short term which targets students who need to take a course in a shorter length of time. | Drops in FTES. | We need to market our campus better. We could have our own Facebook and Twitter account. | Lack of ample parking effects student's ability to attend classes, therefore discourages enrollment. |
| We have a strong high school and GED program. | Our registration program is a big problem. We have constant issues that turn our students away. Including our website which is not very friendly. | Offer more programs designed same as Hospitality, which offers incentives to matriculate to credit. | Other schools with better programs. |
| The location of our campus is within the community. The community supports our school. | I believe our staff is a big issue. They need to be organized differently in order for them to be more productive. Sometimes the attitude of the staff turns our students away. This has been an ongoing problem in my opinion. | Consolidating Student Services will foster collaboration between credit/NC and improve the transfer transition for students. | Indecisiveness. |
| Garfield Campus offers many valuable programs/services to the community of which most prepare individuals for the workforce. | We are very limited in the programs we offer. We are not competitive enough with other adult programs. | Directory signage in the lobby of both buildings to help Students find their way around Garfield Campus. | Private training centers that "promise" job placement. |
| Childcare available to the public/credit students should increase awareness of classes/services offered at Garfield Campus. | Our campus does not communicate effectively. | Promote Lab during Winter/Summer terms for students needing to brush up on their skills, knowledge which will encourage enrollment. | Need for coordinated efforts among all admin and faculty to optimize enrollment management, which may be difficult since we are talking about multiple locations and "cultures." |

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| Library on campus offers great resources to our students. | Some of our students currently enroll are not moving forward. They have been here too long with little progress. | Educate personnel at both campuses that we're one campus and the benefits of each to create a friendlier environment for students to attend both campuses. | Van De Kamp's LACC |
| Information desk in the Mariposa bldg. adds a personal touch to helping students locate the information, services, classes they need which promotes enrollment and fosters positive attitudes towards our campus. | Sufficient parking for both students and staff. | Need new majors/programs something sexy & exciting but I don't know what. | New leadership could be a challenge. |
| Dedicated staff, faculty, and administration helps maintain students enrollment and re-enrollment. | Lack of consistency with processes; credit/noncredit students need to register separately at both campuses. | Lining up other Business classes/certificates with us. | BOT's need to support this movement. |
| Great Instructors | Registration dates are incompatible between departments which complicates the process for students. | Attaching basic skills learning goals to workforce goals, a proven method (research-based!) to increase adult ed student matric into workforce credit programs and beyond. This is done in Wash, Ore, Fla, and many other states. | |
| Facilities are nice, clean, new, updated technical classrooms. | Minimal business course offerings in the evenings causes delay in certificate completions for working adults. | State budget appears to be more promising. | |

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| Large Population of students seeking both basic skills and job skills. | Lack of collaboration and communication between departments with sharing of vital information that most staff needs to do their job well; Business, SSC, ESL all need to Share class schedules, updates, graduation dates, location and registration dates by email to all GCC personnel. | Willingness to work together between departments (main campus, Garfield campus, and the PDC). | |
| Large, accessible career center and computer lab. | Programs | Possibility of more noncredit funding available. | |
| Close location to businesses in Glendale. | Website for Garfield could be improved. | Business/Community relations. | |
| New Vocational ESL Instructor | Requiring seat time from students to earn apportionment, which creates scheduling inflexibility for students who are already very busy and high risk (due to Family, work, transportation, lack of skills, etc.). | Job Training and placement | |
| College reputation for credit/noncredit and the PDC | Lack of big picture view of what all the workforce training entities offer (CTE credit, PDC, Community Services, NC Business). Lack of communication between these groups. | | |
| Vast Array of resources available including community relationships. | Unknown requirements at the state level. | | |
| Quality of GCC instruction | Cash flow to start new programs. | | |
| | GCC's reputation for continuing programs with no funding. | | |

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| Great Staff, Friendly atmosphere | Parking issue/Police presence day/night | | |
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