

GLENDALE
COMMUNITY
COLLEGE

Garfield
Campus

2013

Draft Garfield Campus Master Plan



Glendale Community College

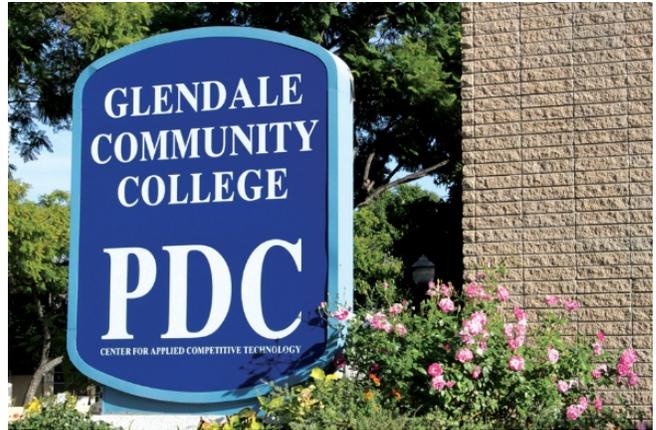
Garfield Campus

1122 East Garfield Avenue

Glendale, California 91205

www.glendale.edu/ce

9/23/2013



Board of Trustees

- Ms. Ann H. Ransford, President
- Dr. Vahé Peroomian, Vice President
- Mr. Anthony P. Tartaglia, Clerk
- Mrs. Anita Quinonez Gabrielian, Member
- Dr. Armine Hacopian, Member
- Davit Avagyan, Student Trustee

Superintendent/President

Dr. David Viar

Table of Contents

Summary	1
History	2
Programs	3
English as a Second Language	3
Office Business Technology	4
Student Success Center (Developmental Skills Lab)	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 2013	10
Demographic Information	10
Income and Employment Information	11
Educational Information	13
PeopleSoft Enrollment Data	15
Chancellor’s Office Data Mart	18
Economic Modeling Specialists International Data	19

Community Services Education Data	21
Summary of Trends	23
Demographic	23
Educational	23
Employment	23
Garfield Campus Administration	24
Administrative Overview	24
Instructional Overview	24
Noncredit Program Overview	24
SWOT Analysis for the Garfield Campus	25
Instructional Reorganization	26
Administrative Organizational Chart-Garfield Campus	28
Glendale Community College Educational Master Plan Goals	29
Garfield Campus Implementation of Master Plan Strategic Goals	30
Planning Factors	31
Garfield Campus Long Term Objectives	33
Garfield Campus Master Plan Goals – Draft	34
Garfield Campus Master Plan Goals Action Steps – Draft	35
References	36
Appendix A - Garfield Campus Master Plan Meeting Schedule	37
Appendix B - GED California – 2012 Annual Statistic Reports by Center	38
Appendix C - Garfield Campus Plan, SWOT Analysis Notes 2012-2013	42

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, Administrative Dean, Workforce Development, 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*). In 2012-2013, noncredit headcount was 8,116, which was 29% of total college headcount (Research & Planning, *Campus Profile, 2013*)

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 Administrative Dean of Workforce Development, Continuing and Community Education with support from the Associate Dean of Continuing and Community Education, Student Services and Operations. 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 in Fall 2012 is 44% Armenian and 22% Latino/Hispanic (Research & Planning, *Campus Profile 2013*; 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 2013*). 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.

Student Success Center - Developmental Skills Lab (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 Student Success Center, previously known as the Developmental Skills Lab, 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 2007-2011, 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 2013*). 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 (see pages 21-22).

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 2013

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.

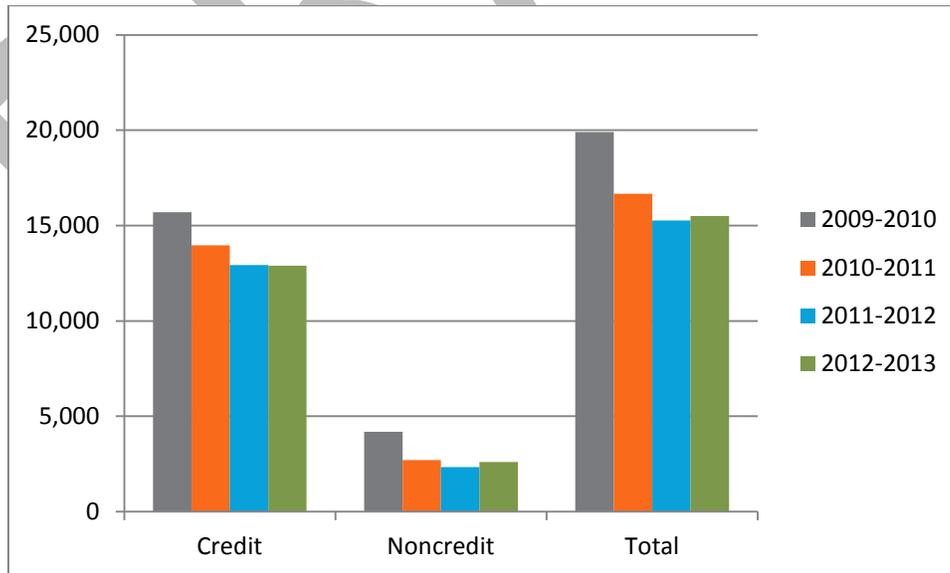
Table 1 *Headcount and FTES*

Student Headcount	2009-2010	2010-2011	2011-2012	2012-2013
Credit	24,272	22,501	21,732	20,711
Noncredit	12,638	9,597	5,877	8,116
Total Headcount	36,714	31,233	27,082	28,281
Full-Time Equivalent Students (FTES)				
Credit	15,704	13,974	12,934	12,896
Noncredit	4,193	2,700	2,336	2,606
Total FTES	19,897	16,674	15,270	15,502

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 62% to 33%.

Table 2 *Noncredit Enrollment by Gender*

Gender	Fall 2010		Fall 2011		Fall 2012	
Male	2,058	34%	1,839	33%	1,668	33%
Female	3,799	63%	3,481	62%	3,125	62%
Unknown	153	3%	266	5%	220	4%
Total	6,010	100%	5,586	100%	5,013	100%

Source: GCC MIS data submissions

Noncredit students tend to be older than credit students. The median age of noncredit students was 43 years in fall 2012, compared to 22 years for credit students. Over 74% of noncredit students are over 31 years of age, and 75% of credit students are under 31 comparing fall 2012 data.

Table 3 *Noncredit Enrollment by Age*

Age Group	Fall 2010		Fall 2011		Fall 2012	
20 & Under	423	358	6%	7%	484	10%
21 to 25	475	398	7%	8%	393	8%
26 to 30	517	436	8%	9%	430	9%
31 to 50	2,372	2,097	38%	39%	1,889	38%
50 & Over	2,222	2,296	41%	37%	1,814	36%
Unknown	1	1	0%	0%	3	0%
Total Students	6,010	5,586	100%	100%	5,013	100%
Mean Age	45.3		47.0		44.1	
Median Age	43.0		45.0		43	

Source: GCC MIS data submissions

The noncredit population is primarily Armenian. An additional note regarding the Caucasian/Anglo and the “Other” category is that these counts possibly include immigrant populations (specifically, Russian, Iranian and others).

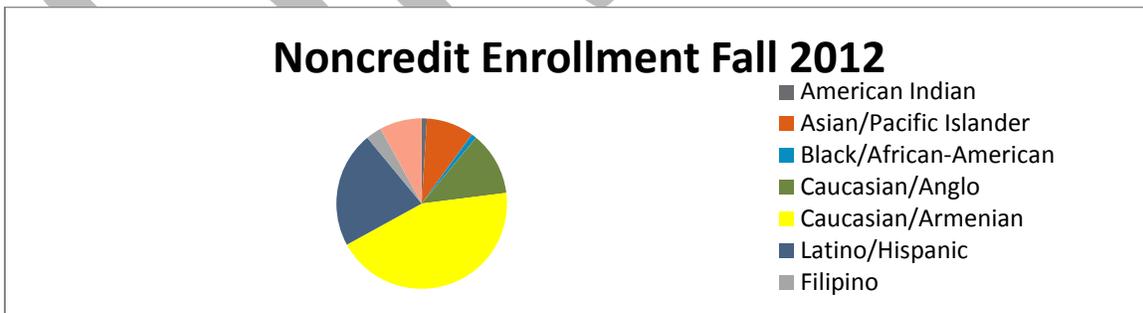
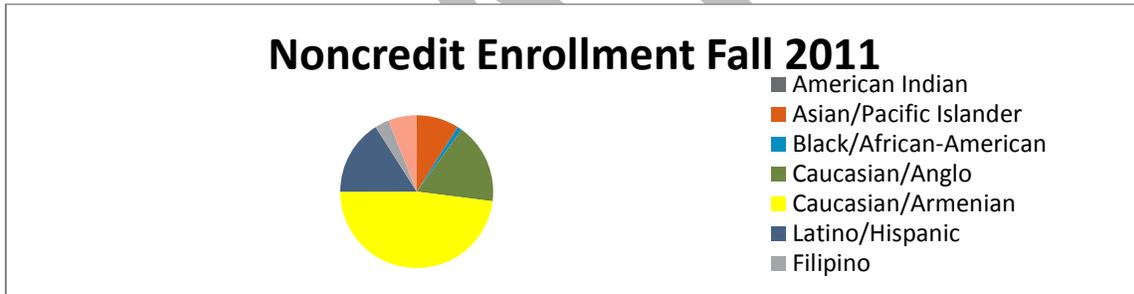
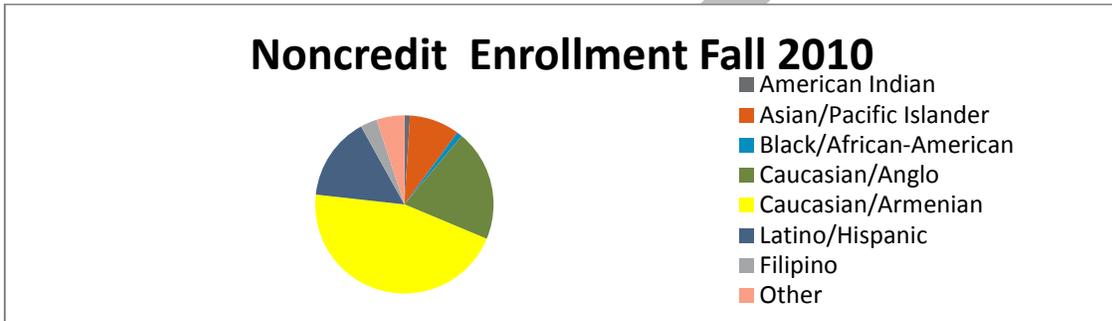
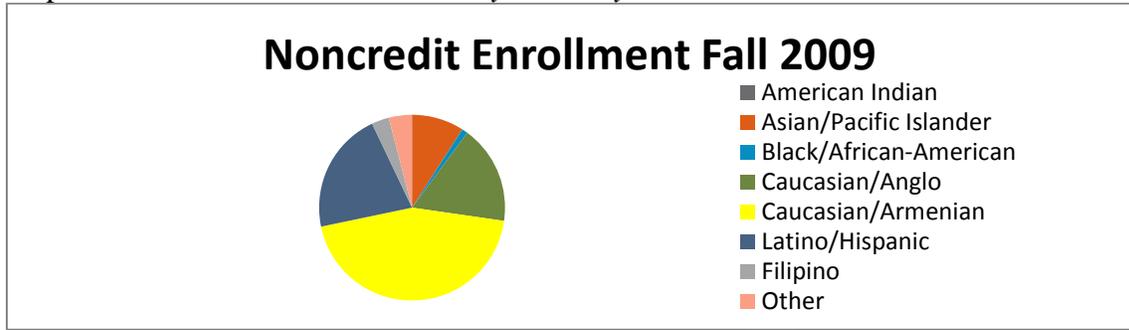
Table 4 *Noncredit Enrollment by Ethnicity*

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
American Indian	0%	1%	0%	1%
Asian/Pacific Islander	9%	9%	9%	9%
Black/African-American	1%	1%	1%	1%
Caucasian/Anglo	17%	20%	17%	12%
Caucasian/Armenian	44%	45%	48%	44%
Latino/Hispanic	21%	15%	16%	22%
Filipino	3%	3%	3%	3%
Other	4%	5%	6%	8%
Total	7,529	6,010	5,586	5,013

Source: GCC MIS data submissions, GCC PeopleSoft student system

Graph 2

Noncredit Enrollment by Ethnicity 2009, 2010, 2011 & 2012



Data from Glendale Community College Community Profile 2013

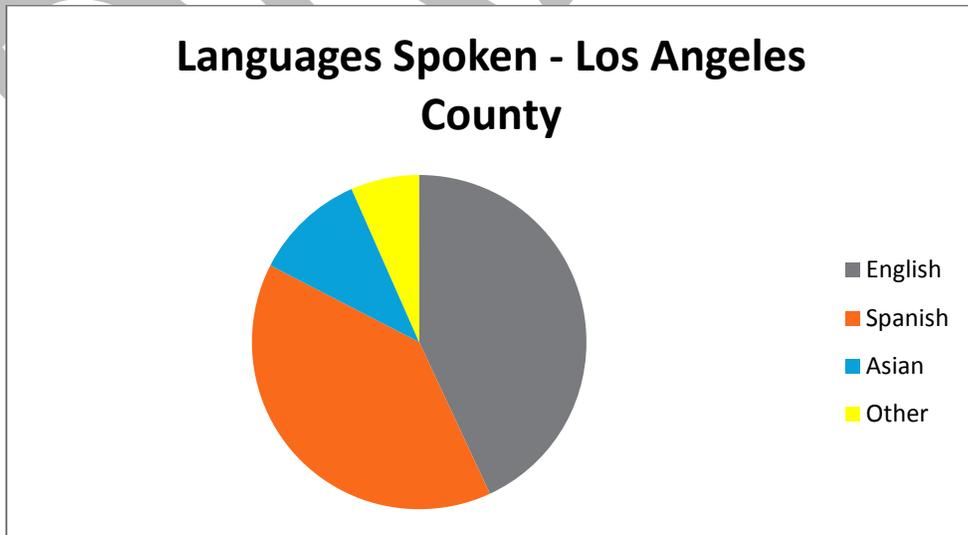
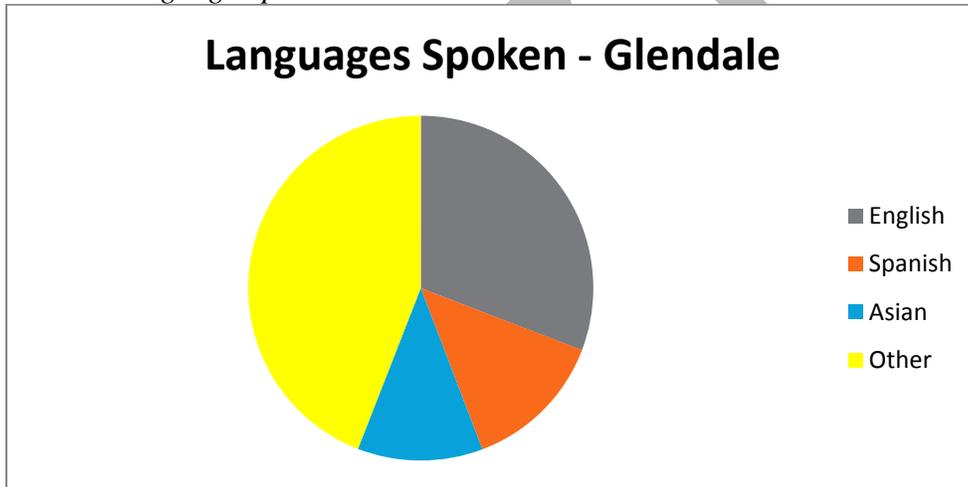
Demographic Information

Over half of Glendale’s total population was born outside the U.S., compared to 35% 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	31%	13.4%	11.8%	44.3%
Los Angeles	43%	39.5%	10.8%	6.6%
California	56%	28.8%	9.6%	5.4%

Graph 3 *Language Spoken*

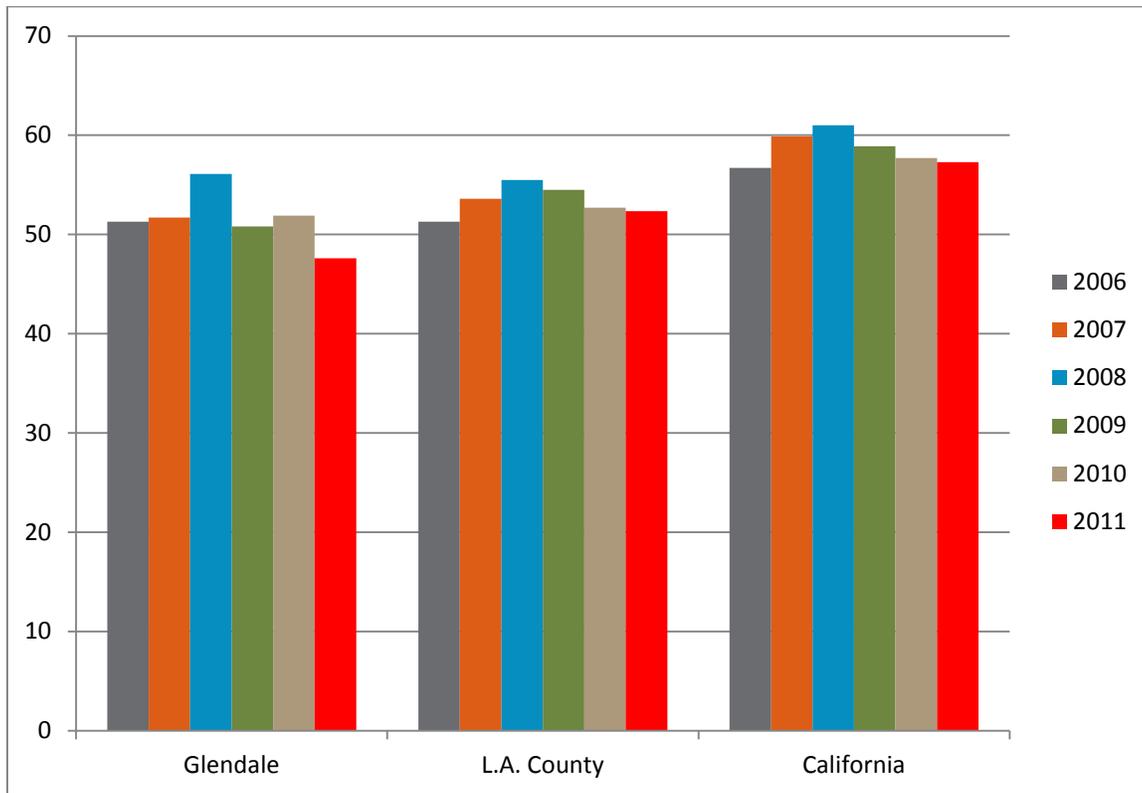


A substantial finding is that 69% of Glendale’s population speaks a language other than English in the home, with Los Angeles County at 57%, and California at 44%.

Income and Employment Information

The median income in Glendale is below the median income in Los Angeles County, and it is about \$9,000 lower than the median income in California, a difference of about 18%. Median household income in Glendale has dropped from \$51,923 in 2010 to \$47, 647 in 2011.

Graph 4 *Median Income (by thousands)*



The unemployment rate in Los Angeles County in 2012 was 10.9%, which was up from 5.1 % in 2007 but has been dropping from the highest level in 2010 of 12.6%. The unemployment rate in Glendale for 2012 was 10.7% from 4.1% in 2007.

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

Table 6 *Top 10 Occupations with Most Projected New Jobs in Los Angeles County: Occupations Requiring Vocational Education*

Occupation	2010	2020	Average Annual Change	Percent Change
Nursing Aides, Orderlies, and Attendants	33,620	42,330	+871	+25.9%
Licensed Practical and Licensed Vocational Nurses	18,990	24,270	+527	+27.8%
Dental Assistants	10,460	11,890	+144	+15.0%
Hairdressers, Hairstylists, and Cosmetologists	9,950	11,440	+148	+15.0%
Firefighters	7,620	8,230	+61	+8.0%
First-Line Supervisors of Production and Operating Workers	16,530	16,980	+45	+2.7%
Telecommunications Equipment Installers and Repairers, Except Line Installers	7,460	8,590	+114	+15.1%
Emergency Medical Technicians and Paramedics	3,540	5,080	+154	+43.5%
Health Technologists and Technicians, All Other	4,500	5,750	+124	+27.8%
Medical Records and Health Information Techs.	4,940	6,040	+110	+22.3%

Data Source: California Employment Development Department



Educational Information

The percentage of K-12 students classified as English Learners by school show the average across California to be 19%, and the Glendale district is the same. The Los Angeles Unified School District has a higher percentage of English Learners at 22% and Belmont, reports the highest percentage at 31%.

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

Table 7 *K-12 Enrollment*

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Change 08-09 to 12-13
Public School Enrollment Trends						
California	6,252,031	6,190,425	6,217,002	6,214,204	6,226,989	+0%
L.A. County	1,632,191	1,574,150	1,589,390	1,574,538	1,564,205	-4%
Public School Enrollment Trends in GCC Service Area (All Grades K-12)						
Glendale Unified District	26,744	26,574	26,371	26,228	26,187	-2%
Burbank Unified District	16,577	16,733	16,623	16,670	16,546	+0%
L.A. Unified District	687,812	670,745	667,251	659,639	655,494	-5%
High School Enrollments						
Glendale High	3,051	2,967	2,909	2,838	2,796	-8%
Hoover High	2,128	2,097	2,040	1,947	1,849	-13%
Crescenta Valley High	2,996	3,004	2,904	2,906	2,886	-4%
Clark Magnet High	1,098	1,127	1,122	1,130	1,123	+2%
Daily High	301	304	298	267	277	-8%
Burbank High	2,733	2,785	2,730	2,786	2,690	-2%
Burroughs High	2,739	2,775	2,770	2,732	2,664	-3%
Marshall High	3,816	3,479	3,422	2,893	2,684	-30%
Eagle Rock High	3,067	3,016	3,058	2,655	2,615	-15%
Verdugo Hills High	2,257	2,115	2,008	1,783	1,649	-27%
Los Angeles High	3,163	2,855	2,210	1,947	1,745	-45%
Belmont High	1,468	1,340	1,249	1,212	1,020	-31%

Data Source: California Department of Education

The table below shows the number of high school graduates for area feeder high schools. Glendale Unified has dropped 5% from 2007 to the most current year but has been steady in these last two years.

Table 8 *Local High School Graduates*

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Change 07-08 to 11-12
Glendale Unified District	2,255	2,158	2,252	2,140	2,141	-5%
Burbank Unified District	1,444	1,498	1,507	1,494	1,659	+15%
L.A. Unified District	30,580	32,147	35,457	36,140	37,532	+23%
Glendale High	678	652	670	648	649	+4%
Hoover High	528	445	468	424	407	+23%
Crescenta Valley High	668	678	728	669	694	+4%
Clark Magnet High	221	240	250	245	256	+16%
Daily High	107	107	114	110	94	+12%
Burbank High	567	567	631	587	623	+10%
Burroughs High	615	629	577	590	642	+4%
Marshall High	781	758	734	667	573	-27%
Eagle Rock High	430	451	483	502	533	+24%
Verdugo Hills High	431	375	390	422	398	-8%
Los Angeles High	543	459	478	415	335	-38%
Belmont High	349	195	224	227	239	-32%

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	Fall 2012
Total Noncredit Students	7,533	6,010	5,586	5,013
Concurrently Enrolled in Credit Classes	2%	3%	3%	3%
Enrolled in Credit Classes in Next Spring	4%	6%	6%	6%

Source: GCC MIS data submissions

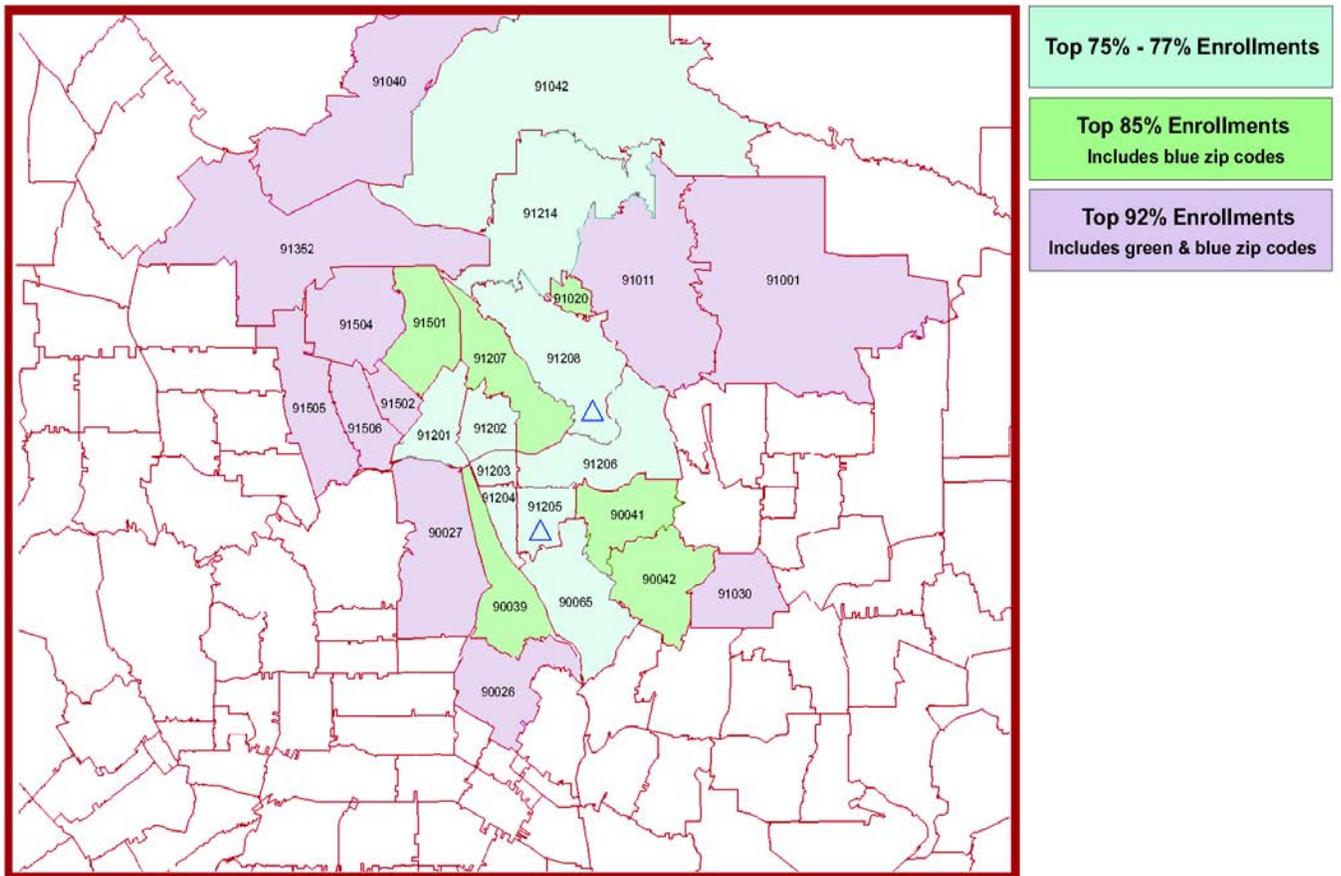
PeopleSoft Enrollment Data

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*

	SP '13	FA '12	SP '12	FA '11
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 shown in Table 11 and 11a list total noncredit sections by department held in Spring semesters 2008 to 2013. There was a drop of 16% in total of all noncredit sections offered (comparing 2008 to 2013). Home Arts was eliminated completely. Lifelong Learning was cut by 75%. Parent Education was cut by 50%. These cuts were targeted based on Chancellor’s Office discussions of potential lack of funding for these areas. Other cuts in ESL (6.45%) and OBT (11.4%) were due to across the board cuts in FTEF allocations. Some classes in ESL have been offered and paid for through grant funds so cuts would have been higher had those funds not been available.

Table 11 *Spring Enrollment for Years 2008-2013*

SPRING TERMS	DSL	% from '08	ESL	% from '08	HOMA	% from '08	LLS	% from '08	OBT	% from '08	PARED	% from '08
2013	115	1.77%	87	-6.45%	0	-100.00%	9	-75.00%	101	11.40%	17	-50.00%
2012	116	2.65%	92	-3.16%	2	-33.33%	24	-33.33%	121	8.04%	26	-16.13%
2011	115	1.77%	95	0.00%	2	-33.33%	29	-19.44%	118	5.36%	26	-16.13%
2010	116	2.65%	91	-4.21%	2	-33.33%	35	-2.78%	112	0.00%	34	9.68%
2009	113	0.00%	93	-2.11%	2	-33.33%	36	0.00%	114	1.79%	34	9.68%
2008	113	0.00%	95	0.00%	3	0.00%	36	0.00%	112	0.00%	31	0.00%

Table 11a *Spring Enrollment for Years 2008-2013*

SPRING TERMS	TOTAL	% from '08
2013	329	-16.07%
2012	381	-2.31%
2011	385	-1.28%
2010	390	0.00%
2009	392	0.51%
2008	390	0.00%

Chancellor's Office Data Mart

Chancellor's Office Data Mart enrollment information reveals that Glendale Community College's noncredit program has ranked no lower than 8 among all California Community Colleges in total noncredit FTES since 1992. Table 12 presents the last 10 years of data and the relationship to credit FTES. Although noncredit ranking statewide has remained fairly stable (between 7th and 8th), the noncredit program has decreased in terms of percentage to total college FTES, which may be attributed to cut backs in program offerings made by district wide enrollment management decisions.

Table 12 *Glendale College Ranking by Noncredit FTES*

Year	Rank	Credit FTES	Noncredit FTES	Total FTES	% of total NC	% of total college FTES
2012-2013	8	11,308.3907	2,045.9225	13,354.3131	3.1646%	15.3203%
2011-2012	8	11,697.9415	2,119.7850	13,817.7265	2.9992%	15.3411%
2010-2011	5	12,664.5947	5,512.5690	18,177.1636	7.0226%	30.3269%
2009-2010	6	14,138.8141	3,476.9350	17,615.7491	4.1802%	19.7377%
2008-2009	7	13,982.1583	3,553.0575	17,535.2158	3.5904%	20.2624%
2007-2008	7	12,974.0819	2,865.5402	15,839.6221	3.0413%	18.0910%
2006-2007	7	11,798.2937	2,684.0594	14,482.3531	2.9817%	18.5333%
2005-2006	7	11,868.0928	2,628.5768	14,496.6695	3.0431%	18.1323%
2004-2005	7	11,674.2124	2,522.4250	14,196.6373	3.0129%	17.7678%
2003-2004	7	11,637.7032	2,565.5931	14,203.2964	3.0442%	18.0634%

Ranking of community college noncredit programs in Los Angeles County reveal that Glendale Community College has been 2nd behind Mt. San Antonio College in terms of noncredit FTES. The top five colleges in Los Angeles County have remained fairly consistent in most recent years.

Table 13 *Los Angeles County Community College Ranking*

Rank	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
1	Mt San Antonio						
2	Glendale						
3	East LA	East LA	Pasadena	East LA	East LA	LA City	LA City
4	Pasadena	LA City	East LA	Pasadena	Pasadena	East LA	East LA
5	LA City	Pasadena	LA City	Rio Hondo	Rio Hondo	Citrus	Pasadena

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 14 *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)
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)

Table 14 EMSI Local Employment (continued)

	91205	75%-77% Zips	90% Zips	L.A. County
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) 3-Refuse & Recyclable Material Collectors (-417)
Highest Industry Decline	1-Funeral Homes & Funeral Services (-32) 2-Cemeteries & 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 15 *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 16 *Community Services Education Online Enrollment*

Year	Students
2012	336
2011	333
2010	279

**Data from CSE Office*

Table 17 *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 the Administrative Dean of Workforce Development, Continuing and Community Services who reports to the Vice President of Instruction. The Administrative Dean is responsible for the supervision of seven managers, two division chairs, two counselors, one 67% mental health counselor, nine full-time faculty, 37 classified personnel and 113 adjunct faculty members. The Associate Dean of Continuing and Community Education, Student Services and Operations is responsible for the day to day activities of the Garfield Campus, coordination with main campus administration, and assistance with classified personnel supervision.

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.



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 18 *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 reorganized 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 and the Associate Dean of Continuing and Community Education, Operations and Student Services. Coordination between the Administrative Dean of Workforce Development, Continuing and Community Education and the new Dean of Workforce Development in charge of credit programs was included in the reorganization design.

The Interim Associate Dean of Continuing and Community Education position was 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 will be handled and coordinated at the Garfield Campus by the reorganized Associate Dean position. A new Admissions office will 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.

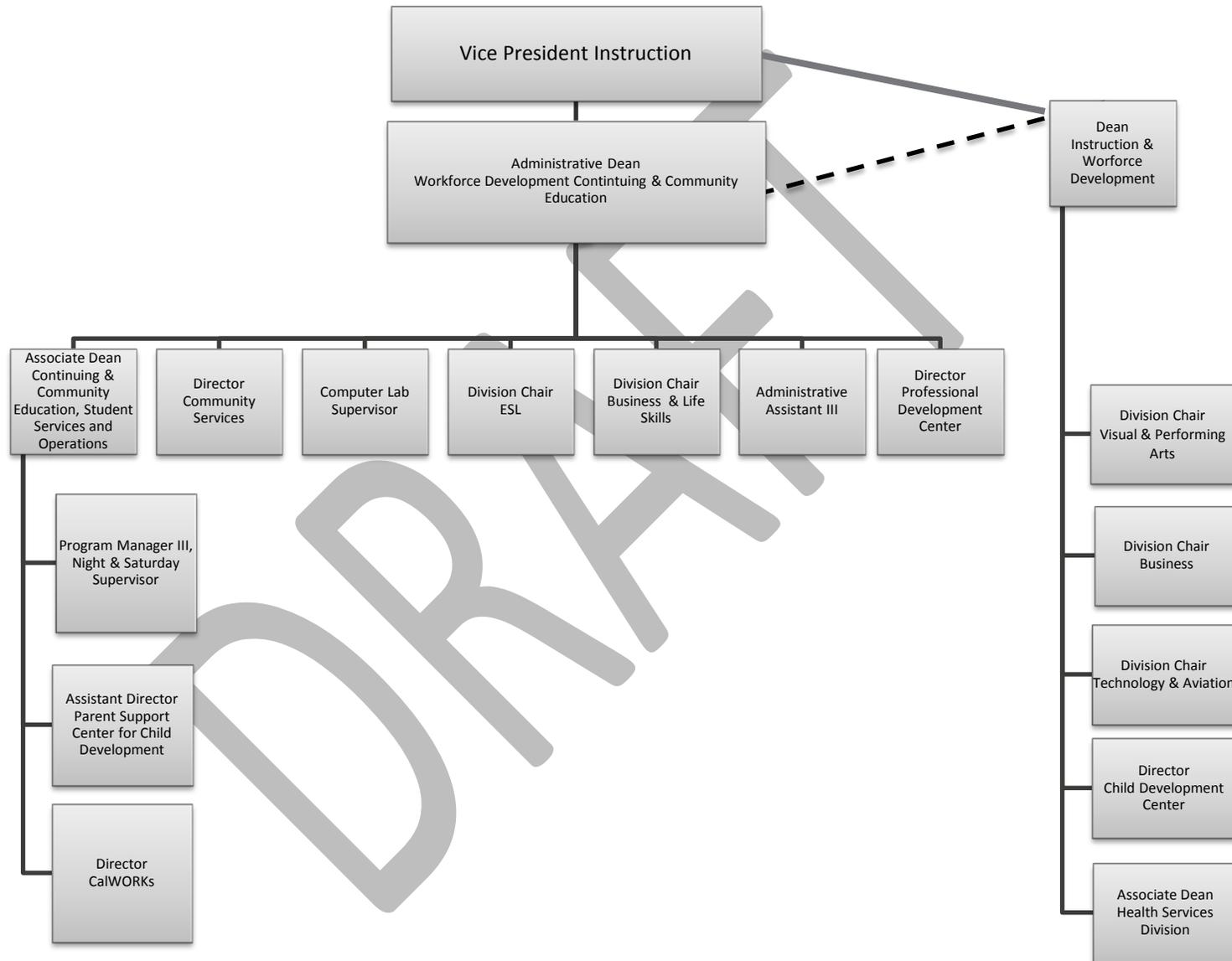
- **Noncredit** vocational education opportunities include Medical and Dental Front Office and General Office certificates with the development of Vocational English as a Second Language program focusing on workforce. There are other state approved certificate programs that are tied to workforce training 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 2 *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

Legislation is being pursued that may adversely affect noncredit, such as Senate Bill 173, which if passed will reduce the number of programs approved to receive apportionment funds for adult education. Parenting, program for older adults, home economics, and health and safety education are the categories to be deleted from funding apportionment 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, pg. 10). 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. 12 and table 14, pgs.19-20) 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

1. Workforce Development

- 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

1. **Workforce Development**

- 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 submitted a reorganization that is currently being implemented (see pages 26-28).
- 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 Administrative Dean is conducting 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.

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*

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

Glendale Community College, (2012). *Research & planning, campus profile 2013*

Glendale Community College, (2012). *Research & planning, community profile 2013*

DRAFT

Appendix A

Garfield Campus Master Plan Meeting Schedule

Meetings were facilitated by Interim Administrative Dean, Continuing and Community Education through June 30, 2013, thereafter by the Administrative Dean, Workforce Development, Continuing and Community Education.

- December 7, 2012 – Attended by: Vice President 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).
- September 9, 2013 – The draft was discussed at Institutional Planning Coordination Committee (IPCC).
- September 23, 2013 – The draft was revised.

Appendix B

GED California – 2012 Annual Statistical 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 Age

17	5
18	28
19	22
20-24	58
25-29	17
30-34	23
35-39	12
40-49	10
50-59	3
60+	0

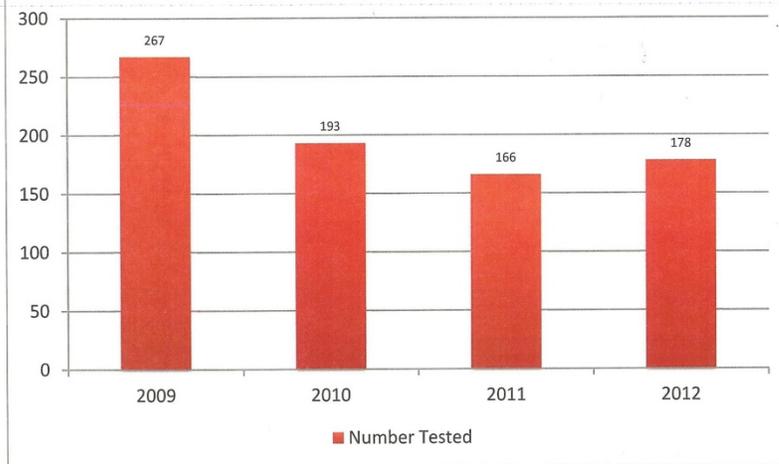
Examinees by Race/Ethnicity

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

Documents 804
 Errors 28

GED California - Annual Statistical Reports by Center

Your Center's Testing Volumes 2009-2012



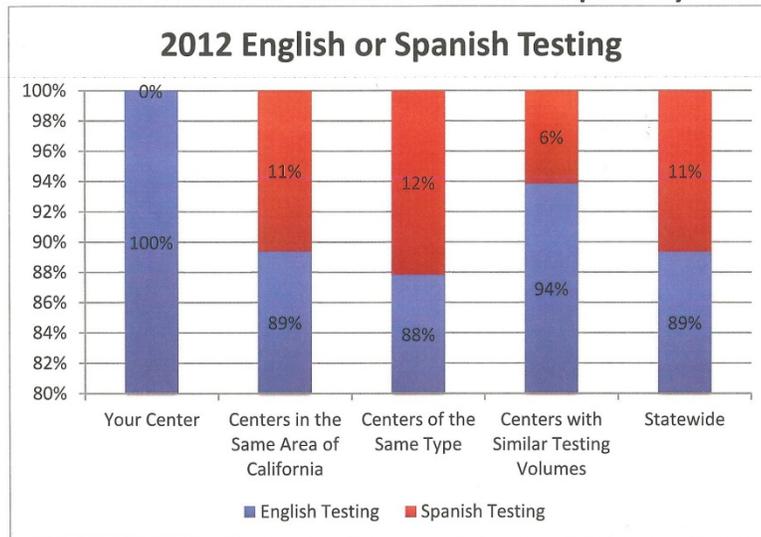
GLENDALE COLLEGE/ADULT COMM TRNG CTR

GED California - Annual Statistical Reports by Center



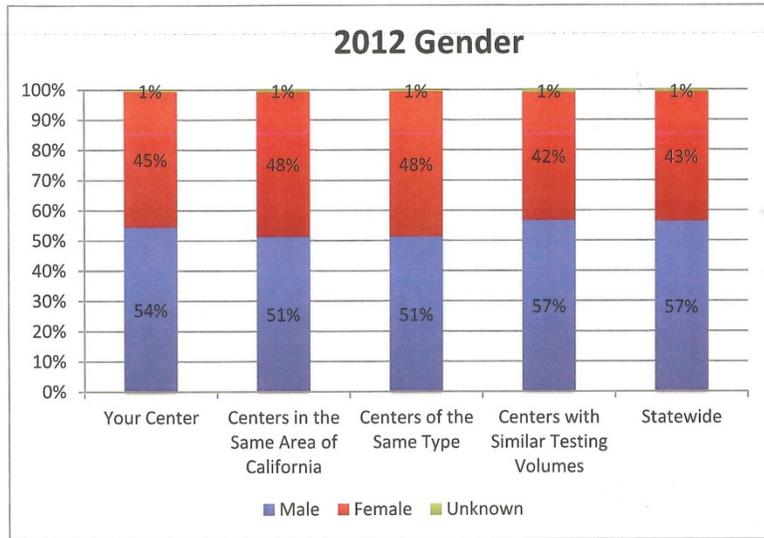
GLENDALE COLLEGE/ADULT COMM TRNG CTR

GED California - Annual Statistical Reports by Center



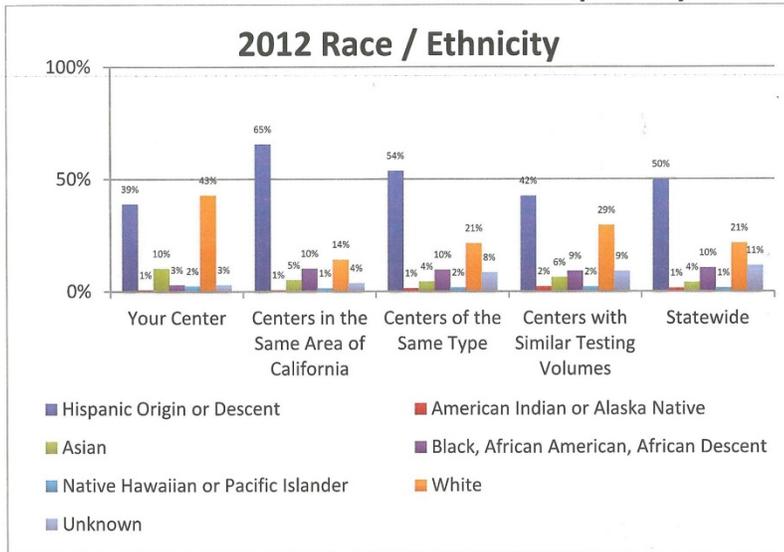
GLENDALE COLLEGE/ADULT COMM TRNG CTR

GED California - Annual Statistical Reports by Center



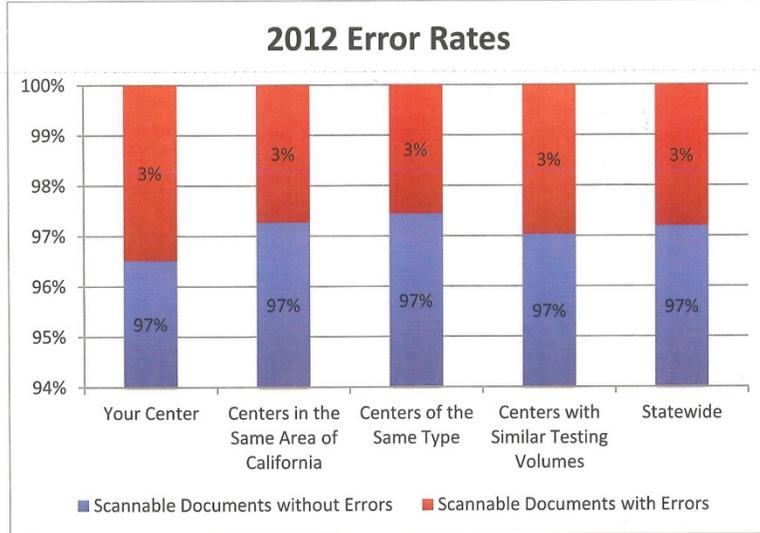
GLENDALE COLLEGE/ADULT COMM TRNG CTR

GED California - Annual Statistical Reports by Center



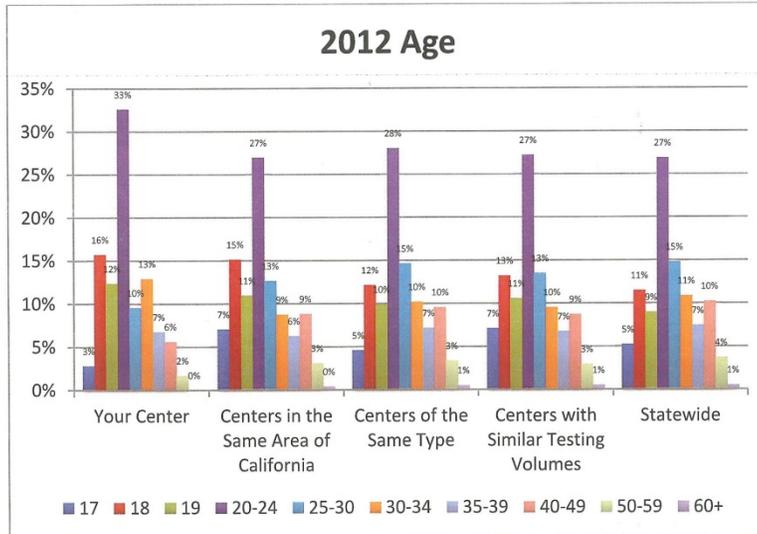
GLENDALE COLLEGE/ADULT COMM TRNG CTR

GED California - Annual Statistical Reports by Center



GLENDALE COLLEGE/ADULT COMM TRNG CTR

GED California - Annual Statistical Reports by Center



GLENDALE COLLEGE/ADULT COMM TRNG CTR

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/Community Service with 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)

Strengths	Weaknesses	Opportunities	Threats
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 campus 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

Strengths	Weaknesses	Opportunities	Threats
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"

Strengths	Weaknesses	Opportunities	Threats
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	

Strengths	Weaknesses	Opportunities	Threats
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	
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		

Strengths	Weaknesses	Opportunities	Threats
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		
Great Staff, Friendly atmosphere	Parking issue/Police presence day/night		

DRAFT