GLENDALE COMMUNITY COLLEGE

EDUCATIONAL

MASTER

PLAN

2006-2011

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Introduction to EMP

In 2003-2004 the campus community completed a "Strategic Master Plan" for the college which included revision of the college's "Mission Statement" and "Vision Statement." The document summarized in board terms, goals and strategies for the college for the next five to ten years.

This year, 2005-2006, the Master Plan Committee reviewed the Strategic Master Plan and made modest revisions to the document. In addition the committee began the process of translating the broad goals and strategies into specific action plans by overseeing the preparation of individual "growth plans" for each of 100 campus departments or functional units at the college. Together these growth plans represent an institutional Education Master Plan. Each of these entities were asked to estimate their likely growth rates and resources needs over a five-year horizon by responding to a series of questions posed by the Master Plan Committee. Departmental responses were reviewed by the committee and the appropriate college vice presidents and revised when necessary.

Each major section of this Educational Master Plan is introduced by a summary for that division. The document as a whole is designed to guide the deliberations of the Facilities Master Plan and Technology Master Plan Committees which will be producing their final five-year plan in the upcoming 2006-2007 school year. In addition the Educational Master Plan is designed to inform the college budget process and resource allocation in order to provide a clear guide for the college in pursuing its identified goals and strategies. The Educational Master Plan, in conjunction with the Strategic Master Plan (**SMP**), on-going Program Review (**PR**), and periodic accreditation activities, are all designed to keep the college moving consistently toward higher levels of service to the community following a consistent path.

> **Important Note: In the summer of 2005 the growth rate estimates of all departments and units were debated and adjusted by the Master Plan Committee in conjunction with the college administration. The final result of this analysis appears on the spreadsheet that appears on the following three pages. In writing their growth expectation summaries, departments and units did not always follow/accept the final designation of this process, which were: Above Average Rate (AA), Average Rate (AVG), Below Average Rate (BA), and No Growth Expected (NG). When this is a discrepancy between the growth rate stated in the departmental summary and the growth rate in the WSCH by Instructional Program directly below, the designation in the spreadsheet takes precedence.**

Glendale Community College
WSCH by Instructional Program, Annual Totals
Division Summary

Program	Division	2001-2002	2002-2003	2003-2004	2004-2005	Change 2001-2005	Future Anticipated Growth	Special Space Requirements
Alcohol/Drug Studies	Allied Health	2,074	2,059	2,067	1,949	-6%	BA	AHB expansion
Nursing	Allied Health	6,818	6,098	6,288	7,486	+10%	AA	AHB expansion
EMT	Allied Health	1,135	1,016	776	823	-27%	AVG	AHB expansion
	Allied Health	**10,026**	**9,172**	**9,130**	**10,259**	**+2%**	AA	
Biology	Biology	17,301	18,540	17,719	18,931	+9%	AA	Needs additional lab space
	Biology	**17,301**	**18,540**	**17,719**	**18,931**	**+9%**	AA	
Accounting	Business	10,945	10,514	10,590	10,706	-2%	AVG	additional night classrooms
Business Admin	Business	7,251	7,881	7,252	7,648	+5%	AVG	additional night classrooms
CABOT/BUSOT	Business	10,590	10,131	9,709	8,677	-18%	BA	
Comp & Info Science	Business	21,992	19,298	14,887	11,042	-50%	AA	additional night classrooms
Cooperative Ed	Business	2,826	2,946	2,169	1,749	-38%	BA	
Real Estate	Business	3,299	3,624	4,373	4,721	+43%	AVG	additional night classrooms
	Business	**56,904**	**54,393**	**48,980**	**44,543**	**-22%**	AVG	
Student Development	College Services	3,323	3,361	2,690	2,742	-17%	AA	
	College Services	**3,323**	**3,361**	**2,690**	**2,742**	**-17%**	AA	
Credit ESL	Credit ESL	43,681	44,264	41,239	42,435	-3%	AVG	additional classroom space
	Credit ESL	**43,681**	**44,264**	**41,239**	**42,435**	**-3%**	AVG	
English	English	40,505	39,795	38,358	37,341	-8%	AVG	
Humanities	English	3,242	2,992	2,684	3,055	-6%	AVG	
Library Science	English	124	310	303	273	+120%	AA	additional computer classroom
	English	**43,871**	**43,098**	**41,345**	**40,669**	**-7%**	AVG	
Health Education	Health & PE	8,080	8,215	7,391	7,134	-12%	AVG	
Physical Education	Health & PE	16,036	20,992	13,990	13,244	-17%	BA	Needs remodeled space
	Health & PE	**24,116**	**29,207**	**21,381**	**20,377**	**-16%**	BA	
ASL	Language Arts	1,039	1,260	719	941	-9%	AA	
Foreign Language	Language Arts	14,699	14,972	12,333	12,628	-14%	AVG	
Journalism	Language Arts	574	1,036	1,180	983	+71%	AVG	larger lab for El Vaq
Mass Communications	Language Arts	2,246	2,322	2,360	2,533	+13%	AVG	
Speech	Language Arts	8,235	9,099	9,402	9,536	+16%	AA	needs practice labs
	Language Arts	**26,794**	**28,688**	**25,994**	**26,621**	**-1%**	AA	
Mathematics	Mathematics	53,018	49,918	51,318	55,324	+4%	AA	additional classroom space
	Mathematics	**53,018**	**49,918**	**51,318**	**55,324**	**+4%**	AA	
NC Develop. Skills	Noncredit	4,336	3,991	3,841	4,106	-5%	AA	Garfield Expansion

NC Lifelong Learning	Noncredit	3,547	3,542	2,713	2,899	-18%	AVG	
Noncredit Business	Noncredit	13,741	12,558	9,480	10,737	-22%	BA	Garfield Expansion
Noncredit ESL	Noncredit	56,242	49,248	39,009	41,568	-26%	BA	Garfield Expansion
Noncredit Parent Ed	Noncredit	2,606	2,775	1,882	2,506	-4%	AVG	
Other Noncredit	Noncredit	385	457	408	430	+12%	AVG	Garfield Expansion
	Noncredit	**80,857**	**72,571**	**57,334**	**62,247**	**-23%**	AVG	
Astronomy	Physical Science	1,716	2,042	1,805	1,944	+13%	AA	
Chemistry	Physical Science	11,302	11,075	12,869	14,317	+27%	AVG	
Geology/Ocean.	Physical Science	6,667	7,480	6,982	6,505	-2%	AVG	Needs larger lab
Physics/Phys Sci.	Physical Science	3,446	3,782	3,500	3,236	-6%	AVG	
	Physical Science	**23,132**	**24,380**	**25,155**	**26,002**	**+12%**	AVG	
Anthropology	Social Sciences	5,725	6,442	5,619	5,713	-0%	AVG	
Economics	Social Sciences	6,593	6,658	6,482	6,629	+1%	AVG	interdisciplinary lab space
Ethnic Studies	Social Sciences	4,460	4,942	4,120	4,014	-10%	AA	interdisciplinary lab space
Geography	Social Sciences	5,676	5,903	5,851	5,486	-3%	AVG	
History	Social Sciences	13,421	13,904	12,934	11,517	-14%	AVG	interdisciplinary lab space
Philosophy	Social Sciences	7,221	7,710	6,760	6,657	-8%	AVG	
Political Science	Social Sciences	7,941	8,987	8,173	7,954	+0%	AVG	interdisciplinary lab space
Psychology	Social Sciences	9,999	9,984	8,791	8,710	-13%	AVG	interdisciplinary lab space
Social Science	Social Sciences	3,257	2,946	2,813	3,124	-4%	AVG	interdisciplinary lab space
Sociology	Social Sciences	5,680	6,056	5,824	5,774	+2%	AVG	interdisciplinary lab space
	Social Sciences	**69,974**	**73,531**	**67,369**	**65,577**	**-6%**	AVG	
Admin of Justice	Tech & Aviation	1,421	1,649	1,614	1,651	+16%	AVG	needs classroom remodeled
Architecture/Drafting	Tech & Aviation	1,044	1,072	802	1,061	+2%	AVG	
Aviation/Flight Att.	Tech & Aviation	294	222	527	433	+47%	AVG	needs classroom remodeled
Aviation/Maintenance	Tech & Aviation	3,924	3,398	1,853	1,481	-62%	N/A	
Aviation/Pilot Training	Tech & Aviation	1,580	1,006	1,132	1,293	-18%	AVG	needs classroom remodeled
Child Development	Tech & Aviation	4,473	4,588	4,082	3,768	-16%	BA	
Culinary /Hotel Mngt	Tech & Aviation	3,674	4,032	4,470	4,481	+22%	AA	Lab/CSB Expansion
Electronic Tech	Tech & Aviation	3,967	2,007	1,387	1,427	-64%	AVG	
Engineering	Tech & Aviation	1,874	1,882	1,358	1,129	-40%	BA	
Fire Academy	Tech & Aviation	1,974	2,163	2,664	2,757	+40%	NG	
Fire Technology	Tech & Aviation	722	717	930	1,036	+44%	BA	
Machine Technology	Tech & Aviation	525	809	1,111	959	+83%	AA	has new enlarged space
Tech Ed	Tech & Aviation	121	62	7	37	-70%	N/A	
Welding Technology	Tech & Aviation	1,628	1,764	1,408	1,582	-3%	BA	
	Tech & Aviation	**27,221**	**25,372**	**23,343**	**23,094**	**-15%**	BA	
Animation	Vis & Perf Arts	3,495	3,309	2,631	1,701	-51%	AVG	AHB expansion
Art (Studio Art)	Vis & Perf Arts	5,109	4,703	3,978	3,911	-23%	AVG	Needs lab space
Art History	Vis & Perf Arts	5,613	5,659	5,703	6,292	+12%	AA	Needs tech upgrades
Art/Design	Vis & Perf Arts	5,176	5,024	4,531	4,415	-15%	AVG	AHB expansion
Ceramics	Vis & Perf Arts	3,164	3,053	2,859	2,517	-20%	AVG	
Dance	Vis & Perf Arts	3,902	3,991	3,501	2,989	-23%	BA	
Digital Photography	Vis & Perf Arts	4,297	3,991	2,813	2,076	-52%	AVG	AHB expansion
Media Arts	Vis & Perf Arts	1,714	1,762	1,614	1,536	-10%	AVG	Needs computer classroom
Music	Vis & Perf Arts	8,602	8,933	8,232	8,901	+3%	AVG	Needs recital/practice space

Photography	Vis & Perf Arts	4,094	4,205	3,917	4,059	-1%	AVG	
Theatre Arts	Vis & Perf Arts	5,297	5,369	4,995	5,676	+7%	AA	Needs rehearsal space
	Vis & Perf Arts	**50,464**	**49,998**	**44,775**	**44,072**	**-13%**	AVG	
Total & averages		**530,680**	**526,492**	**477,772**	**482,893**	**-9%**		

* most programs in the AA & AVG categories will need additional general purpose classrooms to accommodate growth

		Est.
Legend	AA	>3%/yr.
	AVG	~2.5%/yr.
	BA	<2%/yr.
	NG	0%/yr.

EMP Report Format

The Educational Master Plan (EMP) found below was developed by Team B and approved by Team A of the Master Plan Committee in response to the recommendations of the Accreditation Report of 2004. This EMP was developed in three stages. First, each of the units defined for the Program Review process, (departments, areas, and programs) was asked a set of questions which appear below entitled “Educational Master Plan Instructional Questionnaire” for instructional units, and with appropriate modifications of language to be suitable for College Services units, the “Educational Master Plan College Services Questionnaire.” The purpose of the plan was to address questions that are crucial in developing our educational, facilities, and administrative plans for the next five years. Each of the units at the college were specifically asked to assess their expected growth rates in FTES and students served and to identify the increased resources required to support that expected growth rate. These reports were due February 28, 2005. The Coordinator of the Master Plan then spent the summer of 2005 compiling these materials.

To facilitate on-going use of these plans and to highlight the connections between the departmental level plans and the Strategic Master Plan (**SMP**) each section of the EMP is referenced to the appropriate Goal & Section of the SMP with a parenthetical designation. (The entire Strategic Master Plan can be accessed at: http://www.glendale.edu/masterplan/index.html .)

The second stage of the process involved the development of Summary Overviews for each of the divisions in Instruction and the management units in College Services. Division chairs in Instruction and managers in College Services were asked to reply by April 5, 2006. The purpose of the summaries was to engage division chairs and managers in setting priorities within their respective units.

The third stage of the process involved the Vice Presidents of Instruction and College Services. Steve White, Vice President of Instructional Services and Sharon Combs, Vice President of College Services were asked to develop recommendations for priorities to be given to the units in their areas.

EMP Instructional Questionnaire

Purpose

The purpose of this questionnaire is to request the data needed to produce a program-level Educational Master Plan as recommended in our 2004 Accreditation Evaluation.

Instructions

Please respond to each of the 11 questions in this document, using the example document (Psychology) as a guide. Much of the information needed to respond to the questions may be available from your program's most recent program review document. In order to support your response to the growth questions, data on program FTES trends since 1994-1995 have been supplied.

Assumptions

There are several assumptions that should be considered as you respond to the questionnaire.

(a) 1. Growth

(b) It is projected that Glendale Community College (GCC) will grow by 25% over a ten-year period (2004-2014). That is a growth rate of roughly 2.5% per year. It is assumed that funding will support this growth rate (with some flexibility). To better be able to plan for and manage this projected growth, the College needs to determine which programs and departments expect to grow, shrink, or remain the same.

2. Trends

- the need for constant retraining of workers to maintain and/or advance in their employment
- a continued decline in vocational and arts offerings in K-12
- a possible increase in the number of non-graduates coming to GCC from local high schools.

3. Demographics

The level of preparation of incoming students is a concern. The number of recent high school graduates from Glendale is expected to decline or remain flat while the number of high school graduates in the LA area is expected to triple. Historically, high school graduates from the Glendale area have been better prepared than the corresponding students from LA high schools.

Questions:

Program Description/Mission:

1. Please describe your program and its relationship to the mission of the college in one to two paragraphs.

2A. Please state the number of full-time faculty and the number of part-time faculty who teach in your program as of Fall 2004.

2B. Please state the number of full-time and part-time classified employees including lab techs in your program.

Growth:
3. Over the next ten years, do you estimate that enrollment in your program will: (Place an X next to your response.)

- ☐ decline
- ☐ remain static
- ☐ grow from one to two percent
- ☐ grow at the college average (2.5%)
- ☐ grow at higher than the college average

Please explain your answer in a few sentences.

4. Do you anticipate adding any new courses or certificates? If so, what would the anticipated enrollment be in these new courses? Could these new courses be taught in a lab setting?

5. Do you have any courses, certificates, or degrees that will be discontinued or phased out? If so, please explain.

Three to Five-Year Program Goals:
6. List the most important goals that your program intends to achieve in the next three to five years. Consider goals in the areas of course offerings, articulation agreements, your program's response to local business needs, as well as your program's response to feedback from four-year schools, etc…

Personnel Needs:
7. If you anticipate the need for additional contract faculty and/or contract classified staff in your program within the next five years, describe this need and your justification in one to two paragraphs.

8. Do you anticipate the retirement of any contract faculty within the next five years? Should these positions be replaced and why?

Facilities Needs:
9. If you project growth, which type or types of space will you need? (Place an X next to your response.)

- ☐ classrooms
- ☐ labs
- ☐ other

Please explain your answer in a few sentences.

10. If you anticipate the need for additional space, modified space, or specific facilities, describe this need and your justification in one to two paragraphs.

Competition:
11. What competition for students does your program anticipate from both public and private institutions and/or online degree programs?

Other (optional):
12. If there is any other information about your program relevant to growth that you would like to include, please respond below. Prioritization: What do you anticipate will be the three most important needs in your area? Please consider the following: meeting enrollment demands, providing educational support, and providing educational equipment. Please produce a list of 3 items

EMP College Services Questionnaire

Questions:

Program Description/Mission:
1. Please describe your program and its relationship to the mission of the college in one to two paragraphs (see example).

2A. Please state the number of full-time faculty and the number of part-time faculty who teach in your program as of Fall 2004.

2B. Please state the number of full-time and part-time classified employees including lab techs in your program.

Growth:
3. Over the next ten years, do you estimate that enrollment in your program will: (Place an X next to your response.)

- ☐ decline
- ☐ remain static
- ☐ grow from one to two percent
- ☐ grow at the college average (2.5%)
- ☐ grow at higher than the college average

Please explain your answer in a few sentences.

4. Do you anticipate adding any new courses or certificates? If so, what would the anticipated enrollment be in these new courses? Could these new courses be taught in a lab setting?

5. Do you have any courses, certificates, or degrees that will be discontinued or phased out? If so, please explain.

Three to Five-Year Program Goals:
6. List the most important goals that your program intends to achieve in the next three to five years. Consider goals in the areas of course offerings, articulation agreements, your program's response to local business needs, as well as your program's response to feedback from four-year schools, etc…

Personnel Needs:
7. If you anticipate the need for additional contract faculty and/or contract classified staff in your program within the next five years, describe this need and your justification in one to two paragraphs.

8. Do you anticipate the retirement of any contract faculty within the next five years? Should these positions be replaced and why?

Facilities Needs:
9. If you project growth, which type or types of space will you need? (Place an X next to your response.)

- ☐ classrooms
- ☐ labs
- ☐ other

Please explain your answer in a few sentences.

10. If you anticipate the need for additional space, modified space, or specific facilities, describe this need and your justification in one to two paragraphs.

Competition:
11. What competition for students does your program anticipate from both public and private institutions and/or online degree programs?

Other (optional):
12. If there is any other information about your program relevant to growth that you would like to include, please respond below.

Instructional Services
Introduction/Summary

Academic disciplines at Glendale Community (GCC) are organized into 15 separate instructional divisions. Some of these divisions, such as Social Sciences, have 10 independent departments, while others are single-subject divisions, such as Mathematics. For the EMP, each department was asked to prepare a "Summary" focusing on expected future growth and resource needs. A comprehensive assessment of growth and resource needs is required to guide the work of the Facilities An Technology Master Plan Committees, who meet this year to complete their long-range plans. Then each Division Chair prepared an "Overview" to introduce the departmental summaries. After these 70+ departmental reports there is a section devoted to special extra curricular projects including programs such as, Scholars, PACE, SI, Internships, etc.

These departmental reports encompass the full mission of the college: transfer, terminal AA and AS degrees, vocational training, continuing education, basic skills, and community service. GCC has a proud history of excellence in academic and vocational and non-credit classes. The departmental summaries that follow detail areas we believe are most likely to experience increased demands in the coming years.

Enrollment growth at the college has been relatively flat the last three years due to a combination of factors including most importantly class reductions forced due to revenue cuts and tuition increases both imposed by the legislature and governor. There are indications that enrollment is now returning to a normal "growth mode" and the college intends to be prepared.

One enrollment bright spot over the last few years is the increased interest in medical and science related fields. Enrollments are up significantly in Nursing, Biology, and all the Physical Sciences. Undoubtedly the renovated and expanded campus Science Center, now composed of four connected buildings, has played a large part in this growth. For the first time ever the college is offering calculus-based Physics at night and has experienced increased night enrollments in advanced Math classes. This is a trend we expect to continue.

Bridge programs with several local high schools in English, Math, ESL, and History to increase the number of local graduates genuinely ready for college-level scholarship has produced some very encouraging results. Greater percentages of recent high school graduates score at college-ready levels in English and Math. As a result we have reduced the number of "pre-college" remediation classes into these two disciplines and increased the number of freshman composition and college algebra sections accordingly. We also expect enrollments in Business and CS/IS to rebound to previous levels.

Continuing Education Programs, including ESL, Business Skill, Lifelong Learning, Retirement Seminars, and Community Services are headquartered in our ACTC Building on the Garfield Campus. Although enrollments is these programs have plateaued in the last few years, the ACTC facility is far too small to accommodate existing programs necessitating renting facilities all around Glendale to offer their classes. In addition, the current building and bungalows are not able to provide sufficient support services. New expanded facilities, including more parking, is essential to maintain quality in current programs and to provide expansion room to offer credit, general education classes in south Glendale.

Vocational programs have endured a difficult period with fluctuating enrollments in some areas (Fashion Design, Aviation Maintenance, CS/IS, etc.). In response we have increased our promotional and recruitment efforts, eliminated three programs with bleak prospects and are actively pursuing new areas for certificate programs including: Insurance Industry Specialist and Health Informational Technologist. In addition we have secured a $450,000 Quick Start Grant from the state of California to enhance and coordinate our Applied Completive Technology programs in Engineering, Computer Aided Design, Machine Technology, and Computer Integrated Manufacturing. In addition, this grant is designed to establish a 2+2+2 educational ladder between local high schools, GCC and CSUN, which we expect will increase enrollments in our programs.

The college has recently been awarded three grants to help increase the capacity (enrollments) in our Nursing program. In addition, we have a grant from the Department of Agriculture in Partnership with the Collins School at Cal. Poly Pomona to expand and articulate our hospitality programs. We also have a grant from the Carnegie and Hewlett Foundations to explore innovations to improve success rates in pre-college (basic skills) curricula.

To accommodate the expected enrollment growth, detailed on the pages that follow, several new facilities are in the planning or construction stages:

- Complete the new Bhupesh Parik Health Sciences and Technology Building, which will be home to Nursing, EMT, Alcohol and Drug Studies, and a host of digital imaging programs (Photography, Graphics Design, Animation, Web Graphics, etc.)
- Complete the new parking structure on Lot B, which will increase capacity on campus by more than 800 spaces
- Two new Biology labs will be created in the SG Building to meet current pent up demand
- Convert the northern half of the Aviation Arts Building into a recital hall, classrooms, labs and practice rooms for the Music Department
- Construct a new building and expanded parking to double the classrooms, labs and support activities on the Garfield Campus in order to move existing

programs from sub-standard venues and provide space to increase offerings in our Continuing Education Programs

- Rebuild the Athletic Department Annex to create new locker rooms, offices, and training facilities for the PE and Athletic Department
- Construct a new College Services/Classroom Building in the area between the Sierra Madre Building and parking structure in Lot B that would become home to: a One-Stop Student Services Operation, a Tech Mall (large open computer lab), several general purpose and interdisciplinary classroom/labs, faculty offices, and the relocated Culinary Arts Program including an expanded kitchen and demonstration lab.

Health Sciences
Program Overview

By: Dr. Cynthia Dorroh,
Ext. 5270, cdorroh@glendale.edu

Campus Mission:
Coursework, certificates, and degrees offered in the Health Sciences Division fit within the college mission statement by preparing students for placement and advancement in rewarding health care careers. In addition to career opportunities coursework within the nursing and alcohol drug studies programs is transferable and provides for successful transfer to four-year universities and colleges for students who chose to pursue higher degrees. Programs (departments) within the division include Alcohol Drug Studies (ADST), associate degree Registered Nursing (RN), and Emergency Medical Technician I (EMT I). These programs serve the community in a broader sense by preparing graduates who serve in a range of health care settings in our community.

External Trends:
External trends will have significant impact on programs in this division over the next 3-5 years. The nursing shortage continues to worsen and there is significant workforce need and guaranteed job availability for graduates. Nursing programs are impacted and students sometimes wait years to enter. Funding opportunities for added capacity in nursing are being made available at the state and national level. The nursing program has grown significantly. Additionally, hospital and health care requirements have increased related to background checks and expected clearances of students increasing the workload for each and every nursing student. The increased number of students coupled with the increase workload per student is challenging. EMT I has also experienced changes in external regulations. A standardized national exam now exists ("National Registry"). EMT curriculum changes have been initiated to meet these increased standards. Changes have also occurred in the Alcohol Drug Studies at the state level. Standards and curriculum changes have been initiated to comply with these standards.

Internal Issues:
It is anticipated that nursing enrollment will continue to be a significant internal issue. Pre-nursing students apply to multiple programs in hopes of increasing their chance of getting accepted somewhere. Students apply to the GCC nursing program without applying to the college and if accepted then apply to the school. This creates a great deal of division work in accepting, processing, and maintaining applications, transcripts, and files on candidates. Increases in nursing

student enrollment have been covered through the use of newly hired adjuncts. The California Board of Registered Nursing (BRN) views full time / part time ratio as a function of how many full time and part time faculty are working (as opposed to taking other variables into consideration). According to this definition this semester the nursing program is 25 % full time faculty and 75 % part time which does not meet BRN recommendations. The state 60% rule is difficult for nursing adjunct faculty since the hospital clinical hours to cover for one group of students exceed the 60% of load. We routinely furlough willing part timers who do not want full time positions to remain compliant with the law. There have been no increases in classified help to accommodate the growing student population. The half time skills lab nurse is serving almost twice the student numbers. Hirings will be able to occur for positions which will be grant funded. EMT is in transition and a new program director has been named. EMT curriculum changes will need to be monitored and improvements or changes made if needed. The program director for the ADST program is retiring in June and an appointment of an interim for Fall 2006 will be made since there is insufficient time this spring to complete a hiring process. A hiring process will need to occur in 2006/ 2007 to fill this position. This has been the only full time position in this department. We are in the planning stage of evaluating adding another health science program to the division.

Responsiveness:
Effectively serving our growing numbers of students without compromising quality will be a significant need in our area. Planning will need to focus on building up our resources of personnel and equipment. New classroom space will be provided with the completion of the Allied Health/Laboratory building, and a recent grant will provide for the purchase of state of the art equipment. There will be a replacement of one nursing faculty position in the Fall, and the establishment of one additional nursing faculty position with grant funding for the start up, but our ratios of full time to part time will need to continue to be worked on. Grant funds will allow hiring of additional needed classified support for the division and lab. New faculty will need to be effectively oriented, mentored, and assisted. The EMT program will need to monitor the effectiveness of the recent curriculum changes and success of graduates. The ADST program will have a significant transition in relation to the retirement of the director and the establishment of a new one.

Prioritization List

1. Support the resource of our personnel by: effectively building up faculty and classified resources (hiring)so that increasing student numbers can be effectively served, supporting the transition of all 3 programs who have new program directors within a 12 month time span, maintaining morale during the larger changes on campus with the transition to a new

leadership, and facilitating the transition and move to the new building during the summer of 2007 which will be a wonderful, but potentially stressful.

2. Support the success of our students by: having a successful BRN interim accreditation visit in Spring 2007, monitoring the success of the EMT curriculum changes, and monitoring the success of the ADST program.

3. Providing for increased enrollment in the registered nursing program by: continuing to seek outside funding, addressing issues related to attrition, and working to increase partnerships to provide additional educational opportunities in the face of this critical shortage.

Alcohol / Drug Studies (ADST)

Program Contact Person:
Cynthia Dorroh, Associate Dean, Health Sciences, ext. 5892, cdorroh@glendale.edu

Program Description/Mission:
The program is designed to provide academic preparation and field experience for individuals employed, or preparing for employment, as alcohol and drug abuse specialists in public and private agencies. Upon program completion graduates have the opportunity to enter the workforce or transfer to 4 year programs. This purpose is clearly related to the dual-prong mission of the college (academic transfer and career preparation).

Current Personnel:
1 full-time faculty member (acting appointment for 2006/2007) who also serves as Program Director
3 part-time faculty members
1 classified person is shared by the entire division

Growth:
☒ grow at higher than the college average

New state regulations took effect April 1, 2005 which will impact individuals and volunteers working in this field. Individuals and even volunteers will now be required to have academic preparation and field experience. Programs will not be able to continue to hire individuals without some degree of academic preparation. Substance abuse continues to be a significant issue which impacts not only the individual experiencing the substance abuse, but also impacting their family, friends, employers, and the community at large.

We have just completed a review and realignment of existing courses. We will need to move through the revised courses before we can accurately identify major changes. However, we have discussed proposing a “crossover” class for our program and the Administration of Justice that would help students in both programs better appreciate the perspective of the opposite discipline and eventually better prepare both groups for the workplace. This could certainly occur within 3-5 years.

No courses, certificates, or degrees that will be discontinued or phased out.

Three to Five-Year Program Goals:

a. continue to prepare graduates who are able to secure entry-level employment in the field. [SMP Goal 6]
b. attract qualified and well-prepared students interested in the field
c. assist and counsel students regarding areas of needed academic remediation [SMP Goal 4]
d. continue to tighten and smooth the course-to-course articulation, reducing identified repetition (there are no Addiction Programs in CSU or UC offered) [SMP Goal 6]
e. address students needs to increase retention and program success [SMP Goals 3 & 4]
f. track student learning outcomes and graduate success [SMP Goal 1]

Personnel Needs:
There have been 1 full-time and 4 part-time faculty. The one full time person has retired effective this June and one of the part time individuals has been appointed in a one year capacity to be program director. There is a need next year to track student numbers and resolve issues surrounding program census and direction. There may be need to hire an additional part-time faculty member since one of the part time individuals is serving in an acting appointment and this has dropped the number of part timers.

The only full-time faculty member and director retired this June 2006. This is a stable program that meets community need and requires a full-time director to function effectively.

Facilities Needs:
If the projected growth from Item Three occurs we will need additional classrooms even beyond those available in the new facility. Health Sciences (formerly Allied Health) has not been able to accommodate all the AD ST classes in our current three classrooms.

Increased enrollment will require additional space.

Competition:
There are neighboring Alcohol Drug Programs at LA Pierce, LA Mission, ELAC, LA City, and Mt. SAC, but each seems to serve its own unique population. We do occasionally transfer students into or out of our program but it is not a competition issue.

Other:
Many students utilize the program as a stepping stone to employment and later to further educational opportunities. Graduates of the program often move into the workforce and then further their education over the course of time. At the retirement event for the program director graduates of years past shared they now have PhD's, MFT's (marriage and family therapists), and have experienced many successes. There is need to follow and track graduates and their outcomes and the contributions they make in society. The newly appointed program director plans to work on outcomes of student success.

In addition to campus program review and accreditation this program has additional external accreditation, regulations, and activities which must be adhered to. The California Association for Alcohol and Drug Educators (CAADE) is the accrediting agency for this program and additionally the California Department of Drug and Alcohol Programs outlines expectations and standards which need to be adhered to.

Nursing

Program Contact Person: Cynthia Dorroh, Associate Dean, Health Sciences, ext. 5892, cdorroh@glendale.edu

Program Description/Mission:
The Nursing Programs have several options for students. There is a generic 2-year program which prepares ADN (Associate Degree Nurse) graduates, there are transfer options, a career ladder option for licensed vocational nurses (LVN) seeking advancement to registered nursing, and a 30 unit option for LVNs. Successful completion of all options leads to eligibility for licensure as a registered nurse (RN). Upon licensure graduates are able to become employed as entry level RNs. Graduates are encouraged to go on for their bachelor's and master's degrees. Many graduates choose to work for awhile and later return to school continuing working in the field as they pursue higher degrees. This clearly coincides with the bi-pronged mission of the college which addresses both transfer and career goals.

Current Personnel:
Full-Time = 8
Part-Time = 24
1 Full-Time classified staff (the only classified person for the entire division)

Part-Time = 1 in 0.5 position in the Nursing Resource Lab/Computer Lab

Expected Growth Rate:

☒ grow at higher than the college average

The nursing shortage is significantly impacting healthcare. Leaders at the state level have called for nursing programs to try to double enrollments. Enrollment at GCC has gone up significantly over the last year and a half. Programs who have simply increased numbers within one cohort group have seen higher attrition rates. Larger class sizes may not be the answer. Grant funding Fall 2007 will allow our program to trial the offering of 2 separate cohort groups following different scheduling options, but completing in the same timeframe. This allows for class sizes of 24 to 36 which have been effective in the past. Student and graduate surveys have consistently provided feedback that our group size of 36 has helped students feel connected and been effective in terms of allowing classroom teaching methodologies which promote active learning. [SMP Goal 3] The pilot Regional Nursing Collaborative has increased enrollment of both first and second year students at this point in time. In January 2007 GCC will continue with this program by offering space to second year students. [SMP Goal 2]

There are 2 potential new course offerings. First, many nursing programs are already offering an optional pre-nursing course to the pre-nursing student population. This course would highlight realities of nursing as a profession so students can be better informed before entry should they choose to change majors. It would also provide content that would maximize student preparation for success (i.e. basic study skills, learning styles inventories, using critical thinking in nursing, information competency, strategies for time management, etc). [SMP Goal 2] The last estimate of pre-nursing students on this campus was 800. Every semester hundreds who have completed their prerequisites apply and do not get in and are left wondering what coursework to take while they wait for another semester and hope of gaining a space. Anticipated enrollment of such a class if offered would be at capacity based on motivation or pre-nursing students and these numbers. [SMP Goal 3]
Second, the current pharmacology sequence is critical content which students struggle with. This 2 course sequence constitutes the most frequently failed classes in the program. Developing an optional seminar focused on application and active learning opportunities could be designed to support this content. Optional seminars are already done with other courses in the program and are well attended. The current offerings of pharmacology tutoring sessions are attended in large numbers. Offering a more formalized supportive, optional course would allow students to earn units for the work they are doing, provide added faculty support beyond the current offering of tutoring sessions, and allow the college to gain FTEs creating a win-win scenario. [SMP Goal 2]

No courses, certificates, or degrees that will be discontinued or phased out at this time.

Three to Five-Year Program Goals:

a. recruit, admit, and retain qualified applicants from a diverse community who progress through the program in a timely manner; [SMP Goal 6]
b. maintain consistently high standards of academic achievement;
c. provide students with a variety of resources to promote success; [SMP Goal 3]
d. produce graduates who attain licensure, apply principles of ethics and research to their practice, and demonstrate entry-level competence in initial employment.
e. recruit and retain highly qualified faculty in light of a significant shortage of qualified nursing faculty [SMP Goal 7]

f. retain existing clinical relationships, and recruit new ones so that students are [SMP Goal 6]
g. maintain the quality of the program and things that have lead to student success as we move through the transition of significant growth in numbers.

Personnel Needs:
In regards to faculty we have demands that are placed on the program by the external accreditation requirements of the Board of Registered Nursing (BRN). BRN guidelines outline a desirable faculty composition which consists of more than 50 % full time faculty. Our program currently does not meet this. In addition to adequate numbers of full-time faculty to accomplish the goals and activities of the curriculum, the program must maintain a "content expert" in each specialty area of nursing (gerontology, psychiatric mental health nursing, obstetrics, and pediatrics). Anticipated needs from now through 5 years include:
F/T – 4 additional faculty to accommodate increased enrollment
F/T – addition of one classified individual to support the paperwork and department activities surrounding management of applications, hospital interactions, and BRN paperwork. Additional students are exceeding the ability of our current system to manage the time-consuming process of application/enrollment through licensure application paperwork.
F/T – the Nursing Resource Laboratory is staffed in the daytime for only 20 hours per week – more students has meant heavier use, and larger numbers of health files and the paperwork managed by this individual so this 0.5 classified position (Nurse Associate) needs to be expanded to 1.0, or an additional 0.5 person is needed.

2 positions will likely retire within the next 5 years and must be replaced – one is the only psychiatric nursing instructor who must be replaced as the "content expert" required by the Board of Registered Nursing. The other is a critical Medical-Surgical faculty member who is lead faculty for their semester/level of student.

Facilities Needs:
☒ classrooms
☒ labs
These facilities will be available in the new building.

Competition:
There are not enough nursing seats available to support the area applicants. There are nursing programs at all neighboring community colleges except LA Mission, but most applicants have applied to more than one program, if not all, in hopes of gaining a seat anywhere within geographic reason. Each semester we receive applicants from farther and farther away and are now receiving applications from out of state. There are hundreds more applicants than spaces each semester.

Other:
There will be need to re-evaluate release time on an ongoing basis for an assistant director. The BRN requires there be an assistant director. This was granted for Spring 2006 and was very supportive and appreciated. The numbers of students has risen significantly and with this the volume of BRN paperwork and issues has increased. In addition to the quantity of students, the volume of activities required by external agencies per student has risen. Effective Spring 2005 all student nurses must undergo background checks and clearance. For those students who have background issues it is a time consuming process for the director. The BRN statement on this is that every attempt must be made to find a location willing to accept the student. This obligates the program director to call hospital after hospital in an attempt to find a location willing to accept the student if the background is not clear. There is a great deal of talk and hospitals will likely be

requiring drug screening of student nurse in the near future. The burden of this will fall to the program director further adding to the workload.

Emergency Medical Technician (EMT)

Program Contact Person:
Cynthia Dorroh, Associate Dean, Health Sciences, ext. 5892, cdorroh@glendale.edu

Program Description/Mission:
The EMT I Program has transitioned to a two semester sequence which is designed to help students acquire the knowledge and skills to apply for required certification and obtain/retain employment in an area of emergency medical care. Regulatory and course content needs lead to the realization that it was no longer educationally sound to present all required content in one course. EMT I is now a 2 course sequence. [SMP Goal 2]

Current Personnel:
0 full-time faculty are employed.
2 adjunct faculty are employed. One of these part time individuals serves as program director. A designated program director is required by the Los Angeles County Department of Health Services (they are the external accrediting body for this program).
1 part-time classified employee formerly served as program director. This individual is currently on leave.
1 part-time hourly / extra help EMT Lab tech assists during the laboratory hours of the class (EMT regulations require 1 tech to 10 students for these hours).
1 Full time classified clerical is shared by all 3 programs in the division

Expected Growth Rate:
☒ grow at the college average (2.5%)

Even though we consistently turn students away every semester, and the new Parikh Health Sciences and Technology building will open within this time frame, we have estimated average growth. We have the potential to grow at a rate higher than that the college is experiencing. However, if more funds are not available to hire faculty/staff, we will not be able to grow. Also, the cost of changes coming from the state level in the wake of 9/11, regarding curriculum and staffing requirements have not yet been determined. There continue to be significant changes in this field which will impact the program.

California is now requiring (for the first time in the Fall of 2004) that students successfully complete the National Registry examination. Prior to this, LA County gave its own certifying examination. The addition of content required to be eligible for National Registry has imposed an increased number of instructional hours. This lead to the decision to spilt the content into 2 courses taught in sequence.

In addition, it is feasible that since National Registry has a very high failure rate, a course may be created and needed to help students prepare for the examination.

Three to Five-Year Program Goals:

a. recruit and retain qualified students into the program
b. maintain up-to-date equipment and resources for student practice [SMP Goal 10]
c. emphasize application of theory to practice and clinical learning [SMP Goal 2]
d. employ computer-based and simulation modules as software and simulation equipment becomes available [SMP Goal 2]

e. maintain currency with regulatory changes likely to occur

Personnel Needs:
Several years ago, in an attempt to efficiently increase enrollment, the EMT schedule was converted to a Biology model (a large lecture and two smaller labs). This has continued except for a brief period of cuts which were made campus wide. We are not currently offering this model, but rather offering only one section. This is related to the added hours of instruction, space constraints, and limited faculty. With more faculty/staff, and space in the new Bhupesh Parik Health Sciences and Technology Building in Fall 2007 we would be able to offer a day-time or afternoon program in addition to the evening classes.

Facilities Needs:
☒ classrooms
☒ labs

These facilities will be available in the new building.

Competition:
None – there are programs near but more students than available seats.

Other:
Some college EMT programs have gone to a model of having one full time faculty member who provides instruction and serves as program director in addition to having part time faculty who provide additional instruction. This would reflect the model currently in place in the GCC Alcohol Drug Studies Program in which there is one full time person serving as program director, teaching, and coordinating internal (college) and external (accrediting bodies) activities. If this model became possible additional adjunct faculty would still be needed to fulfill student and program needs.

Biology

Program Overview

By: Dr. Ron Harlan, former Division Chair
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Mission

The Biology Division serves the needs of all three missions in the mission statement:

- First, the biology majors program make up about 20% of biology's enrollment and is one of the most successful discipline-based transfer programs in the state of California. It continues to transfer virtually 100% of students completing the program to selective 4-year universities. It is supported by a longitudinal student tracking system that provides feedback used to continually improve the program.
- Second, biology serves the allied health careers with a group of courses: Human Biology, Human Anatomy, Human Physiology, and Microbiology. These courses, which make up 40% of biology's enrollment, are required by our own RN program as well as by programs in Pharmacy, Physical Therapy, Dentistry, and Optometry. As our own nursing program grows, so does the demand for these courses. Many students return after earning a baccalaureate to take these courses in order to apply to professional schools.
- Biology serves the needs of the local community by providing marine biology and research courses through the Baja Field Studies Program.

External Trends

The biology division continues to respond to external trends. Over the past 5 years biology has had the fastest growth of any major division at GCC.

- Economy – As baby boomers enter middle age and then retire, our demand for health care workers increases. The unmet demand for nurses is at an all-time high and our pre-allied health courses have huge unmet demand. Biology has increased all offerings of these courses in the day, evening, and short sessions by over 40% in the last two years and we still have unmet demand.
- Demographic Changes – Biology's student population continues be predominantly Armenian from the local community and predominantly Latino/Hispanic from out of the district. Nursing continues to draw a larger percentage of Filipinos and other ethnic groups. Success rates among the Latino/Hispanic groups and Filipinos continue to lag behind other groups and needs to be addressed.

- Student preparation/remediation – Most Biology courses have prerequisites. This ensures that we have fewer problems with under-prepared students than do some other disciplines. The three courses that lack pre-requisites, Human Biology, Human Anatomy, and Intro Biology (our GE biology course), all have lower success rates than do other courses we offer.
- Transfer/IGETC – Transfer for Biology majors is supported by Biology 101 and 102 where all students who successfully complete these courses have multiple offers from selective universities. We also worked with UCLA to add a third course, Bio 103, so that students who transfer to UCLA can graduate in 5 quarters after transfer. Our majors faculty do extensive transfer and career counseling and we are creating a "WALL OF FAME" that will showcase success of our past transfer students.

Internal Trends—Enrollment Growth

- Our courses that feed into the Allied Health professions will continue to grow for the foreseeable future. This is driven by a huge unmet demand for nurses and the dramatic increase in our own nursing program tied to the completion of our new Allied Health program. Since grades in these courses are used to establish priority for the nursing program, students will continue to demand these courses. These same courses are required for entry into most medical professional programs with pharmacy being the clear leader in students demand. Our own Biology majors and returning and new students will need these courses before applying to professional schools.
- No biology areas will decline but the GE courses for IGETC should remain stable. Majors biology could show some growth if we can move the program into non-traditional time offerings.
- These patterns should persist for 3-5 years as they have been in place for the past 3-5 years and baby boomers continue to need health care.

Responsiveness to demands

Biology is in desperate need of one, maybe, two new tenure track fulltime faculty. This year the Instructional Hiring Allocations Committee (IHAC) committee placed us high enough to receive a position but the position was not allocated by the Administration. We will receive two new labs, SG 205A and SG205B, that will allow us to grow but we have now been told that we will lose SG204 to provide a lab for Chemistry. Our net gain will be one new lab and we will need two. We will need microscopes and models to support these labs.

Prioritization

Our greatest need is for at least one and probably two new full time faculty. Our second need is for another lab. Third is for equipment.

Biology

Program Contact Person:
Kindra Girard, ext. 5363,
kgirard@glendale.edu

Program Description/Mission:
The biology division is a small division, not divided into departments, that offers instructional programs that serve three primary missions. First, biology provides several lecture and lab courses that satisfy general education requirements for a laboratory science. These offerings make up about 43% of our total WSCH. Several of the general education offerings are taught through the Baja Field Studies Program (BFSP) during the summer at the college field station in Baja, Mexico. Second, this division provides the biology courses required of students applying to local Allied Health and nursing programs. These offerings make up about 41% of our total WSCH. Third, biology has a very successful biology majors transfer program that includes three courses and makes up about 16% of our total WSCH. [SMP Goal 6] Lab work is an integral and essential part of the learning experience in virtually all of our biology courses. Courses are taught based in discovery through the scientific method with evolutionary theory as the central unifying paradigm of modern biology. Collaborative learning is stressed as students often work in teams during lab investigations. [SMP Goal 2] Grading standards are very rigorous throughout the division. Despite this possible deterrent to students, biology classes continue to be in high demand and biology has the fastest fill of all classes and the highest final fill rate of any division on campus.

In addition to providing classes for our BFSP, biology regularly provides classes for the Scholars Program, both in general education and through the Science Academy. Biology also provides classes for the PACE program on a regular basis. Biology has been involved in Study Abroad programs and has provided classes for JPL in the past.

Current Personnel:
7 full-time Faculty (8.8 FTEF)
9 adjunct faculty (FTEF is 3.6)
1 Full-time (40 hour per week) day lab technician plus
1 Lab technician at 25 hour per week (evenings)
1 Administrative Assistant (shared at 25 hour per week) who is housed in the office suite next to the Biology division chairperson.
Several Student Assistants set up and break down labs; care for animals and check out materials through the Tom Rike Student Study Room.

Expected Growth Rate:
☒ grow at higher than the college average

The growth issues for biology are not driven by response to demand as much as it is limited by the availability of laboratory rooms. We fill practically every class we offer but have limited growth potential due to the fact that every one of our 6 labs is used to near maximum efficiency. With our Health Sciences program scheduled to increase in size, the demand for that segment will increase greatly. If our Health Sciences program doubles in size, then our prep offerings will have to provide students with the courses that meet that increased demand. Currently all of our Health Sciences prep classes fill quickly and there is great un-met demand, especially in the evening. We have a similar un-met demand in our general education offerings. The biology majors program continues to grow at a steady rate, having grown over 30% in the past 5 years. We are scheduled to get two additional lab rooms on our floor when Social Science vacates SG205A and SG205B. Two additional labs should allow some growth if we can find lecture halls to support the lab offerings.

Biology has not been heavily involved in vocational offerings leading to a certificate up to this time. Doing a biotech certificate has been discussed. We have decided not to pursue a biotech certificate at this time as two nearby community colleges offer these certificates and are meeting current demand. This will be re-evaluated as needed.

No courses, certificates or degrees are to be discontinued at this time.

Three to Five-Year Program Goals:

Currently, college attendance/enrollment is fairly flat. The increase in per unit charge to $26 per unit is felt by many to deter to some potential students. With greater recruiting efforts, we expect student numbers to increase in the next few years. Having said that, biology is currently in a position where most of our offerings fill by the first two weeks of enrollment. Over the past 18 months, Biology has added additional sections of Human Physiology & Microbiology for the Nursing and Allied Health needs. Extra sections of Biology 122 have been added in the evening and summer to meet demand for general education. Marine Biology was offered in the evening for the first time in over 10 years for Spring '05 and filled rapidly. The Biology majors classes fill to capacity even though we increased the number of sections and began offering year-round entry 5 years ago. [SMP Goal 3]

Our key goal involves increasing the number of sections of high demand offerings. The Biology administrative assistant continues to collect lists of students who need a particular class and cannot find a seat in any available section. We are now becoming "lab bound" during the day so we have limited ability to increase sections in many time slots. Biology is now offering more classes in "non-traditional" time slots and seeing them fill. We plan to try offering the biology majors program in the evening and possibly summer. These approaches have never been tried before at GCC. We will also continue to increase offerings during the short sessions. The greatest opportunities lie in the Winter Intercession and the second summer session. These new approaches will offer new classes to evening only and summer only students but are primarily driven by lack of space during the day in the Fall and Spring semesters. Much of this growth depends upon access to another large lecture hall that will seat up to 100 students and the two labs we will gain when Social Science gives up SG205A and SG205B. When we take over control of the BFSP, we will need to replace that loss of 40-50% of an FTEF and certainly can justify the other 50% FTEF based on our performance. [SMP Goal 3]

Personnel Needs:

Biology has the fastest fill rate of any division on campus and this continues even as we increase our offerings. Biology clearly needs another fulltime contract faculty member in the next 5 years. With the growth in the college nursing program, the greatest need exists in the Allied Health preparation area. The new hire should be able to teach: Human Anatomy, Human Physiology, Human Biology, and Microbiology. Such a person could also be assigned to teach Biology 122 to help with the growth in demand for general education.

Our main problem in justifying this new position is the IHAC process as it currently stands. The way that biology is organized as a single division without departments doesn't favor us for additional positions even though the demand for our offerings are the greatest of any division on campus. Our ratio of fulltime to adjunct faculty is still higher than many other divisions. Part of the reason for this is that we have not, like some other divisions, created small departments staffed primarily by adjunct faculty. The members of the Biology Division feel they function very effectively as a single working group and do not wish to sub-divide to justify a new contract position.

We are a cohesive, effective working group that rarely suffers from conflict over resources and turf issues. Often described as the “model division”, we would rather see changes in the IHAC criteria to recognize our clear need for a new position rather than split up just to satisfy the current IHAC criteria.

Biology does not anticipate any retirements in the next 5 years but the next 10 years should bring the retirement of 2 or 3 members. One of our members has become the Dean of Instruction. These replacements are mandatory as we have no overstaffed areas.

Facilities Needs:

☒ classrooms
☒ labs

As stated earlier the Biology Division is “lab limited”.   We are approaching the limits of how many sections we can offer with our 6 laboratory rooms. We also teach many of our offerings to a large lecture section of 50-100 students. These large lectures in CS177 actually contain 2 or 3 sections that have labs on different days at different times. We have been able to serve the largest number of students at the lowest faculty cost with this method. In addition to more labs we also need more hours in a second large lecture hall.

As indicated throughout this document, the number of lab rooms limits the ability of the Biology Division to offer additional sections to meet existing and future student demand. We currently operate at near full capacity with one large lecture hall (CS177) that seats maximum of 90 students or three lab sections and 6 lab rooms in the SG building.

With the impending construction of the College Services Building and possible space appearing with program elimination, the Biology Division has made its needs known and has been promised two new labs in two rooms now used by Social Science as they vacate these rooms to occupy other space. Biology will turn SG205A and SG205B into two basic labs without fume hoods or lab bench sinks. There will be two sinks in the peripheral counters that will be adequate in these two rooms. These labs will be suitable for teaching many of our general education classes as well as increasing lab space for Human Anatomy. We still will need additional large lecture time slots as we increase the number of sections we offer. Physical Sciences has some underutilized large lecture halls in the Arroyo Seco and Santa Barbara buildings that could work for the time being. We will eventually need another large lecture hall that we can schedule all day long as we now do with CS177.

Competition:

GCC is surrounded by competing community colleges that are within easy communing distance for many of our students. Some students “comparison shop” at several colleges before selecting one. In some instances, faculty have been told that students attended GCC due the perception of its high educational quality. In other cases students take courses wherever the available times and days fit in with their work schedule. The GCC Biology Division competes very well in this environment and we have high loyalty among our students. UCLA has told Dr. Harlan the biology majors from GCC are more likely to have taken all their units at GCC as compared to other students from other community colleges who are more likely to have transcripts from multiple colleges. This is just one of the reasons GCC Biology has such a positive image at UCLA.

GCC is also in competition for students who could go directly to a four-year university or take lower division work at GCC before transferring in their junior year. The college has an image of being a viable option for transfer bound high school students and Biology is cited as being one of the most successful transfer programs at GCC. Data collected by the Biology Division over the last 20 years support the remarkable success of the Biology Division in transfer, especially to UCLA. In the local community, attending GCC before going to a four-year university is viewed by some as the “preferred option” instead of the “default option”. GCC could do a better job of selling this to sectors of the local community, something that is done effectively by Santa Monica College. When we lose students to some of our neighbors, they often leave for unsubstantiated ideas that they are going to another college with stronger academic standards. Our data show that this is patently false. Of course, there are also students who find that GCC is just “too hard” and look for a college that will allow them to get better grades. Biology seems to lose very few in this last manner and continues to be a strong choice for students seeking transfer as their goal.

Business
Program Overview

By Linda Serra, Division Chair
Ext. 5525, lserra@glendale.edu

Mission
The Business Division supports the primary missions of the college by preparing students for successful placement or advancement in rewarding careers and/or successful transfer programs in the areas of Accounting (including Bookkeeping, Tax Preparation, and Certified Public Accountant Preparation); Business Administration (including Insurance, Marketing, Advertising, Business Law, Finance, etc.); Computer Applications and Business Office Technologies (including Microsoft Applications Specialists, Medical Front Office, Medical Billing, General Office, etc.); Computer Science and Information Systems (including Web Development, Ecommerce, Computer Programmer, etc.); and Real Estate (including Real Estate and Appraisal license preparation and continuing education programs). The Division also offers courses and programs for students wishing to complete one course or a small set of related courses to update and enhance knowledge or job skills for personal or promotional reasons.

External Trends
The economy—local, state, and federal—will certainly have an impact on our enrollment during the next 3-5 years. For example, if the unemployment rate increases, our enrollment should also increase, particularly in the predominantly vocational/occupational areas. Conversely, if the unemployment rate decreases, more people will be employed and less in need of our services, thus somewhat decreasing our enrollment. Changes in immigration levels could have an impact on enrollment, but not nearly as much of an impact as unemployment rate fluctuations and some internal trends. As immigration rates slow down, enrollments will likely drop and successful completions may decrease.

Internal Trends—Enrollment Growth
We anticipate substantial increases in the Accounting area, particularly for the entry-level courses, as knowledge of basic accounting is increasingly becoming a standard job requirement in many occupational areas and continues to be part of many certificate and transfer programs. Business Administration areas such as Insurance, Human Resources (a soon-to-be-developed program), Finance, and Business Law should enjoy increases in enrollment to reflect related industry demands in these areas. The CABOT area anticipates increases in the areas of Medical Front Office, Medical Billing and Coding, and Health Information Technology (another soon-to-be developed certificate program). These anticipated

increases are due, again, to the growing need for qualified employees in these entry- and mid-level support positions.

Computer Science/Information Systems (CS/IS) area should experience increases in the areas of Web Development, Ecommerce, and some other CS areas if outsourcing continues to decline (particularly in the Help Desk arena) and more jobs requiring CS education, skills, and degrees return to the U.S.

Real Estate is expected to experience a substantial decline, particularly in the entry-level (Real Estate 101 and 120) courses, as the housing market declines (due to anticipated interest rate hikes and the general economy forecast). This field will become less lucrative and consequently less attractive to those looking for a new or second career. Some of the upper-level real estate courses (e.g. RE Law and RE Appraisal) may not experience too significant a change, as these courses will still be required for license renewal and continuing education for those already in the real estate business.

Responsiveness to Demands

In order to review and update (as necessary) our existing courses and programs, develop new ones (Human Resources, Health Information Technology, etc.) and effectively market all courses and programs we need the following: up-to-date equipment and software for all classroom labs and open labs; more full-time instructors, particularly in the Accounting and Business Administration areas; more classrooms—regular and lab—especially during prime times (mornings and evenings); assistance from within our division (released time) or from someone assigned to our division to aggressively market our courses and programs, including high school and community outreach and advertising, setting up industry partnerships to include teaching courses at off-site industry locations, etc.

Prioritization

- Increase of space and logistic improvement (preferably with the Business Division all together instead of spread across the campus in a haphazard fashion);
- Assistance in the form of released time for development of new courses and programs—this in an ongoing need in almost all of the Business Division areas.
- New positions: A marketing/advertising (possibly course/program developing) person; new full-time instructor positions; a new full- or part-time classified support position for late after/early evening shift in the Business Division Office.

Accounting

Program Contact Person:
Christy Kloezeman, ext. 5524,
ckloezem@glendale.edu

Program Description/Mission:
The Accounting Department offers classes that meet the needs of the transfer, career development and job-seeking students. The transfer student have five classes that either transfer as exact classes or as elective units. Career development students can select from nine classes that would advance their careers. In addition to these fourteen classes, we have three other classes for students that want to take it at a slower pace. All classes are kept current by the faculty's attendance at accounting conferences.

Four Certificates are offered including the Certified Tax Preparer Certificate that allows the student to become certified to prepare taxes for a fee.

The Accounting Department prides itself on the wide variety of classes being offered to meet the needs of all our students and the community. The Volunteer Income Tax Assistance program gives back to the community for their support by providing free tax preparation.

Current Personnel:
3 full-time faculty
2 faculty on the Moody Plan for retirement
10 adjunct faculty.
1 classified employee shared by all the departments in the Business Division

Expected Growth Rate:
☒ grow at the college average (2.5%)

The accounting field has received a great deal of notoriety in the last few years. This has increased the interest in the accounting field. As we offer a greater variety, it will attract students for transfer and job placement and career improvement.

We are anticipating a Fraud Examination class to be offered in the Fall 05 and offered once a year. The anticipated enrollment should be 25 students. We can envision more students if we are allowed to conduct the Certified Fraud Examiners exam.

We have conducted Program Review on a yearly basis. We review the courses in the catalogue on a constant basis and are making continual revisions to meet the current trends in our field.

Three to Five-Year Program Goals:

a. Create a tutoring system for accounting students [SMP Goal 2]
b. Offer professional accounting classes for students in the community that desire career development and certification in variety of areas. [SMP Goal 6]
c. Develop Internship for Accounting students [SMP Goal 2]
d. Develop a group of students to take professional accounting classes in a prescribed order, i.e. in the organization of the PACE program. [SMP Goal 2]

Personnel Needs:
Replacing the two Moody Plan instructors will provide 5 full time accounting instructors. That would be adequate for the next years if we stay at our current level. However, if our field grows at the expected 2.5% increase an additional full time faculty will be required.

Since two of our faculty are on the Moody Plan we will need to have them replaced when they retire. All three permanent accounting instructors maintain the morning and afternoon classes with the help of adjunct faculty. The permanent accounting instructors also teach evening classes. The accounting department needs help in covering the morning and afternoon classes that cannot be covered by adjunct faculty who are working full time in the accounting field. Replacing the two retired faculty will allow the department to offer a greater variety of classes to meet the needs of the students and to grow the program.

Facilities Needs:
☒ classrooms

Larger classrooms as well as more classrooms are required if we grow at 2.5%. We need a classroom that could be taught in a large lecture format to provide flexibility with scheduling.

The current San Rafael rooms are inadequate to meet the 40 student enrollment that we are experiencing each semester. SR113 and SR114 were previously one typing room. Students constantly complain about the overcrowding in these rooms. To make the room bearable by the students we will need to make this one room with large tables not the individual tables. We need to have different furniture to meet the needs of the accounting students and their working books and calculators. For example, we need the tables in AD252 to be placed in the one room.

Competition:
Our biggest competition is the GCC Non-Credit Division that offers classes that sound like our classes but do not meet the same criteria. This is a problematic for our students who think they are getting the same curriculum in the credit as in the non-credit program.

Other:
We need the administrative support for professional accounting classes that will meet the community needs and prepare us for any further expansion of the college. The ability to offer the classes in a certain sequence is necessary to make this program function. Every time the class is offered and then cancelled it weakens any attempt to grow the program.

We look forward to working with the new Vocational Dean in our effort to meet the needs of all students not just the transfer students.

Business Administration

Program Contact Person:
Murray Levy, ext. 5479,
mlevy@glendale.edu

Program Description/Mission:
The Business Administration Department is one of the five departments in the Business Division. The department offers a number of transfer-level courses to the four-year universities. It also offers certificate programs and courses that satisfy the students' need for entry-level skills. Many students obtain their first position in a business environment that leads to successful placement in advancing careers while taking additional courses in this department. We also have internships and cooperative education that give training, college credit, and work experience.

Current Personnel:
1 full-time faculty
15 adjunct faculty
1 classified employee serves the five departments of the Business division
Several computer lab technicians serve the open labs in the San Gabriel and San Rafael buildings.

Expected Growth Rate:
☒ grow at the college average (2.5%)

Business courses ebb and flow similar to the business cycle. When the economy is strong, many students take advantage of the job market. When the projections are for a recession, students need business courses to be more competitive in their career selections.

Also, the Business Administration Department has been a one-person department for seven years. In order to develop more certificate programs and courses, we need a real department with personnel to develop and integrate technology into our online and web-enhanced programs.

We are currently evaluating all our business certificates with the assistance of the counselors and faculty from the other departments in the Business Division. Some of our certificates have many units, and we are trying to shorten the number of units to make them more attainable for students.

We have hired one new full-time faculty member, and hope to add new courses in the next few years.

We are reviewing courses and certificates. In the past, we have had both a Marketing Specialist and a Marketing certificate; we have had both a Small Business Specialist and a Small Business certificate. We will be phasing out the Marketing Specialist and Small Business Specialist certificate programs. Instead, we will have just a Marketing certificate and a Small Business certificate.

Three to Five-Year Program Goals:

To increase the number of Business Administration majors;

a. To increase the number of full-time faculty and improve the full-time/adjunct ratio;
b. To revise the business certificates;
c. To liaison with local high schools; [SMP Goal 6]
d. To market the Business Administration courses and certificates to the business community and high schools; [SMP Goal 6]
e. To provide programs to meet the needs of the student and the business community. [SMP Goal 6]

Personnel Needs:

The Business Administration Department needs at least three full-time faculty to help develop a program that truly meets the needs of the students. New faculty will assist in developing new business courses and certificates where we can merge the classroom and technology into something that gives the student value for their time and money.

One retirement is anticipated within the next five years. This position would need to be replaced because it would mean the department again would not be growing.

Facilities Needs:

☒ classrooms

As the program offerings expand, classrooms and maybe a lab will be needed. Technology-enhanced classrooms are needed. Office space for the new full-time faculty is also needed.

If the Business Administration Department starts to offer web-enhanced business classes, perhaps no additional space is needed.

Competition:

Pasadena City College offers a full array of courses in business administration. They have quite a few sections of marketing and management, while Glendale Community College offers one of each or sometimes we skip a semester. Also, the California State University system treats marketing as an advanced-level course, so many of our marketing students have to repeat this class on the CSU campus. We have been working on this issue with the hope that they will move the introductory marketing course to a lower level.

Other:
Every college and university has a vital program in business administration. Glendale Community College must rebuild this department with more full-time faculty and the support of the Administration. Without this, there will be very little business left in the Business Division.

Computer Applications and Business Office Technology (CABOT)

Program Contact Person:
Diane Young, ext. 5762,
dyong@glendale.edu

Program Description/Mission:
The CABOT Department is part of the Business Division. Courses taught enable students to seek employment in a variety of office settings. In addition, the computer applications courses are popular with transfer students and also attract employees from local business wishing to learn or upgrade their computer skills. The Education Code, Section 66010.4 clearly states that the community college mission is to “offer academic and vocational instruction at the lower division level.” The CABOT Department plays an integral role in the stated mission.

The CABOT Department contributes to all four parts of the Glendale Community College Mission Statement. The Department especially addresses statement #3: “to help students develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, effective use of technology for work and research, information analysis and evaluation, problem solving, and the ability to work with others and conduct their lives with responsibility.” In CABOT courses students learn how to write for business, using common business research tools; to prepare presentations for work; to solve problems and improve critical thinking skills; to work with others in teams; and to solve mathematical problems for business. [SMP Goal 1]

Current Personnel:
4 full-time faculty
17 adjunct faculty
1 classified employee is shared b y the five separate departments in the Business Division.
Computer lab technicians serve the open labs in the San Gabriel and San Rafael buildings.

Expected Growth Rate:
☒ grow from one to two percent

Vocational programs historically have fluctuated, depending on the work environment and the economy. It is difficult to accurately picture the growth patterns independent of economic forecasting for the Glendale and Los Angeles areas. The data provided by Ed Karpp and contained in the 2004-2005 CABOT Department Program Review indicate an annual growth over the past 10 years of 1.8 percent. The growth of the CABOT Department also depends on the support of the administration. Will new courses and programs within the department be approved? Will computer labs be updated? Will new faculty be hired when needed? Will the administration support a more active marketing effort for vocational programs? We anticipate working with the new Vocational Dean who will provide valuable administrative support necessary for growth.

Medical Billing and Coding, a 16-unit certificate, will be offered for the first time beginning fall 2005. We anticipate appealing to working adults who wish to improve their careers as well as our regular student population. The Occupational Outlook Handbook indicates that this is a growth area offering flexibility and good pay. Courses involved in this program will require computer classrooms and lab space.

In addition, the Department received approval for a one-unit word processing for academic writing course. The goal for this course is to help students across the campus learn how to use word processing to prepare assignments for their courses.

The specialized machine transcription courses (medical transcription and legal transcription) are being phased out. Instead, students will complete a general machine transcription and voice recognition course.

With the advice of the Advisory Committee members and other community and business contacts, the CABOT Department regularly reviews courses and certificates to keep them up to date and relevant. [SMP Goal 6]

Three to Five-Year Program Goals:

a. To increase enrollments;
b. To improve communication with feeder high schools, four-year institutions, and the Garfield Campus; [SMP Goal 6]
c. To change and develop programs and courses that adapt to the changing needs of the business community; [SMP Goal 6]
d. To develop more articulation agreements for our courses with local campuses. [SMP Goal 6]

Personnel Needs:

The CABOT Department courses entail a wide range of general and specialized courses. The new Medical Billing certificate program will be taught entirely by adjunct instructors. In order to develop the program in the community and with feeder high schools, a full-time instructor is needed.

Each of the full-time faculty in the Department teaches an overload. Even then, the percentage of courses taught by full-time faculty is just 55 percent.

The Business Division needs additional classified office staff to better meet the needs of all faculty as well as a growing night population of students.

No retirements from the full-time faculty are anticipated within the next five years.

Facilities Needs:

☒ classrooms
☒ labs

The vast majority of CABOT courses require the use of computer classrooms and computer labs. Much of our curriculum relies on teaching students how to use the computer operating system, computer software, or specialized programs such as MediSoft and GDP keyboarding programs.

A minimum of one additional computer classroom is needed because of the addition of the Medical Billing courses, Microsoft Outlook, and Microsoft Publisher to the curriculum.

Competition:

The CABOT Department is not overly concerned about competition because we offer a quality program that meets the needs of our students and prepares them for work or for transfer. Our numbers remain strong; our student retention is high. However, the increased financial and public relations support that the non-credit Garfield Campus programs are receiving is of concern. While the non-credit programs fill a niche with a specific population, the programs offered there do not substitute for the breadth of offering as well as the depth of the instruction offered on the Glendale Community College campus by the CABOT Department instructors. We would like to see the same support given to the credit as the non-credit program.

Other:
As part of the California community college system, Glendale Community College's mission includes providing "vocational instruction at the lower division level for both younger and older students, including those persons returning to school." (Ed Code Section 66010.4/a.1) It is critical that the vocational programs are maintained and supported in order for this critical mission to be met. The CABOT Department serves the needs of the community and provides qualified employees to local businesses. We assist our transfer students with computer skills, business writing skills, and job skills. We help immigrant students learn the skills they need to be successful in careers in the United States. And we help students who are making career changes to quickly attain the most current business skills to make their transition successful. Our job is critical to Glendale Community College.

Computer Science / Information Systems

Program Contact Person:
Laurence Hitterdale, ext. 5481, larry@glendale.edu

Program Description/Mission:
The Computer Science Information Systems (CS/IS) Department offers courses that fulfill four purposes: academic and vocational instruction and community service. First, the department offers lower division work for students who will receive B.S. degrees in the fields of computer science, information systems, and computer engineering. Second, some courses and certificates prepare students for entry into the workplace as computer programmers, computer Current Personnel operators, networking specialists, Web programmers, E-business specialists and the like. Third, computer professionals and other persons in the workforce take courses to upgrade their skills. Fourth, some individuals seek instruction in computer usage for personal growth and enrichment.

Personnel Needs:
7 full-time faculty (18.5 FTEF)
11 adjunct faculty, (10.6 FTEF)
1 administrative assistant serves all five of the departments in the Business Division.
Laboratory technicians assist students college, in the open labs in the San Rafael and San Gabriel buildings.

Expected Growth Rate:
☒ grow at higher than the college average

The decline in enrollment during the early 2000's was a fluctuation caused by three factors. First, locally, a number of the department's courses were transferred to the CABOT department. Second, in 2003-2004, all college programs declined, due to perceived and actual higher students costs and diminishing job prospects. Third, the computer industry experienced negative trends nation-wide, because of difficulties, particularly with Internet firms, and outsourcing of work to overseas locations. The long-term trends over the next ten years are better represented by the department's growth during the 1990's. National projections of trends in the computer industry indicate this.

We expect to seek approval for a new type of major for the A.S. degree. This major will consist of completion of the lower division portion of any computer science, information systems, or computer engineering major at a recognized transfer institution, subject to Glendale College requirements for total units, units in residence, and units in a major. For this major, a Glendale College certificate will not be required. The purpose of this major is to facilitate the transfer process for students with a goal of a B.S. degree. The department has brought forward a number of new courses in the past few years, especially in the areas of computer science theory, networking, Web programming, and E-commerce. We anticipate additional courses, particularly in the latter three areas. We also intend to introduce new certificates in network operations and security, in E-commerce/E-business, and in Web programming. Given the innovative and dynamic character of the computer industry, other changes will be necessary.

In a general revision of the department's course listings, the department has secured Business Division approval to delete approximately thirty obsolete courses from the college catalog. These changes are now in the review process at the college level. Next the department will undertake a review of all certificates. Revisions, as well as removal of some certificates, can be anticipated. Because the computer industry changes quickly and substantially, general revisions of offerings and certificates need to be undertaken on a continuing basis.

Three to Five-Year Program Goals:

A prime concern of the CS/IS Department is identifying and serving appropriately the many students already on campus who have expressed an interest in the department's programs. Computer science continues to be the largest self-declared major on campus. This continues to be true, although the number of entering students so declaring has declined to seven hundred in the last year for which we have records, from a yearly average of over a thousand. In addition, other students declare that their goal is some other computer program or field. This condition is expected to continue. The challenge is to locate these students and to place them in specific program appropriate to their interests and needs. The department itself and the Business Division are undertaking to locate the students through questionnaires in classes. All students participating are recorded in a database. The next steps, currently in preliminary implementation, are to get in touch with students, to determine their current goals and needs, to advise them, and to follow their progress. Obviously, the departmental and divisional efforts are temporary expedients until college-level procedures of this sort are in place. [SMP Goal 4] Unfortunately, the college currently lacks institutional capacity to maintain current contact information, to place students on appropriate paths, and to monitor their progress. These incapacities are expected to continue until the ERP system is fully implemented some years hence. Assisting and monitoring student academic progress is a critical college need. The department will continue the curriculum updating discussed above. [SMP Goals 3 & 4] The department is also involved, and will continue to be involved, in liaison with local high schools and to maintain links with several local universities in order that departmental programs may remain current with requirements for articulation. [SMP Goal 6] Finally, the department will continue to participate in Business Division efforts to market programs to the local business community. [SMP Goal 6] These efforts proceed through the Glendale Chamber of Commerce and in other ways.

Personnel Needs:

The Business Division as a whole greatly needs additional classified staff, particularly to serve the night and weekend students. This need impacts many of the department's students, because these students are employed during the day and must take classes at nights and on weekends.

If the program grows as anticipated, one or two additional full-time faculty will be needed, primarily in the areas of networking and Internet programming.

Of the seven full-time faculty, at least two and perhaps three will retire during the next five years. These positions need to be replaced, because of the size of the program and anticipated growth, as explained in responses to previous questions.

Facilities Needs:

☒ classrooms
☒ labs
☒ other

Additional classroom and laboratory space will be needed. Because this has already been requested as a reconfiguring of space in the San Rafael Building, it is not necessary to repeat that request here. In addition, office space will be needed to accommodate new faculty.

As indicated in the response to the previous question, specific requests for additional space have already been submitted.

Competition:

Obviously, there are many providers of computer instruction and training. Of itself, competition does not necessarily arise, because different sorts of instruction serve different needs, and because the aggregate demand for computer instruction is large. Thus, the CS/IS Department's concern about competition mainly focuses on forms of instruction that are similar and local. The main competition will come from community colleges in the Los Angeles Community College District. The projected campus on the former Van De Kamp property on San Fernando Road is a concern. The CS/IS Department intends to stay competitive by keeping its programs current and responsive to varied industry needs. In addition, we intend to increase our ties to the Glendale business community, and perhaps also to the business communities in adjacent areas, such as Burbank. [SMP Goal 6]

Other:

The main and critical need is the matter discussed in the response to question six. Our program could serve hundreds, and probably thousands, of students who arrive on campus of their own volition, only to languish and then vanish. College-wide, most students are probably under-served in this way, due to lack of specific direction and monitoring.

Real Estate

Program Contact Person:

Walter Huber, ext. 5477,
whuber@glendale.edu

Program Description/Mission:

Our Real Estate Program meets the California Department of Real Estate's (DRE) requirement to obtain salespersons and brokers licenses. By simply passing the Real Estate Principals course a student is qualified to take the DRE salesperson's state license exam. Once passed, he or she may obtain a conditional license and work for a broker. Within 18 months, the salesperson must take two additional courses, including: 1) Real Estate Practice and 2) one of our other DRE approved real estate courses to obtain a permanent 4- year license. Most students go on to take at least 8 of our other real estate courses to satisfy the DRE's broker requirements. Obtaining the coveted broker's license allows a student to own a business and hire salespersons to work for them.

Our program is exceptional because it is so complete. We draw students from many social, economic and educational backgrounds and from a wide geographical area. This is a complete program, fulfilling the vocational mission of the college by educating students from the very basic beginning class through the required more advanced courses. Completing this comprehensive program gives a student an opportunity to obtain a license and practice a vocation. In addition, several of these courses fulfill the transfer mission of the college as they are transferable to universities.

Current Personnel:
1 full time faculty, Real Estate Coordinator
8 or 9 adjunct faculty per term
One administrative assistant serves all five departments in the Business Division.

Expected Growth Rate:
☒ grow at the college average (2.5%)

The real estate department's enrollment has been growing at an extraordinary rate over the past four years (over 400%). However, due to outside influences, like rising interest rates, we anticipate a leveling-off of the recent rapid growth. We anticipate, at the very least, equaling the college average for growth.

We anticipate adding a new course in Real Estate Computer Applications. We anticipate 30+ students enrolling in the new course, which would be higher but for limited classroom space. This course could indeed be taught in a lab setting, as it is a computer-oriented course.

We do not anticipate discontinuing or phasing out any of our courses as they are currently so popular.

Three to Five-Year Program Goals:
Our goals are to continue to meet the instructional needs by supplying the local community's economic base (brokerages, title insurance companies and financial institutions) with a fresh crop of real estate professionals annually. [SMP Goal 6]

Personnel Needs:
We will need two more adjunct experts with experience in their specialty.

Facilities Needs:
☒ classrooms
☒ computer labs

As stated above, if the number of students in the real estate program continues to grow, so too shall our need for classroom and lab facilities. (Lab facilities for the Real Estate Computer Applications course only.)

Competition:
The real estate department has always faced stiff competition from private real estate schools. These schools offer intensive training in a short period of time, with little or no face-to-face instruction. We continue to offer a broad range of subjects they cannot get in a private school, as well as one-to-one learning experience with an educated professional. Glendale College also offers courses that can be transferred to a university, whereas private real estate schools do not. Universities offer competition mostly in the finance departments which are a cross-over with the real estate department.

Other:
If you build it, they will come. Over the last ten years, the real estate program's growth has been phenomenal, probably growing faster and contributing more to the college than any other program. As experience has taught us, because we have a complete program, students are drawn to this facility to meet their real estate educational needs.

Credit ESL

Program Overview

By Dr. Kathleen Flynn, Division Chair
Ext. 5510, Kflynn@glendale.edu

Mission

The Credit ESL Division supports the mission of the College by preparing students for college-level work and by introducing them to the American educational system. Students learn how to write college-level essays and how to organize and write a research paper.

The highest-level writing course (ESL 151) in the Credit ESL Division is a graduation requirement and may be used for transfer credit to USC, the CSUs, and the UCs. The highest level reading course (ESL 146) and the highest-level speaking course (ESL 155) can also be used for transfer credit to the CSUs.

External Trends

a. Economy (jobs and careers): If the economy worsens, more students may return to GCC to improve their language skills. Credit ESL students often leave the program to find paid employment and then return to finish their AA degrees prior to transfer.
b. Demographic changes: Glendale is a very expensive area, so recent immigrants may not be able to rent or buy in this area. Changes in immigration could impact the Credit ESL Division. In the early 1980s, the predominant non-native group at GCC was Vietnamese. Today, that group is Armenian. This may change over the course of the next ten years. If more immigrants move to Glendale and the surrounding areas, there will be a greater need for ESL courses. Southern California has been a magnet for immigrants for the better part of the last century. This is unlikely to change, so we anticipate that the demand for Credit ESL will remain high. In addition, GCC recruits F-1 Visa students to attend the College. The majority of these students take their first courses in the Credit ESL Division.
c. Student preparation/remediation: Many students who come to GCC need additional preparation in learning how to write and how to structure a term paper. Even non-native students who have finished high school in this country often need to take an ESL class to supplement what they have learned. The division is working with teachers at several local high schools to better prepare high school ESL students before they arrive on campus.
d. Transfer/IGETC: As mentioned above, ESL 151 is a transfer course. Twelve additional courses in the division qualify for transfer credit.

Internal Trends—Enrollment Growth

a. We anticipate that more students will want to enroll in the grammar and writing courses. In response to increased demand over the last four years, the division now offers these courses in the short sessions and has increased the number of these courses in the evening in the spring and fall semesters. We also anticipate an increase in the evening enrollment of reading classes. The division currently offers a hybrid version of ESL 151. A hybrid version of ESL 146 (advanced reading) may be developed.
b. It is hard to anticipate the areas of largest declines in enrollment. We do not anticipate phasing any classes out. Students do not seem to want to enroll in multiple sections of the same course at 7:00. This problem could be alleviated by adding an additional classroom. Enrollment declines seem to be based on the students' schedules rather than a particular course.
c. Students will continue to enroll in the grammar and writing classes since these are required. Writing is a skill that employers require as well. In addition, completion of ESL 151 is a prerequisite for many courses at GCC.

Responsiveness to demands

More faculty are using WebCT and are placing their lessons in Microsoft Word. These faculty then request Level-3 classrooms. There are not enough Level-3 classrooms to meet the demand. Teachers of hybrid courses must teach in a Level-3 classroom. The division has two classrooms which only seat 20 students. If the division could trade these classrooms for larger ones, enrollment would increase. In addition, the division has four classrooms in the Verdugo Trailers. These rooms are old, run-down, shabby, and are not conducive to learning.The F-1 Visa students (who pay high tuition) are shocked to have classes in such inappropriate classrooms.

Prioritization

- More classrooms
- More full-time positions
- More level-3 classrooms

Credit ESL

Program Contact Person:
Kathy Flynn, ext. 5510,
kflynn@glendale.edu

Program Description/Mission:
The purpose of the Credit ESL Division is to teach English to speakers of other languages in order to prepare them for success in academic college curricula, vocational programs, and life in the U.S. There are five levels. Courses are offered in five areas: grammar and writing, listening and speaking, reading, vocabulary development, and spelling. There are day, evening, Saturday, and technology-based (hybrid) classes. Students have access to a fully-equipped language laboratory with computers, audio-cassette players, and VCRs. Students earn college credit in all ESL Division courses; the majority of the courses carry units that transfer to four-year colleges and universities. Typically, 60% of the entire program consists of composition/grammar classes. In addition to Credit ESL classes, the Division offers Linguistics 101, which is a transfer level course. The ESL faculty are highly trained professionals with many years of experience in the areas of teaching ESL and linguistics.

The mission of the college practically defines the purposes and goals of the Credit ESL Division. Many of our courses fulfill transfer or A. A. requirements, and most ESL material incorporates thematic approaches to language learning, i.e., the instructional material is rich in information about art history, American culture, cultures of other peoples, science, and personal/social issues of current interest. The very nature of the ESL field puts people from different countries and cultures together in one room with a single purpose. The material is interdisciplinary by necessity and design, and the classroom interaction is by nature intercultural. The sequential ESL program helps students successfully develop important skills in written and oral expression in English applicable to academic, vocational, and/or personal goals.

Current Personnel:
12 full-time faculty
48 adjunct faculty (Total FTEF= 71.2)
Our 12 full-time faculty falls far short of the total Full-time Equivalent Faculty (FTEF) of 71.2. The Credit ESL Division is 33% full-time faculty compared to 52% full-time faculty for all Credit programs. Clearly, we need more full-time positions immediately.
1 full-time classified employees

Expected Growth Rate:
☒ grow at higher than the college average

For the 10-year period of 1994-2004, the Credit ESL Division enrollment grew at +104.1% compared to all Credit programs growth of +44.3% over the same period. The average annual growth of Credit ESL has been +11.6% compared to all Credit programs average annual growth of +4.9%. FTES for our Division in 2003-2004 is 1,296. This translates into 9.8% of total college credit FTES in 2003-2004. Again, the 10-year period (1994-2004) shows upward FTES in the Credit ESL Division.

For the six-semester period of 2001- 2004, the student enrollment average for all Credit divisions dropped by 7%. In contrast, the Credit ESL Division student enrollment over the same period increased by 4%. The fill rate of classes in our division in Fall, 2004, was 90.7% compared to a college Credit program average of 88.8%. Data from the GCC “Campus Profile 2003” suggest that the immigrant population in Glendale and surrounding communities will continue to expand. 69% of K –12 students in GCC feeder high schools are not native English speakers, and only 50% (on average) of LA County high schools passed the English

Language Arts section of the California High School Exit Exam (CAHSEE). The college will continue to rely on income generated by F1-Visa students, who will continue to need ESL instruction. Lastly, now that the local California State Universities (Cal State Northridge and Cal State Los Angeles) have decided to refer under-prepared students in basic skills to the community colleges, GCC can expect to see these students seeking ESL instruction.

Our division expects to offer more “paired courses” (writing paired with reading, writing paired with nursing, and writing paired with listening/speaking), hybrid (half online-half traditional) courses (ESL 151), specialized courses (accent reduction, verb tense review, article use, ESL for drama, paraphrasing and summarizing), Linguistics 102, and the possible development of an ESL Credential. [SMP Goal 2]

The accent reduction courses can be taught in a lab setting with video/audio equipment. The hybrid courses can be taught in a computer classroom lab setting. [SMP Goal 2]

No courses, certificates or degrees are to be discontinued or phased out at this time.

Three to Five-Year Program Goals:

a. Articulation with GCC local feeder high schools. [SMP Goal 6]
b. Articulation (at the state level) with other credit ESL programs and English programs. [SMP Goal 6]
c. Articulation with the Non-Credit Division of GCC. Non-Credit instructors are encouraged to attend Credit ESL essay grading sessions to better articulate students transferring from non-credit to credit. Credit Course Outlines and approved textbooks lists have been shared with the Non-Credit Division. Future joint meetings are planned with both divisions. [SMP Goals 5 & 6]
d. Develop courses in specific academic skill areas to diversify course offerings.

Personnel Needs:

We immediately need additional contract faculty. Our FTEF is 71.2 (the highest of all Credit programs), yet we only have 12 full-time faculty. The college Credit program full-time faculty average is 52%, yet we are only 33%. Student enrollment (FTES) is the second highest of Credit programs. Our 10-year growth was +104.1%, compared to all Credit program growth of only +44.3%.

We need one additional classified staff person to assist in the Credit ESL Office. Almost 10% of all students on campus are in our classes, and this means one administrative assistant serves 10% of all students at GCC. This same assistant is also responsible for helping 48 adjunct faculty and 12 full-time faculty. Also, 80% of the courses in our program have common finals (grammar, writing, reading), and the same assistant is responsible for all duplicating, organizing, collating, numbering, collecting, and tracking all the finals for the classes. Our Division has common midterm essays, so our assistant is responsible for organizing, preparing topics and test packets, distributing, collecting, and recording the midterm essays for our levels 1 to 3 writing classes. Other duties include preparing the fall, winter, spring, and two summer schedules, reviewing grammar and essay finals to ensure all materials returned from teachers, collecting and recording adjunct office hours, maintaining adjunct office, stocking office supplies, maintaining accounting information with the Bookstore for text repayments, maintaining contacts and ordering texts from publishers, maintaining Division Approved Textbooks List, greeting and helping students and adjunct who come to the ESL Office, and numerous other duties.

Our Division has grown 104.1% in the last 10 years, and we expect more growth in the next five years. One additional classified staff person is needed.

We do not anticipate the retirement of any contract faculty within the next five years.

Facilities Needs:

☒ classrooms
☒ labs
☒ other

Highest demands for ESL classes occur in the mornings and evenings. The college is losing students because ESL students tend to take classes in these periods and not in the late afternoons. In general, students tend not to register for classes at all if they cannot find open sections at the times they want, and they go to other colleges or completely drop out. More morning and evening classrooms are needed.

A dedicated computer classroom is needed for our hybrid classes.

A larger reception area is needed for the ESL Office to better serve our growing numbers of students.

Another adjunct office is needed. Currently, one ESL adjunct office serves 48 faculty members.

As mentioned above, a dedicated ESL computer classroom is needed, so we can increase the offerings of online classes, an additional ESL adjunct office is needed, a larger reception/work area is needed for our ESL Office, and more classrooms are needed to match the continuous growth of our Division.
We would also like to have a general computer lab to create a "community language learning" environment.

Competition:

We do not anticipate any competition from online degree programs because of the nature of ESL instruction and the necessity for direct human interaction in the language acquisition process. We expect little competition from private degree programs because of the prohibitive costs usually associated the private programs.

We do not expect any significant competition from neighboring credit ESL programs at community colleges, as the upward trend in our student enrollment attests. This is due to our high standards expected of both teachers and students.

We expect continued high F1-Visa student enrollments due to the competitive fees charged and excellent reputation of both the college transfer rates and the Credit ESL Division program. However, it is important for the Division to have attractive classrooms to keep the F1-Visa students at GCC. These students demand excellent learning environments as well as excellent programs.

Other:

1. The California State University system has decided to send under-prepared students in basic skills to the community colleges. This will increase student demands in our upper level composition courses. The lower costs of attending GCC and high success rates in the Credit ESL pre-freshman English course (ESL 151) will draw students.
2. International (F1-Visa) students bring $2.5 million dollars to the college annually. This is an important revenue source for the college to exploit. More resources need to be put into expanding and improving the Credit ESL Division in order to entice and keep these valuable students at GCC. Hybrid (online) courses are a draw for these highly sophisticated students, and we would like to expand this market by offering more hybrid composition courses in a dedicated ESL computer classroom. [SMP Goal 2]

3. Our program has grown dramatically (104.1%) in the last 10 years and serves about 10% of all GCC students, yet the ESL Office is very small and the ESL faculty offices are scattered across the campus. We lack a division meeting space and division storage space is very limited and in several locations away from the office. We need a centralized, planned area to group together the ESL Office, student reception, ESL faculty offices, meeting room, and storage. We would like to use the space currently used by the High Tech Center (SG lobby area) for this purpose. The college can actually save money by converting the High Tech Center for ESL rather than creating new space for our needs.
4. Thirty-three percent of our faculty are full-time compared to the college division average of 52% full-time. We have 12 full-time faculty compared to our total FTEF of 71.2. Clearly, our division, which is one of the largest and fastest growing divisions, immediately needs more full-time positions to reach the college average and to come closer to the 71 full-time positions (FTEF) we should have.
5. Recent statistics, "GCC/English 101 Success," from the Research and Planning Office (02/16/2005) comparing rates of success in ENGL 101 by "students of origin" show that students from ESL 151 pass ENGL 101 at higher rates (73%) than students placed into ENGL 101 by their placement test (70%), students from ENGL 120 (63%), students from local community colleges (50%), and students from outside GCC (52%). These statistics should convince students to register into our ESL 151, thereby increasing our enrollments.

English
Program Overview

Michael Ritterbrown, Division Chair
Ext. 5609, michaelr@glendale.edu

Mission:
One of the largest divisions on campus, the English division offers roughly 175 classes in a regular semester. Of those 114 are required for degree or transfer and another 55 serve the needs of basic skills students. The bulk of these classes are composition classes, offering instruction in writing, research, and the analysis of texts. Consequently, the division and its programs not only provide subject-specific instruction but skills learned in English classes provide the foundation for the articulate expression of knowledge and information necessary for success in virtually every other academic discipline or profession. Specifically, in terms of the mission of the college:

- The English Division provides a curriculum ranging from basic skills education in reading comprehension and sentence composition to composition courses that provide a foundation for articulate expression of knowledge and ideas to Literature and Creative Writing courses that allow the students to explore the intricacies of written expression. In all of these areas through the reading and writing that is the foundation of our curriculum, students are exposed to an appreciation of the artistic and cultural heritage of this and other societies, the history and development of civilization, and even the scientific environment in which they live. Furthermore, they are exposed as well to the critical tools necessary to fully understand these aspects of the world around us.
- Coherence among the disciplines is promoted through the foundational nature of the courses, and the fact that the articulate expression of knowledge and ideas through writing is necessary to succeed in any discipline.
- In order to succeed in virtually all professions, it is necessary to be able to analyze and evaluate text and to be able to communicate effectively in writing.
- The English division serves virtually all Glendale College students and is working to provide not only a foundation of critical understanding and writing ability but to incorporate the use of current technology in writing, presentation, and research.

External Trends:
With increased tuition, as well as other factors, the English division is seeing an increase in the number of transfer students, and according to anecdotal information, in the seriousness of these students. This is logical in that our tuition is still relatively low in relation to that of UC and CSU schools. We are also seeing a corresponding decline in the number of developmental English students, especially at the lowest level. Logic would indicate here that we are no longer a cost-effective option for these students. We are also hopeful that our decline in enrollment in the highest of our developmental classes (120) is the result of greater collaboration with area high schools in the form of our English Collaborative program. Through this program, area high schools now offer a college prep English class that articulates with our curriculum.

Internal Trends
As indicated above, we expect increased demand for transfer courses and decreased demand for developmental courses.

Responsiveness
Developments in educational technology have enabled English instructors to much more effectively address subject matter as well as learning styles. The English division has been very active in developing materials and pedagogy, and our developmental English faculty was awarded a Carnegie grant to support their work and the training of faculty. Efforts have met with enormous success where students are concerned, but the corresponding demand for resources is equally enormous: We need software, faculty computers and peripherals, level 3 classrooms, and most important: computer lab classrooms. While the college has been extremely supportive of our efforts, we expect demand to continue to increase.

In addition, we continue to need additional full time faculty. This year, we will see five of our members retire, a significant percentage of our division. While the college has indicated that these members will be replaced over the next three years, this will delay the necessary expansion of our full-time base.

Priorities:
- equipment to support educational technology
- educational support for technology
- expansion and replacement faculty

English

Program Contact Person:
Michael Ritterbrown, ext. 5609,
michaelr@glendale.edu

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Response: One of the largest divisions on campus, the English division offers roughly 175 classes in a regular semester. Of those 114 are required for degree or transfer and another 55 serve the needs of basic skills students. The bulk of these classes are composition classes, offering instruction in writing, research, and the analysis of texts. Consequently, the division and its programs not only provide subject-specific instruction but skills learned in English classes provide the foundation for the articulate expression of knowledge and information necessary for success in virtually every other academic discipline or profession. Specifically, in terms of the mission of the college:

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- The English division serves virtually all Glendale College students and is working to provide not only a foundation of critical understanding and writing ability but to incorporate the use of current technology in writing, presentation, and research.

Current Personnel:
22 full time faculty members
35 adjunct faculty
1 full-time classified employee.

Expected Growth Rate:
☒ grow at higher than the college average

Over the last ten years, English has exceeded the overall growth rate of the college by 2.6 percent. There is no reason to expect this trend to change as the demand for foundational classes is unlikely to diminish. In all likelihood it will increase as our economy becomes increasingly dependent on skilled labor. Additionally, increased tuition at the university level, including state-funded institutions, is likely to dramatically increase the number of students completing all or part of their education at community colleges.

No new certificates are anticipated in English. We will undoubtedly add new courses as trends in literature and creative writing change. It is unlikely that core classes will see any significant changes;

however, significant modifications in teaching styles and methodologies are already taking place that increasingly necessitate the use of computer labs. [SMP Goal 2] The division has already requested increased access to lab space, and will consider amendments to course outlines that allow use of lab space to be reflected in college reports to the state.

No courses, certificates or degrees are to be discontinued at this time.

Three to Five-Year Program Goals:

The goals established in the division's 2000 Program Review were:

- Encourage students to major in English
- Increase the number of classrooms available to the division
- Increase the number of full-time faculty members

The goals established by the division at the beginning of the 04 – 05 academic year were:

- Articulation of rubrics and course outlines to establish a clear progression of goals and outcomes within English classes and the program as a whole. [SMP Goal 1]
- Remodel the English Lab (AD238)
- Clarify the division's committee structure
- Work to increase English major outreach
- Increase cooperation and articulation with ESL [SMP Goal 6]
- Increase outreach to adjunct instructors [SMP Goal 7]
- Increase access to computer lab space on a full-time rather than drop-in basis [SMP Goal 3]
- Continue to define and modify student learning outcomes for all English classes as well as develop means by which to assess those outcomes [SMP Goal 1]

Personnel Needs:

The need for full-time faculty within the division is ongoing and imperative. While the FTEF stands at 47%, the division has total released time amounting to over 400%. The result is that adjunct faculty must fill the gap. While they are undoubtedly competent and dedicated instructors, the lack of available full-time instructors weakens the division's committee structure and, by extension, its ability to accomplish long-term goals and adequately address issues of outcomes and assessment.

A significant number of faculty members are approaching retirement.

Facilities Needs:

☒ classrooms
☒ labs
☒ other

The division has an ongoing need for additional classroom space. Currently, we are unable to house all of our classes in those rooms assigned to the division and are forced to "borrow" rooms often less suited to our needs. Given recent directions and advancements in pedagogy, access to computer lab space is becoming increasingly necessary. Lastly, we have an increasing need for office and conference space so that members of the division can work and collaborate effectively.

It is critical that we continue the process of remodeling the division's existing lab space in AD238. We have begun the process of remodeling the classroom space, but the open lab is also in need of similar remodeling. Further, the division has the need for computer lab classrooms that can be assigned to a class for an entire semester, not simply used on a drop-in basis. In addition, we need to continue to modify existing classroom space to meet the increased technological needs of instructors and pedagogy.

Competition:
The foundational nature of English composition makes the possibility of competition largely irrelevant. Students all need to take the courses to progress along whatever educational path they have chosen. Competition is more of a factor where literature courses are concerned. Universities generally do not accept these courses for transfer except as general education, and interest, outside of fulfillment of a specific major is limited. It is, however imperative that we maintain these courses as a part of our offerings as they make considerable contributions to the rigor and diversity of the English program.

Humanities

Program Contact Person:
Alice Adams, ext. 5627,
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Program Description/Mission:
The humanities program is interdisciplinary. Because it always includes one English teacher and at least one other discipline, the program supports writing across the curriculum. The courses emphasize critical thinking, particularly seeing relationships between disciplines.

All but one of the courses is transferable.

Current Personnel:
1 full-time faculty
1 adjunct faculty
No classified personnel

Expected Growth Rate:
☒ grow at the college average (2.5%)

As the college focuses more on writing across the curriculum, it is probable that Humanities will become a more central focus for the college. As the college grows, the demand for Humanities classes increases.

Because of the dynamic nature of team-taught, interdisciplinary courses, the need to change and adapt the curriculum is particularly apparent. A desire has been expressed by instructors and students for courses that more directly address contemporary issues. [SMP Goal 2] It is expected that new courses will be developed over the next few years, and that other courses will be evaluated for currency.

No courses, certificates or degrees are to be discontinued at this time.

Three to Five-Year Program Goals:
The division plans to continue to expand and adapt our curriculum to meet the changing needs of our student population and the growing focus on writing across the curriculum, as well as to expand the opportunities offered by interdisciplinary education. In all cases, we will continue to ensure that courses articulate properly with transfer institutions in order to provide maximum benefit to our student population.

Personnel Needs:
Faculty who teach Humanities classes are not hired exclusively for that purpose but rather come to the program from established divisions. Personnel issues, therefore are limited to the need for divisions to be willing to release faculty from other teaching responsibilities. At this point the needs of the program are being served adequately, and we have every reason to expect that expanded offerings will meet with the same support.

Faculty members do no work for the humanities program but for their divisions. We do not anticipate the retirement of any of those presently teaching humanities within the next 5 years.

Facilities Needs:

☒ classrooms
☒ labs

As offerings are expanded, the need for classrooms will grow as well. Humanities requires large rooms holding in excess of 50 people for team-taught classes. Additionally, the need for computer lab classrooms continues to expand with the development of pedagogy that includes technological elements. This is particularly true of any course that involves writing.

Competition:

We do not anticipate increased competition. The private institutions are much more expensive. If we do discover increased competition from other community colleges, we will need to find out why and alter our course offerings accordingly.

Other:

We have several popular courses that should help growth. However, when there is a decrease in demand for humanities courses, we decrease the number of teachers from other disciplines that we use, and those instructors teach another course in their own disciplines. Therefore a decrease in students in the humanities program has little or no effect on the financial well-being of the college.

Health and PE
Program Overview

By: Jim Sartoris, former Division Chair

Mission
All Physical Education division course offering are transferable courses. Additionally Health 104 and 106 meet CSU general education Area E requirements. Health 101, First Aid and CPR, is offered in conjunction with the local chapter of the American Red Cross, and not only meets the AA and AS graduation requirements but also serves to certify hundreds of students each year in first aid and CPR. The division also offers a number of community service programs in the form of sport camps and community orientated tournaments, as well as, serving as host for a number of local high school sporting events.

External Trends
The division has seen a shift in student interest toward physical fitness and away from team sport activities. This trend will effect decisions regarding the types of programs that will be offered to the students. Keeping the fitness lab up-to-date with state of the art exercise modalities will be important to keep students using the lab. Continued offering of aerobic step, aerobic rhythms, and spin classes will be important. Certainly, if the college ever had the resources to build a swimming facility, there would be a very high student participation in swimming classes of all kinds.

Internal Trends—Enrollment Growth
We anticipate that the fitness areas will see the largest increase in enrollment. All health courses will continue to be popular with high enrollments. The area that has decreased is in the team sport activities. This is primarily due to our severe facility limitations. With only one gymnasium and one field, it is difficult to offer classes at times that would be popular, while continuing to meet the needs of our athletic programs.

Responsiveness to demands
To meet the needs of students the division must find additional facilities. The master plan had initially provided for the construction of a swimming pool and auxiliary gymnasium. Additionally, there is a need for renovation of the existing locker rooms, offices, weight-lifting lab, athletic training facilities, and a laundry/equipment storage facility.

Expansion of the bleachers and developing restrooms and team locker rooms are a prime need to accommodate sporting and other event activities associated with the stadium on campus.

Prioritization

1. Renovation of the locker rooms, athletic training room, laundry/equipment storage, and development of team meeting and dressing rooms, which accommodate both genders.
2. Construction of a swimming pool and auxiliary gymnasium
3. Replacement of fitness modalities in the fitness lab as the present equipment ages.

Health Education

Program Contact Person:
Jon Gold, ext. 3193,
jgold@glendale.edu

Program Description/Mission:
The Health Education program is designed to meet the ever-changing health needs of the students. The classes deal with current information in multiple aspects of health and wellness, including physical, mental, social, and environmental issues. The objectives of the program are to present students with the opportunities to: identify healthy life-style choices, recognize abusive behavior concerning alcohol, tobacco and other drugs; develop knowledge in sound nutritional practices, understand and apply the holistic concepts of mind, body, and spirit; correctly apply the current techniques for C.P.R.; and develop an appreciation for and acquire knowledge in fitness concepts that will result in life-long wellness.

The college is committed to the philosophy that all individuals have inherent worth and dignity. The Health Education department supports this philosophy by enhancing independent thinking and quality decision making in the area of the stated objectives. Health classes challenge the student to explore relevant issues related to health as an applied science in a variety of fields, disciplines and areas. The Health department encourages the student to think and re-evaluate aspects of his/her own beliefs and routines relating to his/her own health habits. The curriculum of the Health department is varied and contains classes that are A.A. and A.S. degree applicable and transferable to the U.C. and C.S.U. systems.

Current Personnel:
8 full time faculty who also teach health education classes as part of their full time load.
3 adjunct faculty
0 classified employees directly related to the program.

Expected Growth Rate:
☒ grow at the college average (2.5%)

The FTES associated with the Health Education classes has stayed relatively consistent over the last 10 years. Almost all health education sections fill to the maximum seat load and any fluctuations in FTES usually are associated with the number of sections offered.

No new courses are anticipated at this time. No course, certificate, or degrees are to be discontinued at this time.

Three to Five-Year Program Goals:
The major goal of the Health Education program is to stay current. The body of knowledge associated with health education is extremely dynamic and evolving. Health educators must stay current in their field and continue to explore effective means to deliver the course material to students and insure successful learning outcomes.

Personnel Needs:
No additional health educators are needed now. However, as the general student body grows, over the next 5 years, the demand to provide health classes may grow also and therefore it may be necessary to increase the number of health educators in the department.

It is anticipated that 5 faculty may retire within the next 5 years.

In order to continue to provide the necessary course offerings in Health it will be essential to replace all retired health educators.

Facilities Needs:
☒ classrooms
If the number of Health sections increase it will be necessary to provide classroom space for these sections.

Classrooms must be provided that have the essential modalities to facilitate the learning process, i.e. Internet hookup, LCD projections capability, white boards, etc.

Competition:
It will be essential to keep track of online opportunities to meet degree requirements and transfer credit. The program may be affected by this dynamic.

Physical Education

Program Contact Person:
Jon Gold, ext.3193,
jgold@glendale.edu

Program Description/Mission:
Physical Education is an essential part of the general education process at Glendale College. Its mission is to provide opportunities for students to gain experience in and knowledge of physical fitness concepts; to develop healthy living practices that promote lifelong wellness; to gain instruction in sport activities; to gain exposure to competitive and performance activities; and to implement appropriate stress-reduction techniques.

Physical Education is unquestionably a body of knowledge which falls within the academic/cognitive domain. The knowledge of movement constitutes a discipline requiring individuals to think and analyze how to move effectively. The Physical Education program instills the development of intellectual curiosity, creativity, critical thinking, effective communication, technical physical skills and a basic understanding of the relationships between the past and the challenges of the present and future. Additionally, a comprehensive offering of physical education assures the Glendale College student a balanced curriculum and a “wide range of educational opportunities and experiences” to which the college is committed.

Current Personnel:
12.6 full time faculty some of whom also teach Health Education classes as part of their full-time load.

20 adjunct faculty
7 classified employees which include
1 full time athletic trainer
One.47 assistant athletic trainer
One .75 administrative assistant
Two .5 lab technicians
One .5 athletic attendant (permanent)
One .25 athletic attendant (part time)

Expected Growth Rate:
☒ grow at the college average (2.5%)

Growth should approximate the college average, however it would increase once new facilities are built because of the opportunity to expand our variety and number of course offerings. An evaluation of program growth trends provided by the Research and Planning office indicates relative steady FTES numbers over the past 10 years. It is important to point out that very little was done in the way of expansion and modernization of physical education facilities over that period of time. In fact there was a loss of a field (from 2 playing fields to one). While the rest of campus was renovated, with new buildings and modernization, Physical Education was relatively static. However, with an expansion of the Fitness Center in 2002-2003 there was a significant increase in FTES. With the renovation of the athletic field as well as renovations and building that will come with Phase 3 of Measure G, it is expected that the entire program will grow significantly.

Due to available money from Measure G – third phase – we expect to have an auxiliary gymnasium built which will provide our division the opportunity to expand our class offerings. Because of limited space due to having one gymnasium which must accommodate both physical education as well as athletic needs, we now are limited in the ability to offer physical education classes at times that would be desirable for the general student body.

All new and additional courses would be considered appropriate for a lab setting.

No existing courses, degrees, or certificates will be discontinued at this time.

Three to Five-Year Program Goals:

The major goal would be to expand our course offerings both in variety and number. With an additional gymnasium coming on line in Phase 3 of Measure G plans, the division will then have space available to offer additional and new course offerings. The targeted areas of curricular development would be in the fitness area where new and innovative fitness routines are being developed. Additionally, student demand exists in the areas of self-defense, kick boxing, and a number of martial arts.

Personnel Needs:

There are two main areas that we anticipate will necessitate hiring additional contract faculty: in the fitness discipline and in the area of athletic coaches. We have a need to hire more full-time personnel which can not only teach the main stream physical education classes but who can also teach the intercollegiate advanced classes and be a head coach of an athletic team.

Several of the physical education full time members are over 55 years of age. The division anticipates 4-6 retirements in the next 5 years. These positions must be rehired as most double as head coaches of athletic teams.

Facilities Needs:

☒ labs

Activity space is needed, as we only have one gymnasium at the present time. There are multiple demands on the facility right now which cannot be adequately met.

We desperately need: an additional gymnasium, renovated locker rooms, expanded athletic training room, renovated laundry rooms and expansion of bleachers for the on-campus stadium which would incorporate a large dressing and team room and rooms.

Competition:

Competition from surrounding colleges is a continuing fact of life. Our division is specially sensitive to the competition for the high skilled student athletes from surrounding high schools, who are motivated to continue their athletic careers.

Other:

We are continually being evaluated as to the compliance with Title 9. Its gender equity requirements necessitate that we continually monitor and progress toward equal opportunities for both men and women students.

Language Arts

Program Overview

By: Jean Perry, Division Chair
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Mission

The Language Arts Division is a transfer division, supporting the mission of the College by providing a variety of courses, freshman level and above, in the areas of Communications and Foreign Language.

External Trends

Economy (jobs and careers): As a media hub, Southern California continues to generate jobs in the communications fields. The Language Arts Division, with its programs in Forensics, Journalism (Broadcast and Print), Mass Communications, Public Relations, and Speech Communication, prepares Glendale College students to step up to take their places in careers in the media industry. Program heads in each of the communications departments are developing new course work and certificates to meet the demand of industry; from a Public Relations major in the Mass Communications discipline to certificates in Broadcasting, Photojournalism and Print through the Journalism Department. The Speech Communication Program plans renewed emphasis on its business and organizational course of study, with new curricula in conflict resolution.

The Los Angeles area is also an international metropolis with a shifting linguistic population. The Language Arts Division constantly strives to revise its course work to reflect the needs of the local economy. Employers request multi-lingual employees in a number of languages. Spanish has been a constant; however, a rise in our Pacific Rim populations has increased the need for Asian language classes. The Foreign Language Program has responded with increased offerings in Chinese, Korean, and Japanese and has opened a 67% tenure track position in Japanese. Similarly, as our Italian program has proven to be very popular, we have opened a 67% tenure track position in Italian. Further, to meet the increased calls for Armenian linguists, the Department has increased the number of Armenian classes and initiated a search for a full-time Armenian instructor.

Command Spanish ® and Workplace Armenian courses are offered through our Division in response to community and employer demand. These courses meet a specific need to train English speakers to accomplish specific working goals in a target language without the time associated with becoming fluent in the language. The Division plans to expand this program.

Demographic Changes & Student Preparation/Remediation: The Greater Los Angeles area is changing to include a more multi-lingual population. This has implications for both the Communications and Foreign Language Programs within the Language Arts Division. Specifically, it means the students may come to us from high school with less-than-ideal English skills. As we are a transfer-level Division, the responsibility for development preparation of these students falls to other divisions on campus. The Speech Communication Department offers a class, Speech 111, to assist the non-native speaker with accent reduction.

Transfer/IGETC: For transfer in the Language Arts Division, our biggest customer is the California State University system. In recent years, through a series of IMPAC (Intersegmental Major Preparation Articulated Curriculum) meetings held with our colleagues at the Cal State system, it has become clear that, due to anticipated space shortages at these universities, many former upper division courses in communications will be pushed down to the two-year level. The Communication Programs in the Language Arts Division have made adjustments for this by developing appropriate curricula. The Foreign Language Program has responded by expanding the variety of courses in the various languages the College offers, has standardized all courses to meet IGETC requirements, and plans to bring all languages to uniform offerings, (i.e., first and second years for study for all languages). IGETC status for the Mass Communications 101 course has resulted in a curriculum geared to the media consumer as well as the media major.

Internal Trends

Largest Enrollment: Communication programs will grow the most (approximately 10% per year, as they have done for the past ten years), for the following reasons:

1. Interest in communication programs has grown nationwide;
2. We are in the media capital of the world;
3. Business cites strong communication skills as its number one desirable trait in hiring;
4. Four-year schools intend to push their core-curricula down to two-year schools, thus increasing our demand; and,
5. Glendale College has greatly expanded its Speech and Debate team in 2005-2006; and we've had a very successful year. This historically has served as a strong recruitment (growth) tool.

Responsiveness to Demands

The Language Arts Division is understaffed in the full-time faculty side and in support staff. We need additional full-time faculty in Journalism/Mass Communications and in Speech Communication. We need to have our 67% faculty in Foreign Language be expanded to full-time. Although we are hiring faculty this year, our full-time/part-time faculty ratios will remain inadequate in the Communications Programs because the new faculty hire will be essentially handling a new (greatly expanded) program (Forensics). Further, the Language Lab support staff needs to be increased as well. With the addition of three new Foreign Language instructors, the demands on the Lab personnel will increase. This is in addition to the demands placed on the Lab staff by the Communications classes.

With the expansion of Language Arts faculty comes the need for more classrooms. Currently we have six classrooms and the partial use of a seventh. We will have 14 instructors in Fall 2006. This makes no provision for our large staff of adjunct faculty. We need 14 rooms, equipped not only as level 3 classrooms, but also with visual and audio recording equipment, as these classrooms are used by both speech and American Sign Language (ASL) classes as in-class laboratories.

The Language Lab is also woefully inadequate for the usage it receives. Specifically, we need:

- A 2500 square foot space
- 35 up-to-date computers with foreign language fonts
- 25 video/DVD stations
- 4 recording booths with double-sided viewing capacity
- increased budget for CD/software library

Prioritization

A. Two full-time Communications Faculty; Expansion of Foreign Language Faculty to 100%
B. Expanded Language Lab with Support Staff
C. Additional Classrooms

Foreign Language

Program Contact Person:
Dr. Teresa Cortey, ext. 5344,
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Program Description/Mission:
The Foreign Language program makes our diverse student population into citizens to create a more harmonious world by giving them vehicles of communication in different languages and their cultures. In our foreign language classes, students learn to appreciate and better understand the history, art, and culture of the countries where the target language is spoken. More specifically, our subject matter prepares our students both vocationally and academically; they can enter the work force with conversational skills and they can transfer to four-year institutions after studying in our program. Our courses involve basic skills, more advanced critical thinking, and some even require that the students implement their knowledge of technology. Many of the languages we teach correspond to the demographics of the Greater Los Angeles area. We have 72 different courses in the catalog. Our 72 course offerings include fundamental language learning, beginning and advanced conversation, polishing of skills for heritage speakers, literature, and explorations of cultural and societal issues.

Current Personnel:
4 full-time faculty
8 adjunct faculty
1 adjunct Sign Language
1full-time classified employee who is shared across the division
1 full-time lab tech,
1 50% lab tech,
1 30% lab tech,
1 lab tech (employed 8 hours per week)

Expected Growth Rate:
☒ grow at higher than the college average

The demographics of our community continue to change. We anticipate greater numbers of Spanish, Armenian, and Korean speakers in the years to come. Politically, the world demands knowledge of more than one language. In the last 6 years, the Foreign Language department has doubled the number of FTES; only the recent budgetary crisis of California has temporarily halted this growth. Historically, we have a 100% + fill rate in our beginning language courses.

Additionally, we have begun an exciting new program of contract education, initially with Command Spanish ® classes; we also plan to expand into Command Armenian and Command Korean in the near future. This will increase our enrollment numbers.

We are always revising our course offerings to respond to the demands of our student population and the community. We also anticipate the creation of a Spanish certificate program to help prepare our students to enter the work force with language skills. We anticipate the enrollment to be 35 per class. These classes will require the use of language labs, but will not be taught exclusively in a lab setting.

Again, we are currently creating new classes in contract education in conjunction with Command Spanish®.

No courses, certificates or degrees will be discontinued at this time.

Three to Five-Year Program Goals:
Our goals include:

a. A full program in Japanese and Italian
b. Expanded offerings in Armenian, particularly for heritage speakers

c. Full articulation with the Cal States and UCs and secondary institutions [SMP Goal 6]
d. Expansion of our Command Spanish® program
e. Creation of an equivalent program using the Command Spanish model for Armenian, Chinese, and Korean
f. Satisfaction of the need for the influx of students who are turned away from the 4-year institutions due to space constrictions. [SMP Goal 2]

Personnel Needs:

We will need full-time Japanese and Italian instructors and a minimum of 2 full-time lab technicians to accommodate our expanded offerings.

No retirement of contract faculty is anticipated at this time.

Facilities Needs:

☒ classrooms
☒ labs
☒ other (faculty offices: 2+)

With our proposed expansion of course offerings in the Foreign Language program, we need a corresponding number of new Level III classrooms and lab space with capability to adapt to new technology in the future. We will need 2 more faculty offices to accommodate the new full-time Japanese and Italian instructors. In addition, we will need a common office space for our continuously growing adjunct faculty. If possible, we would like to request dedicated space for SI workshops.
We prefer that these facilities be in close proximity to our resources to maintain efficiently and to create a collegial sharing environment.

All language classrooms should be Level III due to the requirements of the curriculum which demands the use of: CD/DVD/VHS players, connections to the Internet for accessing culturally oriented sites, power point presentations. Language-specific fonts are desired for all computers in the Foreign Language faculty offices, classrooms, and labs.

An adequate space should be allocated for the Foreign Language lab that is capable of accommodating our current program with the capability to grow with our expanding course offerings. We are proposing 100 stations and 1,500 square feet of lab space. This Foreign Language lab should include a dedicated space for individual student recording. These facilities could be shared with other disciplines, although the need is great in Foreign Language and any new facilities should be reserved solely for use in the Foreign Language Program

Competition:

We do not anticipate any major competition from private institutions, which are always more expensive than community colleges and thus unlikely to take away our students. Likewise, we do not anticipate competition from online degree programs, which are inevitably inadequate for language learning. We do anticipate competition from neighboring community colleges (e.g. PCC, LACC, ELAC) which serve their population better by offering more demographically responsive courses and a larger amount of core sections

Other:

In these times of much needed understanding and acceptance of diversity, it is crucial to have a Foreign Language program that can respond to these global needs. In foreign language courses, students learn the skills to communicate and are exposed to the idiosyncrasies of the different cultures. Our European based language offerings are acceptable, yet limited. But, we must not be guilty of Euro-centrism. As part of the Pacific Rim, GCC simply must expand its Asian language offerings.

Journalism

Program Contact Person:
Michael Moreau, ext. 5214,
mmoreau@glendale.edu

Program Description/Mission:
The Journalism program serves the campus mission in two ways. Firstly, it teaches students basic news writing skills in the Reporting the News class, which gives them the foundation for writing for the campus newspaper, *El Vaquero*. *El Vaquero* which is produced in print and online is the chief organ for providing the campus community with news and announcements about the college. This highly respected paper has won statewide awards for excellence. Experience on *El Vaquero* has led to internships and staff positions on newspapers at transfer universities.

Secondly, the six Journalism classes offered on a regular basis prepare students for both transfer programs in print and broadcast journalism and help students develop critical thinking and writing skills.

Current Personnel:
1full-time faculty
1 adjunct faculty
1 classified employee serves the several departments in the Language Arts Division office and assists *El Vaquero* part time.

Expected Growth Rate:
☒ grow at the college average (2.5%)

The program has grown with the addition of broadcast and photojournalism course. With a proposed new certificate program, there should be additional growth.

The Journalism program plans to introduce certificates in Broadcasting, Photojournalism and Print. It is anticipated that these certificates will increase enrollment. Lab work is a major component of these programs.
No courses, certificates, or degrees will be discontinued at this time.

Three to Five-Year Program Goals:
The addition of certificates should both increase enrollment and better prepare students educationally and professionally. We hope to form closer ties with local media within the next three years. We have already talked to the Glendale-News Press about initiating internships for photographers, and we hope to also offer internships for writers. We have started an internship for broadcast students with Charter Cable, and we plan to further enhance that relationship. [SMP Goal 6]

We also anticipate that the certificate programs will better prepare students for the four-year programs into which they will transfer.

Personnel Needs:
If the program increases in enrollment, as we anticipate, we need a full-time instructor. At present, the Journalism program is run by an instructor divided between two divisions with the assistance of adjuncts.

Also, a full-time classified staff member is greatly needed. The newspaper, *El Vaquero*, needs a staff member to handle advertising and other clerical and administrative details. The business of the paper (dealing with vendors, advertisers and others) cannot be left solely to students and faculty. At present, we have administrative help on a adjunct basis from a classified employee who has considerable duties to perform in her main job in the Language Arts Division office. The paper needs a full-time employee.

No retirement of faculty is anticipated at this time.

Facilities Needs:
☒ classrooms
☒ labs

The current classroom/lab is too small for the equipment and number of students required to teach Journalism and run a newspaper.

In San Gabriel 140 we teach classes of up to 25 students and we have the computers, copier, printer and other equipment to produce the newspaper. At present there are 10 computers, but we really need at least 6 more and additional space to house them. We also don't have room to effectively teach our classes. There is no room to show films, give demonstrations or even to comfortably seat the number of students we have. The room doubles as a classroom and lab, but what is needed is a classroom and a lab.

Competition:
What is unique about the program is that it satisfies both academic needs and serves as professional training. Students take transferable courses in Journalism and the work on the newspaper and produce videos for broadcast. These opportunities cannot be offered online. Nor could they be duplicated by private schools that don't offer transferable courses.

Other:
Growth has been steady over the past five years with the introduction of new courses. Just this semester a second section of Journalism 102 is offered, doubling the number of students enrolled in this transfer course. A program takes time to build, but Journalism is definitely on a growth curve that bears out in both enrollment and retention figures.

Mass Communication

Program Contact Person:
Mike Eberts, ext. 5352,
meberts@glendale.edu

Program Description/Mission:
The Department of Mass Communication is uniquely well suited to serve the following college constituencies:

1. Academically-oriented transfer students
2. Majors in the mass media field
3. Members of the community seeking personal enrichment

For transfer students, Mass Communication 101 offers IGETC and thus fits into a general education package. This is ideal for the student who wants to understand a bit more about how the mass media affects them and the society they live in. It is also beneficial for those students who think they might want to go into a media-related profession, but have not yet determined exactly which profession or medium.

For media majors, Mass Comm 101 lets them think about other parts of the mass media where career opportunities might be more plentiful. The print journalism major, for example, learns a bit about the field of public relations. The cinema major learns a bit about the emerging digital media.

Finally, Mass Comm 101 has considerable value for persons from the community who are bewildered, overwhelmed or disgusted by what they hear over the radio, see on TV or read in magazines. Understanding the motivations behind why the media does what it does helps media consumers to be more sophisticated about how they choose to experience various types of mass media for news and entertainment.

Current Personnel:
1 full time faculty
1 classified employee serves all departments in the Language Arts Division

Expected Growth Rate:
☒ grow at the college average (2.5%)

Mass Communications 101 has been a big enrollment success. It has fueled departmental growth from 18 FTES in 1995-96 to 74 FTES in 2003-04, a more than four-fold increase. Mass Comm 101 should have little problem growing roughly at the rate that the college adds transfer students. Mass Comm 120 is likely to grow to a consistently viable enrollment (although, as a specialized course, it will never match the enrollment of Mass Comm 101) if offered at good times and if it is taught by a PR professional who also has strong teaching skills.

Program Review assessment for Mass Communication projects a Public Relations major, mostly for Cal State-bound students, and a more academically-oriented Mass Communication major crafted to transfer to the Mass Comm program at UC Berkeley. Both of these majors would be highly interdisciplinary. The Public Relations major would require consistent offering of Mass Comm 120. Due to their interdisciplinary nature, these majors would serve to slightly strengthen enrollment in other departments that offer classes that fit into the PR or Mass Comm sequence.

No courses, certificates, or degrees will be discontinued at this time.

Three to Five-Year Program Goals:
a. Offer Mass Communication 120 (Public Relations) at least once per year at an attractive time with an instructor who is a public relations professional and a good teacher. [SMP Goal 3]
b. Have Mass Comm 101 accepted for transfer into the Mass Communication major at UC Berkeley (the only known place where it is not accepted).
c. Develop an interdisciplinary Public Relations Major, angled toward Cal State transfers.
d. Develop an interdisciplinary Mass Communication Major, angled toward UC (particularly UC Berkeley) transfers.

Personnel Needs:
The department will need an adjunct to teach the Public Relations course and Mass Communications 120.

The department's sole full-time faculty member has absolutely no plans to retire in the next five years. A sabbatical is possible in the next five years, however. In that case, his courses should be taken over by a long-term substitute or by adjuncts for the duration of the sabbatical.

Facilities Needs:
☒ classrooms
☒ other

A request has been placed for a small lockable display case where photos of recent Mass Comm 101 field trips can be displayed. It will be mounted in the hallway outside AD217, the classroom where MC101 is taught.

A smaller multimedia classroom will be needed for Mass Comm 120.

The program is currently very efficient at serving the largest number of students at the lowest possible cost. One way to cost-effectively increase the number of students served is a larger classroom for the Mass Communications 101 classes. AD217, the current mass communications classroom, could probably take about 8 more seats. However, any increases over and above that should be done in a carefully-configured room. Toward this end, MC101 sections should be placed in a state of the art multimedia classroom with theater seating (somewhat like CR137).

Competition:

Although almost any college or university could offer Mass Comm 101, this writer knows of no other college that has done as much to consistently link the course material to numerous extra-credit field trips to mass media locations throughout the Greater Los Angeles Area. The college's location at the doorstep of Hollywood is a competitive advantage, putting these field trips within easy travel distance.

As an IGETC-transferable course, future enrollment of MC101 is somewhat tied to the number of transfer students that are on campus.

In terms of subject matter, it is hard to imagine MC101 going out of fashion. As a survey of the mass media, MC101's validity is not threatened if a particular mass medium or a particular communications technology goes into decline. The course constantly evolves to include the types of mass media that are being used today. For example, the section of the course on the recording industry once focused on the production and sale of vinyl records, later on the making and selling of CDs and today on trends in digital recordings.

Mass Comm 120 (Public Relations) is taught at L.A. Valley College and at Pasadena City College. The strategy here is to construct an interdisciplinary major in Public Relations that will transfer quite well while not requiring an expensive slate of new courses.

Other:

It took many years for the Department of Mass Communication to fully break away from its beginnings in Journalism. This break turned out to be good for both programs.

Speech Communication

Program Contact Person:

Jean Perry, ext. 5504,
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Program Description/Mission:

The Speech Communication Program provides an array of classes to better prepare the student to succeed in the workplace and in his personal life by communicating proficiently verbally and non-verbally both orally and in writing. To this end, our classes employ research, information analysis and evaluation, problem solving and teach the ability to work with others.

Current Personnel:

5 full-time faculty (FTEF 9.6)
9 adjunct faculty (FTEF is 8.4)
1 full-time classified employee who is shared across the division
1 one full-time lab tech,
1 50% lab tech,
1 30% lab tech,
1 hourly lab tech (8 hours/week)

Expected Growth Rate:

☒ grow at higher than the college average

Speech Communication enrollment has grown at nearly double the rate of the credit programs for the past ten years, at an average annual growth of 9.6% per year. I can see no reason for this to change and a number of reasons for this trend to continue, if not accelerate:

1. Interest in communication programs have grown nationwide. We have and will continue to benefit from the coattails effect of this phenomenon.
2. We are located in the media capital of the world, and surrounded by a number of world-class communications schools. Our Speech Communication Program's reputation is very strong. Students actively choose to attend Glendale College over other community colleges' speech programs, partially because of our courses' articulation. This will continue.
3. Business and industry historically have and continue to cite strong communication skills as their number one desirable trait in hiring.
4. Four year schools have signaled their intention to push six core speech communication classes (18 units) have traditionally taught down to the community college level and have begun this process. We currently teach four of the six, are taking the fifth to Curriculum and Instruction in March 2005 and have begun writing the sixth.
5. We are in the process of starting a forensics program. Forensics is a traditionally strong recruitment tool for enrollment in speech communication programs.

As indicated above, we are writing several new courses. Further, I anticipate a number of specialty certificates will be created to tap into business demand. Enrollment in these new courses would be 30 per class. Some of these classes may well be contract education classes, taught off-site. Depending upon need, some could be lab-taught classes, with video equipment the primary technology used. Some classes would benefit from collaborative learning space and two-sided mirrors with video-taping capabilities. [SMP Goal 2]
No courses, certificates or degrees are to be eliminated at this time.

Three to Five-Year Program Goals:

The Speech Communication Program has undertaken extensive curriculum unification within the past year. This will enable us to better ensure our communication majors have the common foundation when they matriculate into our advanced courses. It will also better position our courses in the eyes of the four-year schools. We now need to add to our offerings, including more theory courses, create additional certificates and perhaps some practicum classes.

Our colleagues at the Cal State schools have made it very clear at IMPAC meetings what coursework they would like our transferring speech communication majors to have completed at the community college level. [SMP Goal 6] Conversations I have had with the business community have made it equally clear what the business and professional world would like the community college speech communication department to provide for them - possibly through targeted classes. [SMP Goal 6] We have begun the former, and must do the latter.

Personnel Needs:

The Speech Communication Program is in dire need of additional full-time faculty to act as an outreach resource to the business community.

One faculty member is eligible for retirement. All retirements should be replaced to maintain the continuity of the program. Because the Speech Communication Program is growing, all attrition needs to be replaced.

Facilities Needs:

☒ classrooms
☒ labs
☒ other

Additions in faculty necessitate additional classrooms and possibly labs for interactive learning and videotaping of student speeches and offices for this new faculty.

Competition:

Because Speech 101 is a required course for all students transferring to the Cal State system, and Speech 100 (Interpersonal Communication) is a required course for students in various majors at other four-year schools (the Pharmacy School at USC, for instance), every community college, every four-year school, every online school, every fellow who can prop an umbrella out of the trunk of his car will try to teach speech. We will have competition. There is no doubt about that. Our ace in the hole is how well we do it; whether our courses are responsive to the needs, if our instructors meet the mark, if our students come out of our program knowing their stuff. This, of course, is a direct reflection of the College, who we have been all these years, and who we hire in this program in the years to come.

Mathematics
Program Overview

Peter Stathis, Division Chair
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Mission
All the mathematics offerings support the college mission. Our classes are either, a) required from transfer for specific majors or b) preparation for the AA degree or transfer level mathematics class.

External Trends
The biggest external trend is the continual increase in the workplace for technologically trained employees. Most, but not all, technical careers require some level of mathematical expertise.

Internal Trends—Enrollment Growth
We have seen a trend towards enrollment in our statistics course at the expense of other transfer level classes among non-science and engineering majors, because statistics is universally articulated by the bachelor granting institutions as satisfying their entry requirements.

The Science Center and the Science Academy are beginning to attract a new demographic of students. This trend will result in more student demand for higher level math classes. Also, the demand for remediation continues to grow, especially as more students come to us who were not able to get their high school diploma because of their inability to pass the high school exit exam.

Responsiveness to demands
The faculty in the Mathematics Division spend inordinate amounts of time in trying to improve the service we are providing to the students. This is accomplished in our legendary 3 day retreat and in monthly or bimonthly curriculum group meetings. These groups produce action items c-f: Educational Master Plan Instructional Questionnaire for Mathematics under program goals.

Prioritization
We need more full-time faculty to accomplish the ongoing adjustments we are making to the program, more classrooms and more technology training, specifically in mathematics software for the faculty.

Mathematics

Program Contact Person:
Peter Stathis, ext. 5658,
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Program Description/Mission:

A. Developmental: These are basic skills mathematics classes that are prerequisites to transfer level mathematics classes for transfer students and also include Intermediate Algebra which is a requirement for the AA degree. In addition, some of the developmental classes are prerequisites for courses in other disciplines.
B. Pre-calculus/Calculus: Some or all of these courses are required courses for all transferring students who major in many of the Physical and Biological Sciences, Engineering, Computer Science and Mathematics.
C. Statistics, Liberal Arts Math and Mathematics for Elementary School Teacher: These courses are the required transfer course and best option for non-science majors.

Current Personnel:
12 full time faculty
56 adjunct faculty
2 full time lab techs for Math Science Center
1 full-time administrative assistant

Expected Growth Rate:
☒ grow at higher than the college average

Over the past ten years and even this semester, where enrollment demand is weak, the demand for Mathematics classes, properly targeted to the needs of the students, has been greater than the demand college wide. Our actual enrollment has grown at a rate greater than the college average. There is no reason to think that this would be any less in the next ten years, although the specific classes that are needed may change.

A. Developmental: We may split Math 155 into two courses – essentially arithmetic and pre-algebra. If we split Math 155, we would do the same for Math 255, creating Math 252 and 253. These self-paced classes would be done in a lab setting.
B. Pre-calculus/Calculus:
   1. We may add Calculus for Life Sciences, maybe 3 sections per year assisted with a computer classroom.
   2. We may pair math with physical science classes (algebra and nursing, MA104 and Phys 101, MA105 and Phys102)
   3. We may expand units in MA107/108
C. Statistics, Liberal Arts Math and Mathematics for Elementary School Teachers:
   1. No new certificates are to be offered
   2. We may add a Discrete Math course for Computer Science majors.
   3. We may add a Problem Solving course (level uncertain)
   4. We may revitalize Math 111, 135 (if not acceptable for UC transfer as is)

All these would have modest enrollment. Problem Solving could/should be structured as a lab class.

Courses which have not been taught recently and should be phased out: Math 115, Math 148, Math 151, Math 158, Math 201, and Math 241. (Math 201 and Math 241 have been replaced by two-semester sequences).

Three to Five-Year Program Goals:

A. Developmental:
   1. Revamp the self-paced courses.
   2. Examine the placement instrument for Math 155 in

anticipation of trying to place students into the second half of the Math 152 and 153 sequences. [SMP Goal 4]

3. Pair some student development classes with developmental mathematics classes. [SMP Goals 2 & 3]
4. Use the data we have collected from our common finals to improve instruction in the classes from which we've drawn the data. [SMP Goal 1]

B. Pre-calculus/Calculus:
   1. Build up evening transfer program and enrollment in science academy.
   2. Study and revise placement scores as needed. For example, examine the minimum test score needed on the Intermediate Algebra placement test for placement into Pre-calculus. [SMP Goal 1]
   3. Expand use of technology. For example, teach our higher level math classes with MATLAB.
   4. Expand the Math Science Center.

C. Statistics, Liberal Arts Math and Mathematics for Elementary School Teachers:
   1. Expand options for General Education Math classes.
   2. Better coordinate with counseling and give better information to students. [SMP Goal 3]
   3. Add new courses as described above.
   4. Expand articulation with UC and CSU systems:
      a. Liberal Arts Math: UC
      b. Math for Educators: CSULA
      c. Finite Math: UC.
   5. Make creative scheduling decisions to serve student needs such as rotating time slots (day vs. evening) for classes with few sections. [SMP Goal 3]
   6. Serve business needs by providing quantitative reasoning skills for employees-to-be. [SMP Goal 6]

Personnel Needs:

Currently one of the lab techs managing the Math Science Center is also serving as our computer tech for the two computer classrooms that math controls. If we expand to a third computer classroom, and if the Math Science Center expands, then one new computer lab tech is needed. In order to bring the full time/part time ratio close to 75/25, we need to hire one new mathematics instructor each year for the next decade. Approximately half of those hires should be developmental specialists and/or "generalists" who can teach all levels well. (Currently, the "ratio" in developmental is 29/71, approximately half the percentage for mathematics overall.)
The self-paced courses have a need to hire one to two clerical staff to assist grading, maintain records, etc.

One full time instructor plans on retiring in June 2009.

Facilities Needs:

☒ classrooms
☒ labs

We need one new lab as a space for our self-paced lab classes to be separated from the Math Science Center. This would allow the Math Science Center to expand as well. We <u>currently</u> need at least one additional classroom that math controls to adequately schedule our classes. With added growth in sections and the use of technology we need one additional computer classroom and one all purpose classroom (beyond the current need for one). Also, we would need more offices for the new faculty that are hired.

The self-paced lab described above needs to have two separate testing areas, computer facilities and an instructor's office as part of the room. The computer classroom will require computer stations for 35 students and an instructor's station and projection capabilities. (Justification above.)

Competition:

Most of our classes are not affected by the Devry/U of Phoenix model classes. Our competition comes from neighboring community colleges. If the parking situation improved, we would lose less students to neighboring schools.

Other:

The publishers have been providing new and more useful software with each new textbook edition. We need time for training both full-time and adjunct faculty who are teaching with the new software. To further this, we would like a Division-wide software/tech resource faculty member. It could be grant-funded, or release time.

Continuing Education and Business Life Skills

Program Overview

By: Jane Di Lucchio,
Ext. 5807, dilucci@glendale.edu

Mission

All four programs in the Continuing Education Business and Life Skills Division support the mission of the college by providing programs to the "surrounding community through adult non-credit education..."

Although part of the same goal, the four programs serve diverse clients. Lifelong Learning provides educational and enrichment opportunities for older adults. Parent Education helps families in the area. The Developmental Skills Lab serves adults who need basic skills, a GED, or a high school diploma. The Business program provides office and computer skills to those who are unemployed or who are changing careers.

External Trends

The California high school exit exam (CAHSEE) will increase the number of young adults without a high school diploma. These numbers will probably create a higher demand for high school and GED classes as well as CAHSEE preparation courses. The aging of the Baby Boomer generation will create a new and different audience for our Lifelong Learning program. Increased awareness of the importance of a child's pre-school experiences due to the "First Five," program among others, has led to a higher demand for Parent Education courses. Finally, the transformation of the workplace into a one where technological skills are a requirement for even entry level jobs and the fact that people change jobs much more frequently than in the past point to a continued, if not expanding, need for office and computer skills training.

Internal Trends

Although demand for all the programs should increase over the next five years, whether or not our programs can grow to meet the demand is the question. First of all, the Garfield Campus (where the Developmental Skills Lab and Business are housed) is expanding but the Life Skills Center on the main campus (home of Parent Education and Lifelong Learning) is not. This means there will be opportunity for the Developmental Skills Lab to expand its facility and thus serve more students. Business classes will have some larger classroom and a more modern facility thus allowing us to offer the latest in technology and to increase some course offerings. Parent Education is limited in its growth options due to the requirements for an enclosed outdoor space for the children to play and for storage space at whatever facility they use. Unless and until appropriate new spaces are found, Parent Education is limited in its growth potential. The only real growth avenue the program has is to develop classes for adults only – a tack we are already taking. Finally, Lifelong Learning has the potential for huge growth. The key will be finding the needs of the Baby Boom generation and meeting them.

Responsiveness to Demand

The Developmental Skills Lab is already adjusting to meet the effects of the exit exam. The program is working in conjunction with the Glendale Unified School District to offer a CAHSEE preparation course on the main campus. Plans are underway to create a larger space in the new building for the Garfield Campus which will allow the Lab to serve 120 students at a time rather than the 90 we can accommodate at the moment. This is the area of our division with the greatest growth potential over the next five years. The need for counselors and more instructors to work with this increase in students is evident.

Business needs to keep abreast of the developments in the labor force and with the needs of the local businesses. If the challenge of adjusting courses and programs to meet these needs and demands are met, the Business department should experience moderate growth. If a new vocational program were developed, like Pharmacy Technician, then the growth potential would increase.

Parent Education needs more space. In addition, it needs to continue to adjust to the changing needs of parents by offering appropriate adults-only classes. Much has been done already, such as classes for working parents, parents of special needs children, and parents with discipline or anger issues.

Lifelong Learning has the second highest potential for growth. The number of older adults will be increasing greatly over the next five years. The challenge will be to provide classes, classrooms, and instructors to meet the needs of that population.

Prioritization

- Faculty – We have only five full-time instructors in our division, one of whom serves as division chair and one of whom is at 60%. Thus all full time faculty must double as department chairs as well as shouldering loads which are 50% to 100% higher than their credit counterparts. The rest of our faculty are adjunct, so the full-time faculty must do all the curriculum development as well.

- Facilities – The Garfield Campus expansion should help both the Business and Developmental Skills Lab programs, but it will not aid Lifelong Learning or Parent Education. Both of these programs need and deserve more dedicated space. Business will continue to need the latest in computers, peripherals, and software.
- Counseling – Currently the 6,000 – 8,000 Continuing Education students are served by two full-time academic counselors and one 60% mental health counselor. As the number of high school diploma and job seekers increase, that will create an even larger deficit in student services.

Business and Life Skills

Program Contact Person:
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Program Description/Mission:
The Business Division of the Business and Life Skills Program's mission is to teach students office skills and practices, including the basic skills of letter and memo writing, business math, accounting, and basic computer skills in the Microsoft Office Software Applications. Our primary focus is to teach students the skills needed to enter the job market in the shortest amount of time. We help to enhance learned skills for promotional opportunity as well as assist those students who have a desire to transition from the noncredit program to the credit program.

Because the Business and Life Skills Program reaches out to the entire community, we understand that all students are not necessarily looking for employment. Therefore, our program offers, to those students, personal enrichment.

Current Personnel:
2 full-time faculty
20 adjunct faculty.
3 full-time classified employees
3 adjunct classified employees.

Expected Growth Rate:
☒ grow at higher than the college average

Our potential growth at higher than the college average is based on the following:

- The coordinated advertising campaign for community outreach.
- Expanded computer class offerings, utilizing the Verdugo Job Center site, which allows us to add a minimum of 7additional classes per semester.
- The passing of Measure G, which allows us to expand our facility and to create partnerships with the Tavidian Medical Center, the business community, and the City of Glendale. The addition to the facility and added computer lab space, the extreme density of the south Glendale community and the new partnerships will allow potential growth in our programs. [SMP Goal 5]

Continuing education has always been able to respond quickly to employer / community demand. A new course, a new program or a new certificate can be approved in a much shorter time frame than the credit program. We plan to add new modules to existing classes, create new classes as the job market demands new skills from employees, i.e. multimedia skills and technology integration or add new certificates as the community demands. The potential enrollment for a new class is 25- 30 students. [SMP Goal 6]

Many of these classes can be taught in a lab setting.

In the Business and Life Skills area, we are constantly evaluating our programs to determine if there is a need to continue teaching a particular course of study. As an example, we revised the typing classes to a keyboarding class to meet employer/student demand for computers.

Three to Five-Year Program Goals:
Our program goals in the next three to five years continue to be attentive to and informed by business needs. Therefore, we plan to continue to hire, train, and retain

qualified instructors to teach the courses necessary for our students to compete and capture entry level jobs as well as help improve our working students' promotional opportunities. [SMP Goals 5 & 6] We will continue to evaluate our program to determine if there is still a need for certain courses and add new courses as the need in the business community and student interest reflect. [SMP Goals 5 & 6] Additionally, we plan to work closely with the college's credit program and the Business Advisory Council to better align our programs with the needs of the job market.

Personnel Needs:
Because we are offering courses in new locations the Verdugo Job Center, and the new facility at the Garfield Campus, we will need to hire faculty to teach the additional classes. We will also need classified support staff for additional lab hours.

There are no anticipated faculty retirements.

Facilities Needs:
☒ classrooms
☒ labs

The new facility provided for under Measure G plans will provide the required additional classrooms and additional lab space needed to accommodate additional students. Additional parking spaces will be needed. With the new facility we plan to have a library, cafeteria/student lounge, meeting spaces, and additional classroom, lab and office space. It is anticipated that the new facility will increase enrollment which means added parking spaces. Because space is currently inadequate at the Garfield Campus, added parking spaces will require a parking structure.

Competition:
Although there are Adult Education Schools in close proximity, our enrollment numbers have not indicated that we have a lot of competition. Our courses are free except for the cost of the books. Since many of our students can't afford books, they are not likely to pay tuition at a private institution like the Glendale Career College. Private institutions will have very little an impact on our programs.

Developmental Skills

Lifelong Learning Seminars

Program Contact Person:
Joe Denhart, ext. 5518,
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Program Description/Mission:
The Lifelong Learning Seminar department is a non-credit instructional program that provides a rich and varied curriculum, which is both stimulating and challenging, and appeals to students of all backgrounds and ages. Our wide range of classes, taught throughout the community, promote openness to new cultures, provide a forum for cultural interaction, conversation, ideas,

and developing new problem solving abilities.

Glendale community College is a full service educational institution. We are here to serve the community. That means equal access to all adults who can benefit from the programs and services the college offers. With a large senior population in the greater Glendale area and the "Baby Boom" generation poised to retire soon, the college will Current Personnel have a larger than normal older adult population that wants to continue learning, is looking for ways to meet the challenges of personal life changes, and seeks to learn how to cope more effectively in an ever changing world. [SMP Goal 6]

Current Personnel:
1 full-time faculty
17 adjunct faculty
1 full-time classified employee
1 adjunct classified employee, (Both are shared with the Parent Education program.)

Expected Growth Rate:
☒ grow at higher than college average

The Lifelong Learning Seminar program is currently undergoing a transition between generations. We are experiencing a slight decline in enrollment because of the aging of the WWII generation. They have faithfully supported Lifelong Learning over the years. As the WWII generation dwindles in number and the "Baby Boom" generation nears retirement age, all estimates predict a big surge in interest by Boomers in continuing education over the next ten years. Many of them will be seeking enrichment, rejuvenation, and self-reinvention. They will be looking for ways to occupy their time and stay healthy. Current medical literature recommends a good diet, plenty of physical exercise, and mental fitness for good health and longevity. The Lifelong Learning Seminar program provides classes to meet those needs.

We are constantly modifying and expanding our curriculum to meet the changing demographics, needs, and interests of the community. With the "Boomers" retiring over the next 10 years, we anticipate major changes in the length and subject matter of some of our classes. "Boomers tend to be more inwardly focused than the WWII generation. They will be looking for novelty, enrichment, and excitement with a focus on self-awareness and self-improvement. Anticipated enrollment for these classes would be 20 to 30 per class. Some of these courses will blend lab environments with traditional lecture/seminar settings.

We are constantly evaluating, up dating, and improving courses. Courses that do not fill will be discontinued.

Three to Five Year Program Goals:
Although we already offer a wide range of classes, we would like to increase our course offerings to reach an even greater number of students. [SMP Goal 5] We would like to offer greater diversity in our curriculum to better serve the community's changing demographics and needs. [SMP Goal 3]

Our outreach program to convalescent and retirement homes in the community has been very successful. We would like to further our success by offering additional kinds of therapeutic classes such as art therapy, pet therapy, music therapy, and aroma therapy.

Personal Needs:
As the goals for the department are met and the program expands and is modified, we anticipate the need for additional adjunct instructors. This increase will reflect the anticipated change in focus from the WWII generation to the "Boomers." Course offerings will likely become more specialized and of shorter duration (two 8 week courses as opposed to one 16 week course).

The coordinator of the program may retire within the next 5 years. This position should certainly be replaced if the program is to remain sound and viable. The coordinator oversees the program, is the main link with City offices (Parks and Recreation) and other organizations such as the Greater Glendale Council on Aging, Glendale Memorial Hospital, Verdugo Hills Hospital, Southern California Presbyterian Homes, Elderhostel Institute Network, and numerous convalescent and retirement homes. In addition, the coordinator needs to maintain a high profile on the main campus by being involved in governance activities, serving on hiring committees, and other collegial functions. [SMP Goal 6]

Facilities Needs:
☒ other

The Lifelong Learning Seminar program is an important outreach to the community. As such, we have a number of locations in the greater Glendale area where we conduct many of our classes. These locations are furnished by the City at no expense to the college. We feel that our projected growth needs will be adequately absorbed by these locations. We also share the Life Skills building with the Parent Education program. They occupy the building in the mornings and Lifelong Learning occupies the building most afternoons during the week. On twenty Saturdays during the year, our ENCORE program occupies the Life Skills Building.

Competition:
Our program currently competes with numerous senior programs and activities offered in and around the Los Angeles area. Pasadena City College has a Continuing Education program and offers classes similar to ours. The Burbank Senior Center also conducts classes that compete with ours. Most senior centers offer some type of educational programs for their constituents. I believe that our major competition for the future will involve "Boomers" who are partially retired (compared to the fully retired WWII generation) and working adjunct. We will be competing with students who have a limited amount of time for enrichment, recreation, and rejuvenation. They will want a lot of information, want it quickly, and in a time contained format.

Parental Education

Citizenship

Program Contact Person:
Pat Zayas, ext. 5692,
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Program Description/Mission:
The Citizenship Program at Glendale Community College encourages an understanding of the relationships between the past and the challenges of the present and future. Through the study of history and government, the Citizenship program aids students to form rewarding, productive lives in the society in which they live. We also provide services for people in the community

to apply for citizenship and teach them the benefits and responsibilities of being a citizen.

Current Personnel:
1 Full-time faculty: 1
0 Classified Employees

Expected Growth Rate:
☒ grow from one to two percent

As a result of the Federal Government's tougher laws concerning welfare, we're going to see more individuals coming to us to become citizens. The Federal Government is lightening its restrictions on aliens entering the country, and as a result we will see more need for Citizenship classes. Also, those entering the country four to five years ago will be reaching the stage at which they will be able to apply for citizenship.

We anticipate adding additional services that will aid the applicant in obtaining a green card. We also have the goal of networking with a law firm in the Glendale area to be able to obtain free law advice where it is necessary. These services would not require any additional space. [SMP Goal 3]

No retirements are anticipated at this time.

Three to Five-Year Program Goals:

a. Improve advertising.
b. Add a Permanent Residence Card component to services provided.
c. Up-date camera equipment.

Personnel Needs:
No new personnel are needed at this time.
No retirements are anticipated at this time.

Facilities Needs:
No facilities needs are anticipated at this time.

Competition:
Non-Applicable

Other:
With the implementation of high school proficiency exams, in June 2006, students that are unable to pass these exit exams will not receive a high school diploma and those who are eighteen years old or older will be eligible to attend community college and will be a prime target group for the EOPS program.

Parent Support Center

Program Contact Person:
Teri Ismail, ext. 3071,
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Program Description/Mission:
The Parent Support Center is an early childhood center for children of students attending the Glendale Community College Garfield Campus. The students of the Garfield Campus have the freedom to attend classes knowing that their children are in a high quality program. Many of our parents, who attend ESL classes, bring their children who speak little or no English learn. This gives the children the advantage of understanding English when they begin kindergarten. [SMP Goal 3]

We care for children two and a half to five years of age. We can support 48 children part time or 24 fulltime. We are open from 8:00 to 4:30 Monday through Friday.

Current Personnel:
1 classified manager
2 two part time staff

Expected Growth Rate:
☒ grow at the college average (2.5%)

As the population of the Garfield Campus increases the need for childcare will increase. The Parent Support Center attendance could easily exceed its capacity, and if we exceed our capacity, we would begin a waiting list.

We anticipate adding evening care. This addition would currently not require additional space. We do anticipate an additional classroom building on our site which would increase the need for additional facilities.

No services will be discontinued at this time.

Three to Five-Year Program Goals:

Our goal is to extend the care of children to preschool and school age children in the evening and possibly weekends.

Personnel Needs:

In the event that we add night and weekend care we would require additionally one teacher per 12 students and one aid.

No retirements are anticipated at this time.

Facilities Needs:

☒ classrooms
☒ other

We would need classrooms and play areas appropriate for school age children.

Additional space would be required to meet the specific needs of the school age child. School age care would require a large room, outdoor space, and separate gender specific bathrooms with stalls.

Competition:

We offer low cost childcare to CalWORKs recipients. Our program maintains the highest quality education and care for the age groups we serve. We will be able to offer flexible hours, a larger age range of childcare, parent support through parenting classes, homework tutoring (this is important for non- English speaking parents), and support teens as well as other parents who need to finish high school, or learn skills that will enable them to succeed. Our facility will be better equipped, and able to offer a wider range of services, which will enable us to be competitive in both the private as well as public sector.

Noncredit ESL
Program Overview

By: Helen Merriman,
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Mission:
The Noncredit ESL Program supports the mission of the college by serving its surrounding community as an educational and referral center for South Glendale through the Garfield Campus and for North Glendale through Noncredit classes offered on the main campus. We also offer classes at various locations throughout the area such as Glendale Preparatory Academy, Chevy Chase Baptist Church, the Crescenta Valley United Methodist Church, the Professional Development Center in Montrose, the Adult Recreation Center, and the Salvation Army. We offer seven levels of Noncredit English as a Second Language courses from Literacy to Level 6. Additionally, we offer specialized ESL courses for Older Adults as well as Basic Computer for ESL Learners, Conversation and Accent Reduction, and First Language Support programs in both Armenian and Spanish. Our First Language Support program in Spanish was started at Glendale Preparatory Academy in 2004 to target the Spanish-speaking population of Glendale, and it has doubled in size in less than two years. In addition to ESL, our program also teaches important life skills, specifically through our CBET and ESL Civics programs, such as job search, housing, and health care; these life skills are vital for assimilation into the culture of the United States. Citizenship classes are also offered. We refer students to our academic, professional, and personal counseling services. We run the College Readiness ESL program on the main campus, which encourages and prepares noncredit students to enter credit programs. A great many of our noncredit students continue on as credit students at GCC, obtaining A.A. degrees, entering jobs, and/or transferring to 4 year universities.

External Trends:
As the job market continues to rely on members of this community to fill job vacancies, it also relies on the Noncredit ESL program to educate the many non-native speakers who are eager to become employed. Not only do we teach people literacy skills, we also teach life skills which include job search, employability, and job success. We have the flexibility within our program to address the changing demographics with regard to demand for classes within the Glendale community. For example, we have started specialized classes to meet the steadily-growing demand by the Hispanic population. As stated above, our new and expanding Spanish-language support ESL program at the Glendale Preparatory Academy testifies to that need. Additionally, any new changes in immigration law passed by the Federal government will directly affect our program. For example,

if the Guest Worker Program is passed with a mandated educational component, there will most certainly be an increased need for Noncredit ESL and Life Skills instruction. Finally, a majority of our noncredit students are females between the ages of 31-50. Childcare issues affect retention and attendance as do economic and family concerns.

Internal Trends:
Currently, our largest growth has been in our lower levels, specifically in the Literacy program and in our First Language Support program for Spanish-speakers. We anticipate that these enrollment increases will continue. We base this projection on the continued and increasing need for job skills, the growth in the older adult population, and on the Spanish-speaking population of Glendale which has recently taken advantage of our classes now that we have tailored a program specific to their needs. Since we tend to serve an older student population which most likely consists of low income working families with children, we expect these patterns to continue over the next three to five years.

Responsiveness to Demands:
We anticipate a steady demand for our Noncredit ESL classes and services from the culturally and educationally diverse population of Glendale. The demand on our program will also be affected by the immigration laws that Congress is currently debating. Our program is the third largest program at Glendale Community College, serving over 6000 students per semester. Due to the size and breadth of our program, we need a larger core of full-time instructors who can help manage and teach, and who also represent our division and serve Glendale Community College as a whole. Second, we need a better facility to accommodate our students with better classrooms, meeting rooms, office space for teachers, eating areas, and support centers. Most importantly, we would be better able to plan and support our noncredit population if we had firm data and were better able to track students either into the job market or other programs. Additionally, as technology changes and must be updated in both academic and job settings, we need to incorporate and teach technology in our Noncredit ESL classes, thereby necessitating more Level 3 classrooms. We also need more classified staff, such as permanent computer lab technicians.

Prioritization:
The three most important needs of our program are:

1. more permanent full-time faculty to address programmatic and campus-wide concerns;
2. a better facility to support our students;
3. increased accuracy of data collection and tracking of our students.

Noncredit ESL

Program Contact Person:
Helen Merriman, ext. 5036,
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Program Description/Mission:
The Non-Credit ESL program responds to the mission of Glendale College in a variety of ways. As the third largest program in the college and a community-based continuing educational program, we have the flexibility to respond to the changing needs of the community when those needs become apparent. We offer an excellent basic skills education and remediation program designed to better its citizens and help them lead rewarding and productive lives.

The offerings in Non Credit ESL range from basic education English as a Second Language courses, Literacy instruction (offered in Spanish, Armenian, and English), Vocational/Computer training, Citizenship, Bilingual ESL for Spanish Speakers, and College Readiness ESL for those students wishing to transfer to credit classes. Additionally, the Community Based English Tutoring Program (CBET) works effectively with the Glendale Unified School District to offer courses that meet the needs of the parents throughout the community. The division offerings incorporate life skills into its curriculum so that students are taught to function in the community and interact with the numerous institutions that they are required to interrelate with in their daily lives. Critical thinking is included in every course not only to help students meet the demands of the workplace, but also to live productively and successfully in a culturally diverse society.

Current Personnel:
5 full-time faculty
70 adjunct faculty (regular program)
11 faculty in the CBET program
3 adjunct instructional aides
3 adjunct computer lab technicians
1 full-time classified employee

Expected Growth Rate:
☒ grow at the college average (2.5%)

As a result of the federal government's tougher laws concerning welfare, we are going to see more individuals coming to us to learn English so they will ultimately be qualified to obtain a good job. The federal government is lessening its restrictions on aliens entering the country, and as a result we will see more need for basic ESL. We are also actively reaching out to the Hispanic population in Glendale and the surrounding areas. Because of this outreach, coordinated with special programs, we have seen an increase in the attendance of this ethnicity and expect to see continuing growth in this sector.

We are adding a bilingual Spanish/English multi-level ESL component to our program and intend to expand our Literacy offerings to include bilingual literacy classes for specialized populations. We would anticipate a fairly high enrollment in these classes due to the literacy needs of Glendale and the surrounding areas. We are one of the few community colleges addressing this overwhelming need. These courses would not be taught in a computer lab setting, although the lab is used as an additional tool in their learning.

We have also been contacted by local companies to offer on-site VESL courses for existing employees. This is an area we need to explore and will be looking at in the future.

No courses, certificates or degrees will be discontinued or phased out.

Three to Five-Year Program Goals:

1. Improve advertising, outreach, and retention. [SMP Goal 3]
2. Refine and improve our Literacy program, including the assessment and placement procedures. [SMP Goal 3]
3. Continue to improve and grow our multi-level bilingual Spanish program.
4. Address local business needs by expanding our VESL offerings into worksite classes as well as the offerings at the Verdugo Job Center. [SMP Goal 6]
5. Accurately determine the percentage of students transitioning from non-credit to credit courses as soon as the Oracle Information Management System is in place.

Personnel Needs:

There is a huge need for additional full-time faculty in our program. Non-Credit ESL is the largest program in Continuing Education, and one of the largest programs in Glendale College. We offer classes throughout the community at 15 different locations. The program operates from 8:30 am until 9:30 pm four days a week with offerings on Friday and Saturday mornings. To manage a program of this size and scope we need additional full-time faculty. There is a huge discrepancy between full-time and adjunct faculty with 93% of the classes taught by adjunct. We have numerous programs that require the dedication of full-time faculty to insure success. (We will be working in the next year to convert our two recent 60% hires to full-time status.)

We have three full-time faculty eligible for retirement within the next five years. One of the three has stated a definite desire to retire in 2008 or 2009.

In order to maintain the quality of our program, all positions must be replaced with full-time hires. The need for additional faculty is also great. Our continued success depends on its faculty.

Facilities Needs:

☒ classrooms
☒ labs
☒ other

Garfield has limited facilities for the current student population. As a result we must offer classes at locations throughout the community. It is costly to rent the additional facilities.

We currently offer classes in facilities throughout Glendale. Some of these faculties are substandard. Additionally, Non-Credit ESL has only one computer lab available to the students and faculty. We do not have access to a learning center or auditorium. A large meeting area, like a recreation center, would serve student needs by allowing us to bring community leaders to address our adult population on matters of importance and interest.

Competition:

The only competition for non-credit students may come from the Los Angeles Community College District which is planning to build a campus in Atwater.

Physical Science

Program Overview

Poorna Pal, Chairman, Physical Science Division
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Mission

The Physical Science Division currently supports the transfer mission and the associate degree mission of Glendale Community College. All our courses are currently transfer classes and meet IGETC requirements. In addition, they all satisfy requirements for AA or AS degrees.

External Trends

a. An improving economy will cause a need for better scientifically trained and literate people as they find scientific and technical jobs.
b. An increasing number of immigrants will seek our physical science classes and technical training as pathways to better jobs.
c. We will need to expand the chemistry drop-in tutorial center in SB 161. The SI program needs to be expanded.
d. All our classes are transfer classes and meet IGETC requirements

Internal Trends: Enrollment growth

a. Chemistry, Physics, and Oceanography have experienced continued growth in spite of decreasing enrollment. This should continue as people continue striving to transfer.
b. We do not anticipate any enrollment declines.
c. These patterns should endure over the next three to five years, because the economy should continue to grow.

Responsiveness to demands

The division needs to replace retiring faculty and as about 5 faculty are retiring within the next 5 years. We also need an additional chemistry instructor, tenure track, to keep pace with growth. Without these replacements we will see an erosion of our program. Lecture rooms should suffice for the next 5 years and with the addition of SG 204, our Chemistry laboratory situation should be adequate. We need an improved Oceanography lab. Astronomy is strong with the Planetarium and Science Center, although we will need funding from the District to replace grant money. We have not added any instructional equipment for the last several years, so we need to do that.

Prioritization

The three most important needs in the Physical Science Division are

- Replacing an aging faculty
- Replacing aging instructional equipment
- Providing educational support for under-prepared students

Astronomy

Program Contact Person:
Poorna Pal, acting ext. 5517,
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Program Description/Mission:
We offer transfer classes and labs in astronomy as well as community outreach through the planetarium.

Current Personnel:
1 full time faculty
5 part time faculty
0.6 classified in planetarium.

Expected Growth Rate:
☒ grow at the college average (2.5%)

The Planetarium should stimulate growth in our FTES.

No new courses or certificates are under consideration.
No courses, certificates or degrees will be discontinued.

Three to Five-Year Program Goals:
We hope to modify class outlines to satisfy changing transfer requirements of 4 year schools. We are currently working on internship programs. [SMP Goal 6] To make use of the planetarium, we need a full time classified person to run it.

Personnel Needs:
Yes, the full time faculty member plans to retire and must be replaced to continue current growth in an expanding program.

Facilities Needs:
Our current space should be adequate.

Competition:
Competition comes from public community colleges, but none can match our planetarium facility. On-line programs can offer lab classes only with difficulty.

Chemistry

Program Contact Person:
Poorna Pal, ext. 5317,
ppal@glendale.edu

Program Description/Mission:
We offer transfer classes and labs in Chemistry.

Current Personnel:
7 full time faculty
10 part time faculty
1 full time classified
1part time classified

Expected Growth Rate:
☒ grow at the college average (2.5%)
Chemistry has grown at a faster rate than the college average over the past few years. This growth should continue.

Reinstatement of Chemistry 121 in response to nursing requests (40 students/ semester).

No courses, certificates, or degrees will be discontinued or phased out.

Three to Five-Year Program Goals:
We hope to modify class outlines to satisfy changing transfer requirements of 4 year

schools. We are currently working on internship programs. [SMP Goal 2] To maximize lab space, we need an additional Chemistry 101 section in the evening and growth to double sections in the short sessions. Weekend classes are a possibility.

Personnel Needs:
We have lost 0.5 FTE (Hurst) in astronomy and 0.5 FTE Davenport (chemistry) to the planetarium. They need to be replaced.

The retirement of one faculty member is anticipated and will need to be replaced to continue current growth in an expanding program.

Facilities Needs:
Our current space should be adequate.

Competition:
Competition comes from public community colleges. On-line programs can offer lab classes only with difficulty.

Geology and Oceanography

Program Contact Person:
Poorna Pal, ext. 5517,
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Program Description/Mission:
The Geology & Oceanography Program contributes to College's 'Transfer Function' by running lecture and laboratory courses that:

- satisfy the physical science general education associate and baccalaureate-bound students, and
- serve as the introductory courses for students planning to major in earth and/or environmental sciences.

The Program currently offers lecture and laboratory courses in Physical Geology, Environmental Geology, Historical Geology, Field Geology and Oceanography (Physical). One of the fastest growing programs in the College, with an almost 300% enrollment increase in the past 10 years compared to 44.3% for the credit programs college-wide, the Geology & Oceanography Program now accounts for over one-half of total enrollments in Physical Sciences Division.

Current Personnel:
3 full-time faculty
5 adjunct faculty
1 classified employee is shared by all the departments in the Physical Sciences Division 0 1 lab. tech full time (50%)

This has:

- restricted our ability to run more lab. classes; and
- prevented us from meeting the "unmet" student need for physical science lab. classes; while
- limited our ability to generate the FTES instructional funds for the College.

Expected Growth Rate:
☒ grow at higher than the college average

The Geology & Oceanography Program's annual growth for the past 10 years has averaged 32.2%, compared to the 4.9% annual rate of growth for all Credit Programs, as the attached chart from Research & Planning shows. Impressive though it clearly is, sustaining such a growth through the next decade is going to be a challenge. Overall, there are three areas that demand urgent attention:

- Satisfying the unmet student needs by improving our poor lab/lecture ratio in Oceanography: as yet, we can only accommodate 100-120 students in the Ocean-116 lab classes whereas our current 300-350 enrollments in Ocean-115 lecture classes means that we can have at least 200 students in the lab. classes. Reaching this desired goal will also double our Ocean-116 FTES dollars.

- Enhancing pedagogic efficiency by class-size reduction: of the five Ocean-115 classes we now have, three are large (i.e., 75-90), and therefore pedagogically inefficient, particularly as Ocean-115 is often the only physical science lecture course that most of these students may take in their lifetime. Since more and more of our students are younger and baccalaureate-bound but are under-prepared for the college in terms of their English writing skills, managing large classes of such students is not only a pedagogic nightmare, it also leaves too many students farther behind, unnecessarily. Reduction in class-size will also ensure continued growth in enrollments.
- Meeting demographic and socio-economic challenges by offering Environmental Science and Atmospheric Science courses: the bulge in 'echo-generation' numbers, and little concomitant rise in the UC/CSU intakes along with rapid increases in tuition and related expenses, raises the prospects of even larger numbers of fresh high school graduates and high school seniors coming in our classes. These courses should particularly appeal to such students simply because climate and climate-change related issues have already started consuming an increasingly larger share of the societal attention.
- Once our Environmental Geology lecture and lab courses get past the continuing teething problems and the anticipated Atmospheric Science lecture and lab courses take off, we expect to be able to collaborate with CSULA in their integrated BA and BS degree program in Environmental Science and Policy. This adding of third stream to our Geology & Oceanography program also capitalizes on the current trend in science to integrate Oceanography with Meteorology and Climatology.

No courses, certificates or degrees are to be discontinued.

Three to Five-Year Program Goals:

- To offer 10 Ocean-116 (i.e., lab) sections per week per semester by fall 2008. [SMP Goal 3]
- To offer 15-20 Ocean-115 (i.e., the lecture class) sections of 30-40 students per section by 2009-10. [SMP Goal 3]
- To develop articulation agreements with CSUN, CSULA and UCSB for a baccalaureate program in Environmental Sciences.

Personnel Needs:

The actions contemplated under 6(a) and 6(b) above require 6 new lab classes and 10-15 new lecture classes and thus translate into 3-4 FTEF, over and above the 3 full time faculty that we have in fall 2005, in addition to 3 FTEF in adjunct and/or full time overload hours.

Further, if we have 10 Ocean-116 lab classes in addition to the current 5 Geol-111 and Geol-112 sections, then these 45 hours per week of lab time plus 15 hours per week of prep time means that we will need 1.5-2 lab technician and/or equivalent support personnel.

Replacement of faculty will be necessary, should the contingency arise, simply because the existing faculty already carry the maximum allowable overload: note that continued growth has created 3 over-sized

Geology & Oceanography FTES		2003-2004	1998-1999	Average Annualized Growth
Glendale	Geology	89.36	61.74	7.7%
	Oceanography	102.58	40.34	20.5%
	Combined	191.94	102.08	13.5%
Cypress	Geol/Ocean combined	126.83	96.74	5.6%
El Camino	Geol/Ocean combined	83.66	40.09	15.9%
Fullerton College	Article II. Geology	91.22	66.39	6.6%
	Oceanography	127.93	111.17	2.8%
	Combined	219.15	177.56	4.3%
Mt San Antonio	Geol/Ocean combined	190.18	211.29	- 2.1%
Pasadena	Geol/Ocean combined	208.47	206.13	0.2%
Santa Monica	Geol/Ocean combined	104.29	167.92	- 9.1%
Statewide	Geology	4646.07	4414.14	1.0%
	Oceanography	1170.94	880.56	5.9%
		5787.01	5294.70	1.8%
	Section 2.01 Combined	48235.85	39208.73	4.2%
		1024836.74	918772.43	2.2%
	All Physical Sciences			
	All Credit Classes			

Ocean-115 classes in spite of our adding two more of these sections.

Facilities Needs:

☒ classrooms
☒ labs
☒ other

Additional classrooms will be clearly needed when we the triple the number of Ocean-115 lecture sections. These classrooms do not need to be oceanography specific, however. We will need level-3 rooms. This is because, without concurrently the 3 sections created by breaking one large Ocean-115 section we run the risk that the total number of students might decline.

The existing small number of lab sections is makes the task of scheduling extremely difficult. This is because of our need to schedule the classes at the hours most convenient to most of the students. The proposed addition to the number of lab sections will also increase the need for lab space. [SMP Goal 3]

The Geology & Oceanography Program will also need to develop a dedicated observational/computational lab facility for student projects in environmental/atmospheric sciences and ocean-climate interaction studies.

- The maximum anticipated need of Geology & Oceanography Program is to have to simultaneously run two Geology-101 sections and 3 Ocean-115 sections in the 9-11 am time slot. Each of these classrooms need to accommodate 30-40 students and will need to be of level-3 for computer, projection and internet accessibility.
- As for the laboratory space, we need a dedicated 30-seater lab for

oceanography, similar to the existing geology lab (i.e., CS-252). We need to provide wave-tanks for student experimentation that help to mimic the realistic conditions of the ocean. This is necessary given the distance of the college to the nearest ocean.

- The existing 20-24 seat lab in CR-230 could then be used for Environmental Geology/Atmospheric Science lab. This will solve the existing problem, we face in scheduling the Geol-111, Geol-112 and Ocean-116 classes in fall 2005 evening for instance, that only two of these labs can be scheduled on any evenings.

Competition:

The table above summarizes the 5-year (1998-99 to 2003-04) Program FTES growth rates for Geology & Oceanography at Glendale and some other community colleges in Southern California, together with the corresponding statewide data.

(source: California Community Colleges Chancellor's Office Data Mart)

The GCC Geology & Oceanography Program now ranks amongst the largest of these programs. Of these, the Pasadena City College remains our nearest competitor, but has stayed static in terms of absolute numbers, and the numbers at Mt. San Antonio and Santa Monica have been declining. Fullerton College has shown steady growth, but at a rate less than one-third that at the GCC. The only faster growth has been at the El Camino but the numbers there are small. Geology and

Oceanography numbers are often reported together, making it difficult for us to ascertain the precise sources of growth. But preliminary indications are that, based on these and related statistics not reported here, the GCC Geology & Oceanography Program can aspire to become the largest and the best of these by bench-marking the successes and failures of our peer institutions. The following actions particularly commend themselves:

a. Replicating the depth of Pasadena City College's Geology/Oceanography program: our proposed move to introduce Atmospheric Sciences would be a step in this direction.
b. Avoiding the experience of Geology/Oceanography programs at Mt San Antonio and Santa Monica, perhaps by continuing to emphasize the 'physical' in our Oceanography unlike what Mt. San Antonio does, and seeking to develop the proposed Atmospheric Science stream as an offering in the physical sciences, unlike what Santa Monica does.

Other:

If the present trend continues, then there is no reason why Geology & Oceanography program at the GCC would not emerge as the largest and best one amongst our peers.

Physics

Program Contact Person:

Poorna Pal, ext. 5517,
ppal@glendale.edu

Program Description/Mission:

We offer transfer classes and labs in Physics and Physical Science as well as classes that fulfill GE requirements.

Current Personnel:

2 full time faculty

3 part time adjunct faculty
1 full time classified shared by all departments in the Physical Sciences
1 part time shared by all departments in the Physical Sciences

Expected Growth Rate:

☒ grow at the college average (2.5%)

Beginning in Spring 2006 we will begin offering physics transfer classes at night. This is in response to student demand and to administrative encouragement.

No new courses or certificates are anticipated.
No courses, certificates or degrees will be discontinued or phased out.

Three to Five-Year Program Goals:

We hope to modify class outlines to satisfy changing transfer requirements of 4 year schools. We currently have internship programs with several institutions. We hope to expand this. [SMP Goal 6]

Personnel Needs:

No new contract faculty is anticipated. Night classified stockroom person is needed for the new evening classes. This is to maintain security and to set up and take down evening labs.

No retirements of full time faculty are anticipated.

Facilities Needs:

Our current space should be adequate.

Competition:

Competition comes from public community colleges. On-line programs only affect our non-lab classes. Our extensive internship programs with LMU and JPL give us visibility.

Social Sciences
Program Overview

Roger Bowerman, Chair Social Sciences Division
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Mission
The Social Sciences fulfill a central role for all students at Glendale Community College. Social Sciences are required for all AA degrees – 18 units, to be exact. These must include courses in the area of American Institutions, State and Local Government, and American History. In the area of transfer, the ten departments within the division fulfill a wide range of requirements for both UC and CSU campuses. The disciplines in the Social Sciences also provide a sound foundation in critical thinking and systematic argumentation and writing, skills that are directly transferable to virtually any profession. And, lastly, courses in the Social Sciences help students become aware of the political, social, economic and historic forces that shape the world we live in – providing them with the crucial skills to be active contributors to the world we live in.

Courses in the Social Sciences are required for all transfer students. For Intersegmental General Education Transfer Curriculum (IGETC) courses in the Division fulfill AREA 4 (Social and Behavior Sciences) where 3 courses (9 semester units) are required for all transfer students. In addition, IGETC AREA 5 (Physical and Biological Sciences) can be fulfilled with Geography 101/111 as well as Anthropology 101/111 (this is the course and lab sections).
Within those IGETC requirements are specific outlines for CSU's. They are, for each area: A. Philosophy 117; B. Anthropology 101/111, Geography 101/111; C. Philosophy; D. Social, Political and Economic; E. Psychology, Sociology and Social Science. Courses in the Social Sciences also fulfill CSU graduation requirements in American Institutions, American History and State and Local Government.

Internal Trends
Growth trends for the Division are generally in line with the campus growth. Because courses in the Social Sciences are central for all degree goals, it is clear that demand for our offerings will continue to reflect general campus growth. There are, however, some areas that exceed general patterns of campus growth. Anthropology, Geography, (they fulfill areas outside the SS division) and Sociology, for example, seem to be growing at a rate far in excess of general campus growth. Part of this relates to students finding alternatives for traditional physical sciences courses and labs, and part of this is tied to increasing interest

among students. The Division will continue to teach 21% of the credit FTE for the campus.

External Trends
The Disciplines within the Social Sciences are continually monitoring changes in student needs and desires, as well as changes in expectations and degrees in four year universities. Plans for changes and developments in curriculum are made through informal student surveys, examination of enrollment trends, faculty discussions with students, and communications with the articulations officers. We are currently working to develop a GIS program in Geography to meet growing needs not only within the field itself, but to meet the changing demands of surrounding institutions. New courses in anthropology, ethnic studies, geography, history, psychology, and sociology reflect changes within the disciplines and the need to keep current with changing expectations of undergraduate transfers.

Responsiveness to demands
Space is the largest area of need for the Division over the next 5 years. Full time faculty members are currently dispersed in five different buildings all over campus. As new faculty members are added, it is increasingly difficult to incorporate them into Division life owing to the realities of campus geography. In addition, it is becoming increasingly difficult to offer courses that students need at times they can take them. There are simply not enough rooms on campus to meet this demand. And, finally, it is vital that the Division have a shared space to facilitate interdisciplinary discussions among faculty and students. It is the fervent hope that, as the new College Services building is planned and built, the need for unification of this Division will be central to that campus-wide plan for redistributing resources.

Prioritization
The three most important needs for the Division, in order of priority:
1. New sociologist
2. More offices for full time and adjunct faculty
3. More classrooms to meet student demand for Social Sciences courses.

Anthropology

Program Contact Person:
Eric Johnston, ext. 5464,
ericj@glendale.edu

Program Description/Mission:
Anthropology is a traditional part of the academic preparation for students transferring to four-year academic institutions. Anthropology courses provide a means of increasing students' understanding of culture as a functional human adaptation and as means of developing an appreciation of the nature and value of cultural variation. Physical Anthropology is a very popular class for students fulfilling their life sciences requirement, and for many GCC students it is their only exposure to the life sciences in college.

Current Personnel:
3 full-time faculty
4 adjunct faculty teaching
1 classified employee is shared by all departments in the Social Sciences division.
1 full-time Instructional lab technician is shared by the departments in the division.
1 student-assistant is shared with other departments in the division
(updated June 2006)

Expected Growth Rate:
☒ grow at higher than the college average

Over the next ten years the Anthropology Department will likely add several courses to its offerings. Currently, a course focusing on an anthropological understanding of American ethnic and sub-cultural groups is being designed. At this point, there is no classroom lab envisioned for this course, but the class would likely include a large field observation component.. It is quite possible that at least two forty-student classes could be filled each semester within a year of offering this course.

The other courses that are currently being discussed for possible inclusion into our program include courses in folklore, California and American Southwest Indians, and archaeological reconnaissance. Only the reconnaissance course would have a lab element. Enrollment numbers for these courses are hard to determine at this time.

None of our courses, certificates, or degrees will be phased out.

Three to Five-Year Program Goals:

a. Grow enough to clearly justify an additional full-time position in the Anthropology Department by Fall 2007. A sustained FTES if over 200 should satisfy this need. [SMP Goal 7]
b. Two additional new courses will be offered in the next 3-5 years.
c. At least one of the additional courses will satisfy the cultural diversity requirement for graduation. All courses will be Cal. State and U.C. transferable.
d. Acquire additional material for our extensive cast collection by adding additional casts of fossil hominids, and forensic examples and completing our primate collection. [SMP Goal 7]
e. Add at least 7-10 legally owned video/DVD documentaries in the areas of cultural anthropology, linguistics, and Magic/Religion. [SMP Goal 7]

Personnel Needs:
As noted above in "program goals" we anticipate the need for an additional contract faculty position in the Anthropology Program. Over the last ten years we have grown 110.2% with an average rate of growth at 12.2% per year. This rate of growth is over twice that of the campus as a whole. In the fall semester of 2004

department adjunct faculty taught 27 units. Even considering one full-time faculty was on 80% load, there was clearly more than enough units keep an additional contract instructor busy.

We also feel an additional faculty member would be vital in helping the Anthropology Program continue to grow. New faculty with interests and specialties outside of those of the present faculty will allow us to develop a more diverse curriculum taught by instructors teaching to their strengths.

We do not anticipate any retirements in the next five years.

Facilities Needs:

☒ classrooms

We are due to have our lab space, CR231, updated to a level 3 classroom. This conversion is 6-12 months behind schedule. We would like to have this conversion completed as soon as possible.
Beyond this need, it would be of great benefit to the department if locking wall cabinets could be installed on the south wall of in CR231. CR232 is our current storage and prep room. We share this space with the Geography and Psychology Departments, and we are all running out of storage space.

Competition:

Our biggest competitor for students is Pasadena City College. They have a larger department (three full-time contract instructors), more course offerings, and a very good faculty. Some of our student majors have started taking courses at PCC to complete their anthropology undergraduate requirements in a more timely fashion. Private institutions and online programs do not yet seem to have any noticeable impact on our program.

Other:

In the 2003/2004 academic year the Anthropology Program experienced a decrease in growth, as did the rest of the campus. One of the reasons for this was a choice to offer a new course, Anthropology 111, before it fully articulated with campuses around us. The enrollment was very low and the course was only maintained because it was a first time offering. As a result we served about 35-40 fewer students than would have been the case if another course had been offered

Economics

Program Contact Person:

Mark Maier, ext. 5468,
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Program Description/Mission:

Economics is a department in the Social Science division offering a small number of courses to a large number of students, including economics majors, business majors who are required to take an economics sequence, other majors requiring a course in economics, and students who take economics for general interest or as a transfer elective. In addition, instructors from the department teach Social Science courses, humanities courses and PACE courses.

Current Personnel:

2 full-time faculty
8 adjunct faculty
1 classified employee shared by all departments in the Social Sciences division
1 full-time Instructional lab technician is shared by the departments in the division

1 student-assistant is shared with other departments in the division
(updated June, 2006)

Expected Growth Rate:

☒ grow at the college average (2.5%)

In past years, the department has grown at the college average. We do not know the potential for growth in our entry-level course (Principles of Macroeconomics) because it has a 100% + fill rate every semester.

We would like to add another elective course, and even an intermediate level course. These new courses will draw students only if they transfer toward a major in economics or business. Currently we are working with IMPAC on these transfer issues.

No courses, certificates or degrees will be discontinued.

Three to Five-Year Program Goals:

Goal 1: Increase the number of economics department full-time faculty. [SMP Goal 7]
Actions needed:

1. Recruit new, qualified adjunct faculty (see below) who may wish to apply for the position;
2. Outreach and advertising for the position so that the pool is large, inclusive, and of high quality.
3. Pull together a collegial and effective hiring committee.

Goal 2: Improve the pool of adjunct faculty.
Actions needed: [SMP Goals 6 & 7]

1. Continued outreach to local graduate programs.
2. Continue contact with colleagues at nearby institutions.
3. Interview all potential candidates.

Goal 3: Improve instruction in courses taught by adjunct faculty. [SMP Goal 7]
Actions needed:

1. Improve the pool of potential adjunct faculty (see above).
2. Continue listserv for economics faculty and solicit contributions to it from adjunct faculty.
3. Better follow-up with adjunct faculty when they submit syllabi, in particular during semester when they are not being reviewed.
4. Encourage participation in the winter social science retreat.

Goal 4: Increase the number of economics majors (or at least help student be aware of the major). [SMP Goals 3 & 6]
Actions needed:

1. Continue newsletter for students interested in the discipline (currently sent to 100 students every other month).
2. Continue contact with CSUN department head who is willing to help students transfer.
3. Continue participation in IMPAC.
4. Re-instate the Economics Club.

Goal 5: Increase the number of courses offered. [SMP Goals 3 & 6]
Actions needed:

1. Put Economics of the Environment course back into the schedule when new full-time faculty are hired.
2. Contact CSUN about possible transfer of an intermediate level course.

Goal 6: Create common course goals for the same course taught by different faculty members [SMP Goals 1, 3, & 7]
Actions needed:

1. Improve communication with adjunct faculty so that we know what happens in their courses.
2. Meetings or online discussion to determine common course goals for faculty who use different textbooks, have varying political perspectives, and who may not agree on the purpose of an introductory economics course.

Goal 7: Create an easy-to-use guide for our economics courses [SMP Goals 1 & 2]
Actions needed:

1. Agreement on expectations for writing component of the course and ways in which it can be met.
2. Identification of techniques for maintaining student engagement during class meetings/
3. Agreement on common goals for each course (see above).

Personnel Needs:

We anticipate one full-time new hire to begin Fall 2007. This position will bring the department back to its staffing level prior to Fall 2006. An additional, fourth, full-time position is warranted based on the ratio of full to part time and the sustained 100% fill rates in the principles sequence.
No retirements are anticipated.

Facilities Needs:

☒ classrooms

As with other programs, we are limited in the sections we can offer during "prime" campus hours. Block scheduling will give us some flexibility in this regard.
Eventually we hope to place all full-time instructor offices in the same building.

Competition:

No major changes expected. We are monitoring changes in transfer requirements through IMPAC and our contacts with four-year institutions.

Ethnic Studies

Program Contact Person:

Mako Tsuyuki, ext. 5514,
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Program Description/Mission:

The ethnic studies department serves both general and specific populations of Glendale Community College. The general population is served with general education and specialized courses that meet both degree and transfer requirements. The ethnic studies department contributes to the college's rich and rigorous curriculum by offering courses that draw from the education, training, and academic objectives of the department's faculty. The 12 different courses listed in the catalogue address the experience of a unique section of the campus population, fostering a sense of ownership and belonging within those populations. In addition ethnic studies courses, by their very nature and design, foster positive interactions with others who are culturally diverse by focusing upon the interaction of diverse communities within the United States. And, finally, these objectives can only be attained by encouraging and developing critical thinking skills.

Current Personnel:

2 Full Time faculty
3 fulltime faculty who teach a part of their load in the program
4 adjunct
1 classified employee is shared by all departments in the division
1 student assistant is shared by all departments in the division,
1 lab tech shared by all departments in the division.
(updated June, 2006)

Expected Growth Rate:

☒ grow at higher than the college average

With the hiring of two .6 full-time faculty, the Ethnic Studies department will embark on an era of growth. Part of this growth will come from moving three courses from the social science department to ethnic studies. SS121, Ethnic and Racial Minorities is now ES 121; SS122, Mexican-American studies is now ES 120; and SS123, Asians in America is now ES 123. Transferring these three courses into ethnics studies will more than double the course offerings within the department.

There will also be additional growth within ethnic studies owing to the efforts of the new full-time faculty. These efforts are manifest in numerous efforts: designing courses to expand offerings; working with local high schools to create bridge programs for high-risk minority students; coordinating with counselors to help recruit student-athletes into relevant courses; and working in local communities to recruit students whose college experience will be enhanced through the ethnic studies curriculum. [SMP Goal 6]

Ethnic Studies will be working to create new courses in response to changing student interest and need. New courses may include, but are not limited to, the following: expanding the African-American experience course from a one to a two semester course; creating a course that will examine Hip-Hop as an expression of the minority experience; an interdisciplinary course that will examine how the American Musical reflect changes in American racial and ethnic perception and experience; and a course that will examine the historic genocides of various populations (Armenian, Jewish, and African American).

None of these courses will be taught in a lab setting.

No courses, certificates, of degrees will be discontinued at this time.

Three to Five-Year Program Goals:

The following Goals and Action Plans are drawn from the recent Program Review complete by ethnic studies for the 2004-2005 academic calendar. [SMP Goals 1 & 7]

- Create a formal method for assessing course standards
- Crate a mentoring of part time faculty to ensure integrity of course outlines
- Create a formal method for evaluating program faculty
- Crate an exit survey for program students
- Create an exit survey for program faculty
- Create a relationship with the Educational Master Plan
- Create standard program goals and objectives.

Personnel Needs:

With the recent announcement that the two .6 full-time faulty will be increased to 1.0 each full-time positions, the current full-time faculty will be adequate to run the department for the next 5 years.

No retirements anticipated.

Facilities Needs:

☒ classrooms

The anticipated increase in course offerings over the next 5 years will necessitate increased classroom space. The current demands of the Social Sciences Division utilize the entire classroom resources currently allotted to the Division. With the continued growth in the Division, the scarce resources will no longer be adequate to meet increased demand.

The anticipated growth of ethnic studies will require additional level III classroom space. The full-time faculties are currently incorporating more and more media into their course design, and the institution must support this worthwhile effort. In particular, the use of varied media to provide students with non-standard classroom experiences that are essential to motivating new students requires various technologies: DVD player, CD player, VCR, and in-class online capabilities. It is through these various modes of delivery that at-risk students can have a positive and engaging introduction to the college experience. [SMP Goal 2]

Competition:
The unique character of ethnic studies as a discipline, combined with the work in outreach planned by the department, works counter to any competition from either public or private institutions.

Geography

Program Contact Person:
Darren Leaver, ext. 5489,
dleaver@glendale.edu

Program Description/Mission:
Geography is a high-demand Department within the Social Sciences – as well as the campus in general – aimed at developing verbal and written communication skills critical for success in the modern workplace. In addition, the physical geography courses develop numeracy and information analysis that are an additional benefit to our students. Through the study of geography, students learn to read critically and write coherently, to understand the value of history, the development of civilization, and how these interest with the contemporary scientific environment. Cultural geography also develops a more open view of the diversity of human experience in our students.

Current Personnel:
3 full-time faculty
4 adjunct faculty
1 classified employee is shared by all departments in the Social Sciences division.
1 full-time Instructional lab technician is shared by all departments in the Social Sciences division. This lab technician is used primarily by Geography, Anthropology, and Psychology for their lab courses.
1 student-assistant is shared with other departments in the division.
(updated June, 2006)

Expected Growth Rate:
☒ grow at higher than the college average

Over the next ten years Geography – particularly physical geography – will likely expand to meet growing student need. Since 1994, geography has continually grown at a much higher rate than the college in general, and even in years of contraction (2003-04 for example) has not declined at the rate of college. With the recent expansion of physical geography lab courses, Geography continues to be a valuable option for students seeking to fulfill their physical science and lab requirement in a more social sciences oriented curriculum. The department is currently working to broaden its course offerings, particularly to introduce new courses into the curriculum that reflect changes in the discipline.

Three to Five-Year Program Goals:

a. The Geography Department plans in broaden its offerings over the next several years, particularly in high demand areas such as Geography 101 (Physical Geography) and Geography 111 (Geography lab).
b. Develop a viable GIS program as a long term goal. There is growing need for these skills – both in academic institutions as well as in the workforce – so one of the potential areas is in vocational education.
c. Continue to develop the video/DVD collection, particularly in the areas of cultural geography. [SMP Goal 7]

d. Add 2-3 new courses in the department. This is in response to changes in the discipline to make sure GCC students remain competitive with those in four-year institutions. [SMP Goal 7]

Personnel Needs:
The desire to develop a viable GIS program will require a new faculty member, one who is both familiar with the software but is also knowledgeable about career opportunities and real-world skills. Couple this desire for developing new courses with this historic high growth of the Geography Department (a 77% increase over the last 10 years when compared to the 44% college-wide growth) it is clear that Geography will likely need a full-time faculty member in the near future.

Facilities Needs:
The Department currently has a classroom setup specifically to support Geography courses – both physical and cultural. In addition, Geography currently shares lab space with Anthropology and Psychology. But the room use for Geography is currently at maximum capacity during traditional teaching hours. With continued growth it will become necessary to schedule Geography classes in a new room, and that new room will have to be brought up to the standards of the current Geography facilities – wall maps, map drawers, level 3 room, etc. It is also becoming increasingly difficult to offer Geography labs at times that meet student needs. Owing to the three disciplines that share a single lab, it is clear that eventually an additional lab will have to be build to meet Social Sciences divisional needs.

Competition:
The greatest competitors are Pasadena City College and Santa Monica City College. Both of these schools have larger student bodies, and therefore can offer more courses in both physical and cultural geography. In addition, Pierce Community College currently has a viable and vibrant GIS program, and it might prove difficult to attract students to our new program unless we have a different focus and objective.

Other:
While Geography has suffered some decline in enrollment over the last year, it is clear that this decline is much smaller than the college average. Overall, student satisfaction with the program and both full and part time instructors points to a department that is well grounded in its future success.

History

Program Contact Person:
Peggy Renner, ext. 5461,
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Program Description/ Mission:
The most immediate responsibility of the history department is to provide instruction on the history of the United States that allows students to complete a graduation requirement. While this specific curriculum is most important in providing our students with the foundations of good citizenship, it also lays the framework for seeing the cultural diversity of the country and thus provides a stronger understanding of the part each of us plays in our democracy. The department recently got Senate approval to permit for History 117 and History 118 to meet the graduation requirement so that students transferring to the California State Universities can more easily transfer.

In addition to the U.S. surveys, the history department also offers a wide range of history classes whose topics circle the world. To quote the mission statement, the college seeks "to provide a rich and rigorous curriculum that helps students to understand and appreciate the artistic and cultural heritage of the society, the history and development of civilization…" and the work of the history department is central to this goal. Each of our classes offers students a body of historical knowledge and the opportunity to develop reading, writing, and critical thinking skills that are the key to a college education. Not only are these crucial for our students who will transfer to four year schools, but for our students who goals are to complete the AA or AS degree or to develop a deeper personal understanding of a particular part of the world.

Current Personnel:

7 full-time faculty (9.6 FTEF) At this time 3 fulltime faculty have reduced teaching loads to serve the college in other capacities (division chair, coordinator of the Master Plan, chief negotiator)
12 adjunct faculty (6.8 FTEF)
1 classified employee is shared by all departments in the division
1 student-assistant is shared with other departments in the division
(updated June, 2006)

Expected Growth Rate:

Over the next ten years, the history department estimates that enrollment in our program will:

☒ grow at the college average (2.5%)

The data for the last ten years show a pattern of growth from 286 FTES to 407 FTES. While we saw a decline of 7.5% last year, this is explained by the change in the graduation requirement that was not processed in a timely fashion leaving students and their counselors uncertain of what course to take.

Because the department provides instruction for a graduation requirement, we would anticipate that we would have to grow at least at the rate the college did in order to meet the demand for the course. Our answer to question 4 may suggest why we think we will grow at an even greater rate.

The history department anticipates adding new courses.

a. One new course we propose would provide students with a foundation in social science research methods, specifically historical methods. The course would include instruction in information literacy as it is applied in this discipline and will help in moving Glendale Community College forward to meet the expectations set forth by the Academic Senate of the California Community Colleges. We anticipate an enrollment of 25 in this class because it will require the use of a computer lab.
b. We anticipate adding two or three new courses that elaborate the history of the world. While we do have three courses that focus on the history of the whole world, these courses need to offer curriculum on specific areas of the eastern world which have become critical in the 21st century and whose history needs to guide the next generation of citizens. We anticipate the enrollment in each of these at 40.
c. There may be a place for diplomatic history in our program.
d. We may also want to develop courses that better serve the teacher training program to meet the expectations of the California History Standards. The Teaching American History grant that we now share with Glendale Unified School District speaks to the importance of developing new history curriculum. The number of courses that we might develop is not certain, but the anticipated enrollment would be 40

in each of these classes. [SMP Goal 6]

e. We may also want to develop classes in the interdisciplinary program to strengthen the historical dimensions of cultural, political, and social curriculum of the college. (Consider making Fast Food Nation the centerpiece of a class that brought a political scientist, a nutritionist, a physical education and an historian to teach together.) [SMP Goal 2]

At this time we do not plan to discontinue any of our classes.

Three to Five-Year Program Goals:

The history that we teach needs to address the demands of society and those needs are changing. No longer can we hope to ignore the Internet and thus course work that engages students in its use, even as they are being taught about the impact that technological development has had on past societies and cultures, will only help students to navigate beyond their horizons. This means we will need to

a. review the curriculum at the transfer schools to establish what innovations they had made in their undergraduate, first and second year curriculum, and then develop articulation agreements with the transfer schools. [SMP Goal 6]
b. continue to work with IMPAC to establish what the expectations of the four year schools are and to take steps deemed necessary to facilitate transfer. [SMP Goal 6]
c. develop curriculum that may not be offered at the lower level at the transfer schools but may be important for the student who seeks a terminal AA degree.
d. retool our tenured faculty and hire younger faculty to aid in moving us into the 21st century. [SMP Goal 7]
e. assess the local interests in history in the local community and offer courses to meet their interests [SMP Goal 6]
f. determine how we might better serve the interest of Glendale in offering historical perspectives of our cultural diversity [SMP Goal 6]
g. assist in building equity among our students through the curriculum we offer in our department and to work in developing an interdisciplinary program. [SMP Goal 3]
h. engage the faculty in discussion of student learning and how we might maximize it. [SMP Goal 1]

Personal Needs:

Ideally we would also hire someone with expertise in the use of modern technology that could lead others out of the twentieth century. While we support the use of library faculty to aid us in developing information literacy, we believe that we need to go beyond fundamentals.
The new courses suggested above might also require that we hire additional faculty who expertise is something/somewhere other than the United States. While we do need our faculty to teach the courses that meet the graduation requirement, we also need faculty who can cover the rising demands to know more about the rest of the nations beyond our boundaries.

One of our full time faculty plans to retire and must be replaced. It is imperative that we fill this positions and that we hire a person from a field other than U.S. history. The expectations of the transfer institutions that students come to them with some knowledge of the world beyond the United States and the expectations of the California History Standards speak to the importance of keeping this position.

Facilities Needs:

In the category of “other” history needs to provide students with

a. study space
b. map resource room

c. classroom space to provide for the new curriculum.

While the history department would not have great enough demand for a computer lab to justify asking for one of our own, we believe that other disciplines in our division could share one with us.
Collaborative learning is powerful way for students to learn, but this requires we provide students with space that allows them to gather. There is space in the library, but most of it is for silent study. Talking is not supposed to happen there. But in collaborative learning, students must talk. At this point there are not many places they can go. While the learning center offers tables, there is never enough room for groups to work together. And there may be a quiet rule there too. The tables outside the cafeteria are also unsuitable for serious collaborative. While SI sessions support improvement in our students' performance, sometimes SI sessions are not what they need.

The map resource room should be self-explanatory.

Competition:

Competition comes from all nearby public and private schools all of which teach history as a graduation requirement.

Philosophy

Program Contact Person:

Dr. Lena Gupta, ext. 5455, lgupta@glendale.edu

Program Description/Mission:

The Philosophy Department is one of the social science instructional programs that serves a large number of the college's students in offering general courses such as Introduction to Philosophy, Introduction to Logic and World Religions and specialized courses such as Symbolic Logic, The Women, the Earth and the Divine (Ecofeminism)and Latin American Philosophy.

The department has 11 different courses in the catalogue, each one of which aims at training students to develop their critical thinking skills to meet the demands of their respective work places and society. In addition, emphasis is placed on the intercultural skills of building sound logical justifications for behavior and beliefs that will allow them to function productively in a culturally diverse world.

These courses fulfill four purposes. First, the introductory courses are offered to meet the general educational requirement for students entering four year colleges or universities. Second, the core courses prepare students majoring in philosophy. Third, our logic and ethnics courses train students entering various fields, such as Computer Science and Law. Most importantly, the courses draw students seeking personal growth and fulfillment of personal interests. The cumulative effects of these four purposes highlights the relationship of the philosophy program to the mission goals of academic, instructional, and vocational and community service.

Current Personnel:

2 full-time faculty (FTEF=3.8)
8 adjunct faculty (part time FTEF =5.6.)
1 classified employee is shared by all departments in the division.
1 lab tech is shared by all departments in the division

1 student-assistant is shared with other departments in the division.
(updated June, 2006)

Expected Growth Rate:
☒ grow at higher than the college average

With the expected growth of the student body, the Philosophy Department will invariably expect a significant increase in student enrollment due to the fact that most of its courses are IGETC required and transferable.

Over the past 10 years, the philosophy program has seen an increase of 33.5%, with an average yearly growth of 3.7%. With the range of new offerings and additional articulation agreements, we hope to continue the increase in students taking courses in our department.

The Philosophy Department has already brought forward Symbolic Logic, a new course to meet the increased needs for both Philosophy students and transferring Computer Science students.

Over the next five years the department anticipates adding courses that dovetail with four year university requirements for BAs in Philosophy and Religious Studies. The department is currently exploring the feasibility of adding Feminist Philosophy, Philosophy of Science and Environmental Ethics to its curriculum. The purpose of these courses is to facilitate the transfer process for students with a goal of majoring in interdisciplinary studies. The department anticipates full enrollment for these courses due to the growing interest in the fields of Women's Studies and Environmental Study.

All course offerings have had full enrollment for some time now and there is no need to discontinue any courses. Student interest, as well as transfer requirements, remains high for these courses.

Three to Five Year Program Goals:
The department intends to expand its interaction with Philosophy and Religious Studies departments in the California State University and University of California systems in order to better tailor its course offerings to meet student academic and transfer needs. This will include the development of articulation agreements with various universities. This interaction will invariably lead to new course offerings. [SMP Goal 6]

Personnel Needs:
Currently the department has only one full-time faculty, one contracted at 60% and one position to be filled in the next few months. In order to facilitate interaction with other universities, at least one more full-time staff is required in the near future. This will allow the department to increase its course offerings. In order to facilitate interaction with other universities while providing adequate staffing for new courses, at least one more full-time member will be required soon.

No retirements are anticipated within the next five years.

Facilities Needs:
☒ classrooms
☒ other (office space)

The increase in course offerings, as well as enrollment for each course, will invariably require more classroom space. Expected classroom increases will number at least two per year. With one or two additional full-time faculty members and the existing adjunctrs, additional office space must be provided, preferably in the same building.

The hiring of more full-time faculty will require two or more offices over the next five years.

Competition:
No significant competition is anticipated

Political Science

Contact Person:

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Program Description/Mission:

- The two major goals of the Political Science department are to prepare students for transfer to a four-year college or university and to enhance citizenship skills and attitudes for both citizens and non-citizens.
- For transferring students, we prepare students for both general transfer and transfer for a Political Science major. Accordingly, we seek to instill an understanding of state and local, national, foreign and global political institutions and processes. Further, we introduce students to an understanding of the major theories of government and politics, especially democratic theory. We also aim to encourage an understanding of the diversity of political positions and interests and a tolerance for different views.
- For the general education student, our goal is to promote an understanding of the institutions and processes of American government and politics. We introduce students to constitutional and democratic theories. We also seek to promote an awareness of the diversity of American political positions and interests and a tolerance for different views. We seek to encourage the development of the skills of political judgment and the value of engaged citizenship.

Current Personnel:

- 2 full-time faculty (4 full time teach part of their load in Political Science)
- 6 part-time faculty
- 0 lab techs

Growth:

☒ grow at higher than the college average

Growth for 1999-2003 for Political Science has been on average approximately 2.5% higher than growth for all credit programs. We expect this trend to continue. The hiring of Prof. Hastings in a full-time capacity is also likely to stimulate greater attraction and retention of students because of the benefits of full-time instruction.

We anticipate adding three courses: Politics and Practice of the United Nations, Introduction to Political Science, and Introduction to Political Theory. Anticipated enrollment would be approximately 30-40 students per offering. Labs would be used on a supplementary basis for the first two courses to conduct simulations.
We also contemplate the creation of an International Relations certificate, incorporating global and development economics, world history, political science, foreign language skills and internship/service learning.

It is also possible we will revive Political Science 109, Field Studies in Comparative Government for use in study abroad courses.

It is possible that Political Science 151 Fundamentals of Government and will be discontinued since it has not been taught in approximately 10 years.

Three to Five-Year Program Goals:

- Develop the new courses listed above and articulation agreements where appropriate [SMP Goal 6]
- Expand the Model United Nations program by the incorporation of a new course and by increased

attendance of MUN conferences, including the National Model United Nations in New York City. [SMP Goal 2]
- Increase enrollment in our non-general education courses.
- Improve performance of our students in their reading and writing and thus improve retention and success rates in our classes. [SMP Goal 1]
- Continue participation in the Intersegmental Major Preparation Articulated Curriculum group to improve articulation and diminish barriers to student transfer. [SMP Goal 6]

Personnel Needs:

Our goal is to achieve the minimum of 75% instruction by full-time faculty as mandated by AB 1725. As of Fall 2004, 60% of instruction was taught by our full-time faculty. If enrollment continues at the present rate of 2.5% above growth of all credit programs (which are themselves calculated to increase by 2.5% per year), then in 5 years enrollment will increase by 25% and the full-time rate of instruction will fall to 50%. This will require the addition of at least one full-time political scientist to approximate the goal of 75% full-time instruction.

We anticipate the retirement of one full-time faculty member who teaches 9 units per semester. If she were not replaced, we would fall below 50% instruction by full-time faculty. Accordingly, she should be replaced by a full-time political scientist to achieve the 75% goal described above.

Facilities Needs:

☒ classrooms
☒ labs
☒ other (office space)
25% more students will obviously require more classroom space. We also anticipate occasional use of labs for computer simulations of various political activities. We will also need more office space for any new political scientists.

Again, more students require more classrooms. The need for access to computer labs on an intermittent basis is based on the desirability of using simulations which lend concreteness and excitement to students' learning experiences. We assume that existing computer labs can accommodate this. The need for new office space for new faculty is self-evident. We urge the college to house new faculty, in both political science and other social science disciplines, in one contiguous office area to facilitate the retention and mentoring of new faculty.

Competition:

- Our primary competition is from other community colleges. By adding new courses, the international relations certificate, and the expanded Model United Nations program, we address that competition.
- Secondary competition will be from online educational services and we will address that by continuing to incorporate internet features to our regular courses and by offering hybrid versions of those courses. We are reluctant to offer online-only classes because of the likelihood of poor retention and success by our students.

Other:

Every program no doubt sees itself as indispensable. There is however one thing in particular that points to the indispensability of a healthy Political Science program: the enormous importance of producing educated and skilled citizens and future citizens. The crisis of low political participation both in California and the United States must be combated by every means possible. Students repeatedly emphasize in our classes how important they find being educated politically. This adds urgency to the request that the growth needs of the Political Science program be addressed in a timely manner.

Psychology

Program Contact Person:
Inger Thompson, ext. 5458,
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Description/Mission:
The psychology department is an instructional program that serves a sizable portion of the college's students with general education and specialized courses. In as much, the program serves the college's overarching objective of "education" exceptionally well. Using the four areas of emphasis from the college's mission, it is clear that the psychology department contributes to the college's rich and rigorous curriculum by offering courses that draw from the broad expertise among the department's faculty members. The department's offerings range from General Psychology to Human Communication to Physiological Psychology to the Psychology of Women. In all, the department has 13 different courses in the catalog, and each is built upon the principles of science that define psychology. In addition, emphasis is placed on encouraging students to learn about their interactions with others who are often culturally diverse while developing and maintaining both their interpersonal and intrapersonal relationships. Simultaneously, the students are encouraged to develop critical thinking skills to meet the demands of not only the workplace but also our diverse society.

Building upon the discipline's background in learning theory and cognition, the psychology department has developed a hybrid (i.e., on-line and face-to-face format) General Psychology 101 course. In addition to meeting the exit standards for the course, this format also provides students the opportunity to develop the skills necessary to succeed in the modern workplace. More importantly, the course is designed to encourage meta-cognition about the skills that are being acquired and the context of the workplace that demands these skills.

Current Personnel:
3 full-time faculty (FTEF of 7.2)
6 adjunct (FTEF of 4.0)
1 classified employee shared by all departments in the division.
1 lab tech shared by all departments in the division.
1 student assistant is shared by all departments in the division.
(updated, June 2006)

Expected Growth Rate:
☒ grow at higher than the college average

Currently, the growth of the psychology department is significantly affected by the number of Psychology 101 sections offered. When two summer school sessions were offered, FTES increased. For the 2003-04 AY, the number of Psychology 101 sections offered was reduced because of budget constraints. This decrease was not reversed in the Fall Semester 2004.

Growth is also influenced by the number of specialized courses taught in the department. Several of those courses are offered every semester and tend to only meet minimum enrollment numbers. The psychology fill rate for all classes is 98% even with the specialized courses offered every semester. In the near future, some specialized courses will be taught only once each academic year. This change is expected to increase the fill rate to above 100% for psychology courses.

In Fall 2004, 198 students were not able to enroll in Psychology 101 because the sections were completely full. This number is somewhat inflated since some of those students probably attempted to enroll in more than one section and were turned away twice.
With the requested proposal for the Psychology Laboratory and Research Center, growth would be a consequence with the additional curricula to be developed including various courses in the areas of teacher training, professional development, and continuing education.

To address the trend of an increasing number of under prepared students coming to this campus, the Social Sciences Division has voted to change the student preparation criteria for those introductory courses (including Psychology 101) based on correlational verification data from Title V from recommended preparation eligibility for English 101 to a prerequisite of eligibility for English 120 or ESL 151. According to Title V research, the data suggests this modification might influence retention rates in a positive direction for certain introductory courses. Obviously, one cannot make cause and effect statements from correlational research. It could be that the college experience itself changes retention rates in a positive direction. When this goes into effect, FTES should decline for several semesters until students meet the prerequisite requirement.

The department will be developing courses in educational psychology over the next five years, and these courses will blend lab environments with traditional lecture/seminar settings. Anticipated enrollment would be contingent upon the number of new courses offered. These courses will first be offered to our existing student population, and then to local educators to meet their professional development (or continuing education) needs. These courses may even be modified to fit into our existing staff development program.

No courses, certificates or degrees are to be discontinued at this time or in the immediate future.

Three to Five-Year Program Goals:

a. To determine the feasibility of offering an AA degree in Psychology
b. To discuss with CSUN faculty how to better integrate the two psychology programs [SMP Goal 6]
c. Teach CSUN advanced Psychology courses here at GCC [SMP Goal 6]
d. Develop an articulation agreement with CSUN if a new degree program is implemented [SMP Goal 6]
e. If the proposal for the Psychology Laboratory and Research Center is accepted, to develop the new curricula needed
f. To integrate the current curricula with the technology provided

Personnel Needs:

If the goals of the department are met, the need for additional contract faculty will increase. This increase will also reflect the changing focus of psychology as a discipline. Specifically, the discipline’s focus has shifted to emphasize neuroscience more heavily than it has in the past. This emphasis should be matched by the college in the form of growth in the department’s personnel. Namely, we should look to hire a cognitive neuroscientist to help the department grow in accordance with the discipline as a whole.

The justification for new tenure-track positions should take FTES and departmental fill-rate into consideration. In addition, the number of specialized courses offered in a department, the needs of students, and the changing focus of the discipline should also be taken into consideration if the needs of today and the future are going to be addressed adequately.

One FT faculty member will retire in July 2006. This position should be replaced given the FTES of 276 for 2003-04.

Facilities Needs:

☒ classrooms
☒ labs
☒ other (office space)

The construction scheduled over the next several years will force the college to reallocate and reassign rooms. As part of this process, the psychology department would like to see its classrooms, labs, and SI rooms clustered in one area so that resources could be shared more efficiently. Moreover, this clustering would give students enrolled in psychology courses a place to congregate and learn from one another.

An additional need of the department reflects the changing nature of instruction and student expectation. The department would like to see more Level 3 classrooms dedicated to its programs. Such dedication would allow the department's faculty to streamline their installation of software and resources on machines to be shared by all in the department, and it would reduce the demands placed on ITS for support. [SMP Goal 3]

Because we lack space on campus we need to use technology to grow**.** The proposed learning space (Psychology Laboratory and Research Center) is designed to encourage the improvement of education by having professors engage in constant examination of their own practices and by sharing these efforts with others. [SMP Goal 3]

The addition of this space would improve program functions in the following ways. Its design, which stems from the principles of collaborative learning, non-obstructive technology integration, and participatory action research, bolsters research and learning. It enhances the use of collaborative learning by empowering it with technology. [SMP Goal 2] It provides a vehicle with which the department can expand in ways that help to maintain the college's continuity with the community. That is, it will allow meaningful pedagogical relationships to develop with teachers and professors in and around the community.

The physical space needed is a 1500 square foot lab and 500 square foot preparation room/observation space with Apple/Mac Collaborative Computers and furniture that will cost approximately $65,000. A facilities request has been submitted.

Competition:

Competition from on-line degree programs or private institutions will be dealt with proactively. That is, we will build our own program steeped in the department's tradition of science and scholarly rigor. The on-line efforts will also be pointedly progressive by pairing the most current technologies with the most effective pedagogy. Because we are a community college, these courses will be far more affordable than anything that a private institution can offer.

Sociology

Program Contact Person:
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Program Description/Mission:
The Sociology Department is an instructional program of the college that serves a sizable portion of the college's students with general education and specialized courses. In this manner, the program serves to ensure that the college meets its main goal of "education."
Using the four areas of emphasis from the college's mission, it is clear that the Sociology Department contributes to the college's rich and rigorous curriculum by offering courses that draw from the broad expertise among the department's faculty members. In all, the department offers five different courses in the catalog, and each is built upon the principles of science that define sociology. In addition, emphasis is placed on encouraging students to understand the socio-cultural context in which they live as well as empowering the students with effective analytical tools to face the challenges of their personal lives.

To meet the goal of preparing our students for the future, the Sociology Department provides two key courses, Sociology 101 and 102, which may be used to fulfill the students' general education credit or the units from the courses may be transferred to senior institutions.

Current Personnel:
2 full-time faculty (FTEF of 0.8).
8 adjunct faculty (FTEF = 2.0.)

1 full-time classified employee is shared by the division.
1 lab tech is shared by the Social Sciences Division.
(updated June, 2006)

Expected Growth Rate:
☒ grow at higher than the college average

Currently, the growth of the Sociology Department is significantly affected by the number of Sociology 101 sections offered. The class fill rate has continued to increase each academic year. In fact, during the 2002-2003 and the 2003-2004 academic years, the class fill rate for sociology has been over 100%--113% and 114% respectively.

Growth is also influenced by partnerships that are created between the Sociology Department and various programs on campus. The Sociology Department is currently working to develop partnerships with vocational-oriented as well as BA/BS programs as mentioned in the response to question number six. [SMP Goal 6]

To address the trend of an increasing number of under-prepared students coming to this campus, the Social Sciences Division has voted to change the student preparation criteria for those introductory courses (including Sociology 101) based on correlational verification data from Title V from recommended preparation eligibility for English 101 to a prerequisite of eligibility for English 120 or ESL 151.

Currently, the Sociology Department is working to develop an Introduction to Social Services course and a Culture of Food course. Anticipated enrollment is expected to be approximately 40 students per class.

No courses, certificates or degrees are to be discontinued at this time or in the immediate future.

Three to Five-Year Program Goals:
Due to recent demographic trends in the United States, there is great pressure to cover issues of gerontology. Therefore,

sociology courses would be the perfect medium to discuss the social issues of aging. In light of this, the Sociology Department plans to expand to meet this demand by collaborating with the Nursing Program. [SMP Goal 6] Furthermore, the Sociology Department is also collaborating with the Hospitality Program to discuss the possibilities of making sociology courses, such as the Culture of Food, part of the requirement for their transfer program. [SMP Goal 6] The department is also in the process of developing an Introduction to Social Services course by partnering with the Child Development Center. In order to ensure continued enrollment and growth, the department is anticipating local CSUs to articulate new sociology course offerings. [SMP Goal 6]

The Sociology Department is also planning to rework the Race and Ethnic Relations course by multiple listing it as both a sociology and an ethnic studies course.

Personnel Needs:

If the goals of the department discussed above are met, the need for additional contract faculty will increase. This increase will also reflect the increasing demand for sociology courses which is triggered by the ever increasing need to teach an appreciation of cultural diversity. As mentioned above, due to recent demographic trends related to aging, there is also social pressure to address issues of gerontology. These societal changes and academic demands should be matched by the college in the form of growth in the department's personnel. Namely, we should look to hire a sociologist with a specialty in gerontology, social services, and/or hospitality to help the department grow in accordance with the discipline as a whole.

The justification for new tenure-track positions should take FTES and department fill-rate into consideration. In addition, the needs of students, and the changing demands of the field of sociology should be taken into consideration if the needs of today and the future are going to be addressed adequately.

The retirement of a full-time faculty member is not anticipated within the next five years.

Facilities Needs:

☒ classrooms
☒ labs
☒ other (office space)

The construction scheduled over the next several years will force the college to reallocate and reassign rooms. As part of this process, the Sociology Department would like to see its classrooms, labs, and SI rooms clustered in one area so that resources could be shared more efficiently. Moreover, this clustering would give students enrolled in sociology courses a place to congregate and learn from one another.

An additional need of the department reflects the changing nature of instruction and student expectation. The department would like to have more Level 3 classrooms dedicated to its programs. Such dedication would allow the department's faculty to streamline their installation of software and resources on machines to be shared by all in the department, and it would reduce the demands placed on ITS for support.

The department would like access to lab resources so that students and faculty can conduct social simulations (e.g., sims), etc.

Competition:

In anticipation of the competition from on-line degree programs or private institutions, the Sociology Department must develop on-line courses that uphold our current high academic standards. Our advantage over the private institutions is the affordability of our tuition.

Technology and Aviation

Program Overview

By: Pete Witt, former Division Chair
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Mission

The primary mission of the Technology and Aviation Division, which includes the departments of Administration of Justice (AJ), Architecture, Aviation, Child Development(CD), Culinary Arts (CA), Electronic Computer Technology (ECT), and Pilot Training (PT), is to prepare students for successful placement or advancement in rewarding careers or for successful transfer to four-year colleges and universities. It supports this mission by offering a number of short- and long-term certificates, as well as A.S. degrees in many fields."

Internal Trends—Enrollment Growth

The areas in which we may see enrollment increases are Administration of Justice and Hotel/Restaurant Management (HRM) in the Culinary Arts program. Homeland security issues point to potential areas of growth in administration of justice, i.e., airport security. Our grant in hospitality with Cal Poly Pomona may lead to increased enrollment in HRM.

The areas in decline are ECT and aviation. ECT classes have troubles meeting the minimum of 15 required to keep classes, with as many as half of all sections being cancelled for low enrollment. Aviation/maintenance was cut last year, but aviation/pilot training remains. It is an expensive program, with several low enrollment courses. Although more costly, students can get their private pilot licenses through private companies, instead of being a financial drain on the college.

External Trends

The economy has a direct impact on the careers for which students train. Several of our certificates appear to be outdated and no longer relevant, at least in terms of enrollment. Transfer students may increase due to changes in demand for areas such as Administration of Justice, especially relating to homeland security.

Responsiveness to demands

Perhaps the greatest problem for all of technology/aviation is the number of one person departments. There is little growth in most areas which means there are almost no adjunct in some areas, or an entire area is only adjunct. In either case, it is difficult for someone to take a leave, go on sabbatical, or even be a division chair without impacting areas negatively.

Since most technology division classes do better enrollment-wise in the evening, there is a shortage of evening classroom space. Areas such as child development, which has traditionally had good enrollment, are beginning to have problems with day classes. In trying to shift to the evening, they have encountered space problems.

It is highly likely that there will be a demand for new technology courses and/or certificates which we do not have, but should add. Unfortunately, demand for vocational courses changes much more quickly than academic courses. This makes hiring a vocational instructor more complicated, since we usually hire people for 30 years, which is way too long for many areas.

Prioritization

- In the past year, we have lost more than one classroom. We used AA108A and AA108B every evening. These classes were combined into a single classroom, which has since been given to the Social Sciences Division. We were given AA103, but that leaves us one room short. We need a home for aviation classes, if we continue to offer them. We also need a home for AJ classes. With the increase in evening offerings in CA, HRM, and CD, we need at least one more classroom.
- We should expand our administration of justice program, while decreasing our aviation program. At least one other ADMJ instructor should be hired to help expand that program.
- Something dramatic needs to be done with the ECT program along with the engineering program. This may require a consolidation of courses, moving faculty to other areas, new courses, and new relationships with CAM, CAD, and machining, along with new equipment.

Administration of Justice

Program Contact Person:
Alan Frazier, ext. 5544,
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Program Description/Mission:
The Administration of Justice Program (ADMJ) prepares students to serve in a variety of fields including: law enforcement officer, correctional officer, probation/parole officer, court administrator, and community service officer. Emphasis is placed on encouraging students to complete requirements for an associates degree and transfer to a four year institution.

Current Personnel:
1 full-time faculty contracted at 60% load with one half (30% load) devoted to Administration of Justice
6 adjunct faculty
1 classified employee is shared by all departments in the division

Expected Growth Rate:
☒ grow at higher than the college average

Law enforcement agencies in the Southern California area are rapidly expanding. This expansion is predicted to continue for at least 5-7 years. Additional sworn and non-sworn openings at these agencies will stimulate growth in our Administration of Justice Program. In addition, there is room for Program expansion which will drive up enrollments. The areas of forensics and corrections will support 4-6 additional courses which will draw more students to the program. These courses could be developed over Summer, 2005.
There is demand for an additional 4 to 6 courses addressing the areas of forensics and corrections. These courses are most appropriate for a lecture format rather than a lab.

No courses, certificates or degrees will be discontinued.

Three to Five-Year Program Goals:

a. Increase student enrollment
    1. Draft and accomplish approval of 4-6 courses addressing forensics and corrections
    2. Advertise to assist with program growth
b. Hire a dedicated full-time Administration of Justice faculty member.
c. Identify and occupy a dedicated, AV Level III, ADMJ classroom.

Personnel Needs:
The last two Administration of Justice Program Review evaluations have cited the need to hire a fulltime Administration of Justice faculty member. Currently, the only fulltime faculty member is on a 60% load, only half of which (30%) is dedicated to the Administration of Justice Program. Any significant program growth must include hiring an additional faculty member.

One fulltime faculty member will likely retire in 2010 and no later than 2012.

Facilities Needs:
☒ classrooms

With the introduction of the Fire Academy, Administration of Justice was displaced from their only dedicated classroom. Currently, ADMJ classes are held throughout the campus. There is no “sense of home” or central classroom for ADMJ. Program continuity, as well as instructor and student convenience, would be well-served by identification of a comfortable, multi-media capable, classroom. The new Allied Health building would be an ideal location.

Competition:
Every community college in the Los Angeles area offers Administration of Justice courses. Despite this competition, GCC has been able to maintain healthy enrollments in almost all ADMJ offerings. A six year (1994-2000) decline in ADMJ Program enrollment was reversed in 2000 with an increase in ADMJ Program share of FTES of 16.7% in the years between 2000 and 2004. ADMJ is on the "rebound"!

Architecture

Program Contact Person:
Dave Martin, ext. 5528,
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Program Description/Mission:
The architecture department is part of the technology and aviation division. Its purpose is to train students in the field of architectural drafting and design through the use of hands-on training and theory so that they can enter the workplace as an architectural drafting technician. Some students may elect to transfer from this program to enter a 5-year architectural degree program. Additionally some students may already be working in this field and may need to gain additional skills and training.

As stated in the mission of Glendale Community College, this program is primarily designed to serve the community and provide skills that will enable the student to achieve success in the workplace.

Currently the architecture department offers certificates in four areas: CAD (Computer Aided Drafting), Residential Drafting and Design, Commercial Drafting and Design, Architectural Drafting (Used to generate an architectural portfolio to aid in transfer to a 5-year architectural program).

Current Personnel:
1 full-time faculty
0 adjunct
1 full-time lab tech is shared with the Engineering/Drafting department.
1 classified employee is shared by all departments in the division
There are no classified employees in the department.

Expected Growth Rate:
☒ grow from one to two percent

Over the last few years the architecture department has been in decline. This may have been due to the lack of a full-time instructor. In the future, the field of architecture/ engineering drafting will need additional technicians. This will cause an increase in the number of people entering the program.

The introductory level of architecture classes typically fills to the maximum. The drop rate after the 4th week of instruction is typically 10-15%. The class sizes drop off in the advanced classes which may be due to the work load in these classes which is typically high or because students decide on a different course of study.

No new courses or certificates are being considered at this time.

No courses, certificates or degrees are to be discontinued at this time.

Three to Five-Year Program Goals:
The department seeks to increase involvement and develop partnerships with local industry.

[SMP Goal 6] This way more students can make the transition from school to work. The department would also use this as a way to increase the number of internships within this field.

Unless enrollment goes up faster than the projected amount, there will only be a need for one additional adjunct faculty member. Currently the one full-time faculty member divides their time with the Engineering Department (75% Architecture, 25% Engineering). This faculty member would shift to teaching 100% in the architecture department if the need arose.
No retirements are anticipated at this time.

Facility Needs:

There will be no need for additional space in the near future. If more sections are needed then the existing facilities will be used during a larger portion of the school day.
Currently the lab and office area in AT220 and AT223 are used by one faculty member for approximately 50% of the week.

Competition:

There will most likely be very little competition with online programs. This is due to the nature of the subject. The only foreseen competition would be with technical schools such as DeVry and ITT. There would be no direct competition with public or private 5-year colleges and universities. The way that this competition could be minimized would be to ensure that we teach current software and drafting practices as well as keeping a close relationship with local architecture and engineering firms.

Child Development

Program Contact Person:

Linda Manzano-Larsen, ext. 5885, lmanzano@glendale.edu

Program Description/Mission:

The Child Development Department (CDD) serves several different groups/constituencies. CDD administrators, faculty and staff prepare students for teaching positions, collaborate with faculty to provide practicum and observational experience for their classes, cultivate and maintain training and professional development services with community agencies and provide the greater Glendale area with highly trained early childhood teachers.

The Child Development Instruction Program is an academic and vocational discipline consisting of nineteen courses. Academic in that the content of the courses requires critical thinking abilities, oral and written language proficiency, and cooperative group skills. Vocational, in that approximately 45% of the students are employed in Early Childhood Education programs in various communities with diverse populations.
The Instruction program also has one of the highest transfer rates to four year universities and colleges of its division. Additional training in special issues of the discipline as well as tuition assistance is provided through grants from the Child Development Training Consortium and Mentor Programs. Since practicum experiences are required for the California Commission on Teacher Credentialing permit, the laboratory experiences provided to students offers them important career advancement opportunities, provides valuable engagement in active participatory learning and improves retention and success rates

Current Personnel:

The CDD operates multiple programs and projects. Listed below is the number of administrators/faculty/staff involved in each program/project. **NOTE:**
1 full-time classified administrator (Child Development Director),
2 full time certificated faculty

5 adjunct certificated faculty
10 full-time classified staff
1 classified employee is shared by all departments in the division
3 adjunct classified staff (Laboratory School and State Preschool Programs). These position perform multiple duties in addition to their mandated responsibilities without release time or stipends from the college

Expected Growth Rate:

☒ grow at higher than the college average

New federal and state early childhood public policies (*No Child Left Behind Act*; *Head Start Reauthorization Act*; *First Five*; *Los Angeles Universal Preschool*) seeking to remedy the wage impoverishment embodied in early childhood education and provide brain research based on quality early childhood experiences have paved the way for universal high quality early care and education through the professionalization of the early childhood education workforce. The California Commission on Teacher Credentialing has institutionalized a certificate ladder with increments based on experience, job responsibility, and relevant education. This provides and creates incentives for entry level and existing teachers to gain the knowledge and professionalism to both care for and educate young children. These policies will create an increase in enrollment in the discipline.

However, program expansion will also depend on the ability to add a full-time instructor to support course loads, additional course offerings, practicum experience, and future grant administration as well as finding additional classroom space to provide more evening course offerings.

Child Development Instruction has prided itself in remaining professionally current. Present, "on-line" education is being explored from two perspectives: Is the instruction as good as the typical college classroom? Are other child development programs from neighboring schools involved in this direction? It has been discovered that on-line education can be as sound and challenging as face to face contact, however the course(s) must be well thought out for this mode of delivery; and should be written and maintained according to strict quality standards. Yes, neighboring colleges are offering on-line child development courses. Spring 2005, the first GCC Child Development on-line course will be presented to Curriculum & Instruction (C&I). If this course is approved, and positive for student success, there will be two additional courses written for on-line instruction. These on-line courses will not replace college classroom courses. They will be an addition and ones that do not require regular classroom space.

There has also been discussion of considering some of the administration and supervision courses for this delivery mode. Students taking these courses are typically working, and if they are not offered in the evening, students often take them at neighboring schools.

Ideally, we would like to add an Infant/Toddler laboratory to support the Program for Infant Toddler Caregivers that the department is currently involved in training and implementation. This program would serve approximately 12 infants on a daily basis from birth to 12 months. The laboratory would require 3 new lab classrooms, and could incorporate an observation area and house a much needed instructional lecture classroom.

We are currently being evaluated as an early launch site for Los Angeles Universal Preschool. Should we become one of the 100 sites selected, the current 4 year old classrooms for the day and evening would house this program and no additional space would be needed unless we expand to service more faculty, staff and community families. [SMP Goal 6]

At this time this question remains an unknown. Child Development instruction will continue to remain professionally current. If statewide requirements should change, we will continue to be flexible and provide our students with professional educational choices.

Programs may evolve in response to new educational and experience requirements from the federal government and State of

California, but we do not anticipate phase out or discontinuing any specific programs.

Three to Five-Year Program Goals:

With Child Development receiving national, as well as state focus, it stands to reason the numbers of students will increase as the requirements for teachers increases. The federal *Reauthorization Act* requires that all Head Start teachers have an Associates degree within the next several years and a Bachelors degree by 2011. With the implementation of *Universal Preschool* in Los Angeles County by March 2005 and continuing until all four year olds are in preschool, large numbers of trained teachers will be needed and existing teachers will be required to pursue higher education through training programs developed with community and four-year colleges. The State of California is developing *Pre-K Standards* as part of a comprehensive early childhood policy agenda that will require the training and support of existing professionals. Early Childhood teaching permits are administered through the *California Commission on Teacher Credentialing*. Part of the 5 year renewal requirement is the guidance of a Professional Growth Advisor. [SMP Goal 6]

a. Increase articulation agreements with CSLA and CSUN [SMP Goal 6]
b. Develop training and course additions that meet new State Standard and Certification requirements
c. Increase the number of students involved in Child Development core courses
d. Develop, maintain, and promote alternative training program for students utilizing alternative media (i.e. WebCT) [SMP Goal 2]
e. Implement a proactive methodology to reach teaching professionals needing career advancement and/or growth training
f. Continue and increase grant funding for the Center [SMP Goal 9]
g. Continue to develop and maintain in-house staff training to remain current with discipline changes [SMP Goal 7]
h. Continue to provide trainings that will move professionals into the advising and mentoring role. [SMP Goal 7]

Personnel Needs:

Instruction: The loss of a full time person who for many years was the only full-time faculty in the department, will result in disaster. The program has changed dramatically over the course of the last 14 years. Additions such as the Mentor Teacher Program, Child Development Training Consortium, Professional Growth Advising, a Laboratory school, a State Preschool Program and evening campus child care are currently stretching human resources beyond limits and at a cost. The potential to mishandle or delay important tasks such as articulation of courses, and the lack of time to participate in campus governance or to write grants for research are of grave concern

There is an overwhelming need to invest in human resources to be able to maintain and grow this program. To be run properly three full time certificated faculty are needed to address three major departmental concerns: 1) curriculum development and participation in campus governance; 2) liaison between instruction and the lab and overseeing practicum students in lab assignments; 3) grant administration and focus on discipline changes as well as federal and state policy agendas and professional advising. When staffed appropriately, this will provide the department with statewide visibility and growth opportunities.

Department: Because of the multiple and diverse programs offered within the department and the fact that the facility is isolated from the main campus, the department needs a classified person to assist in the coordination of these programs: calendaring needs for student advisement; to disseminate accurate information regarding how the instruction program and laboratory school are different and interrelate; to assist students in obtaining correct paperwork and appropriate services; to provide faculty with assistance in accessing testing and duplicating.

Laboratory: The position of Laboratory Assistant Director has been vacant for 5 years (due to promotion). Current classified administrator and full-time faculty are working (without compensation) above and beyond required work hours to provide necessary support in staff and student supervision; family and community outreach; completion of licensing and other agency compliance paperwork in a timely manner. The laboratory school program runs from 7:00 a.m. to 10:00 p.m. in support of Child Development students (laboratory) and college student services (evening child care).

It is anticipated that one fulltime faculty member will retire within the next three years and must be replaced. See above for full discussion of staffing needs.

Facilities Needs:

☒ classrooms
☒ labs
☒ office space

We will need one additional classroom for instruction; an observation room with remote camera and recording equipment; 3 infant/toddler classrooms with outside yard space;
We also need office space for additional faculty, adjunct faculty, administration and a staff room.

According to the Bargaining Agreement, we should be providing the classified staff with an area to take breaks. Because of our past growth, we have had to utilize previous multi purpose staff rooms for office/resource space. An additional contract faculty member would also generate a need for office space, as the current contract faculty share one office already.

The increase of students taking the three practicum courses offered in the department has created a need for space for observation that does not impact the laboratory classroom yet offers observational opportunities. An observation space with appropriate monitoring devices would relieve the adult overcrowding in the lab rooms and provide students with state-of-the-art observation and learning tools.

Competition:

In order to remain competitive with other community colleges with far larger departments, the CDD will need to remain flexible in meeting the quickly changing landscape of the discipline. This will mean additional networking with local state universities, community resources, and utilizing existing technology and implementing alternative delivery of curriculum.

As more and more existing professional return to college to update educational requirements, it is important that Child Development be prepared to offer more evening selections and on-line courses to meet employed students' needs.

Other:

The discipline of child development and early childhood education is changing at a rapid pace both at the local, state, and national levels. The most pressing changes are developing out of the Universal Preschool measures and State early childhood standards

Care must be taken in the review of data from Research and Planning July 08, 2003 Program Review. In 1998, 1999 and 2000 there is a statistical aberration. Enrollment was inflated because of 3-year categorically funded programs including Cal Works, Americorps, and the Early Literacy Program. Due to a loss of funding, at both the state and national levels, these programs were eliminated and Child Development lost aggressive support programs which provided the department with outstanding outreach and students with extraordinary mentoring. The division, at the same time, lost a counselor who had been actively recruiting at the high school level. In addition, due to college budget constraints, Child Development has reduced course offerings in the summer months by two thirds as well as cutting courses in both the Spring and Fall semesters. As a result, students who need courses as employment requirements seek other institutions.

Culinary Arts

Program Contact Person:
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Program Description/Mission:
GCC 's Culinary, Nutrition, and Hospitality Management programs were developed to meet the fastest growing career trends in the US and throughout much of the world. Currently the enrollment in our Department has increased by over 30% in the last 3 years. Demand for trained personnel in all phases of the Hospitality Industry is increasingly more complex and diverse. Every Year the Industry leaders from our Advisory Board and the students request that we offer:

- More classes in the evenings
- More classes on Saturdays or mid afternoons
- Shorter courses (6-9 weeks)
- Designer courses to fit individual Industry need i.e. Porto's Bakery, Hospitality Law, etc.
- More Nutrition courses
- Nutrition courses for Dietetics' and Allied Health majors
- Courses in Spanish or other languages

Current Personnel:
1- Full-time faculty
1-60% tenured track + 40% subsidized by Agricultural Grant
1- 60% tenured track
8- Adjunct instructors
1- Full-time Administrative Assistant
1-Adjunct Assistant Lab Technician – 20 hours a week
1-Adjunct Lab Assistant – 10 hrs a week
1-Adjunct Lab Technician/Chef – 3hrs a week
1 classified employee is shared by all departments in the division

Expected Growth Rate:
☒ grow at higher than the college average

Presently we are fine-tuning, re-focusing and re-evaluating our:

- 3 Certificated Programs: Culinary Arts & Restaurant Management; Hotel Restaurant Management; Dietary Services Supervisor.
- Nutrition Department
- Catering Department - to be established

The Department is in the process of adding six new certificates: Basic Culinary Arts, Basic Restaurant Management, Restaurant Management, Basic Hospitality Management, and Hospitality Management.
Two current certificates will be retained: Culinary Arts and Dietary Service Supervisor. We would expect increases in all of the Certificate Programs. Three A. S. degrees will be offered: Restaurant Management, Culinary Arts and Hospitality Management.
The Department is also in the process of adding five new courses. These include Culinary Concepts, Hospitality Personnel Management, Advanced Baking, Commercial Food Preparation and Introduction to Hotel and Resort Operations. Classes that must be taught in a Culinary Arts lab are Culinary Concepts, Advanced Baking, and Commercial Food Preparation. The enrollment is expected to be about 24 students. The other classes will be a lecture format and have anticipated enrollment of approximately 35 students.
Two classes will likely be phased out: HRM 220 Front Office Operations, and HRM 221 Housekeeping Management Operations. The material in these courses will be rolled into a single new class: Introduction to Hotel and Resort Operations.
One current certificate, Hotel/Restaurant Management, will be discontinued. It will be divided into four new certificates: Basic Restaurant Management, Restaurant Management, Basic Hospitality Management, and Hospitality Management.

Three to Five-Year Program Goals:
GCC Hospitality Programs has received a 3- year Grant from the Agriculture Department and will use this opportunity to re-vamp our certificates, add/delete courses, offer new creative courses,

articulate with Cal Poly Pomona and CSUN, CSLB. [SMP Goals 6 & 9]

Personnel Needs:
Yes. The need for our Catering Services is expanding so rapidly that we will need to establish a separate <u>Catering Department</u> and a <u>Nutrition Department.</u>

One full time faculty member, the department chair, will be retiring within the next 5 years and we will need 4 strong lead teachers to manage:

- Culinary/Restaurant Management
- Hotel/Restaurant Management
- Nutrition Dietary Services
- Catering/Banquet Manager to replace Department Chair

Facilities Needs:
☒ classrooms
☒ labs
☒ other –Lab or Industry sites i.e. Hilton Hotel, Porto's Bakery

Presently we have 1 classroom, 1 dining room which doubles as classroom and 1 kitchen. If we offer more lab and chef's training courses we will need more lab space and also larger classrooms for Nutrition classes. We are already short in classroom space.

Our Nutrition classes Culinary 125 and Culinary 114 could easily offer 2-3 courses every semester and fill with 40+ students. We need classroom spaces for these classes. There are also many demands for more PM Culinary Arts 111 classes.

Competition:
The Hospitality Industry, a thriving field, is already very competitive. There are many private culinary schools that charge over $40,000 per year. There are excellent 4 –year colleges that our 2-year college can transfer. The key component for GCC is to give the best possible training to assist students to be employable or transfer to a 4-year college. Our program must be both flexible and adjustable to the needs of Industry leaders, Advisory board members, and to the students.

Other:
The success of the program depends on the changing food trends of the 21st century and the demand for trained personnel which is increasingly more complex and diverse in the Hospitality Industry.
Nutrition has also become important. Today's consumers will increasingly demand more creative food and careers demand skills to provide for an eclectic way of dining in at home and in restaurants.

Electronics and Computer Technology

Program Contact Person:
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Program Description/Mission:
The Electronics and Computer Technology Department fulfills several of the mission statement requirements. It prepares students for successful placement or advancement in rewarding careers, helps students develop critical skills for success in the modern workplace, such as verbal and written communication, mathematics, effective use of technology for work and research, information analysis and evaluation, problem solving and the ability to work with others and conduct their lives with responsibility.
There are several certificate programs in the Electronics and Computer Technology Department, including a one-year certificate called Computer Repair Technician and the following two-year certificates: Computer Engineering Technician, Electronics Engineering Technician, and Automation Systems Technician. Our department offers an Associate of Science Degree, as well as a transfer program. Certificate and non-certificate programs in Cisco training prepare the students for successful placement in rewarding careers or retrain students for advancement in their present jobs.

Students learn communication skills by participating in group experiments and writing the results in lab reports. All students who complete the capstone courses are required to finish a senior project that they present to the class. Students make an oral presentation and provide handouts as well. Mathematics is a large portion of the Electronics and Computer Technology Department from simple Ohms law problems to Calculus in the electronics program, and Boolean Algebra to Karnaugh mapping to number conversions in digital electronics. Problem solving and the ability to work with others are achieved in digital and electronics design and troubleshooting. The ECT department also requires a research paper in the beginning classes. The writing skills that the students practice will be useful when they are employed.

Current Personnel:

2 full-time faculty
The evening classes were cancelled, so there are no adjunct instructors currently in the program.
2 part time lab techs who work Monday afternoons, Tuesday and Thursday mornings and afternoons for 15 and 18 hours
1 classified employee is shared by all departments in the division

Expected Growth Rate:

☒ grow at higher than the college average

There has been a significant decline in jobs in Los Angeles County in the last two years, which includes Electronics and Computer Technology careers. It is not a matter of if but when businesses will be returning and when that occurs, the need for trained Electronics Technicians, Computer Repair Technicians, and Network installers and Administrators should increase rapidly. Although it is impossible to predict the direction of technology in the next ten years, the ECT department is committed to remaining on the leading edge of technology by receiving training as it is available.

There has been a decline in FTES in the electronics area in the last two years. The Computer Technology portion of the program has also had low enrollments, but they are not as low because computer-related courses remain popular. Even though the course retention rate in the ECT department is down from 95% in 2000-2001 year, to 92% in 2003-2004, the department does have higher retention rate than the campus credit course average of 86% for 2003-2004.

There are several directions the ECT department can go to developing new courses in analog and digital communications, digital signal processors, and the upgrading of the microprocessor and microcomputer technology programs. The first action will be to separate the beginning microprocessor course (ECT 124) into its original two courses (ECT 104, ECT 203) to align the program with the current Computer Engineering Technician certificate program requirements. The Electronics portion of the ECT department will also need some revamping to attract more students. The Cisco certification program should also continue to grow as new certifications are created.

There are some possibilities of new certificates in the area of Biomedical Electronics. The department is currently in the process of researching possibilities of including electronics and computer technology courses into other programs on campus.

The Automation Technology program has zero students. A large amount of the equipment (the CIM cell was loaned to a high school) is now gone and one of the instructors in the program has retired. There have been suggestions from program review that we consider retiring this certificate.

Three to Five-Year Program Goals:

Certainly the number one goal for the ECT department is to recruit more students into the program. Another important goal for the ECT department is to revitalize the evening program. There is no question that new courses will have to be created or existing courses updated. The existing articulation agreements with Cal State Los Angeles, as well as other Cal State universities need updating. Of course, we do keep in touch with local businesses through our advisory committee meetings at least twice a year and give them descriptions of our class offerings and receive input from them on what changes are needed to keep our program up to date. [SMP Goal 6]

Personnel Needs:
Since a new instructor was hired to replace a retiring instructor, any growth in the ECT program could be handled by adjunct faculty.

No retirement of full time faculty is anticipated.

Facilities Needs:
☒ labs

There is really no lab dedicated to any single area, but a combined lab that encompasses supplemental instruction, personal computer repair, network troubleshooting, and robotics would be valuable. With so many subject areas sharing the same rather small lab, the ECT department struggles to teach in a safe environment.

It would be not only a safer but a more efficient environment to have a separate room for the robots. Also, the supplemental instruction and personal computer repair/network troubleshooting labs could share the present lab.

Competition:
Another private school seems to pop up every week offering some type of certificate program. Community colleges will always have to deal with the competition. As far as private schools, the exorbitant cost will always be a hindrance to them. As long as we can keep our quality of teaching up, we should be able to compete with them. The problem with other community colleges where the competition is fierce is to have a better program that will attract students.

Aviation-Pilot Training

Program Contact Person:
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Program Description/Mission:
The Aviation Pilot Training Program prepares students to serve as commercial pilots. The Program accomplishes this goal by offering a variety of ground and flight training courses. The Program operates two 1977 Cessna 172 aircraft and maintains a satellite facility at Whiteman Airport in Pacoima. In addition to assisting students with achieving the goal of commercial pilot, the program serves the needs of students who merely wish to complete training towards the FAA Private Pilot Certificate or Instrument Rating.

Current Personnel:
1 full-time faculty member who is contracted at 60% load with one half (30% load) devoted to Aviation-Pilot Training.
5 adjunct faculty members
1 classified employee is shared by all departments in the division

Expected Growth Rate:
☒ grow at the college average (2.5%)

The pilot training industry was devastated by the events of September 11, 2001. Airlines laid-off thousands of pilots due to the reduced passenger traffic that resulted from fears of similar terrorist acts. Many potential pilot training students opted for other careers due to fears of bleak employment opportunities as pilots. These factors greatly affected the GCC Pilot Training Program in 2002, slowing a four year growth of over 78% in program FTES. However, despite this setback, the Pilot Training Program rebounded in 2003-2004 posting a 12.4% increase in program FTES. It is anticipated that the Program will continue to grow at, or above, the GCC average growth rate of 2.5% per year over the next ten years.

No new courses or certificates are anticipated at this time. However, the potential to begin offering courses pilot training courses during the summer sessions is viable and practical. This would increase usage of GCC owned aircraft, thereby reducing "per hour" fixed operating costs (Insurance, Hangar Rental, etc…), and increase overall program FTES.

No courses, certificates will be discontinued at this time.

Three to Five-Year Program Goals:

- Increase student enrollment
- Establish summer pilot training course sections no later than Summer 2006.
- Advertise to assist with program growth
- Identify and occupy two (2) dedicated, AV Level III, Pilot Training classroom.

Personnel Needs:

Current staffing is sufficient.
The one fulltime faculty member will likely retire in 2010 and not any later than 2012.

Facilities Needs:

☒ classrooms

The current Pilot Training classrooms are "well-worn" and technologically obsolete. There is a significant need to move the Program into two AV Level III dedicated classrooms.

Competition:

Mount San Antonio College is the only other Community College in California offering flight training. Dozens of private flight schools in the Los Angeles area offer flight training. However, GCC has established an excellent reputation for quality and low cost. Despite competition from private schools, it is anticipated that GCC can continue to maintain current, or slightly higher, market share.

Other:

Yes. Pilot training is one of the few programs at GCC that provide the students with a viable means of earning a living the day that they complete our program. The training provided is pragmatic and immediately applicable to the students' need to work. Program quality is high as demonstrated by students extremely high passage rate on Federal Aviation Administration pilot examinations.

Visual and Performing Arts
Program Overview

Rob Kibler, Division Chair
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Mission
The programs offered by the Visual and Performing Art Division (VPA) specifically address the primary mission of the college which is to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. Many of our courses satisfy humanities transfer requirements of the IGETC, for transfer to the CSU and UC systems. Many other division courses satisfy general education requirements. The division offers a large, and ever growing, number of vocational certificates to prepare students for today's jobs. Our digital arts area is specifically designing a number of new vocational certificates to address the need for training in careers that did not exist 10 years ago. In addition, many of our performing arts ensembles respond to our mission directive ". . . to provide a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society."

External Trends
There are two major external trends impacting VPA. First, we anticipate an increase in the numbers of students taking lower-division, transferable humanities courses. We will need to hire several new faculty members (or reassign current faculty) whose teaching assignments will be primarily in basic level, transferable courses in Art History, Music, and Theatre Arts.
The second external trend is the need for an ever-changing set of vocational certificate programs. The introduction of the computer into every aspect of life has changed the nature of art, music, and theatre. Skilled workers are needed in the local economy who know how to use the hardware and software to create music, art, and theatre. These skills are ever-evolving requiring faculty retraining on a regular basis. Without a college commitment to retraining of full-time faculty, we will have faculty experiencing burn-out as they try to juggle their teaching assignments, curriculum revision, governance responsibilities, grant writing, along with workshops and classes to upgrade their own skills. Many faculty may decide that they cannot accomplish all this and decide to simply focus on teaching. Over time this is not sustainable as their skills will lag behind what is current and necessary to remain relevant.

Internal Trends—enrollment growth
The instructional areas in VPA that have experienced the largest enrollment increases are the basic level transfer courses such as Art History, Music Fundamentals, Music Appreciation, and Introduction to Theatre Arts. These courses, in general, satisfy the IGETC humanities requirements for transfer and, as such, are very popular with students. In our current Spring 2006 semester, we are offering a total of 42 sections of

these classes, each with an enrollment of approximately 40 students, for a total of over 1,600 students enrolled in these courses. In contrast, in Spring 2001, we offered a total number of 31 sections of these classes. This constitutes an increase of 11 sections (a 26% increase) of these same classes. This area constitutes the area of greatest enrollment growth in VPA. This trend will, in all likelihood, continue. Vocational training and re-training programs will also show an increase as evidenced by the latest employment statistics provided by the Chancellor's office.

While some enrollment will remain flat, none are anticipated to decline. Areas that have suffered some enrollment declines in the past several years, which include specialty studio art, photo, dance, music and theatre performance classes, are typically taken by students who are not necessarily going to transfer and were more affected by the steep tuition increases over the past several years. Now that the fees have stabilized, we have seen a return of these students and our hope is that these enrollment declines are over and that enrollments are on the rebound. Over the past winter session, we observed a healthy increase in students taking such classes and none were cancelled, in comparison with last winter, when enrollments were down and several sections were cancelled. We anticipate these trends will continue.

Responsiveness to Demand

Development of revised vocational programs has been hampered by our not having an administrator specifically responsible for these industry contacts. Faculty members who teach courses involved with vocational certificates find the process of finding and applying for grants to support their programs to be very time-intensive and Byzantine. To maintain currency in their teaching disciplines involves extensive and never-ending retraining. For example, in the digital arts, faculty must constantly upgrade their skills on their own time and their own expense to remain current. In addition, curriculum and certificates must constantly be revised and moved through the campus curriculum process. The lack of released time for retraining and/or grant writing is a major problem for rapidly changing fields, limiting the degree to which our departments can respond to the needs of local business for trained workers.

Prioritization

- New or improved facilities for the Music Department.
- Expanded space for Theatre Arts:
- Art Department studio spaces
- Released time for faculty retraining

Animation

Program Contact Person:
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Program Description/Mission:
The animation program vitally serves the mission of Glendale College in multiple ways. Classical and digital animation courses provide students with access to state-of-the-art career training from industry professionals who work in Glendale and surrounding areas. With Dreamworks Animation, Rough Draft Studios, Film Roman, Klasky Csupo, Warner Brothers, and Disney Studios all less than 10 miles from its campus, Glendale College must present an interconnection between itself and this industry to its student. Having an animation program avails the Glendale College student a diverse education, exposing the student to material he or she might otherwise fail to encounter. A digital animation program offers technological education on the bleeding edge in an industry that is still less than twenty years old.

Current Personnel:
1 full-time faculty
1 part time faculty
2 classified employees are shared by the Animation Program with the Media Arts, Graphic Design, and Photography program. The workers that handle the needs of these departments include a single lab supervisor (who also supports the music department and planetarium) and a single lab tech. Additional support is provided by student workers. (updated June, 2006)

Expected Growth Rate:
☒ grow at the college average (2.5%)

The Bureau of Labor Statistics projects the animation industry to grow by 22% over the next 7-8 years. In the last five years, major changes in production strategy have taken place. The most significant of these changes are an increasing use of digital technologies to produce animation, and the outsourcing of lower-tier jobs, such as clean-up, to Asian production firms. These changes require all animation professionals to possess advanced, rather than baseline, skills that might allow them to work on the design and development side of a classical animation production pipeline. These changes also require that future animation professionals gain exposure to all software used within the animation industry, such as Maya, Flash, Z-Brush, and After Effects. Glendale College currently provides high quality training in traditional animation design skills as well as in the use of high-end animation software. [SMP Goal 7] All of the instructional ingredients are present for strong growth, including a very well outfitted computer lab. If public awareness of the animation program is raised, the program should grow by at least the college average of 2.5 %.

No additional certificates will be added, but a consolidation of the two certificates may occur. All courses will be taught in lab settings.

Consideration is being given to consolidating the animation certificate. Currently, there are two certificates – one in classical animation and one in digital animation. Though no courses would be phased out in such a scenario, animation students would be required to develop proficiency in both traditional animation design skills and digital animation production and design skills. At present, the consolidation of the animation certificates is viewed as a possible long-term option.

Three to Five-Year Program Goals:
Since hiring a full-time animation instructor four years ago, the college has provided digital animation instruction to some of the world's most advanced animation professionals. Directors, lead animators, layout artists, background artists, and coordinators from top studios in the Glendale-Burbank area have learned Maya at GCC. Thus the college has done a good job of meeting the needs of local businesses. [SMP Goal 6]

In the next four years, the animation program will continue to address the needs of the animation worker. An emphasis will be placed on exploring the advantages of establishing articulation agreements with four-year colleges so as to enable college-age students to earn transfer credit for taking GCC animation classes**.** The most important goal of the animation program is to mobilize Glendale College's public relations, outreach, and workforce departments to raise community awareness of the animation (and digital arts) programs. The main barrier to growth in these areas is that potential students learn about our programs by word of mouth. This is a serious problem that needs to be addressed immediately if the animation program is to meet growth targets. [SMP Goal 6]

Personnel Needs:
At the moment, there is no need to hire additional contract faculty or classified staff in the animation program.

No retirements are anticipated.

Facilities Needs:
☒ classrooms
☒ labs

The animation program needs traditional art classrooms for traditional drawing and animation classes. The program needs computer labs for the computer animation classes. Ideally these lab needs to be adjacent to the classroom in order to service hybrid digital/traditional classes.

The digital animation program, along with media arts and digital photography, has needed to improve its physical plant for some time. These needs have been expressed in the Digital Arts facilities proposal. Proposed improvements are:

(i) Larger and better-designed computer classrooms to better position the instructor and give individual student workstations more space. Current digital lab configurations result in a over-crowded, unwieldy atmosphere with space primarily for computers.
(ii) Creation of a separate digital arts laboratory providing round-the-clock access for students who need more access to software self-training opportunities

Competition:
Competition from private institutions is a problem that threatens enrollment growth within the digital and classical animation programs. In the past few years, more and more private digital animation programs have sprung up. These institutions, such as Arts Institute, Art Center, and Gnomon, benefit from highly developed internet profiles and advertise aggressively on television and in newspapers such as LA Weekly. These same institutions also possess dedicated promotional personnel who not only manage advertising and marketing, but also plan events and communicate with industry partners. For the animation program at Glendale College to succeed in terms of enrollment, much must be done to increase community awareness of the program's existence.

Art History

Program Contact Person:
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Program Description/Mission:
The art history program is an instructional program that offers 21 transfer level general education courses with a wide array of classes, ranging from introductory classes in western art to specialized courses in western and non-western art, such as Art of the Eastern World, Women in the Visual Arts, Pre-Columbian Art of the Americas, Modern Art as well as numerous other in-depth courses. The art history classes serve students seeking a an AS certificate in Art History, students completing an AA degree, students completing a major in

Visual Arts, students in the PACE program, the Scholar's Program, and Study Abroad program as well as those students intent on transferring to four-year schools in art history and other disciplines. The broad expertise of the art history faculty contributes to the rich, varied, and diverse offerings of the program that augment the college's overall mission.

The art history program, due to the discipline of the field, is uniquely situated to train students in critically analyzing the artistic and cultural heritages of a variety of societies, the history of various cultures across the world, the political systems of various cultures (both in the present day and historically), and the broad scientific developments of various societies as reflected in artistic developments. The diverse nature of the art produced in various cultures over time necessitates that students become acquainted with and understand cultures that differ from their own.

The need to study and analyze visual material requires the students to learn how to navigate varied technological systems (such as the web, established internet study aids, etc) that have been established to display the material. Students can excel in the wider world, such as the workplace, given the analytical and cognitive skills as well as technical skills acquired through the study of art history.

Current Personnel:

3 full-time faculty (1 on leave, 1 on a 1-year contract)
8 adjunct faculty depending on the semester.
0 classified employee
(updated June, 2006)

Expected Growth Rate:

☒ grow at higher than the college average

Art History has been growing at a rate greater than that of the college average by some +3%. Art History classes continue to fill during the fall and spring semesters as well as during the summer and winter. (For example, this winter all four classes offered filled.) There will be an increasing need for art history as the program is necessary for the varied majors in the visual arts as well as an increasing number of art history majors. In addition, the cuts to art in the K-12 system will only increase the need for it at the college level. In fact, a number of high school students currently take art history to fulfill their high school graduation requirements and that continue with cuts in funding for high school arts. [SMP Goal 6]

Yes, there is a need for adding specific classes in art history in order to better prepare visual arts majors for four-year schools, for completing the AA degree and for the continued interest in courses that offer perspectives from varied world-wide cultures.

Current plans include:

- Adding an introductory course on Non-Western art (that would parallel the Introduction to Western Art classes)
- Adding a class on 19th Century art so that the modern art can become a class on 20th century art
- Adding a course on Contemporary Art (a particular need for students majoring in studio arts that wish to transfer to an art school)
- Adding a class on Russian and Soviet art, that would include the art of the various republics (i.e. Armenia, Tashkent, Ukraine, etc.)

The fill rate for the above is anticipated at 100% given the fill rate of the other art history classes as well as student requests for such classes.

In addition, given rising student interest in an art history major at the AA level, additional art history classes should be developed, particularly an introduction to methodologies course.

No courses or certificates will be discontinued.

Three to Five-Year Program Goals:

Several goals for the next several years are paramount.

Adding the above listed classes are necessary, especially for students going on to four-year schools either in art history or studio arts. It is imperative to augment the existing program, which ranks as the most diverse art history program at two-year schools in the Southern California region.

Improved digital equipment is necessary for the display of images in the classroom. [SMP Goal 10] The current digital equipment does not allow for the study of the art objects that is necessary to the discipline of art history. The digital equipment used in most classrooms is sufficient for many humanities courses, but the need to study works of art in their entirety and in detailed parts, with clarity and accurate coloring can not be done adequately with the current equipment. The need for funding to purchase the appropriate equipment is vital.

There is a need for a slide room assistant. The slide collection is quite extensive and needs to be properly catalogued and stored. These slides need to be converted into digital format, which requires an immense amount of time as they must be scanned in at, the very least 300. (Scanning at 75 is sufficient for maps, text, etc but not for the study and analysis of visual material). The digital collection then needs to be catalogued and stored in variety of formats. In addition, the creation of digital collections to coordinate with the various courses needs to be accomplished. To have an assistant to coordinate and complete these activities would expedite the these tasks, allowing the full and part time art historians access to the visual collection as well as the entire campus faculty. [SMP Goal 10]

Increasing positive feedback regarding our students comes to us from the four-year schools. Recently we have had students accepted to Berkley, USC, UC Riverside and other schools with top-notch art history programs. More and more students are expressing an interest in art history and our reputation can only be enhanced with the above noted additional improvements. The art history program will continue to offer rigorous training in art history to further add our students and to further enhance our reputation. [SMP Goal 6]

Personnel Needs:

The necessary growth in art history enrollment as well as the planned expansion of course offerings, demands the addition of at least one, if not two, full-time faculty members in art history. From 2001-2004 the ratio of full-time art history to adjunct was 33% to 67% percent, it is still below parity with slightly more than 1/3 of the classes being taught by adjunct instructors. The lack of unity in having the same instructor semester after semester for intro classes as well as some of the specialized courses is detrimental to the students and the department as a whole. It is also becoming increasingly difficult to find qualified, competent professional art historians to teach adjunct. Every year for the last four years we have had to do adjunct searches, which interferes with other activities that could be accomplished to enhance the program.

It is imperative that art history have at least one adjunct assistant for management of the visual collection. The art history department serves upward of 800 students in the fall and spring semesters with two full-time instructors. Given that art history has the unique addition of a visual collection, unlike the other humanities departments, it is a matter of professionalism and fairness that the art history department get critical help with the management of the visual collection. Art History is unique in that no other humanities instructors must coordinate all of their lectures with outside visual material. That added element adds to the work load of the art history instructors (for which no additional monetary compensation is made). To add to these duties the management of the burgeoning visual arts collection takes necessary time away from the art history faculty creating new courses and improving those on the books, affecting both students and the program.

No retirements are anticipated.

Facilities Needs:

☒ classrooms
☒ other

An additional classroom would be required, when the additional classes are added to the curriculum. State-of-the-art digital equipment must be purchased for art history to function effectively.

The digital classroom with stadium style seating is the best format for art history. To facilitate discussion, which is critical in helping students to formulate their own analysis of the visual material, the rooms still need to accommodate no more than 50 students. Therefore, the auditorium will not work. For the development of rigorous art history training, for which we are becoming more widely known, the class numbers must be kept on the small size to enable study and analysis of the material. Discussion is imperative for the teaching of art history and, as such, mandates smaller class sizes.

Competition:
It is likely that students will enroll in art history at the community college level as the cost of four-year schools continues to increase every year. The four-year schools with reputable art history programs tend to be among some of the more expensive schools.

Online art history is sometimes discussed, but because it so imperative to have discussions about the myriad aspects of the material not to mention proper projection of visual material, which can not be accomplished on the small computer screen, on-line classes are not an immediate impediment to teaching art history at the college level.

Other:
Given the continued growth of interest in art history as an area of concentration, as well as a call by some students that it be made a major, I anticipate continued growth in the Glendale art history program, given our burgeoning reputation. It would behoove Glendale to support this program in all the ways outlined in the above sections.

Ceramics

Program Contact Person:
Mark Poore, ext. 5543,
mpoore@glendale.edu

Program Description/Mission:
The Ceramics Department serves the students wanting to fulfill humanities units for use in pursuing a B.A., M.A. or M.F.A. program in ceramics at a four year institution. The department also offers a Ceramics Certificate for those interested in employment in ceramic industry. The Ceramics Department offers nine sections of classes to give students a wide spectrum of information to ready them for a career in ceramics or to further their studies as a transfer student.

Current Personnel:
2 full time faculty
1 adjunct faculty
1 full time Senior Instructional Lab Technician
1 adjunct Instructional Lab Technician
(updated June, 2006)

Expected Growth Rate:
☒ grow at higher than the college average

Our average annual growth has been +7.3% for a 10-year growth of +65%. With the decline in art and vocational offerings at the K-12 level, I anticipate the department growing at a higher rate than the college average.

The Ceramics Department would like to offer a surface design class with an anticipated fill rate of 100 % but due to lack of space, equipment and funding we are unable to do so at this time. These classes could be taught in a lab setting.

No courses, certificates or degrees will be discontinued or phased out.

Three to Five-Year Program Goals:
The Ceramic Department goals are to give students a very strong foundation in the ceramics arts and industry. We are in contact with local ceramic businesses and four-year

colleges so we can stay current in ceramic industry/ educational trends. [SMP Goal 6] We would like to add more class offerings in response to feedback from both industry and four-year colleges but are unable to do so at this time due to our space, equipment and budget limitations.

The feedback we receive from ceramic industry and four year institutions is extremely positive. According to most, our students are some of the best prepared for higher education and vocational work.

Personnel Needs:

If the needs of industry and four year colleges are to be met, we anticipate the hiring of both faculty and staff. The department would like to hire an industry professional to teach students the new techniques and technologies needed to stay current in the field as well as hiring more classified staff as support. Robert Kibler, full time tenured faculty in Ceramics, will retire in about five years. As the only full time faculty member in the program, this position must be replaced.

Facilities Needs:

☒ classrooms
☒ labs
☒ other

The current space housing the ceramics department is very small for the number of students, equipment and materials we now have. To stay current in the field, new and different types of equipment should be purchased. Due to our limited space and funding we are unable to purchase or house such equipment. The equipment used is not portable and tends to be large so a much larger space is needed. Currently, we are forced to lecture in the existing lab, which also houses the equipment needed for students to complete projects. The equipment is noisy and lecturing is very difficult. We are forced to have students stop working while lecturing is done. Ultimately, having a small classroom within or attached to the lab space would allow both to happen simultaneously. The current lab space also houses the electric kilns and a glaze mixing area. This area creates a lot of dust and vapors that find their way into the general use lab area. The area is vented, but should be separate space within the lab. The department's gas kilns need to be housed outside in a secure covered area with room to maneuver the ware racks and projects. We are currently housing our gas kilns in a chain link fenced area that is very hard to secure. When the gates are open, almost anyone can enter. The kiln yard should only be accessible through the ceramic lab area. This would allow only ceramic students and staff into the kiln area and not the general population on campus. In addition to the kiln/lab area, a large storage area is needed to house all of the raw materials and clay. These items are heavy and bulky so the storage area should be adjacent to the lab. We buy many of the raw materials literally by the ton so a large area would be needed.

Competition:

The Ceramic's Department does not anticipate competition from online degree programs. Due to the hands-on nature of ceramics, it would be impossible for this to be taught online. The existing public and private institutions do pose some competition for us here but we offer such a wide array of ceramic classes and exceptional personnel that we compete effectively. We have students come here from all over Southern California due to our good reputation within the community and extended areas.

Dance

Program Contact Person:

Lynn McMurrey, ext. 5556,
mcmurrey@glendale.edu

Program Description/Mission:

The Dance Department serves a wide variety of students and fits into several of the Community College System's stated mission goals. Dance classes satisfy the physical education graduation requirement for Glendale College. The Department employs only top professionals in the field, and our minimum qualifications for hire are the highest in the state. The program, which resides in the Visual and Performing Arts Division, observes only the most rigorous of academic standards. We offer an AA degree in Choreographic Studies and Dance Technique, thereby satisfying the principal mission of the Community College system. The Department also offers a Vocational Certificate in Choreographic Studies and Dance Technique and draws students of all ages, thereby satisfying both Vocational Education goals, and the lifelong learning missions of the California Community Colleges.

The program is structured to introduce students to the joy of movement through dance and an appreciation of dance as an art form. It provides opportunity to develop knowledge and an understanding of the body as an instrument of expression. It introduces aspects of self-discipline (Ballet, Modern, and Jazz) from both the performance and informed audience points of view. The career students are given opportunity for more advanced studies, to prepare them for entry into dance as a vocation, and to acquaint them with career options in the dance field today. The program is primarily concerned with the process of education and the development of thought and practice rather than the emulation and absorption of prescribed or pre-designated theories. In this setting, the curriculum is constantly evolving according to the needs of students in the changing world of dance.

Current Personnel:

2 full-time faculty
9 adjunct faculty
1 full time wardrobe mistress/costume designer/equipment supervisor
1 piano accompanist
Master Electrician, Technical Director, Sound Designer, Production Assistants – as needed for the 4 dance productions presented each school year.
(updated June, 2006)

Expected Growth Rate:

☒ grow at the college average (2.5%)

Even though there are two full time faculty members in the dance department it has been rare that one full time presence has been in the department during the last ten years. Lynn McMurrey has either been the Guild or Academic Senate President, and Dora Krannig has been on an extended leave for the last two years. The fluctuation in FTES during the years occurred when there was no full time presence or transitions of new, temporary faculty with whom the traditional dance student population was not familiar. With the stabilization of the full time faculty, and the rewriting of some outdated course offerings the enrollment should keep pace with the estimated growth of the college.

Dance History will be offered in a lecture setting; 30 students per section

Pilates, Yoga, Hip-Hop, Salsa, Commercial Dance, and Choreography Workshop will be offered in a lab setting; 30 students per section

Our Choreographic Studies and Dance Techniques Certificate and AA degree will be updated and a concerted effort will be made by the Department, in conjunction with the Counselors, to more effectively articulate our students through the two programs

Three to Five-Year Program Goals:

- Update our Curriculum
- Articulation and outreach to the high school dance teams [SMP Goal 6]
- Intensify our relationship with CSU Long Beach. They have the most comprehensive dance program available and are receptive to working with us and our students. [SMP Goal 6]
- Continue outreach to the professional dance community through our Advisory Committee and progress toward their recommended changes in our offerings [SMP Goal 6]
- Strengthen the ties and articulation of other performing arts students through offering group activities with the Music and Theater Arts departments

(example: musicals which are co productions of the Dance, Music and Drama departments). [SMP Goal 6]

Personnel Needs:
Our Wardrobe technician urgently needs a classified staff person to assist her. When she was hired she was responsible for the costuming of only one dance production a year. Since then we have added three shows a year to her work load and only given her a small stipend. She must design and fabricate at least 200 costumes per show. At this point it isn't the money that is important, it is the time on task, and the "hands" available to do the work.

Lynn McMurrey will probably be retiring within the next 5 years. This position should be replaced. All programs without at least 2 full time faculty are in jeopardy of falling behind the ever changing needs of a rapidly changing world. Arts programs need at least two full time people to continually update curriculum, satisfy the needs of students, the department, the institution, and the rapid changes in the dance profession.

Facilities Needs:
☒ classrooms
☒ other

We anticipate a high demand for our Dance History Course. This will be the first class that we will be offering in a tradition classroom setting. A room with the appropriate media facilities (video, film, computer, projection, etc.) will be necessary.

Our lab space requirements are adequate for the time being as we have suffered the loss of many hours of classes during the past and current budget crisis.

We urgently need space for construction and storage of costume and dance props. The Korean church currently is absorbing most of the available space in the SN building. Our costuming needs are rapidly making the traditional space shared by women's Phys. Ed. and dance inadequate.

Dance classes always need a large space that is dedicated to their use with a "floated", specially surfaced floor, and large permanent mirrors. SN 102 and 104 are ideal, and are considered the best in the state; especially 104 with its state of the art performing space. This space will soon need maintenance due to constant abuse by the Korean church, which uses it as their main venue, each weekend.

Competition:
The closest "serious" dance department is at Citrus College. We are always in communication with the other dance departments in the 2 and 4 year schools and participate in each others activities. We have a friendly competition with the private dance studios in the area. Since most of their teachers and the owners themselves are our past and present students, we are usually their resource and our performances are an outlet and means of exposure for their students. The largest private studio in the area sends all their advanced students to Glendale College.

Graphic Design

Program Contact Person:
David Glover, ext. 5475,
dglover@glendale.edu

Program Description/Mission:
The Graphic Design program at Glendale College is designed to serve students and the community in three ways: 1) Student who wish to complete a 2-year A. A. Degree in Visual Art with a specialization in Graphic Design, 2) Students who wish to prepare for transfer to a 4-year institution for an Bachelor's or Master's Degree in Graphic Design and 3) Students who wish to complete a 2-year Vocational Credential program in Advertising Art. These functions well serve the mission statement of Glendale Community College, to prepare students for successful

transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. The Graphic Design program's degree and vocational offerings are designed with these missions in mind. Also important in fulfilling the college's mission is to:

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

The Graphic Design program addresses each of these goals. To work successfully in the field of graphic design students must master state-of-the-art technology, develop effective communication skills, exercise critical thinking and problem solving skills, and be aware of the cultural history of our society.

Current Personnel*:*

2 full time faculty member (on sabbatical).
1 adjunct faculty
1 full-time computer lab supervisor in the San Gabriel Building
1 full-time computer lab technician These two classified employees are shared by digital photography, digital animation, and media arts as well as Graphic Design.
(updated June, 2006)

Expected Growth Rate:

☒ grow at higher than the college average

Program Review data support the estimation that the enrollments in Graphic Design will outpace the college average. Over the previous ten year period, the annual growth rate in Graphic Design was 10.2% compared to the 2.5% college growth level. Employment demand is strong in this field and ever-changing technology will ensure a steady stream of students wanting training. We get both new students who have never worked in the field desiring initial training and many 'returning' students who are already in the work place who need their skills upgraded. Additionally, Graphic Design is one of the disciplines that will move into the new Digital Arts Design center and has been designated to receive additional space. New curriculum is also being designed. All of this will generate increased enrollments.

Currently Daniel Stearns, the full-time instructor in this area, is on sabbatical and actively working on new courses and new certificates. Areas of interest are electronic pre-press and packaging design. We anticipate at least 5 new sections per semester being offered in this area over the next few years. Each course would have 25 students, so the additional enrollment would be 125 students per semester. These courses will absolutely be taught in a lab setting.

Existing certificates will be revised rather than phased out. Art 140, Paste-up and Layout, has not been taught for over 5 years and will be retired.

Three to Five-Year Program Goals:

The most important goals for Graphic Design are:

a. Complete curriculum overhaul. New courses revised courses, revised certificates are all currently in the works.
b. Complete the move into the new instructional facility in the Digital Arts Center in the Health Sciences/Design Lab building.
c. Coordination of certificates with local industry. [SMP Goal 6]

d. Working out effective articulation agreements with CSU and our local high schools.

Personnel Needs:
We need at least one more full-time instructor in Graphic Design to handle the increased curriculum and certificate programs being designed, especially in the area of electronic pre-press. The new digital labs in the new instructional space will probably require an additional classified computer lab technician.

No retirements anticipated.

Facilities Needs:
☒ classrooms
☒ labs
New space in the digital arts center (ground breaking today!) is already in the works. A dedicated lab for students to use is also planned in this space. For the immediate future, space requirements in this new area should be adequate. Several new faculty offices will be required however.

Competition:
Of course there is competition from both the public and private institutions. Art Center College of Design in Pasadena, for example, is a very well-known and highly prestigious institution offering programs in Graphic Design. However, the cost factor there is very high. Students pay over 10 times as much for the same course work. We already transfer students there with great success, but our students can get their first 2 years of instruction here at a great cost savings. Given the quality of our program we feel we can compete effectively against Art Center and our neighboring Community College programs.

Media Arts

Program Contact Person:
Mike Petros, ext. 5677,
mpetros@glendale.edu

Program Description/Mission:
The Media Arts program offers classes in Video Production, Digital Video Editing, Audio Production, DVD Authoring, Interactive Multimedia and Radio Webcasting. The Media Arts program addresses two of the primary functions established at GCC to fulfill its stated mission: (a) Visual Arts Majors may option for an Associate of Arts Degree in Media Arts; and (b) vocational training leading to employment within the wider media industry, including entertainment, electronic journalism and corporate communications. The impact that television, radio, motion pictures, audio recordings and interactive multimedia have had on the artistic and cultural heritage of our society is undeniable. The Media Arts Department trains students in the aesthetics and techniques of communicating in the various media and in doing so, gives them a unique insight into how these powerful forms of communication affect their lives.

Media Arts embraces a wide range of disciplines, from aesthetics to high technology. In recent years, a close integration has developed among the Media Arts, Animation, Photography and Graphic Design programs. Included in Media Arts certificates are required and elective courses in Mass Communication, Journalism, Business, Marketing, Photography, Art, English and Psychology.

Few disciplines in our society have promoted an awareness of the diversity of human experience more than the communications media and cinema, widely regarded as “the universal language”.

The Media Arts department strives to provide the most up-to-date computers, software, and video and audio equipment available in order to offer students the most current training experiences available. Many students travel from outlying areas to GCC for this reason.

Current Personnel:
1 full time faculty
1 adjunct faculty
2 full time classified employees who also serve other programs in addition to Media Arts)
(updated June, 2006)

Expected Growth Rate:

☒ grow at higher than the college average

According to the recent Program Review, fill rates in Media Arts classes have been consistently over 100% in recent semesters, well above the average for all credit courses. Frequent fill rates above 100% indicate that demand for Media Arts classes exceeds our capacity. Many students have requested additional Media Arts courses and additional sections of existing courses. The creation of additional classroom and lab areas such as the proposed Digital Arts Computing Labs in the new Health Sciences Bldg will allow the expansion of course offerings and result in a significant enrollment growth for all the Digital Arts disciplines of which Media Arts is a component.

A number of new courses are in development and will hopefully be added to the schedule when the budget permits. We are also looking at the addition of two new certificates: Assistant Editor and Visual Effects. Each new course should add another 24 students to the Media Arts program. All new courses would emphasize lab experiences. [SMP Goal 2]

No courses, certificates, or degrees will be discontinued at this time.

Three to Five-Year Program Goals:

First, to add some sections of existing courses as allowed by the limitations of our lab and classroom facilities. New adjunct faculty will need to be hired to teach these additional offerings. The new courses to be added include Advanced Digital Video Editing, Visual Effects, Storyboarding, and Advanced Digital Audio Production. Articulation agreements will be established with the local high schools and with four-year universities such as CSUN and CSULA. [SMP Goal 6] It is expected that our facilities will expand within the next five years.

Personnel Needs:

With only one full-time faculty in the program and no current adjunct faculty, the offering of new courses or sections in Media Arts will necessitate the hiring of additional faculty. Additional classified staff may be necessary when our facilities are expanded.

The sole contract faculty member in Media Arts will not be retiring in the next five years.

Facilities Needs:

☒ other

New courses will require new spaces. All Media Arts course offerings are taught in lab areas, which vary from computer labs, audio studios, video studio, video control and video editing areas. The "other" type of area anticipated is a projection auditorium to be used for film and video viewings.

Most of the newly planned courses will center on digital technology, so additional computer lab facilities will be needed. Visual effects courses will need specialized studio areas. The current audio studio is woefully inadequate for demonstrations to the whole class. The audio class is divided into sub-groups and demonstrations are accomplished in shifts. No adequate projection auditorium currently exists for additional film, video or animation appreciation courses.

Competition:

The closest competition may come from the other community colleges in the L.A. area, such as Pasadena City College or Valley College. However, PCC's strengths are in web and graphic design and not specifically in video production and editing. Valley College's program is limited but growing. Competition for students with Valley College is minimal, due to the greater distance between it and GCC. Neither college offers training in visual effects.
Private media training centers exist in Burbank, North Hollywood, and Hollywood. Their emphasis is on media related software applications for video editing, motion graphics

and DVD authoring. However, these centers offer very short-term training for very high fees. Media Arts (and Animation) courses at GCC offer the same training over a longer term for vastly lower fees. Better marketing for Media Arts (and other Digital Arts) courses is needed and would allow us to successfully compete with any similar training in the area.

Music

Program Contact Person:
Peter Green, ext. 5622,
pgreen@glendale.edu

Program Description/Mission:
The two primary functions of the Community College system are Vocational Education and transfer. The Music Department has courses that are geared toward both missions. Music is a field that develops the aesthetic sensitivity of all students, not just the musically gifted. The curriculum taught by our instructors address various artistic and cultural heritages, and requires personal exploration, both in skill level and emotional understanding. Music also assists students in developing verbal and non-verbal communication skills, constantly demands immediate information analysis and evaluation, encourages personal problem solving, and fosters the ability to work cooperatively with others, musically and otherwise. The musical and aesthetic experiences assist students in all areas of their student and personal lives.

Current Personnel:
4 full-time faculty, & 1 fall 2006
13 adjunct faculty
5 adjunct classified employees, including lab techs and accompanists
(updated June 2006)

Expected Growth Rate:
☒ grow at higher than the college average

I believe the Music Department really is on an upswing in terms of changing to meet current demands. We have students come to the Music Department from communities quite distant from Glendale, because they have heard good things about the Department's reputation. With the increase in size of our Music Lab, and the addition of one more full-time faculty in the Fall, we will be able to develop and offer more programs, such as music technology, in the near future. We plan to add performance space, which will also greatly enhance our ability to attract students.

We plan on offering new classes in music technology beginning Fall 2005. Once we get the program developed, we hope to offer a music technology certificate shortly thereafter. These classes will be taught in a lab setting. We also plan to offer a piano pedagogy certificate, which would increase the number of our re-entry pianists. These courses would be taught in both lab and classroom settings.

No courses, certificates or degrees will be discontinued at this time.

Three to Five-Year Program Goals:
Our largest goal for the next three to five years is to add a music technology program. This is in response to increasing needs from the community and four-year schools to offer such a program. We also plan to interact with the local high schools. [SMP Goal 6] Last year we sponsored an annual choral festival in which choirs from the high schools come to GCC to join with our choirs. We hope in the near future to do the same type of recruiting with the instrumentalists from the high schools.

Personnel Needs:
One additional full-time faculty position and one full-time Music Program Assistant

The music faculty has not grown in full-time faculty since the early 1960's, but the curriculum and related specializations have expanded enormously, especially in music technology. It is virtually impossible to address all of these needs with four full-time faculty. The largest area of specialization, music technology, has occurred in the last ten years. We need faculty to meet the broadening demands and needs of our students. Recruitment is essential to music programs. Each year we visit local high school campuses. Our performing ensembles play for high school music classes. Our music program cannot rely on college-wide recruitment efforts, but must be done by individual music department faculty. The music department, and the performing arts in general, are great ambassadors for our college and the liberal arts education that forms the backbone of our curriculum. We are a natural link to the surrounding community. Because one of the primary focuses of this position is performance, it will strengthen ties with the community. [SMP Goal 6]

The Music Department at GCC is unique in that we are the only Community College Music Department in the Southern California area that has no Program Assistant. All secretarial work, publicity, payrolls, concert program preparation, music library organization, organization of Choral Festivals, advertising, press releases, performing ensemble concert organization, and other duties must be handled by our full-time faculty members, in addition to regular course loads and other campus responsibilities. This translates into inabilities to accomplish the work in the department that desperately needs to be done - writing new programs and courses (especially in the field of music technology and recording), fund raising (there are many expensive items the Music Department still needs for the program to thrive), and recruiting at the High School level. Our performing ensembles really should be out performing in the community more, but there is only so much our instructors can accomplish when there are so many other things to do. We spend so much time keeping up with what needs to be accomplished at the moment, that there is very little time left to do the important things - community performances, fund raising, and building the programs. [SMP Goal 6]

Facilities Needs:

☒ classrooms
☒ labs
☒ other - Recital Hall

We need more classroom, and classrooms that are dedicated to music classes. Currently, we have no recital hall for music performances. The orchestra / jazz band rehearsal room is a classroom and is grossly inadequate for their needs. And, as we build the music technology program, we will undoubtedly need more lab space.

We request a performing space which is suited to our needs. Currently we are forced to use a classroom (AU 211) for our performances by small ensembles, since the Auditorium stage is shared with the Theatre and Dance departments. One choral group is forced to find a performance venue off-campus, since the Auditorium is so tightly booked. This hall would be also used for rehearsals for the College Orchestra and the Jazz Band. Currently these ensembles rehearse in AU4, a space that is not suited for anything but lecture classes. AU4 is a detriment to these groups. We hope to gain an additional 40 - seat classroom to use for lecture/lab classes, such as Musicianship, Harmony, and Music History classes. Currently these classes meet in the Piano Lab, where the students have to write their notes on top of our digital pianos, since there are no desks in the room. Students are forced to sit on piano benches with no chair backs at a 90-degree angle to the instructor for hours at a time (Music Majors are in there MWF from 8 am until noon). Moving the Musicianship, Harmony, and Music History classes from the piano lab will open the classroom for piano classes during peak College hours.

We will offer music technology lab classes starting Fall 2005. We can offer certain classes with our new computer in the Music Lab, but many students are moving toward the field of Sound Engineering. We hope eventually to have a small recording studio with a sound booth. This would be used to teach sound recording classes, as well as to record both student and faculty performances.

Competition:
Our largest problem is lack of suitable rehearsal / performance space. We have excellent faculty, but many students choose to attend PCC since our rehearsal and performance facilities are so inadequate.

Photography

Program Contact Person:
Joan Watanabe, ext. 5340,
watanabe@glendale.edu

Program Description/Mission:
Photo program is an instructional program of the college. It serves the college's education objective and it's four areas of particular importance as stated in the college's mission. The photo program provides transfer to a 4-year institute as a photo major, job training and retraining current to the field, certificate completion for job purposes, and personal growth. Courses emphasize concept building, problem solving, creative and professional development, and analysis and communication skills. Students are exposed to a variety historical and current aesthetic styles, technical information, and approaches to themes and projects. Courses are taught by practicing professionals in fine art and/or commercial art. Two certificates are offered in the program, a photo certificate and a web design certificate. Certificate required courses are rotated so that a student can complete requirements within two years. There are fourteen different traditional photo courses and eight different digital courses in the program. Eleven traditional photo courses and eight digital are offered in a semester.

Current Personnel:
2 full time faculty
5 adjunct faculty
1 full-time lab tech
1 19 hour a week lab tech
(updated June, 2006)

Expected Growth Rate:
☒ grow at higher than the college average

The Program Growth Trends provided by Research and Planning indicate a past 10 year growth rate of +193.2% and an annual growth rate of +21.5 %. In 1997 and on, growth was significant when photo moved into it's new facility and new courses as well as digital were being offered. From 2002-2004 some courses were cut due to budget constraints. When block-scheduling went into affect, day students became less interested in once-a-week photo courses. The following year, all day photo classes were changed to meeting twice-a-week, excluding Fridays. Evening courses tend to have high fill rates, but evening offering are limited to availability of classroom labs.

Demand for digital courses such as photoshop and web design are the most complicated to anticipate, changing every couple of years or less, thus impacting class enrollment. Changes in course times, and the number of courses offered change every couple of years to meet changes in student needs. New digital courses have been created and continue to be created, or revised to meet the demands of the students.

Film-based courses are high in enrollment, however digital developments are constant and rapidly changing film-based photography. If courses become either a hybrid mix of traditional and digital or go strictly digital, photo will continue to be used for the same reasons, a fine art, commercial, editorial, journalistic, or documentary medium. Understanding styles, aesthetics and technical aspects will still be necessary to communicate visual ideas. There has been and continues to be a growing number of students interested in photo for a career goal, transfer major, retraining, and personal growth.

Photoshop is fifteen years old and is still the leading industry standard image-editing software. Working knowledge of the software is essential to getting jobs and working efficiently, not only for photographers, but for those planning on becoming, or working as or with designers and digital artists as well. Our Photoshop courses continue to have a number of working professional artists in need of Photoshop training and as well as students planning on becoming, designers, photographers, and digital artists.

The photo program continues its plans to build courses for professional development by creating some new courses in traditional photo, as well as revising existing courses mixing film-based with digital experience.

Constantly changing digital developments changes student's needs. The photo program re-exams the digital courses every couple of years for additions and revisions, and will continue to do so. There are also plans for new short courses in this area, to better suite the needs of working professionals.
Due to the amount of equipment and space available, anticipated enrollment would be 24 for digital and 25 for traditional photo.
All the courses need to be taught in a lab setting.

No courses, certificates or degrees will be discontinued at this time.

Three to Five-Year Program Goals:

a. Revise and create new 16 week courses focusing on building thematic concepts, and professional development. Develop short courses to meet the training needs of working professionals. [SMP Goal 2]
b. Integrate digital into photo traditional courses.
c. Because most of our students transfer to private 4 year art institutes, we will work more with these institutes for articulation agreements. [SMP Goal 6]
d. Develop stronger ties with local related businesses, and organizations to establish internships, job shadowing, workshops, tours, off-campus exhibitions. [SMP Goal 6]

Personnel Needs:

Photo has one full-time 40 hr. a week photo tech. and one 19 hr a week photo tech. The photo program would like to request that the 19 hr. a week position become a full-time position. Eleven traditional photo courses are offered in a semester, Monday thru Saturday, and Monday thru Thursday evenings. This totals about 37 hours of class session. There is also 23 hours of open lab, for photo students, most of who do not have darkrooms or lighting studios. 22hrs of open lab meet class tba. Staff needs to be available for all class sessions and open lab to issue equipment, prepare class chemicals, enforce lab procedures, and oversee lab facility and flow.

The lab tech also needs to work during non-class and non-open lab times to track inventory, repairing and maintaining equipment, develop and compile chemical, equipment data, and maintain facility. Current full-time lab tech works well over 40 hrs a week to accomplish the above.

No retirements are anticipated at this time.

Facilities Needs:

☒ labs

Photo has no dedicated digital lab with computers. It shares labs with animation, media arts, and graphic design. Scheduling is worked around animation, media arts, and graphic design course offerings. Current classroom has 24 student stations, but space is too small for 24 students. Students sitting in the class make it difficult for faculty to move up and down isles to help them. Desktop workspaces are small, leaving little room for note taking, and external hardware. Small desk areas make workspace an ergonomic hazard. No space is available for external hardware, such as flatbed scanners, film scanners, printers. No critique wall and poor lighting for analyzing prints, especially for contrast and color.

A photo digital lab is planned for the 'Health Sciences building. This would be a dedicated lab, solving many of the space, display, lighting problems as mentioned above.

As traditional photo courses integrate digital, or become all digital the single digital lab, would not be enough to accommodate the 19 courses offered each semester. Also the 'Health Sciences building would not be next to or part of the photo facility. High end digital photo equipment would be carried back and forth to different buildings. Students, faculty and staff involved in hybrid classes would be running back and forth between two buildings, making instruction difficult. A photo digital lab needs to be attached to the photo facility, allowing students, staff, and faculty involved in courses mixing traditional and digital to easily move back and forth between both labs, and photo lab techs to issue and monitor high end digital equipment.

The photo facility would like to propose assuming the Media arts space in the SG building, when Media Arts moves to 'Health Sciences building. Photo could give up its digital lab space to media arts, and acquire 2 lab spaces in the SG building. Another alternative is to keep the digital lab in the Health Sciences building for the existing 8 digital courses and obtain a second digital lab in the SG building. A digital lab would need to accommodate 25 students, large workstations, scanner & printer stations accessed from a critique wall with daylight balanced lighting. There needs to be easy access to photo check room and monitoring from checkout room.

Competition:

There are online Photoshop courses and web-certificates available after completing online courses. This areas need to be further studied by the photo program to determine its interest and educational value to our students.
The GCC photo program offers a variety of courses in both traditional and digital, and some not offered at all in local or private institutions.

Other:
Also affecting program growth for photo is professional level equipment and access of equipment to students. A significant enrollment increase began when photo moved into the SG building in 1997. New equipment became available with the new facility, allowing students to learn with professional equipment. Currently, the photo program is deficient in digital photo equipment. Needed are consumer level digital cameras for check-out, medium and large format digital cameras for studio use, lenses and flash for medium and large format cameras, high-end film scanners, inkjet & photo printers, and computers and monitors to accommodate 25 - 30 students, and an instructor. An upgrade or loan plan needs to be established, to keep program as current as possible.

Digital photo training for all photo instructors & staff needs to be provided to stay current. Courses generally run $600.00 or more, and in many cases are not local.

Unfortunately, this training needs to be continual as the digital world keeps changing.

Studio Arts

Program Contact Person:
Caryl St. Ama, ext. 5546,
stama@glendale.edu

Program Description/Mission:
The Studio Art Department is an instructional program of the college that serves the students wanting to fulfill humanities units for pursuing a BA, MA or MFA program in studio arts at a four-year institution. The department also offers a Studio Art Certificate for those interested in art as a career in Two Dimensional or Three Dimensional Art. The Studio Art Department contributes to the college's rich and rigorous curriculum by offering courses that draw from the broad expertise among the department's faculty members. The department's offerings range

from Basic Design to Life Drawing, Sculpture to Printmaking. In all, the department has 28 different courses in the catalog. Students are encouraged to develop critical thinking skills to meet the demands of not only the workplace but also our diverse society.

Current Personnel:

3 full time faculty, one at 67%
11 adjunct faculty
No classified employees
(updated June, 2006)

Expected Growth Rate:

☒ grow at higher than the college average

Our average annual growth has been +3.3% for a 10-year growth of +29.7%. With the decline in art and vocational offerings at the K-12 level, I only see the department growing at a higher rate than the college average.

The Studio Art Department would like to offer the Figure Modeling class again and to offer for the first time a Figure Painting course as well. The anticipated fill rate of 100%, but due to lack of space, equipment and funding we are unable to do so at this time. Yes, these classes could be taught in a lab setting.

No courses, certificates or degrees will be discontinued now or in the near future.

Three to Five-Year Program Goals:

The Studio Art Department goals are and have always been to give students a very strong foundation in the studio arts and industry. We are in contact with local businesses and four-year colleges and universities so we can stay current in the art industry and educational trends. [SMP Goal 6] We would like to add more class offerings in response to feedback to both industry and four-year colleges but are unable to do so at this time due to our space, equipment and budget limitations.
The feedback we receive from four year transfer institutions is extremely positive. According to most, our students are some of the best prepared for higher education and vocational work.

Personnel Needs:

If the needs of industry and four year colleges are to be met, we anticipate the hiring of both faculty and staff. The department would like to hire a Full time tenure faculty in Design and Drawing and a full time Instructional Lab technician. This department is without any clerical help at all with the exception of student workers. We would like to hire a full time administrative assistant for the full time faculty that have their offices in the Art Aviation building.

We don't anticipate retirement of any faculty within the next five years.

Facilities Needs:

☒ classrooms
☒ labs

The current space housing the studio arts department is very small for the amount of students, equipment, materials and courses we now have. All of our Art 130, 131, Design I and II courses and Drawing for Animation are currently being taught in the Sculpture studio. This is not the appropriate studio for these classes. Our course offerings are limited by the available space. Also, the art department is scattered all over the campus, it would be advantageous to have the entire art department located in closer proximity to take advantage of common resources. Moreover, this would give the students enrolled in art classes a place to congregate and learn from each other. In addition, the studio art students do not have a studio available to work on projects. They are forced to take oil paintings, sculptures and other large projects home to work on them. This creates an extreme hardship on our students and does not allow them the extra work they need to complete their projects.

We need an additional design studio.

Competition:

The Studio Art program does not anticipate competition from online degree programs. Due to the hands on nature of painting, drawing, design and sculpture, it would be impossible for this to be taught online. We offer such a wide array of studio classes and exceptional personnel that we compete effectively. We have students come from all over Southern California due to our good reputation within the community and extended areas. Because we are a community college, our courses are far more affordable than anything that a private institution can offer.

Theatre Arts

Program Contact Person:
Melissa Rendel, ext. 3220, mrandel@glendale.edu

Program Description/Mission:
The Theatre Arts Department is dedicated to providing students with successful transfer to Theatre Arts Programs at four-year colleges and universities as well as preparing performance and technical stagecraft students for successful placement or advancement in rewarding careers in Motion Picture, Television, and Theatre venues. We consider it our mission to serve the surrounding community through public performances of worthy works from world theatre for the enjoyment and edification of the greater Glendale community. The core of our curriculum is based upon these public presentations which not only expose the student to works of world theatre, but also develop their ability to work closely with others and collaborate responsibly with others in the achievement of a goal with integrity, conscience, responsibility and a sense of professionalism.

Current Faculty:
2 full time faculty
7 adjunct faculty
2 full time classified employees
2 part time classified employees
(updated June, 2006)

Expected Growth Rate:
☒ grow at higher than the college average

The Theatre Arts Department has historically grown at or above the rate of the college and the demand for our training has remained -- and it appears that it will remain -- consistent based upon the location of the college so near the entertainment industry. However, we are serving the needs of our students at the maximum ability of the present faculty and staff. Any significant increase in population would certainly tax the ability of the present staff to serve the students with the kind of individual attention and quality performance and technical training that they would require to compete successfully in the entertainment industry. With the anticipated addition of faculty in the Spring of 2006, we anticipate a significant increase in population.

No new courses or certificates are in the planning of the Theatre Arts Department as the current level of staffing does not permit any addition of course material or student service. Additions are anticipated should additional staff become available; that means that once the new and additional full-time position that has been promised to this department is filled in Spring 2006, there will, indeed, be new courses and certificates. One such certificate would be a Performing Arts Technician Certificate which would be a direct entry into employment in the local entertainment industry. This Certificate would place on emphasis on new and evolving technology and would be in high demand in the studios of the film and television industries.

No courses, certificates, or degrees will be discontinued or phased out**.**

Three to Five-Year Program Goals:
Goals: To create a better learning environment for the students by becoming better organized, upgrading facilities and technology, and providing consistency in all areas of what is an inherently inconsistent art form. [SMP Goal 3] The students need consistency to know what is expected of them.

To encourage students to explore other departments of the Visual and Performing Arts

Division (Music and Dance specifically) to make them more well-rounded

Department requirements:

1. Personnel
   a. Two full time faculty for the 160 series—one to act as a director, and one to act as producer—per semester.
   b. A new full time technical director
   c. A full time Program Assistant
   d. A full time costume/make-up lab technician
   e. Two full time and one part time performing arts technicians
2. Budget—increase budget to include the hiring of guest directors.
3. Facilities
   a. Three new rehearsal areas—two the size of the Studio Theatre, one the size of the Mainstage Theatre.
   b. An expanded costume lab with dressing rooms
   c. An expanded scene shop with more room for storage
   d. A technology lab with upgraded technology for scenic, lighting and audio design instruction.
   e. Four new offices for full time faculty
   f. Two new offices for adjunct faculty
4. Program
   a. Review certificates and degrees
   b. Develop a high school and community outreach program [SMP Goal 6]

Personnel Needs:

Full Time Faculty:

The Department has requested additional faculty and -- since there is only one full time faculty in this Department -- the current faculty is convinced that we are doing the best that we can with the resources provided. Because the faculty is dedicated to the goals of the Department and the support of its production schedule, they are all working in excess of the hours for which they are compensated, often late into the night, to serve our students in their performance goals and to make those performances an example for our more academic classes. We are all convinced that we must have more full time faculty if we are to do this job any better.

Classified Staffing:

Our classified staffing needs are not being met. In particular, we need additional staff to handle box office, advertising, costume and properties coordination, and additional technical support. We also need to increase our Program Assistant from 19 hours 10 months to 40 hours 12 months.

Program Assistance:

While our functions extend well beyond a normal day, our program assistant is only afforded to us for nineteen hours per week. This means that any hours that she commits for the Department delivering materials to printers or mailing services, answering box office telephones, coordinating publicity for five shows per year, etc. must be compensated by time off. We have discovered through our work with the Kennedy Center American College Theatre Festival that we are the only Theatre Department in the Pacific Southwest that does not have a full time Departmental Program Assistant. Ultimately, our Program Assistant ends up working many hours in excess of those for which she is paid in order to serve our students. This is an area that must be addressed.

Box Office Management:

The box office is now handled as an extra assignment by our Program Assistant who is forced to include these functions in her 19 hour per week assignment. This means that the box office is only staffed when she is available to answer that phone line and this leaves her little time to handle reservations and she cannot handle other than Theatre Arts Events, thus Music and Dance must handle their own box office and this falls to the faculty in those Departments. This is a very inefficient manner of handling this function and most distressing for the public wishing to attend events on campus. This is an area that must be addressed if our public presentations are ever going to command the audience they deserve and that audience is at the core of any theatrical training. The Instructor is able to tell the student how to perform, but the reactions of a large and enthusiastic audience do the most to develop the subtle and essential aspects of performance that are needed in Music, Dance and Theatre Arts. A Box Office coordinator serving all performing arts is a basic essential to this kind of training.

Adversting:
The advertising and publicity is currently handled in a very ad hoc manner, and while we receive a good deal of assistance from the PIO, a lot of it must be done within the department. If we receive increased staffing in the area of Program Assistance, and Tenure Track Faculty, we can fulfill this need without any additional personnel.

Costume and Properties Coordination:
We have no regular staff to manage, itemize, catalogue, store and put up for rental to other schools those hand properties and costumes that we acquire and construct every year for our shows. This is such an obvious need that is implicit in the management of any theatrical organization. At this time, the Music, Dance and Theatre Arts faculty are all duplicating these activities – or neglecting them entirely – and the activity must be handled in whatever spare time the faculty, usually adjunct faculty, or part time staff can afford. There is no ongoing organization and coordination between the departments to maximize the use and coordination of these very expensive and essential instructional support supplies. This is an area that must be addressed.

Technical Support:
We currently have one full-time Assistant Performing Arts Technician and one adjunct Assistant Performing Arts Technician, a full-time Performing Arts Technician was laid off in June 2003. The minimum staffing should be three full-time Performing Arts Technicians. This is required in order to provide a safe and efficient learning environment for any of the Theatre Arts lab times, as well as technical rehearsals and performances for all Theatre Arts, Dance, and Music events. This level of support is also required for non-division events.

The only full time faculty member in this department is eligible for retirement within the period of the next five years. Without that position, there is no department, without the department there is no excuse for a school in the area of “the entertainment capitol of the world.” Many students take other classes at Glendale College because they are able to continue to work on their acting skills at the same time.

Facilities Needs:

☒ labs

This department needs dedicated Laboratory Space in order to handle the projected growth of our program. There are four areas that require improvements:

1. The costume Laboratory
2. Rehearsal Laboratory
3. Scenic Shop Laboratory
4. technology Laboratory

Costume Laboratory Space:
The Costume Lab is located in the basement of the Auditorium Building and the conditions under which our costume instructors and their students have been forced to work is appalling. This is definitely a neglected area.

The current space allocated for teaching, constructing costumes, cleaning and ironing costumes, and storing of costumes is completely inadequate, as it is not much more than a bathroom space. In the original building design, it was a dressing room. At the current time, it smells moldy and stale due to the 50 year old plumbing which constantly backs up, and has, on many occasions, flooded the entire room. This space also serves as our costume instructor's "office", which at the moment is a makeup counter space in the corner.

In an appropriate costume Laboratory space, there would be at least 2,500 sq. ft. space with ceilings high enough to install a motorized dry-cleaner-style costume rack, 15 stations for sewing and costume construction, separate spaces for ironing, sinks for hand washing, facilities for the dyeing of costumes, washer and dryer and fitting rooms. Showers for performers should be added to the existing dressing rooms as the plumbing already exists and the space would be available with the relocation of the Costume Lab. The room

should have appropriate lighting for detail costume construction, including needle-work which the current facility lacks.
Such an improvement would be an appealing alternative to the dressing room location – virtually a large bathroom -- it currently holds thus increasing its appeal to students and most likely making enrollments much better. The increased number of students would also be much easier for the costume instructor to handle. It seems obvious that we should really have separate dressing rooms for Men and Women, none of which should double as storage.

Rehearsal Laboratory Space:
In addition, we have no rehearsal space beyond the actual performance area. This means that rehearsal and set construction or lighting installation cannot occur simultaneously, thus wasting hundreds of hours. The students of this Department would be best served by adding three new Rehearsal Laboratories, two rehearsal laboratories the size of the Studio Theatre (25' x 35' each), and one Rehearsal Laboratory the size of the Mainstage Theatre (50' x 50').

Scenery Laboratory Space:
The current scenery lab (a.k.a. the Scene Shop) is undersized to permit an efficient and pedagogically correct learning experience for the students of TA 121, 122, 129, and 130. Therefore we are requesting to expand the existing Scene Shop by a minimum of 1750 square feet, with a 25' high ceiling.

Theatre Arts Computer Lab:
Currently we have a make shift computer lab spread throughout the Auditorium building, oftentimes within faculty offices, control rooms, and various found spaces. We currently lack the environment to properly educate our students in the current and ever expanding computer skills that put our students at a decided disadvantage in the job market, which most of them go directly to from our program. A 1,000-1,200 square foot room with updated computers and a central server would be appropriate. The students would need specialized software such as virtual light lab, CAD, audio creation and editing, and video editing. The lab would provide a place where individual acting students could review their scene work from class. Ideally the lab would also provide space for acting students to make video recordings of monologues and small scenes as homework.

Intelligent Lighting Lab:
Nowhere are our students more technologically disadvantaged then in the area of Intelligent Lighting. What began in the mid 1980's as technology limited to major rock concerts and television events is now pervasive in professional theatre of all sizes, and provides well over 50% of the lighting in concerts and television. The bare minimum size room that would be required is 800 square feet with a 12' high ceiling. The equipment can come from VETA and instructional equipment funding.

Competition:
The Los Angeles area has a number of performance training facilities, both public and private. The affordable level of cost at this institution has increased in recent years, eroding our basic appeal, therefore, we must provide a higher quality education with the resources at hand to be competitive. To do this, we must provide a responsive, energetic staff that can give the individual coaching that is necessary to coach the performance students whose very success creates the highest appeal for potential students.

Other:
It is a shame that we have so few resources to put into this area. Our location on the border of Los Angeles and Hollywood, "the entertainment capitol of the world," provides the opportunity to become a "theatre center," a place to which actors and technicians look for the best in theatre, film, and television performance and technical training. We have the basic facilities, they could be improved; we have a central core staff of dedicated professionals, we need additional staff.

Miscellaneous Cohort & Special Programs

Program Overview

The college operates a number of highly successful special programs that contribute significantly to making GCC a unique learning environment. A survey of future planning must include mention with some discussion of what we plan for these programs in the near future. They include:

- Cooperative Education
- Internship
- Scholars
- Supplemental Instruction
- Instructional Technology
- Distance Education
- Study Abroad
- Baja Field Study

On the pages that follow, an assessment of each of these programs and a projection for growth and resources needs is provided. Even though the fit is imperfect, they answered the same set of questions as the departmental summaries.

It is expected that each of the program will like continue to grow and improve as the college grows with the possible exception of Cooperative Education. In this case it is expected that Internships will growth dramatically over the next decade and supplant the Cooperative Education Program.

In recognition of the importance and unique experience afforded students in our Baja Field Studies Program the Board has just approved a plan to purchase property and build a new field station in Bahia de Los Angeles, Baja so that we can expand our successful Baja Field Studies program.

Cooperative Education

Program Contact Person:
Bob Taylor, ext. 5744,
rtaylor@glendale.edu

Program Description/Mission:
The Cooperative Education Program addresses the needs of the GCC students who wish to earn academics credits for work performed for employers either on-campus or off-campus. While they are employed, Coop. Ed. is extremely flexible program that allows students to create a bridge between GCC and their work place. [SMP Goal 6]

Current Personnel:
1 full time faculty
Classified employees from Instructional Services provide assistance among their other duties; no one is specifically assigned to the Cooperative Education Program.

Expected Growth Rate:
☒ grow at the college average (2.5%)

There is potential to grow this program, however, it may be more advantageous to grow the Internship Program, as a more meaning learning activity for students.

No new courses or certificates are being considered at this time.

No courses or certificates are being considered to be discontinued at this time.

Three to Five-Year Program Goals:
The Cooperative Education Program goals are to grow according to the needs and wishes of the college. It can expand at a rate to benefit the goals of the college itself. It works wonderfully with the business community and is extremely popular with our students. [SMP Goal 6]

Personnel Needs:
No anticipated needs in the next five years.

I anticipate retiring in the next five year period. Since I am the sole contract faculty member, yes, a replacement contract faculty member should be hired to continue the program.

Facilities Needs:
No classroom, labs or other facilities are needed at this time.

No classrooms, labs or other facilities are anticipated for the future.

Competition:
The program is unique and, I do <u>not</u> anticipate competition from either public or private institutions and/or online degree programs.

Other:
This is an excellent program that does not have high over-head costs to the college and, produces high amounts of FTES.

Scholars Program

Program Contact Person:
Garry Massion, ext. 5146,
gmassion@glendale.edu

Program Description/Mission:
The Scholars Program maximizes the academically accomplished student's ability to transfer to a four-year college or university, by providing an atmosphere of intellectual

inquiry. The enriched curriculum stresses critical thinking, in-depth analysis of issues, and serious scholarly evaluation, through written, oral and quantitative expression. In addition, College Scholars are expected to reach beyond rote memorization and overcome the obstacles to impartiality and freedom of thought: prejudice, egocentricity, ethnocentricity, and vested interest.

Current Personnel:

1 faculty member who receives 40% release in the fall, 50% release in the Spring, stipend of $2,500 in the summer serves as Scholars Director
1 Scholars Counselor
1 student worker, at approx 4-5 hours per week

Expected Growth Rate:

☒ grow from one to two percent

The enrollment in the Scholars Program is traditionally based on filling 4 English 101 H classes of 25 students each. Thus our goal is to recruit 100 new students each fall. However, with the growth of the Science Academy, I am hoping to be able to convince the appropriate Division Chairs to offer 6 English 101 H sections over the next five years. Of course, all goals are being pursued under the constraints of budgeting and space allocation. Another possible solution for growth is to stretch the current maximum of 25 students per section of English 101H to 27 students per section, adding a few extra students the first day of the semester, with the permission of the instructor. I believe that this change is reasonable and would be pedagogically sound.

No new courses or services are to be added at this time. In fact, the addition of new programs and services has already been accomplished over the last several years with the implementation of the Science Academy. With the addition of the Science Academy, we now offer an additional 13 honor classes to our students, including our capstone course, The History of Science (History 133).

We do not anticipate phasing out or discontinuing any programs or services associated with the Scholars Program.

Three to Five-Year Program Goals:

a. Continue to develop new agreements with Universities and State Colleges in the area. This year, we have established an agreement with UC San Diego and will meet with representatives from Cal Poly Pomona in March to establish a new agreement. [SMP Goal 6]
b. Continue to increase the number of underrepresented students in the program, by extending our recruiting net to such schools as Holy Family, Cathedral, Franklin, and Marshall. We do currently recruit at these high schools, but more creative recruitment methods must be developed to attract a greater number of students from these schools. [SMP Goal 6]
c. Increase enrollment in the program as described above under Expected Growth
d. Work with the Divisions of Math, Biology and Physical Sciences to establish evening offerings of Science Academy Honors Courses. [SMP Goal 6]

Personnel Needs:

The curriculum is taught by existing full-time and adjunct faculty members who use a portion of their teaching load to teach in the program. We will continue to encourage additional faculty members to teach honors courses.

No retirements are anticipated.

Facilities Needs:

☒ classrooms

If the number of sections offered increase over the next few years, as we hope, number of honor's additional classrooms will have to increase, or existing space will have to be re-allocated.

Competition:

There are currently approximately 120 community colleges in the Honor Transfer Council of California. To stay competitive with other Community Colleges in the area, we must continue to increase the number of agreements we have with various colleges and universities in the area, and continue to focus on the aspects of the program which makes us unique. These include: 1) GCC is one of a handful of Community Colleges in the Honors Transfer Council to offer both a Liberal Arts Program and a Science Program (Science Academy) for our honors students. 2.) The Science Center, gives our students real life, hands on experience, as they undertake their required honor's projects 3) The Liberal Arts component, based on a Learning Community Model, allows students take their required honor's classes together. 4) Our current committee structure within the program. Students are required to join one of our four committees (Finance, Recruitment, Communications and Mentoring). Two VP's head each of these committees and are appointed from the Scholars Program. 5) Access to the Scholars Garret, a room furnished with a large table, sofa, and 6 computer stations, where students socialize, is an important perk and recruitment tool.

Other:
As the Scholars Program continues to grow, the release time and summer stipend offered to the Director should increase, reflecting the increased workload.

Supplemental Instruction

Program Contact Person:
Jean Lecuyere, ext. 5338,
jlecuyer@glendale.edu

Mission:
SI offers collaborative learning workshops for students in various classes. These workshops are scheduled in addition to lecture or lab periods and are led by tutors recommended by teachers and are trained by the program. Its purpose is to help students learn and succeed, which is the central educational mission of the college.

The program has two faculty advisors (no release time).
The program has one classified coordinator (full-time).

Growth:
☒ grow from one to two percent

The program has been growing steadily over the years and should continue to do so. An aggressive campaign could make it grow faster, but growth is limited by the availability of classrooms and/or SI rooms. There are only a handful of dedicated SI rooms, mostly in the CR/CS buildings and it is not clear if any more will be available in the future. If the college goes to block scheduling, SI could decline substantially due to lack of rooms and the difficulty of scheduling the sessions.

No new certificates or courses will be added. No part of the program will be phased out.

Three to Five-Year Program Goals:
SI would like to expand to as many classes as possible but its fate will depend on scheduling changes at the college and on the number of teachers who wish to collaborate with the program.

Personnel Needs:
No new personnel needs at this time.

Facilities Needs:
☒ other

SI needs small conference rooms with large tables and plenty of chairs.

SI always needs rooms, preferably dedicated SI rooms as in the CR/CS buildings. Such rooms are used by students when workshops are not in session and so are useful all around.

Instructional Technology

Program Contact Person:
Shereen Allison, ext. 5179,
sfogel@glendale.edu

Program Description/Mission:
Instructional Technology is central to meeting the GCC mission of preparing students for successful transfer and or advancement in rewarding careers. Instructional Technology has become essential in providing faculty and students with the state-of-the-art tools they require to succeed in an increasingly technology based world. GCC's Instructional Technology program supports both classroom based technology such as video projectors, DVD and CD players, televisions, and computers and instructional software such as course management software (WebCT), Interactive Whiteboards (Interwrite SchoolPad), anti-plagiarism software (Turnitin), testing software (Respondus), Webinar and Online Class/Office Hours software (CCCConfer/HorizonLive) to name just a few.

Current Personnel:
One administrator
20% of a Network Administrator
50% of a Senior Computer Technician
Two to four student assistants

Expected Growth Rate:
☒ grow at higher than the college average

The use of Instructional Technology has had dramatic growth over the last 10 years. It is now difficult to find an instructor who is not using some form of instructional hardware or software in their course. While distance education clearly requires instructional technology, instructional technology encompasses more academic areas. Faculty and students not involved in distance education frequently use some type of instructional technology. For instance, the majority of courses, students, and faculty using WebCT are actually enrolled in traditional courses, not distance education courses. In fact, approximately 90% of WebCT use is a result of non-distance education courses. [SMP Goal 2]

Personnel Needs:
While the growth in the use of instructional technology is astronomical and does not appear to be waning, the number of employees that support Instructional Technology has not grown at the same rate. Instructional Lab Technicians play a key role in supporting discipline specific instructional technologies, but in terms of centralized support staff the majority of support is provided by the same staff that supports Distance Education in combination with staff from Information Technology Services (ITS).

For instance, Network Services and ITS operations are essential in providing faculty with software and hardware as well as upgrading classrooms and ensuring that the equipment is up and running and state-of-the-art. The initial implementation and ongoing maintenance is primarily performed by IT staff, while the training in the use of these programs is primarily supported by the Associate Dean, Instructional Technology and a number of student workers. This component of instructional technology support needs to be increased to at least a part-time release position as well as the addition of a full-time instructional designer or trainer.

Instructional Technology will continue to grow at an accelerated pace as new technologies are continuously introduced. Currently, Electronic Response Systems and Podcasting are just two of the new technologies in demand.

Three to Five-Year Program Goals:
The most important goals in the next few years is to ensure that support is available for faculty and students to use the necessary instructional technology. Often the college is able to provide the funding for the hardware or software, but is less successful in insuring that faculty are well trained either through securing funds for outside training or providing support through the college. The key constraints to

Instuctional Technology growth are not physical resources (e.g., classroom space, hardware, software), but in staffing and developmental resources that allow us to successfully support the investment we continue to make in technology. [SMP Goals 7 & 10]

In order to get the maximum benefit of the investment GCC has put toward instructional technology, the college needs to commit to providing the personnel resources to ensure that these new tools are effectively implemented and supported.

Facilities Needs:
☒ classrooms/labs
☒ other

To maximize efficiency, a centralized area for faculty training and support would also be desirable but is less critical then the staffing resources. Currently, neither the IT facility nor instructional technology physical areas are sufficient for this type of centralized training and support. Space that would provide a computer lab of 20-30 seats and office area for the Associate Dean, Instructional Technology and support staff would be ideal.

Distance Education

Program Contact Person:
Shereen Allison, ext. 5179,
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Program Description/Mission:
Distance education is a key component in meeting GCC's mission to prepare students for successful transfer or advancement in rewarding careers. Distance Education promotes success by providing flexibility in scheduling, hands on experience with state-of-the-art technology, and variety of learning opportunities.

While the college has been in an experimental phase with distance education for the past several years, it is now in the process of formalizing the policies, support, and scope of offerings. In 2003, there were 16 hybrid and 8 online classes. As of Fall 2006, there are now 34 hybrid classes and 16 online classes scheduled. Additionally, over 300 traditional sections use WebCT to web-enhance their course by posting course materials, using discussion boards, and providing email to name a few popular features.

Current Personnel:
One administrator
20% of a Network Administrator
50% of a Senior Computer Technician
Two to four student assistants

Expected Growth Rate:
☒ grow at higher than the college average

Over the next ten years there will be a dramatic increase in the number of distance education courses offered by GCC. This growth will not only be seen in the number of courses offered, but also in the number and variety of certificate programs available online as well as in the addition of an online AA/AS degree path. These additional channels are necessary to provide a cohesive and meaningful learning path, increase flexibility in scheduling, and meet the demands of students. [SMP Goal 2]

By expanding GCC's distance education offerings to include more and varied courses as well as adding terminal certificates and online degree programs, GCC will be responding to the needs of its students. More online and hybrid courses will alleviate scheduling problems and provide an additional avenue to increase learning opportunities for the traditional student. At the same time, these offerings and programs will provide much desired options for adult learners, workforce retraining, and international students. [SMP Goal 3] While distance education is desirable in its ability to fulfill a growing demand for this type of educational option, growth in distance education is particularly valuable in that GCC it does not require additional classroom space.

Three to Five-Year Program Goals:
The most pressing goals in the next three to five years include formalizing the process and infrastructure that supports distance education. Doing so will ensure that all faculty and students needs are fully supported and that the quality of GCC's distance education offerings are equal to that of the quality of GCC's traditional courses. Formalizing the process and ensuring that the infrastructure is in place, provides the necessary groundwork to expand GCC's distance education offerings to online certificate and degree programs.

Personnel Needs:
In order to meet these short term goals, GCC needs to increase the level of resources that support distance education. Growth in this area requires the addition of at least one full-time instructional designer/instructional technology specialist and one 60% faculty release time position. Again, these resources indicate the bare minimum for growth, to truly support this area an additional instructional designer/programmer/designer or trainer would be highly desirable.

Facilities Needs:
☒ classrooms/labs

In terms of space, growth in this area will require coordination of classroom and testing space for meetings and testing either on campus or through partnerships with off-campus facilities. Growth in this area really is reflected in classified and release time positions rather than classroom or lab space, although a central support and training center consisting of a computer lab of 20-30 seats and office area for the Associate Dean, instructional technology and support staff would facilitate growth.

Competition:
While there are many online and hybrid courses and programs that are in direct competition, the private schools online offerings which are highly successful cannot compete with the GCC distance education offerings in terms of price. GCC can offer students a high quality, low cost solution in providing online and hybrid courses, certificates, and degrees. As far as other community colleges, distance education offerings are frequently the first to fill and are increasingly more in demand. Without providing our students with this option, GCC will clearly not be able to meet a growing demand from students.

Internship

Program Contact Person:
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Program Description:
The Internship Program is a collaboration between Instructional Services and College Services. Housed in the Job Placement Center, the internship program was to provide an opportunity for students to integrate their classroom learning to a real work environment. The linkage effectively prepares and develops the students for hands-on work in their field of study. Students have the opportunity to earn college credit for participation in a paid or unpaid work activity. A formal class meeting will take place on the first day of the semester. Students are assigned to a faculty advisor and will meet individually with the faculty advisor throughout the semester.

Mission:
The college has as its primary mission, "to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in

rewarding careers". The Internship Program is in keeping with this mission statement.
One important aspect of this program is that students will receive credit on their transcripts that accurately reflects their work in Media, Physics, Biology, Sociology, Architecture, Politics, Hospitality/Culinary Arts, Journalism and almost every program offered at GCC. The program matches students with faculty advisors who can mentor the student, work collaboratively with the employer and the student in developing learning objectives, evaluate the student's overall experience and award credit. [SMP Goals 2 & 3]

Current Personnel

0 Full-Time Faculty
1 Adjunct Faculty
17 Faculty Advisors
1 Program Manager

The program does not have any full-time faculty. There is a teacher of record for the Internship 150 course (adjunct) and depending upon enrollment, faculty are recruited to serve as paid faculty advisors. Faculty can mentor/advise up to five students each and can be compensation $200 per student per term. During the Spring 06 semester, the program had seventeen faculty advisors.
There are no classified employees associated with this program. There is one Academic program manager who manages the program, helps the students locate internships, collaborates with the business community, works with the faculty advisors and can serve as teacher of record for the course.

External Trends

Students come from other universities to participate in our internship program. Summer enrollment for internships is approximately 60 students. Other external trends include labor laws and issues relating to the education code.

Internal Trends

An increase in participate in internships has occurred. Many students are seeking an internship to enrich their academic classroom preparation prior to graduating, transferring or entering the world of work. In several cases, the internship lead to gainful employment. Students who participated in the internship program felt better prepared to transfer into their field of study.

Expected Growth Rate:

It is anticipated that this program will grow at a higher rate than the college average due to an increasing demand from both the students and the business community/non-profit sector.

Three to Five Year Program Goals:

- To build a larger base of employers that are familiar with our program
- Create a data base of employers/prospective interns (students) so that employers seeking interns could search for what they are looking for electronically and that the student seeking an internship could search for employers in the same way
- Recruit more faculty participation from all disciplines on campus

Personnel Needs

As this program continues to grow, full time clerical help will become necessary.

Facilities Needs

Currently, the program utilizes the career center to meet for class or hold meetings. Continuing to use the center for the next five years would be fine.

Competition

Currently, we are the only community college in the area that is able to offer the internship class without requiring a student to be concurrently enrolled in seven units. This is because our Title V Cooperative Education Plan that has been re-written includes both a parallel and an alternate plan. The major studios have been referring students to our program because they know we are the only college to be able to offer the class by itself.

Study Abroad

Program Contact Person:
Darren Leaver, ext. 5718, dleaver@glendale.edu

Program Description
The GCC Study Abroad Program has provided credit travel-study programs for our students since 1990. Our traditional program destinations have included England, Spain, France, Italy, Bali, Ireland, and the Czech Republic. Recently, we have expanded our program destinations to include Armenia, Greece, New Zealand-Australia, and Argentina, and we are once again offering a Spring semester program to France.

Our programs, open to both GCC students and the community, also attract an increasing number of students from nearby colleges. Because the courses taken abroad meet the same requirements as courses taken on the GCC campus, they are transferable to nearby four-year institutions.

The program offers GCC students a unique, life-changing academic experience that broadens their horizons and magnifies their awareness of the world. Contrary to popular belief, the program does not serve only 'elite' students but instead serves a very diverse student body. Approximately 70% of the participants are female. About 53% are 25 years of age or less, while 28% are 50 years of age or more. Many of our participants qualify for financial aid, with many using student loans to pay for the program. The program attracts individuals from a wide range of ages, genders, ethnicities, and socio-economic standings.

Mission:
The Study Abroad Program's mission is directly related to the Glendale Community College mission by:

- Encouraging international perspectives in the instructional program.
- Increasing the quality and variety of learning opportunities that promote student success.
- Providing opportunities for students to participate in credit foreign programs provided by the College.
- Encouraging staff to participate in cross-cultural training and instructional opportunities abroad.
- Providing "education beyond the secondary level for personal improvement…" and an opportunity to "satisfy intellectual curiosity and provide knowledge about and appreciation of our universe."

Current Personnel
1 faculty on 50% release as Program Director.
1 classified employee at approximately 16 hours per week.

Growth
It is anticipated that the program will continue the recent rate of growth that is far greater than that for the campus as a whole. According to the campus office of Research and Planning, the Study Abroad Program generated 0.0 FTES in academic year 2003-04, 9.18 FTES in 2004-05, and 24.2 FTES in 2005-06. This indicates a rapid rate of growth over the past two years, with 2005-06 exceeding the previous high of 22.73 FTES established in 2000-01. The program saw continued declines in enrollment from 2000-2001 through 2003-2004. The new Director took over the reigns in July of 2004, which coupled with a renewed demand for travel that commenced two years after the September 11 attacks, has led to a solid comeback in the program. We have managed to keep the program prices below perceived price thresholds, which make our programs very attractive and

competitive. We surveyed the student population to quantify student travel desires and then implemented the survey results into our program design, which also contributed to the steady increase in Study Abroad enrollments. **(SMP Goal 3)**

We are attracting an ever-increasing number of traditional students as well as students from other colleges. Additionally, members of the surrounding community are participating in our programs, and many of these 'students' take additional courses at the college following their return home. We now need to make a concerted effort to attract K-12 instructors into our summer programs as these instructors are required to complete periodic Continuing Education Units and cultural diversity training, which GCC could provide as part of a Study Abroad program. The growth of the Study Abroad Program should continue into the coming years if we can get the word out to the student population, the community, and local K-12 institutions via printed advertising.

Three to Five-Year Program Goals:

The following list represents the most important goals that the program intends to achieve in the next three to five years:

- Actively advertise the program to the student population, community, and local K-12 institutions. **(SMP Goals 2 & 6)**
- Implement 1 winter and 2 to 3 summer trips to varied destinations, with at least one program to a non-traditional (developing) country.
- Continue to administer surveys to determine the program desires of students. **(SMP Goal 3)**
- Administer a faculty survey to determine the regional expertise of the faculty as well as to increase awareness of the program.
- Promote the programs by re-instituting a slide lecture series.
- Have the program be more visible and accessible by installing a monitor in the Administration Building hallway, facing Admissions and Records.
- Offer semester-length programs now that the demand appears to be there.
- Consider domestic locations that can be offered to our International Students as well as our traditional students.

Personnel Needs:

The Study Abroad program cannot continue under the present arrangement. The demands of the job in order to run a safe, academically-sound program while attempting to minimize the college's exposure to liability require MUCH more commitment than the current 50% release time, borrowed clerical staff, and student workers. This pales in comparison to other institutions that administer similar programs. My recommendation is to have one dedicated, full-time clerical staff and one faculty advisor at a reduced release time assignment. **(PR IS Section 5)** Additionally, the annual budget of approximately $3,500 is not nearly enough to effectively advertise and run the program. This budget means that the Director has to pay for a large portion of their program-related travel expenses, and that advertising is limited to *El Vaquero*, the GCC student newspaper. This budget amounts to a fraction of the allocated budget for other community college Study Abroad programs, and a fraction of the GCC Baja Program budget, though Study Abroad serves approximately twice as many students and generates much higher FTES.

The current Director can not continue to coordinate the program in the current form and will step down when the current release-time assignment expires on June 30, 2007. Measures will have to be put into motion in Spring of 2007 to allow for a smooth transition to a new Program Director.

The Study Abroad Program and the new Director will need a continued commitment to portable audio visual equipment that can be easily transported and used in various places around the world. The program will also need a commitment to a centrally-located, highly-visible office space that will attract the attention of students, such as the current Study Abroad office in AD145. **(PR IS Section 6)**

Competition:
Our main competition is from, and will continue to be from nearby community colleges. Our main methods for being competitive should remain as today by providing the highest quality instruction and by offering programs to the exciting, dynamic places that students are willing to pay for. Keeping the quality high and the prices low is a difficult but realistic challenge.

Support:
Study Abroad is one of those programs that requires significant investment in terms of staffing, advertising, physical space, and the backing of the faculty, staff, and administration. The program can offer students a very unique, life-changing academic experience that broadens their horizons far more than any on-campus course could ever hope to achieve. The program truly helps to create students with increased awareness, interest, and caring for the world, and allows a clear mechanism for increasing international perspectives in the curriculum. With adequate support from the campus administration, the program will continue to expand and flourish. Without such support, the program's growth will be limited at best. As a passionate believer in the program, I sincerely hope that the college will increase its support this growing program.

Baja Field Studies

College Services

Introduction/Summary

College Services is a partner in every student's education pursuit. If students succeed, the College succeeds. One of our main objectives in this partnership is to provide access to all the rules and regulations regarding course work as well as to all the special services that can help students do the best they can in their classes. To meet this objective, there are many services, programs and materials available to students. College Services encourages all students to take advantage of all we have to offer.

College Services consists of eight major areas, and each one of these areas encompass numerous programs and services. The breakdown is as follows:

Admissions and Records – Application and enrollment processing, student records management, academic transcript services, AA/AS degree and certificate processing, IGETC and CSU Breadth certification.

Assessment – Administer and proctor written tests, computerized testing and assessment testing for course placement.

Veterans Services – Assistance with application procedures and requirements for students receiving educations benefits under Title 38, United States Code.

Academic Counseling – Educational, vocation and personal counseling, online and workshop orientations, academic advisement and course planning.

- Career Center – Career assessment counseling, testing and career exploration.
- International Student Office – Admission, enrollment and counseling for F-1 students.
- Student Employment Services – Job referral services, on and off campus, provided free for currently enrolled students and alumni.
- Transfer Center – Information and services for students planning to transfer to a four-year college of university.

Center for Students with Disabilities – Support services, specialized equipment, assessment, classroom and instructional support.

Extended Opportunity Programs and Services (EOPS) – Outreach, peer advising, counseling and referral services for economically/academically disadvantages students.

- Cooperative Agencies Resources for Education (CARE) – Supplemental educational support services for low-income single parents.

Financial Aid – Federal, State, local and institutional programs to assist students in meeting costs associated with attending Glendale Community College. Processing and awarding of financial applications.

Health Center – College health nurses, physicians and nurse practitioner services.

Library – Library services, electronic databases and articles, and research guides.

- Learning and Tutoring Center – Free individual or group tutoring with a trained peer tutor.

Student Affairs – Student clubs, special events and services to broaden the student's college experience. Establishes and upholds rules and regulations for student discipline.

- Associated Students of Glendale Community College (ASGCC) – Student body organization, clubs and activities, student government.
- Men's and Women's Athletics – Offers competitive experiences in particular sports.
- Office of School Relations and Student Outreach – Serves as liaison to the local community.
- Scholarship Program- Solicits scholarships, processes student applications and awards scholarships based upon donor criteria.

Each one of the programs works independently and collaboratively with the others. Problem solving for a student is not just a one person decision because we are truly partnering with the student and instruction to help students succeed. It is a concentrated team effort to assist students through the educational process. The entire College Services is extremely proud of the programs and services that are offered to students.

A primary goal of College Services is to assist all students in attaining academic success. The counselors from the various offices and each student work together combining several activities and processes to develop a Student Educational Plan (SEP). The SEP is a schedule of recommended courses.

College Services is planning to make some very monumental changes in the way the entire department operates. One of those changes will be to implement and use a web based student system that is part of an Enterprise Resource Planning (ERP). The goal of successfully implementing a new student system includes the contributions and participation of all the units and programs across the College. The new student system will create a mechanism for producing schedules, recording admission, student finance, registration and records. It is expected that the new system will provide greater functionality, accuracy, depth of information, consistency, and security than is possible in our current system. Therefore, the new system will provide significant benefits to all participants, and improve student service delivery.

The second big change is the construction of a new building that will afford College Services a One Stop Center environment. This will make it easier for all students to apply, assess, orientate, and receive advisement; a College responsibility that is part of the primary goal. All services will be located in the same building with short term parking access close to the entrance. Once again our plans for the future are to enable the student and college partnership to flourish and to improve the quality and location of services for the students.

Admissions and Records
Program Overview

Mission
In order for any student to successfully transfer, earn an AA/AS degree, complete a certificate or enjoy an enrichment course, he/she must be admitted, registered and placed in the appropriate course. The primary responsibility of the Admissions and Records Office is to admit any potential student who is a high school graduate or is 18 years of age or older. The secondary function is to register the student in a course(s), keep accurate records for State apportionment and record grades. The Assessment Center tests and places students accordingly in basic skills courses, English/ESL and math, and administers the Ability to Benefit Test that allows students to receive financial aid. Every function of these two offices in some manner serve the mission of the College.

External
The external factors that affect enrollment at GCC are numerous and varied. Most will not change the number of applications received and processed in the Admissions and Records Office. Even with the increased enrollment fee over the last few years, the number of applications did not decrease. What will change the number of applications received is the decrease in the student population in the K through 12 system. The reported decrease in students and the Average Daily Attendance, leads us to anticipate the same for GCC. In addition, if the price per gallon of gasoline continues to increase, there will be a change in the demographics of the GCC student. At this time more than 50% of our student population comes from outside the GCC boundaries. Students may choose to attend a community college closer to their homes. We could see an increase in student applications and enrollment when the per unit fee is reduced especially those people interested in an enrichment course.

Internal Issues
The internal factor that could affect enrollment is retention. We need to keep the students that enroll at the College. Every faculty member, classified employee and manager must incorporate retention criteria into course work and services provided. Students need to be able to reach their goals and the employees of the College are the only ones that can help them to do so. If students do not receive the help and guidance that is needed, they will quickly decide to attend another community college. The persistence rate continues to decline from term to term and fall to fall, and even though the number is small, it will eventually be significant enough to make a difference in the records operation of the Admissions and Records Office. The factor that could increase our student population is a change in the vocational programs. If programs were added to the curriculum that provided job opportunities upon completion, more students would attend the College.

Responsiveness
The most imminent personnel need is the replacement of three retirees. The personnel in these positions performed job duties that are critical to the functioning of the Admissions and Records Office. Also, the Assessment Center has been using temporary help and overtime pay to meet the increased demands of mandatory pre-requisites which means more students must complete assessment placement before registration.

In addition, the student system of the ERP needs to be implemented whether it be Oracle (OSS) or PeopleSoft. The Admissions and Records Office will need personnel to implement the program, hardware to aid in the performance of the program and training to learn how the system works.

Prioritization
The most important needs in Admissions and Records are as follows:
- Replacement Personnel
- Computers
- Space
- Facility Maintenance including a safe and secure area for student and staff to interact

The most important needs in Assessment are as follows:
- Reading Placement Test
- Personnel
- Computers

Admissions and Records

Contact Person:
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Program Description/Mission:
The Admissions and Records Office is the door to the College through which prospective and new students enter, and out of which all students leave. It is a swinging door as current and former students return for services many times throughout their lifetime.

The primary functions include the admission and registration of all students, creation and maintenance of electronic and hard-copy student records, evaluation of external transcript credit, awarding of degrees and certificates, preparation and dissemination of reports to State Chancellor's Office, Clearinghouse and other state and federal agencies, processing transcript and enrollment verification requests, residency determination and reclassifications, IGETC and CSU certifications and assigning student ID and PIN numbers.

Current Personnel:
1 Full Time Faculty
12 Full Time Classified
3.5 Vacant Classified Positions

Expected Growth Rate:
☒ grow at higher than the college average

If we grow at the College average, the College will not meet their growth target. At this time, one in five applicants ever enroll in the College, and our retention rate is only slightly greater than 60% from fall to spring. We will have to grow larger than the average in applicants in order to meet the College average.

The student piece of the ERP system will be implemented over the next three years. At date, facility and personnel needs are not knowable because we are just beginning the planning stages of the new system.

Three to Five-Year Program/Service Goals: [SMP Goals 3 & 4]

a. Provide clear and concise information to all students, staff, faculty and members of the Community.
b. Admit and register all students in a timely and accurate manner.
c. Store, maintain and retrieve records in an efficient, accurate and secure manner.
d. Evaluate and distribute student records in a timely and accurate manner
e. Certify and report attendance data to appropriate agencies.
f. Ensure that A&R functions are performed in an efficient and effective manner.
g. Develop and implement the student piece of the ERP system.
h. Conduct on-going evaluations of the A&R services and programs.

Personnel Needs:
The vacant positions and the one expected retirement of classified personnel in the A&R office may need to be filled over the next five years. In addition, the hiring for unfilled and unfunded positions may not be adequate to serve the College: we may need to add new personnel. The conversion and implementation of the student ERP system (Oracle) may be our greatest challenge. That challenge may require adding new staff and reorganizing the existing staff. Over the next five years we should be moving into new technologies resulting in new delivery methods that will change the A&R procedures for admissions, registration and records functions that have been used for the last 20 years. As talented and qualified as the A&R staff is today, the new procedures will require greater proficient in the use of technology, greater attention to detail and accuracy, honed public relation skills, require more and improved written skills while continuing to serve our "clients" in person and by telephone.

As the ERP system is implemented, evaluation of staffing levels must be continually reexamined. No retirements of faculty are anticipated at this time.

Facilities Needs:

☒ office space

The facility needs for the A&R offices will need to be analyzed because of the planned growth of the College and the anticipated technological changes for the next five years. We assume we will need more space as discussed above, but we need to evaluate this assumption in light of personnel needs.

Competition:

New technology such as on-line registration, enhanced student portal and streamlined communications through the I-mail system offer us a competitive edge.

Assessment / Testing Center

Program Contact Person:

Sharon Combs, ext. 5128, scombs@glendale.edu

Program Description/Mission:

The Assessment/Testing Center maintains and administers assessment tests that are given to identify our student's skill levels in English, Math, ESL and Chemistry. Test scores can meet prerequisites for certain college courses and helps college counselors in recommending the most appropriate courses for students in order to be able to meet students' skill levels and educational goals. The Assessment/Testing Center also administers the on-line orientation and assigns students to a GCC counselor.

The Assessment/Testing Center supports the primary mission of the college, "to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers" by providing critical information for students regarding their appropriate placement into college-level courses that will ultimately impact educational and career decisions made by students. Additionally, the Assessment/Testing Center contributes to the Educational Master Plan Goal 4 to "streamline the delivery of student services and increase student success by focusing on preventive services," and specifically strategy 4-2 that focuses on "success and persistence rates of students completing assessment." The college's Board of Trustees has already approved a recommendation from the Matriculation Committee that English/ESL and Math assessment <u>be required for all non-exempt students within the</u> first 18 units. This move was made after the Institutional Research office presented results from a study that showed that students who complete assessment have a higher GPA and a higher retention rate than those who do not.

Current Personnel:

1 full-time college counselor with a 50% assignment with the Assessment Center

The major stakeholders of this service are the teaching faculty if they are teaching a class that requires a prerequisite or a higher level course in sequential curriculum, or if they depend on courses that are outside their departmental purview. Department Chairpersons work in conjunction with the college to address testing policy issues and English/ESL faculty serve as "readers" for the English and ESL essay portion of the placement exams.

4 full-time classified employees: Lab Manager, two Assessment Lab Assistants and one Lab Technician.

1 one adjunct (50%) Assessment Lab Assistant

10 student workers

Expected Growth Rate:
☒ grow at the college average (2.5%)

The Assessment/Testing Center will continue to support the numbers of prospective students who are the new "non-exempt" students at the college. To be "exempt" from assessment a student must be taking less than six units or must be here for personal enrichment, job skills upgrading, or for a non-occupational or non-degree objective. Also exempt are students who have already completed an AA degree or higher, or who are currently enrolled at another institution and have received assessment services there with course equivalencies. The "non-exempts," therefore, are overwhelmingly the students who are coming to the college from high schools and are intent on transferring or getting an associate degree. Therefore it is important that these students receive comprehensive assessment when they start at the college and then are placed in the appropriate classes as indicated by their assessment scores. [SMP Goal 3]

We are currently in the process of moving towards on-line testing, a new service for the college. This new service will not impact or require additional space. [SMP Goal 4]

We do not anticipate any discontinuation of services currently provided.

Three to Five-Year Program Goals:

The major processes involved in the Assessment/Testing Center are obtaining the right assessment instruments, providing the assessment itself, placing students in the appropriate classes, and delivering the assessment results to the students in a timely manner. [SMP Goal 3] Each of these processes has its own set of challenges that will need to be overcome if the goals are to be successful. Here is a list of what needs to be done in each case for the next three to five years based on the objectives found in the current Educational Master Plan.

Assessment instruments:

- Evaluate current assessment instruments and identify if others could provide better assessment results for students at the lowest levels of developmental ESL/English and Math. [SMP Goal 3]
- Identify a reading instrument that could be used for placement in reading courses. Currently we are placing students in reading classes based on the placement results for their writing courses. [SMP Goal 3]
- Work with Credit and Non-Credit ESL to determine if both could or should use the same assessment instrument for placement or if articulation of the two instruments would be beneficial for students. [SMP Goal 3]
- Work with Institutional Research to determine if there is some way to provide a pre-screening for students with level one ESL skills. [SMP Goal 3]
- Work with Institutional Research and the English/ESL departments to evaluate the on-line writing assessment instruments in order to have immediate assessment results available for students who are required to write an essay. [SMP Goal 6]
- Find ways to identify with greater accuracy students who take the English assessment and place in ESL classes although they have been in English classes throughout high school. [SMP Goal 6]

Assessment delivery:

- Evaluate the use of SF 111 and SF 112 and the staffing and hours of operation needed to provide assessment to all non-exempt students.
- Work with Instructional Technology and the campus governance structure to determine if the college should provide off-site assessment, especially if we increase offerings in distance education.
- Increase opportunities for students in the Non-Credit Program to take the credit ESL assessment. [SMP Goal 6]
- Until the new Enterprise system is installed and can truly enforce the 18-unit rule, work with counselors to

encourage students to take their English/ESL and math assessments at entry, and see if there are other possible solutions to this important challenge.

- Identify a variety of methods to ensure that students are well informed about test score expiration dates. [SMP Goal 3]
- Identify a variety of methods to ensure that all incoming students understand the number of math and or English/ESL classes they need in order to reach their stated educational goals. [SMP Goal 3]
- Design a method to provide off-site assessment for classes that have prerequisites when not offered on the main campus.
- Maintain prerequisites and course exit standards, in order to make sure that all sections of the same course adhere to the same exit standards and enforce the prerequisite, especially in sequential courses.
- Provide training for new and adjunct faculty on course exit standards and prerequisites, in order to make sure that all sections of the same course adhere to the same exit standards and enforce the prerequisite, especially in sequential order. [SMP Goal 7]
- Work with institutional Research to determine if the co/prerequisite for English 189 and 1991 contribute 5 to student success.
- Work with divisions to evaluate the overall issue prerequisites on transfer courses which currently do not have prerequisites, specifically to evaluate if prerequisites have any effect on success, retention, growth, and community perception. [SMP Goals 3 & 6]

Ultimately it is the entire college that profits from addressing the aforementioned issues because the college will increase the success rate of Glendale College students.

Personnel Needs:

In order to be able to address strategy 4-2 of the Educational Master Plan that focuses on "success and persistence rates of students completing assessment," two sub-goals were also added:

S4-2 Assessment Center hours available for scheduled placement tests
S4-3 Assessment Center hours available for unscheduled/drop-in placement tests

To address Assessment/Testing Center hour availability there will be a need for additional classified staff to be able to proctor the testing within the center (monitor testing with on-line initiatives) and outside of the center as the demand for testing increases for local collaborative programs with feeder high schools.

There is a possibility that one lead person will retire and would definitely need to be replaced. This position is integral to the functioning of the Assessment/Testing Center.

Facilities Needs:

Due to the fact that a new building for College Services is currently in the planning stages, modified space for the Assessment/Testing Center will be addressed in this design for the new building.

Competition:

Currently and in the future all students declaring an intent to transfer or obtain an associate degree will require the services of the Assessment/Testing Center in addition to any students interested in taking classes requiring prerequisite scores for course placement. Additionally, the Assessment/Testing Center provides testing in Wonderlic (Ability to Benefit) or CELSA (ESL version), FAA/Chiropracter Certification Examinations, MOS Certification, College Level Examination Policy Program (CLEP), and Proctoring Services for students from other colleges and universities. With increasing numbers of students participating in distance learning the college will benefit from offering these additional services and current assessment test administration will continue to keep Glendale Community College competitive with other local community colleges.

Disabled Student Programs and Services

Program Overview

By: Joy Cook
Ext 5450, joycook@glendale.edu

Mission
Accessibility and educational opportunity are the cornerstones of DSP&S. Consistent with the mission of the college, DSP&S supports students' goals are to transfer to a university, or earn certificates and Associate degrees. Also, DSP&S supports a range of basic skills and adult education opportunities. A small percentage of our students attend classes to enhance the qualities of their lives.

External Trends
Since we are required by both federal and state law to support and accommodate students with disabilities, we may very well have to develop new programs and services to respond to the needs of new, emerging disabled populations. We had that experience in the 1990s responding to students with traumatic brain injuries, and more recently we have developed a deaf education program for our burgeoning hearing-impaired population. We cannot predict how medical and stem cell research advances will impact the functionality of individuals who heretofore had no expectation of returning to mainstream activities.

Internal Trends
Based on program growth trend statistics provided by Research and Planning, +1.9% growth has been consistent over the last ten years. There is no reason to anticipate that much will change in the next decade; although, we have no way to anticipate the impact of the high school exit exam on the disabled students expecting to start college.

- Currently we are experiencing unprecedented growth in deaf and hard-of-hearing students. If the growth continues, we will be required to increase the numbers of sections of our special English classes. Deaf students require sign language interpreters who are increasingly hard to recruit and provide costly services.
- Demand for our High Tech classes is declining due to improved technology programs in our feeder high schools. These classes will be converted to short-term classes that will respond to needs for training on new adapted software applications.
- The program is experiencing an increasing number of disabled Iraqi war veterans. The students in this group typically present multiple diagnoses and require compound services.
- The Adaptive Physical Education program classes always fill and are in increasing demand. In spring 2006 these P.E. classes had waiting lists of disappointed students who were not added to these classes.

- The program is placing increasing emphasis on job development/placement services.

Responsiveness to demands:
There will be multiple needs that will impact the program and services to students.

- DSP&S allocations are not keeping pace with collective bargaining. The program is pursuing an increase in the allocation from the General Fund to offset the increases in benefits and raises. This program is mandated by Title V and services/accommodations by ADA. One way or the other, the college will have to contribute more to maintain the program.
- Space is an on-going need. Currently, faculty and staff share offices. The Instructional Assistance Lab in SG112 is overwhelmed by students who have no place to sit for tutoring and may not have the distraction-free environment they require during test proctoring.
- The Adapted Physical Education program could/would expand with the availability of space to offer more classes. For example, if we had extended pool access we would double our adapted aquatics program sections.
- One obligation we feel strongly about is maintaining currency in adapted computer applications. New hardware and software are expensive. After the initial purchase, curriculum must be developed to provide consistent and thorough instructional platforms for students with different information processing modalities, i.e., vision, hearing.

Prioritization of top three needs:

1) Additional support from the General Fund is needed to offset collective bargaining increases.
2) Allocation of additional space for the Instructional Assistance and High Tech Center labs will be an on-going issue.
3) Increasing Adapted Physical Education offerings is a programmatic need.

Disabled Student Programs and Services

Program Contact Person:
Joy Cook, ext 5450,
joycook@glendale.edu

Program Description/Mission:

Disabled Student Programs and Services (DSP&S) provide a variety of services to students with disabilities including students with verified learning, physical, neurological, psychological, and health limitations. The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act and Title V of the California Education Code mandate services to students with disabilities in post-secondary institutions. Services, accommodations and special classes are designed to provide support for our students so that they may fully access programs, classes, and activities open to all students. The programs and services are funded by a combination of categorical and college funds. We currently have one active grant from the Department of Vocational Rehabilitation.

Accessibility and educational opportunity are the cornerstones of DSP&S. Consistent with the mission of the college DSP&S supports students whose goal is to transfer to a university and it provides a range of basic skills and adult education opportunities. Each graduation, the faculty gathers to show support and encouragement for students who have completed Associate degrees and certificates.

Current Personnel*:*
8 Full time faculty
4 Adjunct faculty and
1 administrator
10 full time classified employees
2 adjunct classified employees
12-15 interpreters and captionists paid as temporary/hourly employees

Expected Growth Rate:
☒ grow from one to two percent

Based on program growth trend statistics provided by Research and Planning, +1.9% growth has been consistent over the last ten years. There is no reason to anticipate that much will change in the next decade, although, we have no way to anticipate the impact of the high school exit exam on the disabled starting next academic year. The DSP&S program, at 5% of the total population, is already considered large, based on colleges of comparable size in the region where 2-3% of the total students enrolled.

We have partnered with CSUN and feeder high schools in a federal grant effort to improve the transition of high school seniors to college and transfer. If funded, we will expand our summer offerings to provide a bridge program. No new space will be required for the program, but we will need additional classroom space during summer terms. [SMP Goal 6]

Since we are required by both federal and state law to support and accommodate students with disabilities, we may very well have to develop new programs and services to respond to the needs of new disabled populations. We had that experience in the 1990s, responding to students with traumatic brain injuries, and more recently we have developed a deaf education program for our burgeoning hearing-impaired population. Who knows how medical and stem cell research advances will impact the functionality of individuals who heretofore had no expectation of returning to mainstream activities. [SMP Goal 3]

Programs may evolve in response to new technologies, but we not anticipate phasing out or discontinuing any specific programs.

Three to Five-Year Program Goals:

a. Develop, maintain, and promote an alternative media training program for students using alternative media. [SMP Goal 2]
b. Increase faculty/staff awareness of assistive technology available within the campus community including implementation of a Board Policy addressing Section 508 of the Rehabilitation Act. [SMP Goal 3]

c. Develop a successful transition process for high school students. [SMP Goal 6]
d. Implement a proactive methodology to reach and redirect students facing probation/dismissal. [SMP Goal 2]
e. Develop and promote at least two vocational programs that will produce interns for special classes to reduce student support costs, i.e., advanced interpreter training, occupational therapy aide training. [SMP Goal 2]

Personnel Needs:
We have one permanent and sometimes as many as two additional hourly instructional aides consistently working in the Adapted Physical Education classes. It is anticipated that we will need to hire at least one .5 instructional aide with the savings realized by a retirement (See below) as long as categorical and college support remains consistent.

It is anticipated that the administrator will retire within the next five years. Unless Title V is amended, the college is mandated to have a coordinator over the DSP&S Program. An administrator has been a more cost-effective alternative to a faculty-person performing the same duties. It is expected that a classified position (Student Services Technician) will become vacant due to retirement. Currently there are no plans to fill that position.

Facilities Needs:
☒ classrooms
☒ labs
☒ office space

Space needs will be resolved when the program occupies the slated Student Service Building.

By the time the Center for Disabilities occupied its space on the second floor of San Rafael in the early 1990s, it already had outgrown the allocated area. The same held true for the Instructional Assistance and High Tech Centers in the San Gabriel Building. Several years ago, the CSD acquired another office for counseling and a larger waiting area to accommodate guide dogs and wheelchairs. While we still do not have sufficient counselor offices to accommodate our faculty and the needs of the students, we have been able to flex their time to make it work.

While it is difficult to accurately anticipate space requirements due to growth, we have made specific requests as to placement in the planned College Services Building to accommodate growth. Specifically, we have requested that the Instructional Assistance Center be placed adjacent to the Learning Center. Likewise, the High Tech Center will be placed adjacent to a large computer lab. In this way, these two essential program components will accommodate expansion by overflowing into mainstream labs. As well, the Center for Students with Disabilities has requested additional office space and a shared lobby in the new building.

Competition:
Three years ago we received a Workability III grant from the Department of Rehabilitation to develop and place students in community-based jobs. This program matches and surpasses job placement programs in the public and private sectors. Our department also provides a comprehensive support system that students are able to pursue any path for which they desire and qualify: life quality, certificate, degree, transfer, and employment. Our focus on students' needs, and pride ourselves in developing and employing cutting edge ideas, technology and programs has distinguished GCC all across the state of California.

Extended Opportunity Program & Services (EOPS)

Program Overview

By: Vicki Washington
Ext. 5567, vwashing@glendale.edu

Mission:
EOPS recruits students disadvantaged by language, social and economic factors. EOPS provides "over & above" services with admissions, academic/vocational planning, priority registration, mandatory counseling appointments, counselors teach 11 -12 sections of Student Development 100 classes, provide employment information, book vouchers, grants, financial aid paperwork completion, priority tutoring, summer readiness classes, and transfer application/waivers.
EOPS also offers a Cooperative Agencies Resources for Education (CARE) program, designed to reduce long term CalWORKS dependency and support the needs of single EOPS parents.

External Trends:
With the implementation of the high school proficiency/exit exams (CAHSEE), in June 2006 students that are unable to pass these exit exams will not receive a high school diploma. Students that are eighteen or older will be eligible to attend community college and these students will be a prime target group for the EOPS program.

Beginning "06-07" the financial aid office will be using a lower overall family annual income to determine Board of Governor's Waiver recipients for "B". These students will be another prime target group for the EOPS program**.**

Internal Trends: Enrollment & Services Growth
During the past two years the EOPS program has averaged over 30% increase in the number of new students that have been accepted into the program. The scope and depth of current EOPS "over and above" services will be maintained over the next 3 – 5 year period.

Responsiveness to demands
EOPS plans to use on-campus and high school recruitment to increase the number of African-American, Asian/Pacific Islander, and Hispanic/Latino student participates in the program. In order to comply with Title V & EOPS Implementing Guidelines it will be necessary to increase the number of thirty minute appointment times available for students. Finally, each semester EOPS students receive a "Directions" newsletter that details information, articles from different areas of the campus, and important

dates to remember. Attempts will be made to have this publication translated to Armenian, Spanish and Vietnamese**.**

Prioritization

Additional office and reception space will be needed to accommodate the projected increases in the EOPS program student population.

1. EOPS expects to grow at a higher than college average during the next three to five years. This anticipated growth will require additional academic and classified staff to provide the mandated “over & above” services.
2. The creation of a specifically designated EOPS computer lab would allow EOPS students access to tutoring, study halls, computer assisted workshops for financial aid (FAFSA), completion of transfer applications (UC, CSU, private), and job-search activities.

Extended Opportunity Program & Services (EOPS)

Contact Person:
Vicki Washington, ext. 5567,
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Program Description/Mission:
The Extended Opportunity Program & Services program was created to recruit and identify students disadvantaged by language, social and economic factors and to increase and assist the number of EOPS eligible students served in achieving their educational objective and goals, including, but not limited to, obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions. EOPS provides "over & above" services with admissions, academic/vocational planning, priority registration, mandatory counseling appointments, college orientation classes, employment information, book vouchers, grants, financial aid paperwork completion, priority tutoring, summer readiness classes, and transfer application/waivers.
EOPS also offers a Cooperative Agencies Resources for Education (CARE) program, designed to reduce long term CalWORKS dependency and support the needs of single parents for economic self-sufficiency. Funding from this program provides books and supplies for classes, gas vouchers, bus passes and CARE grants.

EOPS employs one full-time administrator, seven full-time and three part time faculty members.

Current Personnel:
3 classified full-time employees

Expected Growth Rate:
☒ grow at higher than the college average

During the past two years the EOPS program has averaged over a 30% increase in the number of new students that have been accepted into the program.

EOPS currently provides additional hours of "tutoring" to eligible students in the GCC Learning Center. If a large conference room was available EOPS would like to monitor our own tutoring/study hall. EOPS would also like to have a computer room available to help students with class assignments, on-line FAFSA's, CSU/UC transfer applications, career/job applications & opportunities.

We do not anticipate discontinuing or phasing out any services.

Three to Five-Year Program/Service Goals:

a. Increase African-American, Asian/Pacific Islander, and Hispanic/Latino students participation in the program.
b. Increase number of thirty minute appointment times to students. [SMP Goal 3]
c. Produce more materials that are translated to Armenian, Spanish, and Korean. [SMP Goal 3]

Personnel Needs:
With the anticipated growth of 2.5% or more EOPS will need an additional contract counselor to provide the mandated counseling contacts that are required of each EOPS student. The addition of a contract classified Program Assistant will also be necessary to handle the increased responsibilities of the budget, monitoring/creating "over & above" services, and compiling statistics for the annual program plan that is submitted to the Chancellor's office.

Currently four staff members that are eligible for retirement. It is essential to the integrity of the EOPS program that these positions be replaced when these staff members retire. Each staff position is an intricate part of what makes EOPS successful for students.

Facilities Needs:

☒ reception areas
☒ labs (computer)
☒ office space

The computer lab would be specifically designed for EOPS students who assess at below college level English/ESL and math. Tutoring and study halls would be offered.

Additional counselor office space and a larger reception area are needed for increases in the EOPS student population.

With EOPS program growth projected to exceed the college average of 2.5% additional office space for counselors and a larger reception area will be needed to accommodate the increase in the new EOPS that are accepted into the program.
EOPS would also like to offer computer assistance workshops for financial aid and transfer applications since these forms are now in a user friendly format for student use.

Competition:

In order to help students disadvantaged by low income, poverty, poor high school preparation, and language succeed in higher education EOPS recognizes the need to “level the playing field”.

The unique “over & above” services that EOPS is mandated to supply to “eligible” students will continue to meet the needs and issues of this target population.

Other:

With the implementation of high school proficiency exams, in June 2006, students that are unable to pass these exit exams will not receive a high school diploma and those who are eighteen years old or older will be eligible to attend community college and will be a prime target group for the EOPS program.

Financial Aid
Program Overview

By: Pat Hurley
Ext. 5429, phurley@glendale.edu

Mission:
The Financial Aid Office provides access to the college for low-income members of the community. The office disburses approximately $20,000,000 in federal and state financial aid programs. Almost half of the students enrolling in credit programs at the College receive some type of financial assistance. In addition, due to funding provided by the state legislature for financial aid outreach purposes, the Financial Aid Office has been able to supplement the activities of the Outreach Office in providing financial aid-related information to prospective and current students.

External Trends:

a. Economy: In times of economic stress, more students who enroll in the college are in need of financial assistance and more likely to apply for financial aid.
b. Demographic changes: Students coming from high school are more likely to know about financial aid and apply for programs than older re-entry or immigrant students. This changes our focus from extensive outreach to advising students on financial literacy and transfer options. However, we are concerned about the high school drop-out rate in Southern California, particularly among the young Hispanic population in the LA area that is not accessing any form of higher education.
c. Student Preparation/remediation: Federal and state regulations require that students make satisfactory academic progress and complete their community college program within a specified number of units. Students who must take remedial and ESL courses are often disqualified from financial aid prior to completing
d. Transfer: minor impact
e. Federal legislation: Federal budget allocations and changes to the Higher Education Act directly impact financial aid programs. Legislative efforts to simplify the application process and assist working students, will provide more financial aid for more GCC students. A change in the political control of Congress could dramatically change current programs and funding levels.

The pending Reauthorization of the Higher Education Act requires all students to apply for financial aid on-line. This would be difficult for some of our re-entry and immigrant students who do not have sufficient technical ability or English facility to apply on-line. Currently the Financial Aid Office does not have the space or equipment to assist students in filing for financial aid electronically.

f. State legislation: Some financial aid programs require high school graduation and there is concern over the impact that the CAHSEE may have on many students' ability to graduate. Any increase in the Enrollment Fee will increase the number of students applying for fee waivers. Other factors are increased emphasis on providing services to foster youth and increased accountability in school administration of the Cal Grant program.

Internal Trends—Enrollment Growth:

BOG Fee Waivers will increase due to changes in the Need Analysis formulas. We also expect to see an increase in student loans. This is a program that students have not fully accessed in the past, primarily due to the reluctance of new immigrants to take on long-term debt.

a. We anticipate that the largest decline in funding will occur in the Federal Work-Study program due, in part to tuition increases at many colleges and universities. The College relies on this program to fund approximately ½ of the part-time jobs on campus and will need to subsidize Student Employment at a higher rate than in the past.
b. The increase in student loans will occur as our population becomes more heavily comprised of 2nd generation immigrants who have more information about college and more experience with credit. The decrease in Work-Study funding is likely due to the recent retraction of a legislative proposal that would have changed the allocation formula in our favor and no prospect of major increases for this program in the federal budget.

Responsiveness to demands:

1. Financial Aid is a primary recruitment and retention tool if we are able to provide one-on-one assistance to students. This will require equipping and staffing a small computer lab.
2. Three years ago, the state provided the college with Financial Aid Outreach funds. We were able to subsidize much of the college's recruitment and advertising, in addition to hiring additional staff. However, almost all of these funds are now allocated to paying staff. We anticipate that the funding will not be able to keep pace with increases salaries and benefits and supplemental funding from the college will be necessary. However, financial aid outreach remains an important activity, both in informing students of the financial resources available to them and providing additional recruitment efforts for the college and, as these funds diminish, we will need to become more creative in how we meet these needs.
3. The current Financial Aid management system (SAFERS) will not be supported by the vender after 2008. If the Oracle/Peoplesoft system is not operational by that time, an interim financial aid system will have to be purchased.

Prioritization:

1. Replacement for SAFERS financial aid management system.
2. Ability to assist students apply for financial aid on-line.
3. More staff devoted to outreach.

Financial Aid

Contact Person:
Pat Hurley, ext. 5429,
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Program Description/Mission:
Financial aid is vital to the college's ability to maintain its enrollment. Almost half of all GCC credit students receive some type of financial aid. Many of these students would not be able to pay enrollment fees, purchase books or meet other expenses without the financial assistance offered through the college. Financial aid programs contribute to the college's diversity and ability to serve the entire community.

The office processes approximately 12,000 applications annually and administers over $16,000,000 in federal and state student aid programs. The office is responsible for maintaining compliance with a multitude of federal and state financial aid regulations.

The Financial Aid Office also contributes to the college's outreach efforts through funding designated by the state legislature for this purpose. During the past year, the office has contributed a staff member to the Outreach Office and provided funding for some college publications and advertising campaigns.

Funds Disbursed During the 2003-2004 Academic Year

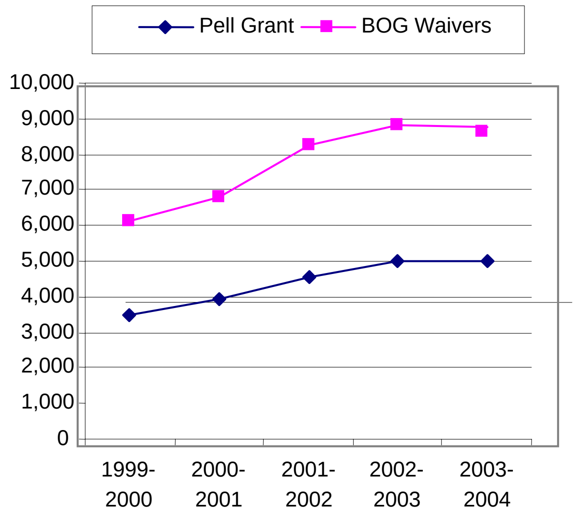
Program	Funds Disbursed	# of Recipients
Pell Grant	$ 10,930,454	5,000
BOG – Fee Waiver	2,587,832	8,738
SEOG Grant	674,651	2,212
Federal Work-Study	650,000	600
Federal Student Loans	993,693	255
Cal Grants	1,044,627	954

Current Personnel:
1 certified administrator
1 adjunct hourly counselor
The classified staff include:
1 Assistant Director – 1FTE
1 Sr. Technician/Advisor – 1 FTE
1 Technician/Advisor – 5 FTE
1 Audit Technician – 1 FTE
1 Outreach Technician (located in the Outreach Office) – 1 FTE
1 Assistant Technicians – 5 FTE
1 Clerical Assistant – 1 FTE

Expected Growth Rate:
☒ grow at higher than the college average

The following chart shows the growth in the two largest financial aid programs. During this period, the number of application received by the office increased from about 7000 in 1999-2000 to over 12,000 this year. Even though the college experienced an enrollment decline during 2003-4, the number of financial aid applications did not decline, indicating a continued growth in the percentage of students applying for aid. Given the probability of fee increases in the future combined with the impact of college and state major-media financial aid outreach campaigns, we anticipate continued growth in the number of students applying for financial aid.

Number of Pell & BOG Recipients



The US Department of Education is swiftly moving toward elimination of all paper applications. However, only about 50% of our students file the FAFSA form electronically. In some cases, this is due to lack of equipment or language difficulties. We are one of the few colleges that are unable to provide computer access to students through the Financial Aid Office to assist them in applying for aid. We have discussed this thoroughly and do not have the space. Currently, we have no reception area. In fact, students must line up outside.

No services or programs will be discontinued unless cut by the state or federal governments.

Three to Five-Year Program Goals:

a. Improve our financial aid systems and information so that all GCC students apply for and receive any financial aid for which they qualify. [SMP Goal 3]
b. Provide computer access and assistance so that students can complete the FAFSA form on-line. [SMP Goal 3]
c. Implement conversion of all financial aid processes to the Oracle Student System. [SMP Goal 10]
d. Improve the financial aid information available to students via the college website. Develop an interactive on-line BOG form. [SMP Goal 3]
e. Increase the number of off-campus financial aid presentations and outreach activities. [SMP Goal 6]

Personnel Needs:

Due to continuing growth in the number of students applying for aid and the funds processed through the office, we will need the following additional classified staff:

- Assist technician/counter worker – due to the increase in the number of students coming to the office, we often need 3 staff at the service counter but do not have enough support staff to do that for more than a few hours per day
- Technical Coordinator to coordinate the Oracle implementation – Financial aid is a major component of this system and will require at least an FTE to ensure a successful conversion
- Accounting Assistant – we are unable to maintain compliance with regulations requiring timely processing of student overpayments and are not currently able to offer students repayment plans do to lack of staff to monitor the process

No retirements are anticipated at this time.

Facilities Needs:

☒ reception areas
☒ labs
☒ office space

Currently students line up outside to speak with someone in the Financial Aid Office and we often have 20 – 50 students in line. Although we have a sturdy awning, this does not always provide students protection from rain or sun. In addition, we would like to be able to provide students accessible computers and assistance with on-line financial aid applications.

Office space:
We currently have two professional staff, whose responsibilities are to meet with and advise students on confidential issues, who currently are housed at desks in an open office space which does not protect students' rights to confidentiality.

We anticipate that the new Student Services building will address all of the above issues.

Competition:

The financial aid process can seem very redundant and cumbersome to students. We are constantly looking at ways to streamline the way that we process financial aid for students while maintaining compliance with federal and state regulations and national good practices. We will continue to review and evaluate all procedures to achieve those goals.

Factors that will impact the financial aid operation are:

- Continuation of legislative support for the community college financial aid outreach funds in the state budget.
- Proposals in the Reauthorization of the Higher Education Act to create a short "E-Z" type financial aid application that would encourage more of our students to apply and make it an easier process for them.
- Changes in financial aid programs or regulations, particularly on the federal level.

Other:

The college has planned to grow to 20,000 students. Given that we currently fund approximately 50% of our students, this would mean an increase of about 2500 – 3000 financial aid applications per year. In addition, any future fee increases will create financial stress for more students, contributing to growth.

Health Center

Program Overview

By: Mary Mirch
Ext. 5190, mmirch@glendale.edu

Mission:
One of the components of the mission statement of Glendale Community College is to provide an extensive array of student services and tools to assist students in all aspects of their college experience. The Health Center provides students and faculty with resources and tools to assist students be successful in their educational endeavors. An individual's health impacts all aspects of their lives. Physical, emotional and mental health stressors can negatively impact an individual's ability to participate in their selected course of study. The Health Center provides resources for the students to deal with these stressors and continue their educational plan. In addition, the Health Center provides active resources for faculty and staff in dealing with students who are in crisis or have illnesses/injuries that are disruptive to the individual student and/or the class as a whole.

External Trends:
Over the years, national and local studies (e.g. University of California, Berkeley and GCC have demonstrated that health issues or concerns negatively influence a student's success in college. As a result of this information, the University of California system made health insurance a requirement for admittance into the university system. Over 55% of Glendale Community College students have no health insurance or catastrophic-only health insurance; the Glendale Community College health center provides their only access to health care. Low cost health care resources for those individuals over the age of 18 in the Los Angeles county area are extremely limited. In addition, issues that have risen to national attention—such as pandemic viruses and the increase of suicides in the college age population— requires the continued resources of the health services for the Glendale Community College student.

Internal Trends—Enrollment Growth:
The health center utilization has grown significantly over the past 10 years. In 1995-96, the number of contacts was 7,825; while in 2005-06, the contacts were approximately 18,058. This constitutes an increase of approximately 230% utilization over the past 10 years. The utilization had flattened out between 2002-2004, but this past year increased 14% over the previous year**.**

I do not anticipate any decrease in the types of programs offered by the health center, but do see the need for additional mental health groups (e.g., veterans groups) and health education group presentations/services to accommodate the increasing numbers of students needing resources**.**

Responsiveness to demands:
The major concern for the health center staff over the next five years is one of space and accommodations. The facilities of the health center have not been changed for at least 22 years. As previously stated, the utilization of the health center over the past 10 years has increased by 230%. Increased utilization has forced us to use treatment rooms as offices and staff to share offices. In fact we have been told that we can't place two staff in an office designed for one person, yet there is no other option. On Wednesdays doctors hours, we do not have a confidential space available for the nurses to talk to a walk-in student.

Priorities for the next five years include:
1. Health center re-design to accommodate the physical space needs.
2. A half-time nurse practitioner or physician to deal with the increasing needs of the student population.
3. Low cost prescriptions (e.g., birth control, antibiotics)

Health Center

Contact Person:
Mary Mirch, ext. 5190,
mmirch@glendale.edu
Revised: June 30, 2006

Program Description:
One of the components of the mission statement of Glendale Community College is to provide an extensive array of student services and tools to assist students in all aspects of their college experience. The Health Center provides students and faculty with resources and tools to assist students to be successful in their educational endeavors. An individual's health impacts all aspects of their lives. Physical, emotional and mental health stressors can negatively impact an individual's ability to participate in their selected course of study. The Health Center provides resources for the students to deal with these stressors and continue their educational plan.

In addition, the Health Center provides an active resource for faculty and staff in dealing with students who are in crisis or have illnesses/injuries that are disruptive to the individual student and/or the class as a whole.

Current Personnel:
1full time classified nurse associate positions
1.5 clerical positions
All of the classified positions, except the administrative assistant—nurse associate and clerical positions—are either 10 or 11 months. See table below

	Faculty	Classified
Full-Time	1	1
Permanent Part-Time	0	5
Part-Time	0	0

Expected Growth Rate:
☒ grow at higher than the college average

The Health Center has grown over 230% in the last 10 years. The increase in the number of professional contacts from fiscal year 2004-05 to fiscal year 2005-06 was 14.4%.

We add programs based on the changing health needs in the community, the student and the resources available. Currently, we provide:

- First aid,
- Health Education,
- Immunizations,
- Mental Health Counseling,
- Crisis Counseling,
- Nutrition counseling,
- Physician's appointments,
- Women's health appointments
- HIV testing/counseling, and
- Domestic violence counseling.

Additional services that we would like to provide include, limited low-cost prescription drug services and group health education peer mentoring. At the present time, limits in funds, staffing and space place these services on the wish list.

Space is at a premium. All of our rooms/patient care areas serve multiple functions. Treatment rooms are used for mental health counseling, nutrition counseling, physician contacts and confidential student interactions. In times of emergencies, we can't even meet the space needs for our basic services, because counselors or health care providers must vacate a room to provide for the physical needs of a student. In addition we would like to have space for group counseling and education. While we do have some groups counseling available, we have to schedule it in general classrooms: thereby, making confidentiality an issue.

It does not appear that any of our programs will be discontinued or phased out.

Three to Five-Year Program/Service Goals:

The two most important goals for student health identified last year have been met. AB 982 was passed to stabilize the funding process for California Community Colleges. Currently, the student health fee funds the Health Center. The fee is $15 for the Fall and Spring semesters and $12 for the short sessions. At Glendale Community College, the BOG As pay half the health fee while all other students pay the full amount. (Prior to this January, students receiving BOG waivers did not pay any health fee.) The second goal for the future was to provide the Health Center with enough staff/flexibility in staffing to cover periods of high student contact. [SMP Goal 3] Over the past year, the Health Center replaced a full-time administrative assistant position that has been vacant for two years. In addition, the nursing staff salaries were studied and re-allocated in order to make them comparable to other nurse associates in local community colleges. Finally, we brought back a 0.2 FTE nurse to help with filling in hours for breaks, vacations, illness, and jury duty.

The addition goals previously identified in January 2005 are still on the table. The Health Center staff wants to expand our educational programs to ensure at least two campus wide health educational programs per year. We attempted to put money in the budget for this purpose, but were unsuccessful.
Finally, we must re-design the physical Health Center to ensure ADA compliance and sufficient space to meet the needs of our students. [SMP Goal 3]

In response to the question #6, the Health Center goals are as follows:

1. Ongoing—Continue to meet the health needs of the Glendale Community College Students.
2. Ongoing—Adapt to the continuing growth in utilization of health services (see #8).
3. Ongoing—Maintain programs that reflect the health issues of the community and demographics of our students.
4. Ongoing—Continue to respond to classroom injuries/illnesses.
5. Completed—Participate in statewide activities designed to stabilize Health Center funding.
6. Completed—Reorganize job descriptions of classified staff to ensure alignment between function and pay.
7. Completed—Reallocate the salaries of the nurses to be within the range of salaries for nurses within the community college system.
8. Re-design the physical structure of the Health Center in order to accommodate ADA regulations and meet the increase utilization.

Personnel Needs:

The Health Center has had funding problems for years. The college nurse position was not filled after Margaret Cruso retired; instead an additional classified nurse associate position was included in the staffing patterns. Although the utilization of the center has grown 230% in the past 10 years, the only increase in our staffing was the addition of a MFT. As previously stated, several actions were taken over the past 18 months to improve the staffing patterns in the Health Center.
The next step would be to hire a nurse practitioner or physician on a half time basis to provide ongoing services to the college and deal with anticipated programs for the future. This position would replace the college nurse on a permanent basis.

One nursing retirement is expected in the next five years and the position must be replaced. We must have a RN in the Health Center during all open hours. In addition, one of our clerical staff has been looking for other jobs because they need to work full-time not part-time.

Facilities Needs:

☒ labs
☒ other—treatment areas, conference room
☒ office space

In order to meet our goals, it is essential for our space to expand. In 1985, we had fewer students using the Health Center and fewer programs. The space needs were adequate at that time, but currently space is not adequate.

In 1995, the Health Center had 7,825 contacts, while in 2005-2006 there were 18,058 contacts. Today, two nurses currently share one office, MFT trainees use the treatment rooms as offices rendering the space inaccessible for treating injuries. The Domestic Violence project counselor shares the MFTs office. The sharing of space compromises confidentiality and potentially, safety.

Space is at a premium. All of our rooms/patient care areas serve multiple functions. Treatment rooms are used for mental health counseling, nutrition counseling, physician contacts and confidential student interactions. In times of emergencies, we can't even meet the space needs for our basic services, because counselors or health care providers must vacate a room to provide for the physical needs of a student. In addition, we would like to have space for group counseling and education. While we do have some groups counseling available, we have to schedule it in classrooms, making confidentiality an issue.

Wear and tear as well as changes in function and equipment; have resulted in a facility desperately in need of repair/remodeling. Factors requiring attention include:

- Cracked, broken or missing ceiling tiles
- peeling wallpaper
- holes in walls from previous repairs that weren't "finished."
- torn/worn linoleum floor that is lifting and has been patched at least three times.
- worn/torn/threadbare carpet
- leaking refrigerator and freezer that is designed to keep medications and vaccinations
- peeling veneer on cabinets.
- In addition, changes that have occurred over time and require attention include:
- a structure that is not conducive to new wheel chairs and gurneys (questionable ADA compliance)
- potential violations of HIPAA regulations due to lack of confidential spaces
- safety concerns because student/staff can assess all parts of the health center without supervision and health center staff have limited communication with others when counseling a violent or unstable individual in a confined space
- rodents
- lack of storage space and equipments space resulting from increase utilization
- no space to do group counseling or education.

Competition:

We have always collaborated with private health care institutions to help our students meet their needs. With the current fiscal state in California, we anticipate fewer private sector resources will be available and the number of students in need will increase.

Other:

For many Glendale Community College Students, the Glendale Community College Health Center is the only medical care/resource available to them.

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Library and Learning Resources
Program Overview

By: Dr Linda Winters
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Mission:
Both the Library and the Learning Center are integral to the preparation of students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. The Library is referenced in the "information analysis and evaluation" component of the College mission statement, and also provides a rich and rigorous curriculum, emphasizing interdisciplinary coherence and diversity, and providing state-of-the-art technology. The library provides one-on-one reference service to assist students to do their research, credit and non-credit instruction, a large collection of resources both print and electronic, remote access to a variety of resources and a physical library conducive to research, quiet study and collaboration. The Learning Center provides tutoring and instructional resources to help students succeed in their course work. It also offers student workers the opportunity to develop workplace skills leading to tutoring jobs at the university level, and possible careers in education.

External Trends:
The improving economy and a stable local demographic coupled with high housing costs are likely to reduce the number of students coming directly to the college from local high schools with a transfer goal. The college may see a growing number of less well-prepared students, those who have failed to pass the CAHSEE, and who come from surrounding districts. These populations may need remediation and may prefer to follow a vocational path. In addition, fewer vocational programs are being offered at the K-12 level, which could increase demand. Workers will continue to need retraining to maintain and/or advance in their employment. Finally the need for skills to be successful in the technological environment will only continue to grow.

Internal Trends—Enrollment Growth:
Two learning resources areas of service with increased demand are likely to be remediation and information competency instruction. While there may be reduced numbers of transfer-oriented students who are in need of information competency instruction, the library is currently only able to provide information competency instruction to a small fraction of those who could benefit. Therefore, this will continue to see increased demand. In addition, information competency instruction will need to be adjusted to meet the needs of vocational and less well-prepared students assisting them to become life long successful users of information. The Learning Center will see increased numbers of under-prepared students who can benefit from tutoring and a decreased pool of well prepared student peer tutors.

Responsiveness to demands:
There will be a need for expanded space for tutoring in both English and mathematics, as well as for the Writing Center and information competency instruction both on the main campus and in areas of off site instruction, particularly Garfield Campus. The library needs additional classroom space with computers and Internet access for larger classes (up to 40 students). The Learning Center should have approximately double the space to provide quiet areas for testing and computer aided instruction (CAI Lab), as well as noise-reduced areas for tutoring. Space should be carved out on campus to allow satellite tutoring opportunities for those who may not feel comfortable in the Learning Center environment. Space on the Garfield Campus must be identified for a Learning Resource Center, which would include a reference center staffed by a librarian, circulating materials appropriate for the classes taught there and space for tutoring.

Technology must be acquired, maintained and upgraded in all facilities. The installation of wireless technology in the library should be exploited and expanded to the Learning Center and other tutorial areas. Laptops with wireless access could provide the large classroom space needed to expand information competency instruction to larger groups. Office space and equipment will be needed for the increased faculty and staff necessary on both the main campus and satellite instructional areas such as the Garfield Campus. Funding will be required to build a small print collection for off-campus students and to cover increased costs for digital resources and remote access to them.

In particular the staffing needs of the area are critical. The Learning Center has been functioning with a skeleton staff for several years. Vacant positions and retirements must be filled and the staff reorganized for optimum effectiveness. Additionally, library faculty will be required to meet the currently unmet and changing need for information competency instruction and to provide services in south Glendale.

Prioritization:

1. Providing library and learning resources services and materials to students at the Garfield Campus, specifically space, materials and staff.
2. Additional staff, space, requisite technology and equipment to serve the tutorial and remedial learning needs of students on the main campus effectively and efficiently.
3. Provide sufficient faculty librarians to meet the needs of students for life long learning and information competency skills as well as to maintain traditional library functions.

Learning Center

Program Contact Person:
Dennis Doyle, ext. 5343,
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Program Description/Mission:
The Learning Center supports the instructional mission of the college by helping to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. Specifically it provides tutoring and instructional resources to help students succeed in their course work.

Current Personnel:
1 faculty member on 50% release time
1 full time classified manager
3 three full-time classified employees, one of whom works 25% of her assignment in another department
1 adjunct classified employee.
1 full-time vacancy.

Expected Growth Rate:
☒ grow at higher than the college average

Our statistics show a continuous massive increase in student use of the Center over the past five years. In 1997 the Center recorded about 18,000 student hours; our last full year's statistics show over 95,000 student hours in 2004. Student use seems to have risen even with fewer classes available. Also, more poorly-prepared students from outside the District are anticipated in the next few years. They would need support services from the Center.

- We are working on reviving and revising the Tutor Training class (SD150) in order to meet state requirements to provide trained tutors in order to collect apportionment from our clients.
- We want to increase our Writing Center service. Working in the Writing Center requires much individual one-on-one work, so we can only help small numbers at a time. We are in no way meeting the needs of the College in this area. More staff and more space are needed.
- We are serving more non-credit students each year from the District and would like to extend that service to sites off the main campus. [SMP Goal 6]

All these new programs would require more staff and space.

No programs/services will be discontinued. However, there are likely to be changes in instructional media away from analog video toward digital resources: DVDs, Web-based materials, and other digital systems in an intranet.

Three to Five-Year Program/Service Goals:

a. Revision and implementation of a college-wide tutor training program. [SMP Goal 3]
b. Maintenance of funding and quality levels of the current Center programs.
c. Revise and expand the Writing Center service.
d. Increase facility size to match growth in student and program use.
e. Collaborate with DSPS Learning Specialists to identify and work with students who have undeclared learning disabilities.

Personnel Needs:

1. We need to restore the full-time vacant position lost in the recent cut-backs, as well as to restore the director's release time.
2. In comparison with facilities on other campuses with comparable student use and student enrollment, our Center is understaffed, run historically on a shoe-string budget.
3. More staff are needed in these areas:
   - more Writing Center experts
   - a Math tutoring expert comparable to the math tutoring done in the Math-Science Center. We tend to

get their low-end students who need longer sessions
- help for our Tutoring manager to coordinate tutor training, organize workshops and schedule and make arrangements for use of instructional materials.

Although they are not contract staff, we need to pay our tutors more, or we will lose them to competing programs even here on campus.

No retirements of faculty are anticipated. One classified person may retire within the next five years. We are already down one full position with greater numbers of students, so we should replace any vacancies.

Facilities Needs:

☒ reception areas
☒ labs
☒ other coffee room, backroom for tutors to leave personal items.
☒ office space

Reception space is needed, as students now mill around or are sometimes queued out in to the hall. Lab space, including more small study rooms and private areas for test make-up, is needed to conduct the work of the Center: peer tutoring, professional tutoring in the Writing Center, and self-paced instruction in the lab. In addition, an area is needed where student tutors can safely leave their backpacks, purses, and books.

Learning Centers serve a complex variety of instructional support services. We need more space: space to expand the Writing Center and space for our tutors. As there is talk in anticipation of a new student services building, we wonder if it might be better for the Center, if we simply stay in our excellent current space, with the option to expand into classrooms on the north and south side of the center. When the last remodeling was planned, AD 242 and the room south of the Writing Center were built with adjoining doors anticipating such a move.

Competition:

While more and more, there is a move to deliver instruction via the Internet or through other media, there still is no substitute for the presence of real person who can read the body language and hear the vocal intonations which fill out human communication. We have seen that while some tutoring may be done on line or over the phone, the best experience is with a real person. We believe that clients will seek out that human contact, especially our student who are weak in basic skills.

Library

Program Contact Person:

Linda Winters, ext. 5575,
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Program Description/Mission:

Note that the library instruction program is dealt with separately and is posted under the English Division in the Instructional Services Educational Master Plan above.

The Library's mission is to give students the information skills they need to be successful at Glendale College as well as in upper division courses, in the job market, and as information consumers and creators throughout their lives.

<u>Reference</u>: Librarians help students learn to use the library's information resources, whether within or beyond its "invisible walls." Reference librarians are available on site during all hours the library is open, and to distance learners through our participation in the 24/7 national reference program.

<u>Instruction</u>: Librarians teach students how to find, evaluate, incorporate, use, create and communicate information effectively, through library workshops, credit classes, and collaboration with other instructors, as well as through individual assistance at the reference desk.

Collection development: As experts in knowledge resources, librarians support student research and assist other faculty by selecting the most accurate, fair, diverse, relevant, comprehensive and current sources available.

Access: The Library provides an unrestricted gateway to sources of knowledge throughout the world, and is committed to providing equal access to Library programs and resources for all learners, whatever their level and wherever they are located. To this end, the virtual library provides 24/7 access to library services and resources.

Research and study center: The library offers a quiet sanctuary for students to study, read, and think, whether alone or with others. There are nearly 400 seats, largely in carrels and study rooms providing quiet and privacy, and 70 computer workstations for research.
Books and ideas: Library faculty and staff seek always to instill a love of books and ideas and an appreciation of the rich history of human thought; to offer a place of refreshment and a spirit of enlightenment for the campus community.

The Library is integral to the primary mission of the College: to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. Specifically, the Library is referenced in the "information analysis and evaluation" component of the College mission statement, but it is important to other components such as providing a rich and rigorous curriculum, emphasizing interdisciplinary coherence and diversity, and providing state-of-the-art technology.

Current Personnel:
5 full time faculty
16 adjunct faculty, (in 2004/05 FTEF 1.7) A small amount is allocated to the Library Science instruction program (see separate MP questionnaire).
6 full-time classified employees
1 classified manager
1 administrative assistant
6 adjunct classified employees (total FTEF = 3.39)

Expected Growth Rate:
☒ grow at higher than the college average

In the five years between 1998 and 2003, visits to the library facility ("head count") grew at an average annual rate of 7.31%. In 2003-2004 head count fell dramatically to 1998 levels, both as a result of a new counter that demonstrably undercounts, and as a result of fewer students on campus and reduced library hours. It seems reasonable to suppose that this was an anomaly and that library facility use will continue to grow at a somewhat higher rate than the college as a whole. Library usage patterns are changing. While students are checking out fewer books, they are using more reference and reserve materials inside the library, and use of the virtual library has been growing at a rate of over 84% a year, far higher than growth of facility use. (It should be noted that providing virtual library services has an equal impact on library staff.) Similarly, use of the reserve collection has grown at a rate of almost 22% a year over the past five years, seemingly unaffected by changes in campus or library headcount. These two program areas are projected to grow at much higher rates than the college average.

Plans for curriculum development are developed in the Library section of the English Division report in the Instructional Services Educational Master Plan above.

If tentative plans for a tech mall/library annex somewhere on campus go forward, the library would have a secondary site with a number of research stations and reference librarians would be assigned to the site to help students with their research.

Continued rapid growth in virtual library services will not be manageable without some central coordination and more faculty (see below). Continuing the library's increased emphasis on digital resources will require reorganization of classified staff. There is space in the library technical services area for both these programs, but office areas need to be carved out.

No programs or services will be discontinued or phased out, but cataloging of web sites, e-books and subscription electronic resources so that students have “one stop research”(see below) will involve de-emphasizing traditional technical services functions and require reorganizing and retraining library classified staff. The need for books will not vanish, but the need for inclusion of nontraditional resources will increase.

Three to Five-Year Program Goals:

The library should be open more hours each week, including weekends. Ideally the library should be open from 7:00 a.m. until 11:00 p.m. Monday-Thursday, 8 hours on Saturday and 8 hours on Sunday. Opening more hours would provide a community service as well as a service to students. Many of our student do not have quiet, supportive environments at home to do research, write papers, and study. Despite the value students place on the virtual library, it would clearly be of great service to them to be able to come to the library on weekends, before classes, and in the evenings. [SMP Goal 3]

It is now technologically possible, using the Endeavor Voyager system, to incorporate full text database searching and access into the library catalog itself, thus providing students with “one stop research” – finding ebooks, journal articles, and web sites with a single subject search. This would involve purchasing an additional Endeavor module, but represents an important next step in student-friendly library research tools. The library hopes to take this step within the next five years. It would not require additional space, but would require reassignment and retraining of staff, and probably reconfiguration of existing technical services space. [SMP Goals 3 & 10]

Currently there is no library service at the Garfield Campus. This is a great disservice to noncredit and adult and community learners. Planning for a combined public/college library in south Glendale is a high priority both for the public library and GCC library. [SMP Goal 5]

Personnel Needs:

An additional full time librarian is needed for the virtual library, which is growing at a rate far exceeding growth of other library services. The virtual library amounts to a good-sized branch library. It needs a librarian whose primary focus is to provide reference, select e-books and web sites for the “collection,” maintain the web site, and coordinate electronic services for the off-campus learner.

Additional part time reference librarians will be needed if the library extends hours or expands to include other space on campus.

Additional adjunct library technicians are needed to assist students with technical problems during all the hours the library is open. Currently this is not the case, in part because there are some vacancies. If the library extends hours, additional library techs will be needed.

Contract faculty for the Garfield Campus site is covered in the Library Science section of the English Division report in the Instructional Services Educational Master Plan above.

It is unlikely that faculty will retire, but one or more may leave to take up positions elsewhere. Certainly any vacancies should be replaced. The library has been struggling for six years to meet the recommendations of two accreditation reports to hire sufficient library faculty to support existing services and maintain its reputation for excellence. GCC has about half the library faculty of Pasadena City College.

Facilities Needs:

☒ classrooms
☒ labs
☒ office space

There are 315 seats in the library and 44 research workstations. Both more seating and more workstations, ideally in a lab setting, are needed, either in the library or an annex(es). In addition, any new faculty will require addition office space or reconfiguring existing space.

Additional library space will be needed to accommodate growth. Already there are not enough seats in the library for students during busy times of day. Sometimes students must sit on the floors of the stacks in order to study. FTES are collected for reference librarians' direct contacts with students, and student use of research databases in the library when a librarian is present, so any expansion must allow for a librarian's presence. Originally the library building was designed with the idea that the library would eventually expand into the second floor of the building. According to state criteria, the campus is short on library space.

Currently instructional faculty have no place to bring their classes into the library. They must sign up for the library classroom, which is usually busy with library classes and workshops, and which is set up for hands-on interactive instruction, or they must use LB417(which has a small number of tables and chairs) or the small conference room, which do not accommodate a full class. The library needs a classroom for the use of instructors who want to bring their classes into the library but do not want to use the level III classroom. It is possible that such a space could be created by opening up the wall between LB417 and LB416, which would require housing the college archives elsewhere.

Competition:

Currently the library's information competency program is one of the two or three top programs in the state, and has garnered significant national attention for the college. This program is discussed in the Library Science section of the English Division report in the Instructional Services Educational Master Plan above.

The GCC library is used more heavily and is more highly rated by students than most college libraries in the area. Although the library alone may not attract students to GCC, the quality and supportiveness of the library help to bring them back.

Students today greatly prefer online resources and comment on the fact that the library has so many databases, e-books, and catalogued web sites, and that all these online resources are available to them at home. This richness and ease of access to online resources sets us apart from other college libraries. Students also remark that we are giving them a good preparation for university-level research sources.

Students comment on the knowledge, enthusiasm and warmth of the reference librarians and of all the library staff. Each one has a genuine liking for students and desire to help them, and this is evident to the students.

Additionally, students appreciate the quiet ambience of the library and having a place where they can work and study without interruption. Many do not have quiet at home. Others do not have computers at home with Internet access. They also like having group study rooms to work on projects together.

Finally, students greatly appreciate having reserve books available because they cannot afford the expensive textbooks required for their classes. However, there are not enough reserve copies of some textbooks and no copies at all of others. This problem requires a campus-wide solution involving instructional divisions, the bookstore, central receiving, and library staff.

In short, the programs and strategies the library should engage upon in the future will be continuations and expansions of existing programs and strategies. Reliable funding is needed to make this possible and some solution to the reserve textbook problem needs to be found.

Library Science / Information Competency

Contact Person:
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Program Description/Mission:
The library science program is a relatively new program at GCC. It is part of the college's primary mission to prepare students for successful transfer to four-year colleges and universities. Library science is specifically referenced in the GCC mission statement as teaching "information analysis and evaluation." It is now often referred to as information literacy or information competency.
Information competency involves teaching students how to find, evaluate, incorporate, use, create and communicate information effectively, an important complex of knowledge and skills in this age of digital information. In the California state universities and the California community colleges it is becoming a requirement for graduation.

Information competency is one of the Core Competencies comprising Goal 1 of the GCC Educational Master Plan. It is a cross-disciplinary initiative, as evidenced by the GCC Research Across the Curriculum (RAC) task force. Although library science is the largest component of information competency it should be remembered that full implementation of information competency across the curriculum would involve many divisions and affect much of the academic and vocational curriculum, and that there are aspects of information competency that are not part of library science.

Currently the library science/information competency program includes two two-unit credit courses, Library 191 and Library 101, nine noncredit library workshops, specialized class sessions for other instructors, entry level library orientations, collaboration with other instructors on information competency, and some staff development. No FTES are collected except for the credit courses and noncredit workshops.

The library science courses are transferable to all California colleges and universities, although at GCC they qualify only as an elective.

Current Personnel:
0 full time faculty
3 adjunct, varies by term

The library science program is not funded separately from the library. Currently about 15 total hours per week or about .43 FTE are being reallocated from library services to FTES-generating library science instruction.

As noted above, FTES are collected only for credit classes and noncredit workshops, not for teaching specialized class sessions, orientations, staff development, or collaborating with other faculty on information competency in their courses.

Full time librarians teach the specialized class sessions requiring prep time for which adjuncts cannot be recompensed. No FTES are collected for these sessions.

No classified employees are assigned to the Library Science program. Occasional support is provided by the library administrative assistant.

Expected Growth Rate:
☒ grow at higher than the college average

The library science credit program has grown at an average annual rate of 4.9% in the past ten years. The workshop program has grown at an average annual rate of 35.7%. Only lack of classroom space and (until recently) a means of paying adjunct faculty have limited growth. A number of factors are likely to

create demand for growth of this new program in the next ten years.
First, efforts to improve information competency in GCC students will require significant expansion of the library science program as a key component. Such efforts may result from statewide initiatives at the community college or university level, or from campus initiatives. [SMP Goal 1]

In addition, ongoing research indicates that taking library courses and workshops may have a positive impact on overall student outcomes such as GPA. Thus efforts to improve student outcomes may include greater emphasis on information competency instruction.

The Senate's RAC initiative calls for expansion of the existing library science program as College's most effective method of insuring information competency for all GCC students. Specifically the RAC initiative recommends pairing English 101 and Library 191 sections, expanding the library workshops and the number of information competency "infusions" in other classes, and extending staff development training for GCC faculty.

The development of strategies to meet the Master Plan Core Competencies Goal in regard to information competency has been assigned to the RAC implementation committee. This committee is also considering how the College should respond to a possible system-wide information competency graduation requirement and to the institutionalization of an information competence requirement at the California State Universities.

All these concurrent influences are likely to create demand for expansion of the library science/information competency program over the next ten years. It is reasonable to project that we could fill 10-15 sections of Library 191 and 20-30 workshops per week within five years.

Currently, only room limitations and other demands on full time library faculty limit the number of library classes and workshops that can be offered. There are more requests to pair Library 191 with other courses than we are able to fill, and also more demand for library workshops than we can meet, owing to room and budget limitations. There is great demand to offer both classes and workshops during the short sessions.

Another expected growth area is classroom "infusions," or specialized library instruction sessions for other disciplines. [SMP Goal 2] Growth in this area is limited by the fact that we cannot collect FTES for these sessions, lack of a 40-seat classroom and funding for instruction librarians.

Additionally, training and support for other faculty wishing to incorporate current research techniques in their classes will also have an impact on the library science program and librarians. Again, the fact that FTES are not collected for these collaborative activities means that it is difficult to fund them.

Tentative plans for a joint public library/college library facility in south Glendale call for GCC to be responsible for the information competency training at that site, and collect FTES for the classes, while the public library staffs the branch library itself and provides reference service. The GCC library science program will need to expand its workshop offerings and provide instructors for this program. [SMP Goal 5]

We plan to revise Library191 and Library 101. This may involve revising Library 191 into a one-unit paired class with English 101 and making Library 101 the stand-alone course. A third course focusing on digital information and its social and legal implications may be added (see below).

Until recently, library science was typically a graduate program, not an undergraduate major. That is changing, with universities like Washington now offering an undergraduate program in library and information science. UCLA is now preparing to offer an undergraduate major as well. Glendale might offer a major in library science that would articulate with UCLA's. If so, we would offer more courses, such as the digital information issues course mentioned above.

So far, enrollment in the library courses has varied depending on whether sections are paired with other courses, and the fill rate in the other courses. When library courses are not paired, enrollment has been between 10 and 12, because the courses do not fulfill an area requirement. When the courses are paired, they have generally filled. The RAC committee is discussing whether the library course(s) should fulfill an area requirement. The library courses would also offer one way to meet any local or system-wide information competency graduation requirement.

All library courses are taught in a lab setting if possible. They could be taught in one of the new lab-classrooms planned for the College Services building; in the meantime, a wireless-laptop environment in the library building would work.

No courses, certificates or degrees will be discontinued at this time.

Three to Five-Year Program Goals:

a. increase the number of paired Library 191 sections
b. add more workshops and offer more workshops each week
c. explore making the workshops an open entry-open exit credit class
d. expand collaboration with classroom faculty to infuse information competency into their courses [SMP Goal 6]
e. provide ongoing faculty staff development training in information competency [SMP Goal 7]
f. significantly revise Library 191 and Library 101
g. articulate our courses with CSUs and UCs to meet area requirements and to meet information competency requirements on those campuses as they are added [SMP Goal 6]
h. increase information competency offerings for vocational programs such as Business, Computing, and Allied Health [SMP Goal 1]
i. RAC committee may develop a plan and begin to implement information competency across the curriculum [SMP Goal 1]
j. articulate our program with UCLA undergraduate library science program [SMP Goal 6]
k. expand online information competency offerings
l. extend the program to a south Glendale site, with entry-level workshops [SMP Goal 5]

Personnel Needs:

2 full-time faculty and
4 FTEF in adjunct faculty over the next ten years

More FTES-generating paired English/Library classes, more FTES-generating workshops, new hybrid/ online classes, a workshop program in south Glendale -- all require both full time and part time instructors dedicated to the program.

In order to make research across the curriculum a reality, full time librarians are needed for non-FTES-generating instructional activities such as teaching class sessions on specialized subject research sources, teaching faculty workshops on information competency, and collaborating with other faculty.

Three FTEF adjunct faculty will be needed for classroom instruction in the credit program, and 1 FTEF adjunct faculty in the workshop program.

One library technician will be partially reassigned to provide support to the instruction program.

No retirements anticipated, although one instruction librarian has moved to become Associate Dean. This and other vacated position(s) should certainly be filled.

Facilities Needs:

☒ labs

The library Level III classroom/lab is fully booked. In order to meet the demand for more sections of Library 191 and more workshops, we need *immediate* access to another Level III classroom/lab, close enough to the library that students can do the in-class exercises involving print research in the library. This could be a wireless/laptop classroom. Eventually the library science program might also schedule in one of the new lab-classrooms planned for the College Services building.

We need another Level III classroom/lab in which to schedule library classes and workshops (see above). The room should be 40 seats so library classes can pair with larger classes, and also so library research components can be infused into other classes. This could be a wireless/laptop classroom.

Competition:

Currently we have one of the top-rated information competency programs in California, despite its small size. We are asked to speak both at the CSUs and at CCCs as a "best practices" program. If information competency becomes a system-wide graduation requirement in either the community colleges or the CSUs, or if more private colleges follow Woodbury's example, our program will benefit, because we are already in a good position to prepare students to meet such a requirement.

Locally we are in competition with Pasadena and Los Angeles Valley Community Colleges, and other community colleges. PCC has a successful library technician program, with courses focusing on a paraprofessional certificate for people who want to work in support positions in a library, while we emphasize college-level research. This puts us in a good position to grow FTES, because college-level research is the focus of information competency programs at the universities to which we transfer.
There is a national and local shortage of librarians, which makes it difficult for many programs either to meet current demand or plan for growth. Our reputation is an advantage in recruiting both experienced and newly graduated librarians with a specialization in library instruction. Thus we are in a position to attract the faculty needed to meet increasing demand for information competency.

Student Affairs Overview
Program Overview

By: Dr. Paul Schlossman, Dean of Student Affairs
Ext. 5594, pschloss@glendale.edu

Mission
The Student Activities Program coordinates a wide variety of activities, and services to help students broaden their educational experience at GCC. The program provides students with opportunities to develop their leadership skills and participate in student government, cultural programs, campus activities, and student clubs and organizations. In conjunction with the Associated Students of Glendale Community College (ASGCC), the program strives to foster more student involvement in campus life, cultivate a welcoming campus atmosphere, and give students more opportunities to connect with the college – both inside and outside of the classroom. Student Activities supports the college's primary mission, which is to "prepare students for successful transfer to four-year colleges and universities, or for successful placement or advancement in rewarding careers." Additionally, our program contributes to *Educational Master Plan Goal 3:* "Make the college more responsive to student needs," and *Strategy 3.2:* "Strengthen the connection between students and the college."

External Trends
The most significant external trend impacting the Student Activities Program is the statewide decline in community college enrollment. Declines or growth in the college's enrollment directly impact our program in relation to funding. The ASGCC is the major source of funding for student activities and campus life initiatives, and their budget is financed through student activities fees and bookstore revenues. Any drop in student headcount has a direct influence on the revenue available to the ASGCC. In turn, the availability of ASGCC funds directly impacts the more than 100 campus departments and programs that depend on student government funding – a reliance that has greatly increased in recent years because of the college's budget difficulties.

Internal Trends
Student interest in campus leadership programs and student clubs is at an all-time high. The ASGCC routinely has more than twice the number of candidates vying for 26 positions on the Legislature than can be elected, and more than four times the number of students apply for non-elected positions on the Legislature than can be appointed. Additionally, membership in the Inter-Organizational Council (IOC) has increased to more than 40 – 50 student clubs per semester. We expect to maintain or increase the number of student organizations and their participants as the ASGCC increases its marketing efforts, continues its student awareness campaigns, and strengthens the role of the IOC. As a result of this growth, there will be an increasing

demand for faculty and staff advisors to play a more active role with student organizations.

Responsiveness to demands

Although the J.W. Smith Student Center is only six years old, the ASGCC and campus clubs have already outgrown the facility. The number of student organizations has exceeded the amount of assignable office space, and club storage and meeting space is even more limited. Additionally, students have consistently expressed their interest in traditional indoor student union facilities that our campus currently lacks. Students would like comfortable areas where they can relax, socialize, study, and spend time before and after classes. Such facilities would also allow for more informal student-faculty interaction on campus, and create a more educationally powerful environment outside of the classroom.

Prioritization

1. Secure the funding and approval needed to convert future vacated office space (when the Classroom/College Services Building opens) into student union facilities.
2. Expand ASGCC financial support for programs that increase student/faculty interaction outside of the classroom, including the development of incentives for faculty/staff members to serve as club advisors.
3. Increase involvement opportunities for students to possibly include the expansion of the ASGCC Legislature.

Student Activities

Contact Person:
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Program Description/Mission:
The Student Activities Office coordinates a wide variety of programs, activities, and services to help students broaden their educational experience at GCC and provides students with opportunities to develop their leadership skills and participate in student government, cultural programs, campus activities, and student clubs and organizations. In conjunction with the Associated Students of Glendale Community College (ASGCC), the program strives to foster more student involvement in campus life, cultivate a welcoming campus atmosphere, and give students more opportunities to connect with the college – both inside and outside of the classroom.

Student Activities supports the college's primary mission which is to "prepare students for successful transfer to four-year colleges and universities, or for successful placement or advancement in rewarding careers." Additionally, our program contributes to *Educational Master Plan Goal 3:* "Make the college more responsive to student needs," and *Strategy 3.2:* "Strengthen the connection between students and the college."

One full-time counseling faculty member has 20% of his assignment dedicated to student activities, specifically to serve as an advisor to the ASGCC and teach Student Development 171 – Student Leadership. Additionally, 40-50 faculty members serve as advisors to student clubs, but their involvement with these organizations is voluntary.

Current Personnel:
1 full-time Student Services Program Coordinator
1 Administrative Assistant to the Dean of Student Affairs provides clerical and administrative support.

Expected Growth Rate:
☒ grow from one to two percent

The ASGCC is comprised of 21 elected positions and 5 appointed representatives as established in the ASGCC Constitution and By-laws. The current number of student government members should be sufficient for several years. Future enrollment growth may necessitate an increase in the number of ASGCC officers.

The number of registered student clubs and organizations has nearly doubled over the past four years. Currently, between 40 and 50 clubs register and play an active role in campus life each year. We expect to maintain or increase the number of student organizations and their participants as the ASGCC increases its marketing efforts, continues its student awareness campaigns, and strengthens the role of the Inter-Organization Council (IOC). [SMP Goal 3]

Student Activities staff and the ASGCC have discussed the need for expanding student union facilities on campus. The student activities area in the J.W. Smith Student Center houses ASGCC offices and assigned workstations for student organizations. However, there is no space on campus dedicated for traditional student union functions such as indoor recreational facilities, student lounges, cyber café, etc. When the new College Services Building is completed many student services units will move into the facility and leave vacated office space behind. The ASGCC is interested in exploring the conversion of some of this space to accommodate student union functions managed by the Office of Student Affairs.

There are no plans to discontinue or phase out any programs.

Three to Five-Year Program Goals:
The Student Activities Program will continue to focus on *Master Plan Strategy 3.1*: "Strengthen the connection between students

and the college." Proposed initiatives include: [SMP Goal 3]

a. Secure the funding and approval needed to convert future vacated office space (most likely in the Sierra Madre building) into student union facilities.
b. Expand ASGCC financial support for programs that increase student/faculty interaction outside of the classroom. [SMP Goal 6]
c. Strengthen ASGCC involvement in campus governance, and expand ASGCC student advocacy efforts on the statewide and national levels.
d. Broaden leadership training opportunities to include more leadership classes in Student Development or other appropriate disciplines.

Personnel Needs:

There is no anticipated need for additional contract faculty or staff.

No retirements are anticipated at this time.

Facilities Needs:

☒ other

W are interested in expanding the student union facilities on campus. This would not necessitate new construction, but rather the remodeling of existing facilities.

The college does an outstanding job of maintaining its facilities and grounds to create a welcoming educational environment for our students. However, ASGCC officers, club leaders, and students-at-large have consistently expressed their interest in traditional indoor student union facilities that our campus currently lacks. Students would like comfortable areas where they can relax, socialize, study, and spend their time before and after classes.

The Student Activities Program in conjunction with the ASGCC and student organizations will continue to coordinate campus activities and sponsor initiatives that enhance campus life. An important adjunct to these formal activities would be a facility that would allow for more informal student-to-student as well as student-faculty interaction on campus. Coupled with our established co- and extra-curricular programs, expanded student union facilities would enable us to create a more educationally powerful environment outside of the classroom and strengthen the connection between our students and the college.

Competition:

Generally, student activities programs (including student government and clubs) are not in competition with other public institutions or private entities. However, the Student Activities Program has a responsibility to help create a positive campus environment that enables the college attract prospective students and retain current students. Moreover, a healthy student enrollment will allow the Student Activities Program and ASGCC to maintain its current funding base and continue to support college programs. Each year the ASGCC, through its annual budget and supplemental funding sources, contributes more than $500,000 to finance ongoing programs, projects, and initiatives sponsored by faculty, staff, and campus departments. Therefore, it is crucial for the Student Activities Program to work in conjunction with our student leaders to foster a positive campus life program that will help the college recruit and retain students.

Jump Start

Program Contact Person:
Paul Schlossman, acting, ext. 5594, schloss@glendale.edu

Program Description/Mission:
Glendale Community College hosts a concurrent enrollment opportunity for local high school students entitled "Jump Start." Legislation on concurrent enrollment defines this as providing "advanced scholastic or vocational work" and "enrichment opportunities for a limited number of eligible pupils." In order to participate, each student must receive a recommendation from their high school principal and permission from their parents. Jump Start for high school students was developed through a joint effort between GCC and public and private high schools throughout northern Los Angeles County. This early college enrollment opportunity allows high school juniors and seniors the possibility of taking up to two enrichment college classes (6 units) per semester and 3 units each summer session at the college. Jump Start classes are not intended to replace high school courses, and GCC only grants college credit for the successful completion of these offerings.
By providing an opportunity for students to experience college while still in high school, Jump Start supports the primary mission of the college which is "to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers." This is an invaluable academic experience for the participants and gives them early exposure to college standards and processes. Additionally, the Jump Start opportunity contributes to the **Strategic Master Plan Goal 6:** "Increase collaboration with the K-12 system and the college's GED program to provide a seamless transition from high school to college." Ultimately, this opportunity increases its effectiveness so as to match recruitment to program needs and bring to the college well-prepared students who have a better chance of being successful in reaching their educational goals.

Current Personnel:
Currently, no faculty or staff are assigned primarily to Jump Start. The Coordinator of School Relations and Student Outreach dedicates a portion of her time to promote this opportunity in the local high schools and develop recruitment materials in conjunction with Admissions and Records staff.

Expected Growth Rate:
☒ grow at higher than college average

Currently, a few hundred students participate in Jump Start each semester. Many more local high school students are interested in taking advantage of advanced scholastic or vocational courses offered at the college. For example, there was an 8% increase in Jump Start participation from Fall 2004 to Spring 2005.
However, the additional documentation needed for these students to enroll in Jump Start courses (i.e. permission from principals, counselors, and parents) can deter those who do not know how to navigate the college admissions process. Enrollment growth in this area would be substantial if additional resources were allocated to support increased advising and intake services for Jump Start students and their parents.

Jump Start will not add new programs. Enrollment growth will depend on expanded support services.

We do not anticipate any discontinuation of services currently provided.

Three to Five-Year Program Goals:
Concurrent enrollment is a viable strategy to attract highly successful high school students. Each year the college chases growth dollars by recruiting as many students as possible to fill our classes. Unfortunately, many of these students are under-prepared for college level work and the initial enrollment gains may be offset by poor retention. Jump Start provides an opportunity to recruit high school students who are better prepared to begin college-level

work and retain them after graduation when they are ready to enroll as regular GCC students. [SMP Goals 3 & 6] Statistics indicate that 60% of the students who participate in Jump Start eventually matriculate to Glendale Community College. Therefore, our goals include:

a. Increase the numbers of high school students participating in Jump Start
b. Allocate resources to better support and promote Jump Start in the local high schools
c. Address staffing needs and concerns for Jump Start
d. Establish a Jump Start budget

Personnel Needs:
Both the recruitment process and intake services for Jump Start students are handled by a short-staffed Office of School Relations and Student Outreach that is already expected to spearhead the college's overall high school recruitment services. A staff member (e.g. Student Services Technician) is needed to oversee a comprehensive Jump Start program, including the coordination of Jump Start offerings at local high schools, information dissemination to high schools, admissions advisement, ongoing recruitment, and development of a marketing plan to attract high school students.

No retirements are anticipated at this time.

Facilities Needs:
☒ reception areas

The Office of School Relations and Student Outreach is primarily responsible for the intake function for Jump Start and provides advisement and support for the students during the enrollment process. Current office space cannot adequately handle the amount of traffic in and out of the office generated by Jump Start students and their parents.

Space for Jump Start will be addressed as part of the Office of School Relations and Student Outreach in the design for the new College Services building.

Competition:
Currently, community colleges do not uniformly implement concurrent enrollment programs. Some colleges offer concurrent enrollment options more informally, while others approach it programmatically. GCC should continue to do the latter in order to continue providing a valuable service to the high schools and an accessible college option for their students. Increasing support for Jump Start both in terms of dollars and staffing will enable the college to recruit more students, provide the services needed to ease their transition to the college, and improve their chances for success in the classroom.

Physical Education; Men's Athletics

Program Contact Person:
Jon Gold, ext. 3193,
jgold@glendale.edu

Program Description/Mission:
The Men's Athletic Department, which is a part of the Physical Education Division, offers competitive experiences in Basketball, Cross Country, Soccer, Baseball, Tennis, Track and Field and Football. The competitive year starts in August with our Fall Sports; and concludes in May after the spring post-season competition.

As an extension of the Physical Education Division, Athletics is one of the various academic programs offered at Glendale Community College. It is dedicated to the continued observance of the Mission Statement of the college. In addition, the athletic program is governed by the athletic code of the Western State Conference in conjunction with the Athletic Constitution and Bylaws of the California Community College Commission on Athletics (COA), a standing committee of the Community College League of California (CCLC).

In concert with the Mission Statement of the college, the athletic program has set the following objectives to:

1. address the safety and welfare of the students; [SMP Goal 3]
2. be recognized as an extension of the College's total educational program;
3. be characterized by the highest levels of professional instruction and supervision;
4. provide opportunities for individual growth and development;
5. provide equal opportunity to all members of the College community;
6. insure an opportunity to achieve excellence;
7. maximize opportunities for participation by the maximum number of students;
8. aspire to achieve and maintain high levels of athletic performance, within a moral and ethical framework;
9. have its many parts work cooperatively toward a single goal, while coaches and athletes from all sports support the efforts of their peers and colleagues; [SMP Goal 6]
10. provide the best possible equipment and facilities;
11. involve community, parents, faculty, friends, and other students, as well as the coaches and athletes themselves; [SMP Goal 6]
12. strive to make each student's athletic participation a positive, healthful, and enjoyable part of his/her college experience.

Current Personnel:

Full-time faculty: 6
Part-time faculty: 11
Classified: 3

Expected Growth Rate:

☒ grow at the college average (2.5%)

While all of our teams have the number to field a team with enough back up and substitutes if they are needed, we project that as the enrollment increases at the college, we may increase the number of sport offerings. Men's and Women's golf would be considered as meeting student needs.

Given the budget reductions the athletic departments have had to absorb in the past three year, we could not afford to add any programs? We would like to get back the funding levels we have had to give up. If we could add new programs we would like to add Intercollegiate Golf.

None retirements are anticipated at this time.

Three to Five-Year Program Goals:

a. Hire a full time Equipment Manager/Facility Coordinator
b. Hire a second full time athletic trainer
c. Replace all full time head coaches that retire with a full time position.
d. Hire an additional full time coach in Baseball

Personnel Needs:

Hire a full time Equipment Manager/Facility Coordinator. With the completion of the Football/Track/Soccer facility we anticipate additional interest from the 'outside' community. It is unreasonable to assume that the Division Chair or the Athletic Directors will have adequate time to do this job, and to have a Facilities manager responsible for scheduling, maintenance and set up of the Stadium and the Vaquero Gym.

Hire a full time athletic trainer, given the number of contests, the number of contests and practices going on at the same time and the varied off campus locations of these contests, we need another trainer. We especially prefer a female trainer.

Replace all full time head coaches with full time positions: Because coaches are vitally important to the student athletes they serve, they need to be on campus full time. It is imperative that all full time head coaches be replaced when retirements occur. To replace them with part time head coaches hurts the program and is a disservice to the student athletes they serve.

Hire a full time PE instructor/ baseball coach. The head baseball coaching position has been filled with an adjunct faculty member for the last 7 years. We have hired 4 head coaches in 7 years, leading to a very unstable situation. Baseball demands a year-round commitment to the development of the students and a full time person needs to be on campus full time and serve the needs of the student athlete and the program.

We expect some retirements within the near future. Three or four fulltime coaches may retire in the next 5 years. These positions desperately need to be replaced. Our physical education positions should include coaching positions so that we have a majority of our coaches as full time instructors. For the continuity and consistency, of the athletic program, having coaches on campus when the athletes need them is vitally important.

Facilities Needs:
☒ other

While are present number of teams probably will stay static, if we can add programs like intercollegiate golf we would be using off campus facilities.

With the completion of the on-campus stadium, the teams that were competing off campus will now be able to compete on campus. Track will be able to have home meets, men and women's soccer will be able to play at home and our football team now has a home field. Visiting teams will need a place to meet and dress. So it is important to provide for large dressing and team rooms in any future plans.

The facilities plan includes a desperately needed auxiliary gym. The locker rooms, training room, laundry and equipment area all are very old and completely inadequate to meet the needs of the student athletes. In addition, our present facility, the Verdugo Gym is used from very early in the morning until late at night with classes, practice, competition and outside groups who use the gym. This facility is 75 years old and is in need of a lot of work. The additional gym will help alleviate a lot of the stress placed on the Verdugo Gym.

Competition:
The excellent reputation of our academic programs, support staff and coaching staff will keep us competitive with our neighboring districts.

Other:
Over a period of several budget-cutting years the athletic budget has experience a decrease of over 50 %. It is imperative that these monies be restored. It is unreasonable to expect the coaches and student athletes to fundraise for essential equipment and supplies.

Physical Education; Women's Athletics

Program Contact Person:
Terry Coblentz, ext. 5644,
coblentz@glendale.edu

Program Description/Mission:
The Women's Athletic Department caters to a very unique population. We cater to women who are interested in an academically sound program and are in interested in a quality athletic experience. We offer competitive experiences in Basketball, Cross Country, Soccer, Softball, Tennis, Track and Field and Volleyball. The competitive year starts in August with our Fall Sports, and concludes in May after the spring post-season competition.

The Athletic Programs directly relate to the Glendale College Mission Statement in several ways. A majority of our student athletes are interested in competing at the 'next level' and are extremely active in their matriculation process. In order to compete, an athlete must be enrolled in 12 units with at least a 2.0 GPA.

Most importantly we are developing skills that are extremely important for success in the work place, which includes communication, teamwork and the ability to attain a goal no matter how far she has to reach.

Current Personnel:
Full-time faculty: 2
Part-time faculty: 10
Classified: 3

Expected Growth Rate:
☒ remain static

All of our teams have the number to field a team with enough back up and substitutes if they are needed. We do not anticipate any growth unless we add teams to the program.

Given the budget reductions the athletic departments have had to absorb in the past three year, we could not afford to add any programs. We would like to get back the budgetary that we have had to give up.

No services or programs will be discontinued at this time.

Three to Five-Year Program Goals:

a. Hire a second full time athletic trainer.
b. Hire at least 2 more full time coaches for the women's program.
c. Renovate the softball field in Verdugo Park for competitive games.
d. Hire a full time Equipment Manager/Facility Coordinator.

Personnel Needs:
Full time athletic trainer: Considering the number of contests, and the number going on simultaneously at varied locations, we could certainly use another trainer, preferably a female trainer.

Two more full time coaches: The coaching personal is vitally important to the student athletes they serve. It would be advantageous to the athlete and the coach to be on campus full time. An issue of gender equity would also be addressed with the addition of two coaches for women.

Renovate the softball field. Currently the softball team plays at the Scholl Canyon Softball Complex. The field is approximately six miles away from campus, up the canyon without any bus lines going that direction. So our softball program has been adversely affected by women unable to get to the fields for practice and games. We approached the Parks Department with a plan and funding for the renovation, but the discussions came to a halt. We would like to restart the process and get the Parks Dept to allow us to proceed with the project.

With the completion of the Football/Track/Soccer facility there will be additional interest from the 'outside' community to use the facility. It is unreasonable to assume that the Division Chair or the Athletic Directors will have adequate time to do this job. We need to have a Facilities manager that will be responsible for scheduling, maintenance and set up of the Sartoris Stadium and the Vaquero Gym.

We do expect some retirements within the next five years certainly within the next 6 to 7. These positions desperately need to be replaced. Our physical education positions should include coaching positions so that we have a majority of our coaches as full time instructors. For the continuity and consistency, of the athletic program, having coaches on campus when the athletes need them is vitally important.

Facilities Needs:
☒ other

We do not anticipate any additional growth in the number of programs. Any growth in the number of athletes will be absorbed within the present number of teams.

With the completion of Sartoris Stadium, the teams that were competing off campus will now be able to compete on campus. Track will be able to have home meets, men and women's soccer will be able to play at home and our football team now has a home field.

The facilities plan does include a desperately needed auxiliary gym. The locker rooms, training room and equipment area all are outdated and completely obsolete. In addition, our present facility, the Verdugo Gym is used from very early in the morning until late at night with classes, practice, competition and outside groups coming in to use the gym. This facility is 75 years old and is in need of a lot of work. The additional gym will help alleviate a lot of the stress placed on the Verdugo Gym.

Competition:

The excellent reputation of our academic programs, support staff and coaching staff will keep us competitive with our neighboring districts.

Other:

The only other item I would include relates to the budget. Our supply budget is continually the target of the Ax. Plus, our costs continually are going up. I would like some of the money that has been taken from our budgets restored.

Office of School Relations and Student Outreach (OSRSO)

Program Overview

By: Dr. Paul Schlossman
Ext. 5594, pschloss@glendale.edu

Mission:
The Office of School Relations and Student Outreach (OSRSO) at Glendale Community College serves as a liaison to the local community and is responsible for coordinating the College's outreach and recruitment activities at area schools. The program's goals are to inform high school students, teachers, counselors, parents, and the public about educational opportunities at Glendale Community College; foster positive relationships with educational partners from K-12 school districts; and facilitate the transition of students from area high schools to GCC through regular academic advisement and other pre-admission support services. The overall mission of the program is to expand student access to the college's educational programs and establish GCC as the college of choice for students in our service area. The OSRSO supports the college's mission "to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers." Additionally, the program contributes to Educational Master Plan Goal 6: "Increase collaboration with the K-12 system and the college's GED program to provide a seamless transition from high school to college," and Strategy 6.1: "Expand the outreach program." Ultimately the program will increase its effectiveness so as to match recruitment to program needs and bring to the college well-prepared students who have a better chance of being successful in reaching their educational goals.

External Trends:
The statewide enrollment decline in community colleges will continue to have a significant impact on the program. As a result of this decline, the competition for prospective students has intensified as area community colleges are dedicating more resources to marketing campaigns and student recruitment initiatives. In order to keep pace, the OSRSO will have to keep expanding its outreach programs with the high schools and explore new community outreach initiatives – a big challenge for a program with a small staff and limited budget.

Internal Trends—Enrollment Growth:
In order to contribute to the college's enrollment concerns and its efforts to capture growth funds, the Office of School Relations and Student Outreach will strive to boost the number of graduating seniors who enroll as first-time freshman at GCC each year, and increase high school student enrollment in Jump Start. This will require the expansion of services during the next three to five years. Typical services include weekly, bi-weekly, and monthly visits to area high schools for on-site advising appointments and classroom presentations; regular campus tours and orientation programs for middle and high school students; ongoing distribution of GCC

information to feeder schools; recruitment and enrollment assistance for Jump Start students; representation at college fairs; design and distribution of marketing materials; and the coordination of special programs such as Counselor to Counselor Day, College: Making It Happen, and New Student Welcome Day.

Responsiveness to demands:
The Office of School Relations and Student Outreach serves more than 70 schools in Glendale, Los Angeles, and surrounding areas with only 3.25 FTE staff. Our most effective services involve on-site advising programs at feeder high schools and bringing area high school students to GCC for campus orientations/visits. These are labor-intensive initiatives, and expanding these types of services will require additional staff. A request for a full-time Student Services Coordinator was submitted for the 2006-2007 budget and is currently being considered for funding.

Currently, the OSRSO shares office space with the Service Learning Center and a staff member from the Center for Students with Disabilities. We will need additional office space to accommodate more staff members when money is available to expand our program. Also, we are badly in need of an intake area (reception, work space) to accommodate the high volume of student traffic in our office throughout the year, and expanded storage to house all of the outreach publications and supplies. The plans for the new College Services "One Stop" facility include expanded office space for our program, but the new building will not be available for several years.

All of the OSRSO equipment is outdated. The computers are at least seven years old and have obsolete operating systems and hardware. The copy machine, fax machine, and printers are estimated to be at least ten years old and no longer can be serviced by the original manufacturers because they are no longer making the parts and/or no longer provide maintenance for the models.

Prioritization:
1. Add a full-time Student Services Coordinator in 2006-2007.
2. Expand the office space for the Outreach program to better accommodate new and existing staff as well as our student clientele.
3. Add new computer hardware/software to improve services to students.

Office of School Relations and Student Outreach

Program Contact Person:
Paul Schlossman, ext. 5594,
pschloss@glendale.edu

Program Description/Mission:
The Office of School Relations and Student Outreach at Glendale Community College serves as a liaison to the local community and is responsible for coordinating the College's outreach and recruitment activities at area schools. The program's goals are to inform high school students, teachers, counselors, parents, and the public about educational opportunities at Glendale Community College; foster positive relationships with educational partners from K-12 school districts; and facilitate the transition of students from area high schools to GCC through regular academic advisement and other pre-admission support services. The overall mission of the program is to expand student access to the college's educational programs and establish GCC as the college of choice for students in our service area.

This office supports the primary mission of the college which is "to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers." Additionally, the Outreach program contributes to Educational Master Plan Goal 6: "Increase collaboration with the K-12 system and the college's GED program to provide a seamless transition from high school to college," and Strategy 6.1: "Expand the outreach program." Ultimately the program will increase its effectiveness so as to match recruitment to program needs and bring to the college well-prepared students who have a better chance of being successful in reaching their educational goals.

There are no full or adjunct faculty assigned to the Office of School Relations and Student Outreach. However, program staff regularly collaborates with faculty from various college departments/academic divisions with student recruitment, information distribution, campus tours, and the coordination of other outreach activities. Examples include:

- Recruitment: Work with faculty to develop marketing and recruitment strategies to attract students to courses and programs.
- Representation: Furnish accurate information about departments and academic programs at college fairs, community agencies and to the public at large; provide accurate, up-to-date information to students during campus tours and school presentations.
- Collaboration: Establish partnerships with campus programs and departments to conduct outreach and recruitment activities. For example, departments that provide annual campus visits for local high schools can utilize Outreach services to coordinate campus tours and distribute GCC information folders to the students. [SMP Goal 6]

Current Personnel:
1 full-time Student Services Coordinator
1 full-time Enrollment Services Assistant
1 adjunct Student Services Technician
10 student workers who serve as Student Ambassadors (i.e. peer advisors) are supported by Work Study, CEP, Financial Aid, and Title V funds.

Expected Growth Rate:
☒ grow at the college average (2.5%)

The Office of School Relations and Student Outreach will continue to serve the needs of prospective GCC students. However, our ability to expand the program and provide more services will continue to be a challenge due to staffing and funding constraints. Additional staff will be needed to accommodate the growing service demands of area schools, respond to requests from the community, and meet the college's own recruitment goals.

We do not plan to add new programs, but we need to expand existing services and provide more on-site coverage at area feeder schools. Currently, the Outreach program serves more than 70 schools in Glendale, Los Angeles, and surrounding areas with only 2.5 FTE staff. We have a great need to add staff, so any additional space requirements would most likely be for offices.

No services will be discontinued at this time.

Three to Five-Year Program Goals:

The Office of School Relations and Student Outreach staff conducts regular campus visits to high schools throughout Glendale, Burbank, Los Angeles and surrounding areas. Through these services, high schools students and their families receive consistent personal service during the college planning process that supports their transition to GCC. In the next three to five years with increasing competition for growth funds the college will need to expand in the various areas: [SMP Goal 6]

- Pre-registration Advisement - Assistance is provided for students to guide them through the registration process. This includes general information about the college: degrees offered, student services provided, special programs, how to fill out an application, and the 5 steps to GCC enrollment.
- One-on-One Advisement - On-site at schools and walk-ins at the Outreach office.
- Campus Tours - College students or staff lead campus tours for individuals or groups. Tours are available by appointment and are catered to the needs of the individual or group.
- Campus Visit Program- Affords perspective students an opportunity to visit the campus for the day. This visit includes coordination of transportation (buses), parking, campus tours, campus presentations, and lunch options.
- GCC's Jump Start Opportunity (concurrent enrollment) – Designed for high school junior or seniors in good academic standing and who are interested in personal enrichment. Glendale Community College's Jump Start program gives the student a chance to get a head start on college by taking up to 6 units each fall/spring semester or 3 units each summer/winter session. This enables students to earn college credit while still attending high school.

Personnel Needs:

No additional staff are needed at this time.

Facilities Needs:

☒ reception areas
☒ office space

Competition:

The Office of School Relations and Student Outreach will need to expand its community profile in order to assist the college with increasing the numbers of students enrolled. The addition of the satellite LACCD campus in the immediate vicinity and other local area community colleges and four year institutions will continue to pose a challenge for recruitment of new students.

Scholarship Program
Program Overview

By: Dr. Paul Schlossman
Ext. 5594, pschloss@glendale.edu

Mission:
The GCC Scholarship Program administers more than 300 scholarship funds sponsored by the college, campus organizations, civic groups, businesses, and community members. Currently enrolled students who have completed at least twelve units of college credit at GCC with a grade point average of 2.5 or higher are eligible to apply. The GCC Scholarship Committee, academic departments, or award sponsors select recipients based on academic achievement, financial need, campus leadership, or other criteria established by the scholarship donors. Each year over 400 students receive more than 600 individual scholarships and grants with awards totaling well over $300,000. The Scholarship Program supports the college's primary mission, which is to "prepare students for successful transfer to four-year colleges and universities, or for successful placement or advancement in rewarding careers." Additionally, our program contributes to *Educational Master Plan Goal 3:* "Make the college more responsive to student needs," and *Strategy 3.2:* "Strengthen the connection between students and the college."

External Trends:
The primary external trend impacting the Scholarship Program is the economy. With more than $4,000,000 in endowed scholarships invested through the Glendale College Foundation, state and national economic trends can affect the investment returns from these scholarship accounts. Although conservatively invested under GC Foundation policies and in compliance with the Education Code, these endowment funds are market sensitive. Therefore, economic downturns and upturns can influence scholarship account earnings and the amount of money available to award to students. Additionally, these same economic trends can affect the level of contributions we receive from outside sources. Many sponsors rely on investment returns through their own foundations or private investments in order to finance their scholarship contributions. Others depend on business revenues or personal earnings to fund their donations. The health of the economy has a direct influence on the level of investment earnings and direct contributions from our sponsors.

Internal Trends—Enrollment Growth:
It is conceivable that any decline or growth in the college's enrollment would have an impact on the number of students who apply for scholarships. However, the Scholarship Program routinely receives more applications than the number of available awards each year. Regardless of the level of demand, the program must continue its functions of coordinating the scholarship application and selection

process, overseeing fund investments in conjunction with the Foundation, and maintaining positive relations with our sponsors while cultivating new donors.

Responsiveness to demands:
Although we have developed a new web site, an interactive PDF application, and other electronic resources to serve students better, we would like to increase the technological capacity of the Scholarship Program in order to improve our efficiency. For example, collecting scholarship applications and inputting the student data is a labor-intensive process. We would like to explore the development of an electronic scholarship application that would make it easier for students to apply, enable staff to process the forms more efficiently, and help the program quickly match students with the right scholarships. Much of this will depend on how quickly the college develops the student services component of the ERP system.

Prioritization:
1. Develop electronic resources (i.e. online application, improved Internet offerings, etc.) to improve program efficiency and services to students.
2. Upgrade computer hardware and software programs.
3. Improve program marketing to increase the number of students applicants as well as potential scholarship sponsors.

Student Services
Program Overview

By: Dr. Jewel D'Aloia Price, Dean
Ext. 5195, jprice@glendale.edu

Overview:
The Student Services Unit is comprised of a number of programs and services, therefore, the analysis below is a synthesis. The programs and services include Academic Counseling, Career Center, Student Employment Services, Matriculation, Re-Entry Center, Transfer Center, Student Development Classes, and International Student Program.

Mission:
The college has as its primary mission, "To prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers." The services provided to students by the above named programs is entirely in keeping with this mission statement. The services help students to be successful at the college, including defining educational and career goals, improving self-understanding, strengthening academic performance, assisting with transfer and entrance into rewarding careers.

External Trends:
Most of the external trends that have an impact on the instructional program also have an impact on the counseling and student service programs. The International Student Program is particularly impacted by changes in federal law and world events. Keeping up with the latest technology and the expectations of students also has an impact.

Internal Trends:
Increases in demand for services will occur in academic counseling, transfer, career and student employment. Students overall are less prepared and continue to require assistance in defining educational and career goals. The numbers of students on academic probation has continued to be an area of concern and validates the need for more student preparation for college level work.

Responsiveness to Demands:
Some of the demands which will effect planning for the coming years include implementation of the ERP software system, waiting for the new College Services Building to be constructed, implementing other new technology to increase student self –service capabilities, hiring and integrating new staff members as staff retires, dealing with increasing costs and lack of adequate budget.

Prioritization:

In meeting service demands one of the most important needs is to replace and add new staff with the skills and abilities needed to counsel the students, particularly to have the ability to continue to develop and implement projects to better serve students. For example, the Graduate Intern Program, implementation of self-service software, Elementary Algebra Project, paired classes, Counselor Caseload Project increase completion of student educational plans.

a. To have an adequate facility in which to deliver the services
b. To have an adequate budget to reduce wait time for students to meet with counselors during peak times, to keep up with changing technology, to keep up with a changing demographic and need for increased recruitment and retention of students.

Academic Counseling

Program Contact Person:
Jewel D'Aloia Price, ext. 5195, jprice@glendale.edu

Program Description/Mission:
The Academic Counseling Program provides advisement and counseling services to assist students with all aspects of their student life including educational goal setting and planning, career decision-making and life planning, and assistance in dealing with situational stress and personal concerns. The counseling faculty help students with most aspects dealing with their success at college including strengthening academic performance, defining educational and career goals, improving self-understanding and resolving situational problems.

A range of specific services to assist students are offered including individual counseling appointments, drop-in advisement, development of individual student educational plans, orientation sessions, workshops for students on academic and progress probation, class visitations, a wide range of Student Development courses, and many other activities related to helping student achieve success.

Current Personnel:

16.75 full time counselors	
1.8 Adjunct counselors	
Classified staff, full-time	3.0 FTE
Administrative asst. confidential	1.0 FTE

(updated June, 2006)

Expected Growth Rate:
☒ grow at the college average (2.5%)

The Academic Counseling Program will grow at the college average because we serve prospective, new and continuing students and keep pace with the college growth. The constraint we face is staffing levels and the ability to keep pace relies on funding levels.

We are in the process of increasing efficiency with the addition of student self-service technology. The first project to address this was introduced by this unit more than five years with the campus kiosks and currently with the implementation of the Sarsgrid software.

Response: Academic Counseling will continue to develop and implement projects to better serve students in a number of areas. Projects which are currently being refined or piloted include the Graduate Intern Program, implementation of student self-service software, Elementary Algebra Pilot Project to increase completion of student educational plans, services to students on probation, and the Counselor Caseload Project. [SMP Goal 2]

No services will be discontinued at this time.

Three to Five-Year Program/Service Goals:

a. To improve the program of services for students on academic and progress probation to assist them in achieving academic success. [SMP Goal 3]
b. To continue to refine the Counselor Caseload Project. [SMP Goal 3]
c. To implement additional new programs like the Elementary Algebra Project to increase the number of student educational plans completed for students. [SMP Goal 2]
d. To develop and implement new technology to assist counselors in their work to address the volume of information such as the counselor portal, Counselink. [SMP Goal 10]
e. To reduce the wait time for students to see counselors during peak registration periods. [SMP Goal 3]

Personnel Needs:
Both certificated and classified staff were lost during the recent budget crisis and to keep pace with anticipated growth the staff will need to grow to keep pace with the growth of the college. Academic counseling services provide direct service to students by professional staff and would need to be

increased as the enrollment of students increases, as well as, support staff.

No retirements are anticipated at this time.

Facilities Needs:

☒ classrooms	☒ reception areas
☒ labs	☒ office space

Currently Academic Counseling occupies insufficient space for its program. There is insufficient space for students in the crowded reception area and no space for student computer workstations. We occupy a very small conference room where workshops and classes are held for students along with staff use. An adequate room is needed for matriculation activities for orientation and workshops for students on probation. The counselors teach a number of student development courses and a classroom close to the program would serve many uses.

Competition:
We are responsive to meeting students needs and have tried to keep up with the latest technology by having, for example, on-line orientation and up to date web sites for advising information. Also, the use of the **mygcc** student portal to make information readily available to students is essential to be competitive.
We also have a diverse and multilingual counseling and classified staff to respond to student needs.

Adult Re-Entry

Program Contact Person:
Glady Kabateck, ext. 5446,
kabateck@glendale.edu

Program Description/Mission:
The Adult Re-Entry center is a unique program designed to provide adults with the opportunity to achieve a higher degree of academic vocational and personal fulfillment at Glendale Community College. The ARC has been extended to include special college credit seminars as offered by counselors.

This program’s primary mission is to offer counseling support to students and prospective students who have not been engaged in formal education for some years.

Current Personnel:
1 full time faculty employed .5 FTE
1 adjunct employee employed .5 FTE
(updated June 2006)

Expected Growth Rate:
☒ grow at the college average (2.5%)

The Adult Re-Entry Center will grow provided that it can add additional counseling hours for students.
An ideal projection would be to have a center for students to receive peer support services, classes on a weekly basis in the areas of self esteem, assertiveness training, career information and networking.

More outreach and recruitment is needed to ensure growth both in this program and the college.

No services will be discontinued at this time.

Three to Five-Year Program/Service Goals:

a. Increase the number of New and Returning Student Orientations which will include tours of the campus and services provided by the college. [SMP Goal 3]
b. Complete Student Educational Plans for all Adult Re-Entry students. [SMP Goal 3]
c. Improve our technology with computers and High tech services.

d. Work in conjunction with the Job Placement and the Career Center to assist students in job search strategies and to prepare for transfer services and promote interest in vocational programs and services. [SMP Goal 6]
e. Increase the number of scholarships provided.

Personnel Needs:

1) Full-time classified for evening coverage
2) Full-time counselor

No retirements are anticipated at this time.

Facilities Needs:

☒ reception areas
☒ office space

Additional office space for counselor to use, and a reception area for students to check in and wait for the counselor.

Additional space is needed to hold mentoring meetings, workshops and orientations for the center.

Competition:
The Adult Re-Entry Program is unique in that the program works with all departments on campus with referrals both internally and to community services. Many colleges, universities and other community colleges have not continued their Re-entry programs and been in existence as long as we have (since 1968). The GCC Adult Re-entry Program has a strong support system on campus and in the community.

Other:
Through the counseling services, our Adult Re-Entry program helps to eliminates the barriers adults may experience in returning to school and helps retention. Examples of the services offered are self esteem and stress management workshops, counseling on single parent issues, selection of non-traditional occupations, and adult transitions. I project the average age at GCC will increase by an additional 2 – 3% in the next 5 years and we will continue to serve this ever growing population.

Career Center

Program Contact Person:
Judie Apablaza, ext. 5409,
apablaza@glendale.edu

Program Description/Mission:
The Career Center provides services to our students that supports the mission of the college to prepare students for successful transfer to four-year colleges and universities or for the successful placement or advancement in rewarding careers. The Center offers workshops to introduce students to vital job-search skills like resume writing, interviewing tips, and personal preparation for employment. The Center is a link in helping students become aware of their options, choices of careers and the academic preparation needed to accomplish their goals. The Center also schedules individual counseling appointments to advance the students progress.
The Career Center is the only full-service program that tests, defines and provides students with comprehensive career counseling and job search skills.

Current Personnel:
2.425 full-time counselor
3 counselors who split their hours between academic and career assignments (1.16 FTE)
During peak registration times all counselors participate in academic counseling to work as a team to assist students with advisement needed to register for classes.

2 classified employees (1.22 FTE). 1.0 FTE position was laid off due to a serious budget reduction to categorical funds.
(updated June 2006)

Expected Growth Rate:

☒ grow at the college average (2.5%)
Based on growth trends and projections, the demand for Career Center services are projected to grow at the college average. At least one third to one half of the student population indicates undecided for a college major at entry. The Career Center is a unique program equipped with the faculty, personnel and resources to address these challenges. [SMP Goal 3]

Additionally, students are required to have resumes for internships, fieldwork and entry level experience in most community industries and business positions. The Career Center is equipped to assist students in writing resumes and developing competent interviewing skills. Alumni and working professionals also use the services of the Center for ideas on retraining, and developing job search skills.

With the successful implementation of the Student Development 101 classes that have a career component, we anticipate an increase in student traffic with research and testing assignments. Along with this addition, we also are looking forward to an increased traffic flow due to the collaboration between the Student Employment Center, the Transfer Center and the Career Center. The three Centers will be sharing lab space, college information resources, career resources and support staff. Greater contact with community employers, university and college representatives, EDD and high school outreach will require additional space.

We would also like to develop new delivery methods for our career planning classes and are considering an open entry-open exit model.

No services will be discontinued at this time.

Three to Five-Year Program Goals:

1. To increase the number of computer work stations for student use. This is needed to accommodate upgraded career planning software programs. The current configuration of workstations includes a shared model with Student Employment Services and the Transfer Center.
2. To increase the number of on-line standardized assessment inventories. This would enhance the accuracy, speed and delivery of test results for more timely interpretation for students. [SMP Goal 3]
3. To increase the staffing levels of support staff to 2002 levels and beyond to address the increased demand for Career services.
4. To create an intensive outreach program for students on academic and progress probation who are unclear about their educational and career goals. The program would essentially provide these students with a battery of career inventories and counseling interpretations to help students gain a perspective of their personal and career objectives. [SMP Goal 3]

Personnel Needs:

The Career Center needs the restoration of a full-time program technician and a additional full-time counselor to serve the number of students who indicate “undecided” for their major choice.

No retirements are anticipated at this time.

Facilities Needs:

☒ classrooms	☒ reception areas
☒ labs	☒ office space

The Career Center will need to maintain a spacious area for high school and college career class tours, career planning class activities, computer lab space for research and testing, and areas for reading and research materials. Additional computers and printers are also needed to accommodate the student and community traffic.

Due to increased usage, the Career Center will require additional computers and printers; and therefore, more space. Currently nine computers are available for student use for classes consisting of 15 to 25 students. We anticipate that the free-flow of activity between our Center, Student Employment Center and the Transfer Center will require adequate space to accomplish our goals.

Competition:
The Career Center diligently works to provide a wide range of testing materials, computerized information software packages such as Eureka and Discover, updated internet information on our website, books and other resource materials. Most of these are offered to our students at our cost and with no profit to the center. Private and community services like EDD and, Department of Social Services refer community members to our Center because of the exceptional value and high quality of service.

When outside sources are used at private or public professional career counseling offices, the cost is prohibitive and ranges between $500 to several $1,000 for standardized career tests and follow-up interpretations. Our Career Center has been commended by the Matriculation Site Review Committee and the VETA Site Review as a model program.

Career Resource Center

Program Contact Person:
Deborah Kinley, ext. 5056,
dkinley@glendale.edu

Program Description/Mission:
The Career Resource Center serves Continuing and Community Education students who seek to enhance their skills and education. The Center provides counseling and guidance to those wishing to transfer to the Main Campus and take credit classes. In addition, the Center provides resources for students to learn about and explore careers. Information regarding employability trends is available, and assistance is provided to those who would like to research employment in the community.

The Career Resource Center supports the primary mission of the college by helping "students move toward the attainment of their educational goals and personal development." The supportive services provided by the Center include counseling services, career guidance, and transfer services.

Current Personnel:
1 one full-time academic counselor
2 full-time classified employees, including the Program Director, a classified manager who manages the day-to-day operation of the Center and the Student Services Assistant who provides clerical support.
1 adjunct Sr. student services technician (12 to 15 hours per week)
The Center is in the midst of hiring a classified employee.
(updated June, 2006)

Expected Growth Rate:
☒ grow at the college average (2.5%)

As the college enrollment increases, the number of students who utilize our center grows as well. Program growth will be determined, in part, with restricted funding levels. With recent budget cuts, staff was displaced. In order to increase services, the Career Center would benefit with the replacement of a full-time classified employee.

Maintaining existing services is the Center's goal. The Center plans to enhance assessment skills and services via training for the program director and the academic counselor.

No programs or services are planned to be phased out.

Three to Five-Year Program Goals:
Goals for the next three to five years for the Career Resource Center are:

a. Increase training for the academic counselor and the program manager with assessment tools and resources;
b. Expand up-to-date resources and materials;
c. Promote student awareness of the services available; and [SMP Goal 3]
d. Increase the number of students utilizing the Center.

Personnel Needs:

The Career Resource Center lost a Sr. Student Services Technician (full-time) and a Student Services Technician (adjunct), and one Student Assessment Technician (full-time) during the 2002-2003 district-wide layoffs.

As a result, the Program Director has assumed many of the functions of the positions mentioned above. Adding classified staff will allow for enhancing student support.

The Student Services Assistant may retire within the next five years. This position would need to be replaced for clerical support to the Career Resource Center.

Facilities Needs:

☒ other
☒ office space

More office space, tables and chairs, and more telephone lines would be an asset to the Center to accommodate growth. Additional computers for student usage would be beneficial as well.

The Career Resource Center is maximizing all available space and, with anticipated growth, would need a larger office area to accommodate more students, along with appropriate office-related furniture (see response to question nine).

Competition:

The Career Resource Center provides similar services as other community and four-year college career centers when the services are compared. However, with anticipated growth, the Center needs to maintain updated computers and materials, as well as provide well-trained staff to meet the needs of the students. Lastly, developing a network with other career centers to share best practices and expertise would be productive and enhance service to our students.

International Student Program

Program Contact Person:

Jewel D'Aloia Price, ext. 5195, jprice@glendale.edu

Program Description/Mission:

In addition to the recruitment and enrollment of new students, The International Student Program seeks to provide orientation, counseling, peer mentoring, instruction to students, as well as, providing the opportunity for students to participate in a wide variety of educational and social programs/events. All components of the program are intended to support the College's mission of internationalizing the curriculum and promoting successful transfer and entrance into rewarding careers.

The College enrolls over 500 international students from 50 countries contributing to the diversity of the campus and the Glendale community in general.

Current Personnel:

1.5 FTE full-time counseling faculty.
1 full-time program manager (specifically responsible for the recruitment and admissions component)
2.5 FTE classified employees.
(updated June, 2006)

Expected Growth Rate:

☒ grow from one to two percent

There will be continued and active recruitment/marketing abroad. Successful retention efforts will also lead to higher enrollment. Currently, international students comprise 3% of the overall College enrollment, and the program expects to keep pace with GCC's future population.

The program anticipates the following:

- Enhance and upgrade the existing New Student Orientation program to include a two-day format [SMP Goal 3]
- Develop a "Summer Bridge" program allowing students to enhance their English skills and participate in Orientation so as to successfully transition to full time enrollment in the fall [SMP Goal 3]
- Internationalize the community by way of outreach to feeder schools, community organizations, etc. [SMP Goal 6]
- Reinstitute a series of programs, e.g. symposiums/forums, to promote awareness of cultural pluralism in the American educational system
- Produce and enhance current publications with the advent of CD-Rom and visual aid technology

To increase the number of educational/social programs and offer students a meeting and gathering place, the Program hopes to have an area dedicated to these activities in the new Student Services building. The current location and size of the International Student Office greatly limits the ability to offer students a "place" in which to get together without impacting the daily operation of the Center.

No services will be discontinued at this time.

Three to Five-Year Program Goals:

a. Higher enrollments overall and greater representation of students from countries who typically don't send large numbers to the United States
b. More scholarships for continuing International Students
c. More educational/social events to foster community-building and strengthen ties among students [SMP Goal 3]
d. Collaborate with other programs, e.g. Cultural Diversity, Study Abroad, Humanities/Social Science Lecture Series, etc. [SMP Goal 6]

Personnel Needs:

In order to meet the future recruitment and retention needs of the Program, we anticipate the need for an additional .5 FTE classified staff and 1 additional FTE counseling faculty.

No retirements are anticipated at this time.

Facilities Needs:

☒ reception areas	☒ labs (computer)
☒ other-	☒ office space

The small reception area we currently have makes the Office congested during peak student contact times and detracts from concentration and focus when counseling students.

To increase the number of educational/social programs and offer students a meeting and gathering place, the Program hopes to have an area dedicated to these activities in the new Student Services building. The current location and size of the International Student Office greatly limits the ability to offer students a "place" in which to get together without impacting the daily operation of the Office.

Competition:

- More meeting space and an increased number of social events will encourage greater participation by more students; extra-curricular activities are essential to form community among the international students at GCC, as well as to strengthen their identity as students of the College.
- The Program anticipates the need for increased funding for future recruitment/marketing initiatives in order to compete in the global arena.
- Hosting inter-collegiate workshops/conferences and inviting outside speakers will enhance GCC's image in the educational community.

Student Development

Program Contact Person:
Jeanette Stirdivant, ext. 5424,
jeanette@glendale.edu

Program Description/Mission:
The college has as its primary mission "to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers". The wide array of Student Development courses (18) are designed to assist students make successful transition into four year universities or the world of work.

College Orientations, as well as the Freshman Seminar classes, are designed to introduce students, with little or no knowledge about the education system, to this complex, and often misunderstood, institutional maize. (SD 100, 101, 103, 105)

A variety of courses focused on career, major, or transfer exploration are designed to assist the student understand the transfer process as well as requirements for specific majors or navigating the steps in job search. (SD 120, 125, 126, 127, 128)

Academic Counseling, Equal Opportunity Program and Services (EOPS) and Center for Students with Disabilities (CSD) all offer courses designed to develop Learning Skills/Study Skills. (SD 141, 143, 144, 145, 146)

A course specifically designed to teach students how to be effective tutors is also offered as part of the curriculum. This course is currently being rewritten. (SD 150)

Stress Management and Student Leadership are also offered as part of the Student Development. (SD 165, 171)

The College Services Division faculty teach as part of their full time assignments in the following program/service area:

Academic Counseling	
Counselors	8.6 FTEF
	1.9 FTEF adjunct
Adult Re-Entry	
Counselors	.5 FTEF
Career Center	
Counselors	2.16 FTEF
International Students	
Counselors	1.5 FTEF
Transfer Center	
Counselors	2.0 FTEF
	.8 Adjunct
CSD, Center for Students with Disabilities	
Counselors	2.5 FTEF
Learning Disability Specialists	3.0 FTEF
Adapted Disability Specialists	1.5 FTEF
High Tech Center Specialists	2.5 FTEF
EOPS, Equal Opportunity Programs and Services	
Counselors	5.5 FTEF
Garfield Campus	1.0 FTEF Adjunct
Counselors	1.0 FTEF
	1.0 FTEF, grant funded
Mental Health Counselor	.60 FTEF
Health Center	
Mental Health Counselor	1.0 FTEF

Current Personnel:
1 half time position as Administrative Assistant position was cut from the budget two years ago not yet been filled for 2004-5.)

Expected Growth Rate:
☒ grow at higher than the college average

The number of Student Development 101 courses paired with courses in the English Division or other Divisions directly increase the number of counselors required to teach these classes. The counselors currently teaching SD 101 teach this class as part of their weekly assignment, with the exception of one experimental class paired with ESL in Fall 04.

Although we have no new courses or certificates planned at this time, much of our current curriculum could be designed to be offered via the web or through modules that a student could access in a lab classroom with faculty supervision. Just as the college has Self Paced Math, we could offer Self Paced Study Skills, Self Paced Orientation, or any number of Self Paced courses. We would need additional lab space to make this a reality.

The Division just recently (01-04), rewrote most of the courses in the Student Development area. Although the curriculum is constantly updated we do not anticipate another comprehensive rewrite of the curriculum until the next Program Review.

Three to Five Year Program Goals*:*
Expansion of SD 101, Freshman Seminar, to provide additional paired sections with English and Math. [SMP Goal 3]

Personnel Needs:
2 faculty members have retired and will need to be replaced if the college would like to continue with the same level of Student Development Courses currently provided to students.

Facility Needs:
☒ classrooms
☒ labs
☒ other

College Services is currently working with an architect to design a new facility to house all of Student Services in one building. Ideally, this space will have lab stations for self paced classes as well as class rooms for the regular Student Development curriculum.

We will need the following in the new building:
40 seat classroom
60 seat classroom
40 person lab

Additional and modified space and specific facilities are all addressed as part of the new building for Student Services.

Competition:
Student Development courses are not directly affected by outside influences.

Student Employment Services / Job Placement

Contact Person:
Andra Verstraete, ext. 5405,
andrav@glendale.edu

Program Description/Mission:
The Job Placement Center provides job search assistance to all GCC students and alumni. Adjunct college work-study and federal work-study positions are available for currently enrolled students. All students can utilize the job placement office to search for both adjunct and full-time positions off campus. Students interested in applying for internships can do so through this office as well. Students can receive free training and support in utilizing the on-line job search system, MonsterTrak or search our job boards and binders for local job postings and announcements sent to us by local businesses, city government and school districts.

The Student Employment Services staff assists with interviewing skills, resume writing, and job search techniques and provides computer lab, fax and copy machine for job seekers.

The staff also processes payroll for 800 students workers on campus; inputs on-campus job referrals and job descriptions, and refers students to on campus departments for employment.

Our mission is to provide both temporary jobs for students who are pursuing their studies, and permanent jobs for students who have completed an A.A. degree or certificate.

Current Personnel:

1 faculty member of 20% release-time has been assigned to the Job Placement Center for Spring 05 to help develop the internship program.
2 full-time classified employees

Expected Growth Rate:

☒ grow at the college average (2.5%)

The department relies on money from the general fund (College Employment Program) and Federal Work-Study to assist on campus employment. Our department is limited by enrollment/funding and therefore anticipated growth is at the same rate as the college.

I would like to expand our services to include more personalized job searches and placements on behalf of students who have completed their education and are looking to secure employment in their field of study. Expanded services with regard to internships are also planned for the future. An additional private office for this service would be required, and could be achieved when the new Student Services building is completed.

No services will be discontinued at this time.

Three to Five-Year Program/Service Goals:

a. Expand our federal work-study program so that students could pursue work in their field of interest at off campus agencies and businesses. [SMP Goals 2 & 6]
b. Expand the internship program to include all of our local business, government agencies and non-profits as well the entertainment industry. [SMP Goals 2 & 6]
c. Work directly with students who have earned a certificate in a vocational field to secure gainful employment for them. [SMP Goal 6]
d. Re-focus on-campus employment so that students can work in a department connected with their field of study.[SMP Goal 2]
e. Develop collaborative partnerships with the community. [SMP Goal 6]

Personnel Needs:

The program lost two full time classified employees due to the layoffs and budget cuts in 2002/2003. Goal 2 of the Master Plan talks about increasing the quantity and variety of learning opportunities that promote student success. Rather than replace the employees, the job placement center is requesting a program assistant to provide support for the office so that staff can increase the quality of programs and services to include on-campus job and off campus job placement and internships. Goal 3 of the Master Plan states the need to make the college more responsive to student needs. By providing extra support, students will receive better services and more students will be able to secure employment.

No retirements are anticipated at this time.

Facilities Needs:

☒ office space

Competition:

Our job placement center functions differently from other community colleges. Our large federal work-study allocation and the college employment program (CEP dollars) enable us to employ over 800 students on our own campus. In addition, innovative faculty and staff have written grants to enable students to work in the community as tutors, which give us a competitive edge. Our new science center and the partnership we have with JPL enabling our own students to be paid to work as research apprentices sets us a apart from other community colleges and puts us in the mix with the four-year universities. Our soon to be newly designed internship program and our community partnerships makes our job placement center unique. [SMP Goal 6]

Transfer Center

Program Contact Person:
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Program Description/Mission:
The Transfer Center is a counseling program designed to assist students with the process of transferring to four-year colleges and universities. The Transfer Center is especially committed to the goal of increasing the transfer rate of under represented students to institutions of higher learning.

The center provides counseling and advising, workshops, and transfer day and evening programs, maintains a library of catalogs, materials and applications for CSU, UC and private and out of state universities, and hosts university representatives who advise students.

In addition the Transfer Center provides special programs: small computer labs, seasonal tours of local universities, tour of four northern California UC campuses during spring break.

Current Personnel:
2 full time faculty 2.0 FTE
1 adjunct faculty .6 FTE
1 full time classified

Expected Growth Rate:
☒ grow at higher than the college average

Number of students applying to transfer has increased at GCC since Fall 2001. We have had a 300% increase in GCC students applying to UCLA, for example.

Target a GCC outreach program to under-represented students and student clubs such as OLHE, ALAS, BSU etc. on campus to learn about transfer options.

Expand our current computer lab consisting of three computers to meet needs of student who need to apply on-line to four year universities.

No retirements are anticipated at this time.

Three to Five-Year Program Goals:

a. Increase number of transfer ready students applying to public universities [SMP Goal 6]
b. Increase number of transfer ready students applying to private universities [SMP Goal 6]
c. Increase number of transfer ready students applying to out of state universities [SMP Goal 6]
d. Increase number of transfer ready students applying for scholarships as part of transfer process. [SMP Goal 6]
e. Expand outreach efforts on GCC campus to make more students aware of transfer options. [SMP Goal 6]
f. Increase articulation agreements with four-year universities. [SMP Goal 6]

Personnel Needs:

- Full-time classified for evening coverage
- Full-time counselor
- Full time articulation person needed by the college

No services will be discontinued at this time.

Facilities Needs:
☒ labs ☒ other
☒ office space

The Transfer Center needs more space to accommodate universities representatives and adjunct counselors.

It also need lab space for more computers for students to use to research universities of interest, write college applications, essays for college applications, conduct application workshops.

Lab space for additional computers for students' use and shelf space for college catalogs and literature and tables for students to meet with university representatives are also needed.

Competition:

- Increase GCC's public relations work in community to increase awareness of transfer options.
- Increase transfer Guarantee Agreements with universities
- Increase articulation agreements with public and private universities both in California and out of state

Service Learning Center

Program Overview

By: Hoover Zariani
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Mission:
The Service Learning Center (SLC) helps students enrich their educational experience through volunteerism and community service. SLC staff members provide training to prepare students for volunteer positions, collaborate with faculty to develop service learning components for their classes, cultivate and maintain service learning partnerships with more than 200 non-profit agencies, and place over 1,000 students annually in service learning positions throughout the community. Various classroom-based and grant funded service learning options enable students to explore career interests, supplement their coursework, gain experience for inclusion in resumes or college applications, and fulfill their civic and social responsibilities. Service learning supports the primary mission of the college, which is to "prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers." Additionally, service learning contributes to Educational Master Plan Goal 2 to "increase the quantity and variety of learning opportunities that promote student success," and Strategy 2.2 which is to "expand the service learning program."

External Trends:
The availability of outside grant funds will have the largest impact on the SLC in the next 3-5 years. Currently, the SLC receives Federal funding through the Los Angeles Unified School District and the Glendale Unified School District to support four different GEAR UP grants. Additionally, the Corporation for National and Community Service, the Foundation for California Community Colleges, and California Campus Compact provide funding for two separate AmeriCorps programs. The SLC also administers several smaller grants for a variety of community service initiatives. Grants such as these provide the primary source of new funding for the SLC, so it is crucial for staff to continue to secure grants from outside sources.

Internal Trends—Enrollment Growth:
The SLC grant programs related to teacher training/tutoring will continue to grow over the next 3-5 years. In addition to the existing grants in this area (GEAR UP, AmeriCorps), the SLC will be applying for a Title V cooperative grant in 2006-2007 to initiate a new teacher preparation program. Although we do not anticipate a decrease in participation in other service learning areas (i.e. course-based service learning), we do not anticipate any substantial increases because the SLC does not have the staff needed to facilitate program growth.

Responsiveness to demands:
The SLC has been severely understaffed since the budget cuts of 2002-2003. As a result of a layoff, the SLC lost a Student Services Technician who provided advising, orientation, and training for service learning students and was responsible for much of the paperwork and reporting for the Center. These tasks are now being partially covered by the SLC Director since there is no clerical staff. Additionally, the Center lost the Faculty Coordinator (.20 release time), a position that served as a liaison to instructional services, assisted faculty with developing service-learning course options, and participated in service learning conferences, trainings, and presentations. The SLC has submitted 2006-2007 budget requests for a Program Assistant position (19 hours/week) to provide badly needed clerical assistance, and for a Faculty Coordinator to assist with the growth and development of the service-learning program.

Without additional space and equipment it will be difficult for the SLC to expand its programs and services. The current facilities lack workspace for the Student Ambassadors, a reception area for students, and computer workstations for student use. Additionally, the SLC plans to pursue new grants from Federal and State sources, but there is no space to house any additional staff that may be needed for these initiatives. Realistically, additional space will not be available until the new Laboratory/College Services Building is completed in 2010-2011 or 2011-2012.

Improved computer resources would also facilitate the expansion of SLC programs and services. New hardware and software would enable service-learning students to view their placement status, search for service placement sites/agencies, post their resumes, and more. The SLC staff has explored the purchase of software programs that can perform these functions, but thus far the cost (approximately $10,000) has been prohibitive. Not only would such a program benefit the Service Learning Center, but it could be used by Student Employment Services, the newly expanded internship program, the Cooperative Education program, AmeriCorps Programs, Alcohol and Drug Studies Program, and Independent Study classes.

Prioritization:
1. Replace lost positions: Program Assistant and Service Learning Faculty Coordinator.
2. Expand the Service Learning Center space to better accommodate existing services and potential new programs.
3. Add new computer hardware/software to improve service to students.

Service Learning Center

Program Contact Person:
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Program Description/Mission:
The Service Learning Center (SLC) helps students enrich their educational experience through volunteerism and community service. SLC staff members provide training to prepare students for volunteer positions, collaborate with faculty to develop service learning components for their classes, cultivate and maintain service learning partnerships with more than 200 non-profit agencies, and place over 1,000 students annually in service learning positions throughout the community. Various classroom-based and grant funded service learning options enable students to explore career interests, supplement their coursework, gain experience for inclusion in resumes or college applications, and fulfill their civic and social responsibilities.

Service learning supports the primary mission of the college, which is to “prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers.” Additionally, service learning contributes to Educational Master Plan Goal 2 to “increase the quantity and variety of learning opportunities that promote student success,” and Strategy 2.2 which is to “expand the service learning program.”

The Service Learning Center operates multiple programs and projects. Listed below is the number of faculty involved in each program/project.

Program	**Full-Time Faculty**	**Adjunct Faculty**	**Explanation**
Service Learning	21	12	These instructors incorporate service learning into their curriculum each semester.
Independent Study 101	1		Full-time counselor receives 20% released time to coordinate the course
GEAR UP		1	Adjunct faculty member receives a stipend to train tutors
Tutors Today, Teachers Tomorrow		1	Adjunct faculty member receives a stipend to train tutors and supervise intern

Current Personnel:

2 full-time classified employees (Student Services Coordinator and Student Services Technician)
0 adjunct employees
5 work-study students

Expected Growth Rate:
☒ grow at the college average (2.5%)

The SLC will strive to grow at the college average, but growth will be constrained by staffing and funding levels. In order to increase services and participation, the SLC will need to replace a full-time classified staff position and 20% faculty coordinator position that were lost as a result of budget reductions in recent years. Program expansion will also depend on the availability of grant funding from outside agencies.

The addition of programs and services will largely depend on securing new grant funds. Currently, the SLC does not have any new initiatives that would require additional space. However, the program will participate in Spring 2005 grant application processes including both the GEAR-UP and Teaching and Reading Development Partnerships (TRDP) renewal processes, and the new AmeriCorps grant cycle.

The Teacher and Reading Development Partnerships (TRDP) grant is in the final phase of a five-year funding cycle. Sponsored by the Foundation for California Community Colleges, this grant provides funding for GCC's Tutors Today, Teachers Tomorrow (T-4) program. The T-4 program will likely be phased out if the Foundation for California Community Colleges cannot secure new funding through the 2005 AmeriCorps grant cycle.

Three to Five-Year Program Goals:

In 2004-2005 the program will establish a Service Learning subcommittee for inclusion in the governance system. This subcommittee will ultimately be responsible for developing long and short-term goals for the program. Separate from the committee's work, several of the program's major goals for the next three to five years are:

a. Increase representation of different departments and divisions in the service-learning program (such as the arts, sciences, mathematics). [SMP Goal 6]
b. Continue and increase grant funding for the Center.
c. Increase the number of students involved in service learning projects and initiatives.
d. Increase the number of projects offered through the SLC to address leadership and diversity issues.

Personnel Needs:

The SLC lost one full-time Student Services Technician to the district-wide layoffs in 2002-2003, and a 20% release time Faculty Coordinator for service learning due to budget cuts. Additionally, since 2002-2003 the T-4 program budget cuts have resulted in the layoffs of a full-time T-4 Program Director and a full-time T-4 Program Assistant, and the reassignment of a full-time T-4 Counselor.

As a result of these reductions, the Service Learning Center Coordinator has assumed many of the functions of the Faculty Coordinator and Student Services Technician, and inherited all of the duties of the T-4 Program Director (without the support of a T-4 Program Assistant). These added responsibilities combined with the steady demand for service learning opportunities have forced the SLC Coordinator to scale back existing initiatives and avoid adding new projects to the SLC's offerings. [SMP Goal 2]

In order to expand the Service Learning program as called for in Educational Master Plan Goal/Strategy 2.2, the SLC will need to replace the Student Services Technician and Faculty Coordinator positions. The Student Services Technician is primarily responsible for the recruitment, orientation and supervision of student volunteers as well as the coordination of various service learning initiatives. The Faculty Coordinator specializes in recruiting faculty to participate in service learning, and helping faculty develop service learning options and accompanying curricula for their classes.

No retirements are anticipated at this time.

Facilities Needs:

☒ reception areas
☒ other
☒ office space

The Service Learning Center can barely accommodate the current staff and the flow of student traffic in and out of the center. Steady program growth and the possibility of additional grant-funded service learning initiatives will require more staff and result in larger numbers of students applying to different programs. For details, see above.

With the addition of clerical and/or classified staff, there will be a need for more office space and/or more workspace for student workers. Currently, the SLC consists of two staff offices and a front counter which is shared by five student workers.
As the SLC expands its offerings and student participation increases, the Center will need to add a reception/conference area in which students can complete applications and other paperwork, wait for appointments with staff members, take tests for various positions, and participate in orientation and training activities.

The SLC stores student records for several years and is required to archive grant program files for future agency audits. This accumulation of records and other materials has exceeded the existing office storage space. Therefore, the SLC must redesign its interior office storage facilities and pursue some off-site storage options to accommodate its record-keeping needs.

Competition:
While the Service Learning Center and similar programs are not common to all community college campuses, several area community and four-year colleges do offer service learning. In order for the SLC to remain competitive with other local programs the following strategies should be pursued:

1. Apply for funding for service learning and community based projects from external (including national) sources.
2. Integrate the program with more on-campus departments such as International Students, student clubs, etc. [SMP Goal 6]
3. Develop partnerships with local two and four year schools to coordinate regional projects. [SMP Goal 6]
4. Develop a network among service learning programs in the Los Angeles/Southern California area to share their best practices and expertise. [SMP Goal 6]