Programming Needs Assessment for Glendale Community College Montrose Center

Conducted by Collaborative Brain Trust (CBT)

April 15, 2020

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INTRODUCTION

CBT BACKGROUND

The Collaborative Brain Trust (CBT) is a national firm that has been serving colleges and universities throughout the United States since 2008. CBT provides leadership development and coaching, strategic planning services, research and analysis, organizational re-design, educational master planning, accreditation support, fiscal analysis, and human resources consulting.

In all, CBT has conducted over 200 projects for public and private non-profit colleges and universities. The firm is based in Sacramento, California, but includes experienced consultants throughout the United States.

PROJECT INITIATION

CBT was engaged by Glendale Community College (GCC) in January 2020 to conduct a needs assessment, specifically to identify preliminary, potential programming needs and uses for its new Montrose Center in order to guide initial building design and renovation. The Center will need to implement programs to generate 500 FTES in order to begin the California Community College Chancellor's Office (CCCCO) center approval process, the goal of which is to obtain status as a California Community College center upon achieving 1,000 annual FTES. This status will secure additional funding for GCC for the Center's operation. Thus, center development and programming will be a gradual process, with an initial goal to achieve 500 FTES, then 1,000 FTES, as demand, circumstances, and programming unfold.

Two experienced CBT consultants conducted the needs assessment: Julie Slark and Nga Pham. Both bring to bear extensive experience in the CCCCO center and college approval and development processes, educational and facilities master planning, and research and analysis. Both have administrative careers in the California community college and have conducted and lead multiple projects as consultants to community colleges. They also have experience planning for and opening new centers and colleges.

MONTROSE CENTER ORIGINS AND NEEDS ASSESSMENT PROJECT

Description of Site and Location

Early in 2020, GCC purchased the former Citibank building at 2350 Honolulu Ave. in downtown Montrose, approximately four miles from the main Verdugo Campus, and next to GCC's Professional Development Center (PDC). The PDC provides state-of-the art customized, state-funded workforce training. GCC envisions that this new site will provide a convenient proximity for access to educational opportunities for the communities and students in the Crescenta Valley and foothill communities. Parking availability presently exists between the two buildings and in the GCC-owned lot south of the PDC.
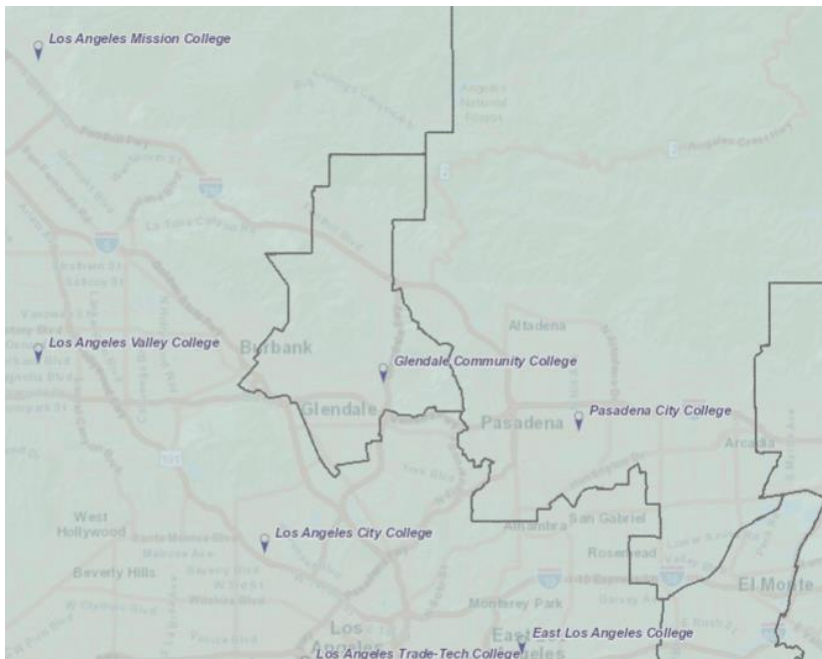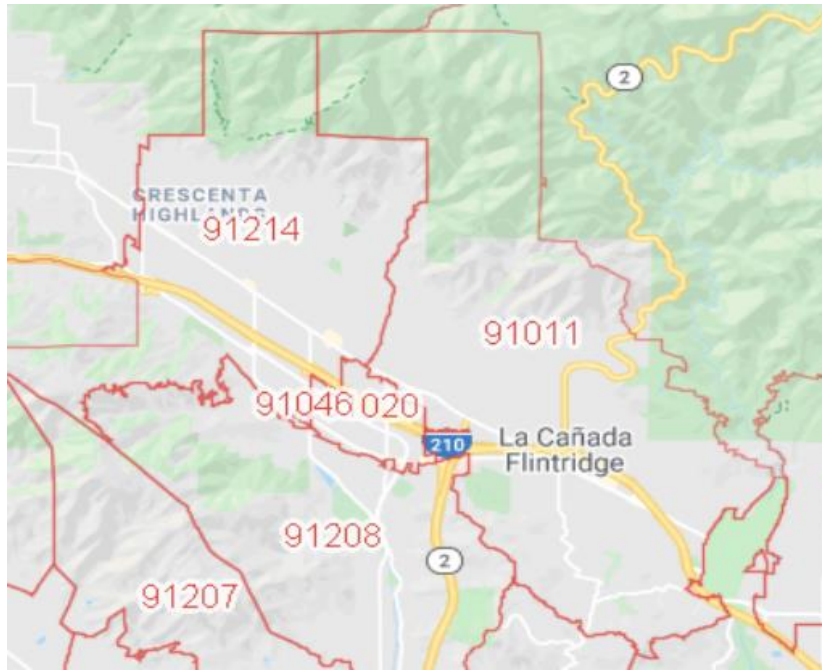
Timelines for Future of Center

Center development and programming will be a gradual process, with an initial goal to achieve 500 FTES, then 1,000 FTES, as demand, programming, and circumstances unfold, and with credit and non-credit programs. Because extensive planning and renovation is required in order to develop a facility designed for the needs of the community as well as to conform to facility safety and other requirements of the State, it will be a few years before the first courses can be offered.

There is substantial familiarity about the Montrose community on the parts of GCC's administrative staff, and there has been some consideration about programming for the new Center.   This project will contribute to planning for the building design, renovation and programming in order to set the stage for conducting the official approval request process requirements and for generating the first 500 FTES needed to begin that process.

PROJECT PURPOSE, PROCESS, AND TIMELINES

PROJECT PURPOSE - To conduct a needs assessment to identify potential initial programming

The College has a vision for the Center to address the short-term and long-term educational needs of the community and local students, as well as access to complete and user-friendly data for planning, but desires a third-party perspective and overview prior to starting building re-design and renovation. This effort is intended to set the stage for the comprehensive planning needed for the center and in order to complete the needs assessment report required by the CCCCO for center approval.

PROJECT PROCESS – 1) Meta-analysis of existing and newly developed data, and 2) follow-up qualitative assessment via interviews and surveys

Administrative staff requested that CBT conduct this needs assessment in two stages. The first stage consists of a "meta-analysis" of the extensive data available, externally and internally, within the context of center planning; the second stage is the analysis of follow-up qualitative information about constituents' educational needs.

PROJECT TIMELINES

The two phases of the project were to be conducted in February and March 2020, as follows:
- January 29, 2020 – Consultant site visit to interview college staff and to tour new center
- February 5, 2020 – Data requests for internal data sent to college
- February 12, 2020 – College sends needed data to consultants
- February 19, 2020 – Survey needs and processes collaboratively determined
- February 19 – March 9, 2020 – Surveys administered *(timelines subsequently changed*)*
- March 20, 2020 – Preliminary report shared with college
- March 31, 2020 – Report finalized and submitted
- *April 15, 2020 –Results from selected surveys added to report**

During the project's implementation, college administrative staff engaged in further discussion about the new Center, and planned project surveys and community contacts were delayed pending additional consideration and more comprehensive planning. Further, the coronavirus crisis interrupted the last stages of the project. Adequate information had been acquired, however, to proceed with initial report recommendations.

After March 31, the decision was made collaboratively to proceed with three of the most feasible surveys. Because of low survey response rates, the results of the surveys were only minimally helpful but are included to this report. Plans were discussed regarding follow up to further address some of these project goals via college administrator interviewing.

BASIC ASSUMPTIONS AND FOCUS TOPIC AREAS FOR PROGRAMMING AND FOR PROJECT EXPLORATION

During the consultants' first site visit to GCC and to the center site on January 29, 2020, **two basic assumptions** for center development were identified during interviews with leadership staff. Subsequently, the consultants conducted multiple additional telephone interviews with appropriate administrators. Primarily, leadership specified that the spaces and classrooms should be:

1) multi-purpose and flexible in facility design in order to easily modify programming and to expand use beyond initially-selected programs, as needed,

2) and that the unique needs of the communities of Montrose/La Crescenta, the northern section of the College's geographic service area, and downtown Montrose, should be the central focus for the identification of center needs.

Four "focus topic areas" that initially emerged and provided a framework for this project's investigation included the following program target audiences and college programs and courses.

- **Non-traditional-college Age Audience** - The new center's surrounding communities reportedly include a high proportion of adults who are not within the traditional college-age populations, and there was an interest in exploring whether programs and courses geared towards that demographic would be an appropriate fit.

- **English Learners and Non-English Speakers in Community** – Currently, the credit and non-credit ESL enrollments at GCC are large, with many Armenian-speaking and Korean-speaking first- and second-generation students and residents in the communities. With a priority to address the local community needs, an assessment of English language acquisition learning needs and zip codes of residence of English learners is one priority to address.

- **Early College Programs** – GCC's Jumpstart, Dual Enrollment, and Early College Academy programs are strong, and include enrolling high school students in courses at GCC campuses, and proving college coursework at the high schools. Placing some courses for the Montrose area high school students at the new center may be desirable.

- **Career Technical Education (CTE) Programs and Courses** – There are many possibilities for programs suggested by GCC leadership, credit and non-credit, short-term certificates, course for local businesses, and new and existing programs.

DATA META-ANALYSIS

Selected data is presented below to address each of the four focus topic areas. First, general demographic data about the Montrose Center Area and student enrollments residing in that area is provided in a section titled "Setting the Stage". And after the four focus topic areas are described via data tables, a "Summary" section follows.

SETTING THE STAGE – POPULATION AND ENROLLMENTS

Table 1
**Montrose Center Area* Population
by Zip Codes
2013 through 2017**

Zip Code	2013	2014	2015	2016	2017	Percent Change
91011	20,590	20,671	20,721	20,679	20,499	-0.44%
91020	8,585	9,249	8,438	8,442	8,551	-0.40%
91046	176	168	175	125	160	-9.09%
91214	31,653	31,078	30,965	30,935	30,991	-2.09%
Total	**61,004**	**61,166**	**60,299**	**60,181**	**60,201**	**-1.31%**

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates
Montrose Center Area includes zip code 91011, 91020, 91046, and 91214

- To "set the stage" for this assessment, total population of the Montrose Center Area was determined. The four zip codes which were identified by the GCC contact administrator include:
    - 91020 = Montrose, and location of Montrose Center.
    - 91214 = La Crescenta
    - 91011 = La Cañada/Flintridge
    - 91046 = Verdugo City

- The U.S. Census Bureau's most up-to-date data is for 2017. The "Montrose Center Area" includes about 60,000 people, and the population size remained stable between 2013 and 2017.

- The population and geographic sizes differ for each of the four zip codes, with La Crescenta being the largest with half of the area's population, and Verdugo City being the smallest with only 160. Montrose itself is relatively small, with 8,551 people in 2017.

Table 2
Glendale Community College
Student Headcount by Residence, Fall 2019

Residence	Credit Students		Noncredit Students		Total	
	#	%	#	%	#	%
Montrose Center Area	942	7%	245	6%	1,187	7%
Other	12,514	93%	4,063	94%	16,577	93%
Total	**13,456**	**76%**	**4,308**	**24%**	**17,764**	**100%**

Source: GCC Office of Research & Planning
Note: Counts are slightly different from Table 8 per data provided by GCC

- Only 7% (942 of 13,456) of credit students and 6% (245 of 4,308) of noncredit students reside in the four Montrose Center Area zip codes.

Table 3
Glendale Community College
Credit Course Enrollments by Students Residing in Montrose Center Area*
Fall 2016-2019

Course	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Total
English 101	151	126	180	175	632
Speech 101	123	89	101	113	426
Math 136	75	81	100	130	386
Political Science 101	78	75	62	97	312
Biology 120	44	52	96	94	286
Biology 122	84	74	58	34	250
Chemistry 110	52	46	74	72	244
Psychology 101	54	78	57	54	243
Chemistry 101	54	60	82	44	240
Sociology 101	61	49	58	67	235
English 102	70	58	54	36	218
History 118	47	55	50	41	193
Biology 121	42	54	36	58	190
Medical Office Admin. 182	32	70	30	50	182
English 104	61	36	40	29	166
Mass Communications 101	44	34	44	41	163
Economics 102	48	38	40	31	157
Math 103	49	50	51	0	150
Philosophy 101	49	26	30	45	150

Source: GCC Office of Research & Planning
*Students from ZIP Codes 91011, 91020, 91046, 91214.

- The totals for enrollments in each course represent a combined number for the four semesters shown and only include courses with 150 combined enrollments. The credit courses in which Montrose Area students enrolled the most are general education, transferrable courses: English 101, Speech 101, Math 136, and Political Science 201.

Table 4
Glendale Community College
Noncredit Course Enrollments by Students Residing in Montrose Center Area
Fall 2016-2019

Course	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Total
Noncredit ESL 30	42	59	27	36	164
Noncredit ESL 20	50	45	27	28	150
Noncredit ESL 40	44	43	23	24	134
Noncredit ESL 10	38	39	32	22	131
Noncredit ESL 81	25	20	20	30	95
Office Business Tech. 11	15	27	25	23	90
Parent Education 50	11	22	19	31	83
Noncredit ESL 80	11	32	15	13	71
Noncredit ESL 82	13	15	19	21	68
Noncredit ESL 50	19	20	18	8	65
Lifelong Learning Seminars 141	19	17	14	14	64
Office Business Tech. 120	10	14	10	12	46
Office Business Tech. 140	12	16	6	10	44
Office Business Tech. 80	14	10	7	8	39
Noncredit ESL 10	11	12	8	7	38
Lifelong Learning Seminars 30	12	7	8	8	35
Office Business Tech. 90	6	8	11	8	33
Office Business Tech. 61	4	6	9	11	30
Adult Basic/Secondary Ed. 60	0	12	15	0	27
Office Business Tech. 138	8	7	5	6	26
Office Business Tech. 12,13,21,22,40,70,91,85,100,111,113	42	42	46	45	175
Parent Education 11,12,20,21,31,54,60	23	42	33	32	130
Adult Basic/Secondary Ed. 20, 50, 61	0	15	18	26	59
Lifelong Learning Seminars 10, 72	13	9	7	8	37
Developmental Skills 60, 61	36	0	0	0	36
Noncredit ESL	8	4	5	2	19
Total	**486**	**543**	**427**	**433**	**1,889**

Source: GCC Office of Research & Planning
Note: Students from ZIP Codes 91011, 91020, 91046, 91214.

- The list above includes noncredit courses with 10 or more students enrolled from the Montrose Center Area in the four most recent fall semesters. Those courses with more than 25 students enrolled are shown individually by row; the remaining pink highlighted courses with lower enrollments are grouped by subject area and not by specific course.

- There are relatively few noncredit enrollments each semester from the Montrose Area zip codes, from 427 to 543 per semester.

- Combined for the four semesters and by subject, Montrose Center Area noncredit enrollments were in ESL (49%), Office Business Technology (26%), Parent Education (11%), Lifelong Learning Seminars (7%), Adult Basic/Secondary Education (5%), and Developmental Skills (2%).

Table 5
Glendale Community College
Zip Code within Montrose Center Area by Enrollment* Time of Day
Fall 2019

	Class Start Time				
	Before Noon	**Noon to 4:29 pm**	**4:30 pm to 7:59 pm**	**8:00 pm or Later**	**Total**
Credit Enrollments	**18,352**	**11,040**	**8,960**	**581**	**38,933**
Percent of Enrollments at Time	**47%**	**28%**	**23%**	**2%**	**100%**
91011	159	97	65	5	326
91020	259	170	120	5	554
91046	0	2	0	0	2
91214	833	505	377	25	1,740
Total Montrose Center Area	**1,251**	**774**	**562**	**35**	**2,622**
Percent of Montrose Center Area Enrollments	**48%**	**30%**	**21%**	**1%**	**100%**
Noncredit Enrollments	**2,883**	**1,689**	**1,015**	**0**	**5,587**
Percent of Enrollments at Time	**52%**	**30%**	**18%**	**0%**	**100%**
91011	38	20	3	0	61
91020	35	29	7	0	71
91046	2	2	0	0	4
91214	112	51	16	0	179
Total Montrose Center Area	**187**	**102**	**26**	**0**	**315**
Percent of Montrose Center Area Enrollments	**59%**	**32%**	**8%**	**0%**	**100%**

*duplicated headcount because a student can enroll in multiple classes
Source: GCC Office of Research & Planning

- Montrose Center Area enrollments make up 6.7% of the total credit enrollment (2,622 of 38,933), with almost half attending before noon. However, sizeable numbers enroll in afternoons and evenings – and probably at greater rates than for other community colleges.

- Most Montrose Area enrollments are by students who reside in the La Crescenta zip code, 91214, the most heavily populated of the four in that area.

- A small proportion (5.6%, 315 of 5,587) of all noncredit enrollments is from the Montrose Center Area. And 82% of those noncredit students enroll in day courses.

FOCUS TOPIC AREA 1 – NON-TRADITIONAL-COLLEGE AGE AUDIENCE

Table 6
**Montrose Center Area Population
Age Group by Zip Code
2017**

	91011 n=20,499	91020 n=8,551	91046 n=160	91214 n=30,991	Total n=60,201
0-14	20%	16%	0%	17%	18%
15-19	8%	7%	0%	8%	7%
20-24	6%	5%	0%	7%	5%
25-34	8%	15%	0%	5%	10%
35-44	11%	13%	0%	13%	12%
45-54	15%	15%	0%	16%	16%
55-64	16%	16%	9%	11%	16%
65+	17%	15%	91%	14%	15%
Median Age	**43.5**	**41.4**	**78.2**	**43.1**	**100%**

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

- The median age of the Montrose Center Area is about 43 years of age. The small population (n=160) within 91046 has a high median age of 78.

- 31% of the population is 55 years of age or over. Another 25% is 19 years of age or younger. The age distributions are somewhat even across ages and for each zip code (except for 91046).

Table 7
Glendale Community College
Student Age
Fall 2015 – Fall 2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Credit	**n=15,849**	**n=15,485**	**n=14,966**	**n=14,297**	**n=13,959**
20 and under	35%	37%	37%	37%	39%
21 to 25	29%	28%	27%	25%	24%
26 to 30	12%	12%	12%	12%	11%
31 to 40	11%	11%	12%	12%	12%
41 to 50	7%	6%	6%	6%	6%
Over 50	6%	6%	6%	7%	8%
Noncredit	**n=5,157**	**n=5,159**	**n=4,850**	**n=4,381**	**n=4,148**
20 and under	8%	8%	6%	6%	6%
21 to 25	7%	7%	6%	6%	6%
26 to 30	9%	11%	9%	9%	9%
31 to 40	25%	24%	26%	27%	28%
41 to 50	19%	18%	18%	19%	19%
Over 50	32%	32%	34%	34%	31%
Unknown	<1%	<1%	0%	<1%	<1%

Source: GCC Office of Research & Planning

- Credit students are young (63% are under 26 years of age), whereas, noncredit students are older (half are 40 years and older). The age distribution of students has remained the same over the past five fall semesters.

- It is important to note when planning for future FTES, as the College is aware, that the number of total students at GCC has declined, a condition similar to that experienced by the majority of the colleges and universities across the State and nation.

Table 8

Glendale Community College
Zip Code of Student Headcount by Age Group
Fall 2019

	Student Age Group					
	Under 18	**18 to 24**	**25 to 39**	**40 to 49**	**50 and Over**	**Total**
Credit Students	**630**	**7,346**	**3,528**	**907**	**1,095**	**13,506**
% Credit Students in Age Group	5%	54%	26%	7%	8%	100%
91011	10	66	16	9	16	117
91020	16	108	30	9	18	181
91046	1	0	0	0	1	2
91214	52	355	108	34	38	587
Total Montrose Center Area	79	529	154	52	73	887*
Percent of Montrose Center Area Students	9%	60%	17%	6%	8%	100%
Noncredit Students	**33**	**339**	**1,346**	**793**	**1,314**	**3,825**
% Noncredit Students in Age Group	1%	9%	35%	21%	34%	100%
91011	0	2	7	11	17	37
91020	1	4	12	7	14	38
91046	0	0	0	0	1	1
91214	3	9	37	38	46	133
Total Montrose Center Area	4	15	56	56	78	209*
Percent of Montrose Center Area Students	2%	7%	27%	27%	37%	100%

Source: GCC Office of Research & Planning
Note: Counts are slightly different from Table 2 per data provided by GCC

- Of the 887 Montrose Area students enrolled in GCC's credit program in Fall 2019, only 15% are over 40 years of age or older. On the other hand, 45% of the 209 noncredit students is of that age group, of which 34% are 50 years of age or older.

- Montrose Center Area noncredit enrollees are older than the general GCC noncredit program students (64% vs. 50% are over 40 years of age).

- The most Montrose Center Area credit and noncredit students reside in La Crescenta, zip code 91214.

- The number of GCC students who reside in the Montrose Center Area zip codes represent a small proportion of all students.

Glendale Community College
Credit Courses with Most Enrollments by Students Age 40 and Over
for Residents of Montrose Center Area
Fall and Spring Semesters, 2017 to 2019 Combined

Course	Enrollments	Course	Enrollments	Course	Enrollments
ESL123	616	RE101	208	ARMEN125	132
ESL111	585	CULIN124	202	HRM117	132
CULIN 50	582	ESL135	200	ESL146	130
ESL133	544	MATH146	200	ART150	126
ESL126	510	RE120	195	HUMAN115	124
ESL116	508	BUSAD101	192	ESL128	123
ESL136	424	BUSAD120	189	HRM203	123
PE101	396	BIOL120	182	ARMEN117	120
ARMEN115	388	CULIN111	182	CABOT208	118
ESL141	382	CAM210	180	ACCTG102	117
ESL125	374	ARMEN101	178	ST DV141	116
ESL115	372	CS/IS101	178	CABOT104	111
ENGL101	353	ART187	176	BIOL121	110
ST DV100	333	BUSAD106	171	CHLDV133	110
ESL151	289	CULIN224	166	MUSIC160	110
ART186	274	HLTH104	166	SPAN101	110
MATH145	248	SPCH101	161	ART190	106
MATH155	244	ACCTG101	150	HIST118	106
HLTH101	242	MATH101	148	ART130	104
POL S101	236	MATH136	147	CULIN113	103
ARMEN116	233	BUSAD110	144	RE130	103
ESL118	222	RE190	141	BIOL112	102
PE102	220	PE103	136	**TOTAL**	**18,922**

Source: GCC Office of Research & Planning

- From semesters in 2017 through 2019, combined, students 40 years of age and above residing in the Montrose Center Area zip codes enrolled in a variety of courses, ranging from transferrable courses (Math, Political Science, History), to the arts (Music, Art), to business skills (Real Estate, Business Administration, Economics), to language arts (Spanish, Armenian, ESL).

- Of the nearly 20,000 combined enrollments for students over 40, the highest enrolled courses were: 28% in ESL, 7% in Culinary Arts, 6% in Armenian, and 5% in Math courses.

FOCUS TOPIC AREA 2 – ENGLISH LEARNERS AND NON-NATIVE SPEAKERS IN COMMUNITY

Table 10
Montrose Center Area Population
Ethnicity by Zip Code
2017

	91011 n=20,499	91020 n=8,551	91046 n=160	91214 n=30,991
White (Non-Hispanic)	57%	44%	65%	55%
Black (Non-Hispanic)	<1%	2%	0%	<1%
American Indian or Alaska Native (Non-Hispanic)	0%	0%	0%	<1%
Asian (Non-Korean, Non-Hispanic)	17%	8%	0%	9%
Asian/Korean	13%	13%	21%	20%
Native Hawaiian or Pacific Islander (Non-Hispanic)	0%	<1%	14%	<1%
Some other race alone (Non-Hispanic)	<1%	0%	0%	<1%
Two or more races (Non-Hispanic)	3%	3%	0%	4%
Hispanic (any race)	9%	29%	0%	12%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

- To assess need for ESL courses at the new Center, this project examined data about ethnicities and language spoken of the Montrose area population (via Census statistics) and of students already enrolled at GCC (via GCC data and annual GCC student survey).

- Notably, the majority populations within the Montrose Center Area zip codes are White (44% to 57%) and Asian (21% to 30%), with some representation of Hispanics. Of the White population, it is not known from U.S. Census statistics what proportion is Armenian.

- The majority of the Asian populations within the Montrose Area Center zip codes is of Korean heritage: 20% of the total population residing in 91214/La Crescenta, the most populated of the four zip codes with 31,000, is of Asian/Korean heritage.

- On the other hand, of the 91020/Montrose zip code population of almost 9,000, 29% is Hispanic.

Glendale Community College
Student Headcount by Ethnicity
Fall 2015 – Fall 2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Credit Students	**n=15,849**	**n=15,485**	**n=14,966**	**n=14,297**	**n=13,959**
Amer. Indian/Alaskan Native	2%	2%	2%	2%	1%
Asian/Pacific Islander	11%	10%	9%	9%	8%
Black/African-American	4%	3%	3%	3%	3%
Caucasian/Anglo	18%	17%	16%	15%	15%
Caucasian/Armenian	29%	31%	34%	36%	36%
Filipino	5%	4%	4%	4%	4%
Latino/Hispanic	30%	31%	30%	28%	28%
Other	<1%	<1%	<1%	<1%	<1%
Unknown	3%	3%	3%	3%	5%
Noncredit Students	**n=5,157**	**n=5,159**	**n=4,850**	**n=4,381**	**n=4,148**
Amer. Indian/Alaskan Native	1%	<1%	1%	1%	<1%
Asian/Pacific Islander	8%	7%	8%	7%	7%
Black/African-American	1%	1%	1%	1%	1%
Caucasian/Anglo	15%	14%	14%	15%	18%
Caucasian/Armenian	43%	47%	48%	48%	41%
Filipino	2%	2%	2%	2%	2%
Latino/Hispanic	19%	17%	15%	15%	14%
Other	0%	<1%	<1%	0%	<1%
Unknown	13%	13%	12%	11%	18%

Source: GCC Office of Research & Planning

● Student headcount is notably Caucasian for both credit (51%) and noncredit (59%) students, with most (36% for credit and 41% for noncredit) being of Armenian heritage.

● The proportion of Armenian credit students has increased seven percentage points in the last five years, from 29 to 36%.

● Latinos and Asians are the second and third largest populations represented within the GCC student community.

Table 12
Montrose Center Area Population
Language Spoken at Home by Zip Code
(Population 18 Years and Over)
2017

	91011 n=14,123	91020 n=5,897	91046 n=143	91214 n=21,522	Total n=41,685
Speak only English	68%	56%	69%	58%	61%
Speak a language other than English	32%	44%	31%	42%	39%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

● Three-fifths (61%) of Montrose Center Area residents (18 years of age and over) speak only English in their home, but 39% speak a language other than English.

Table 13
Glendale Community College
Student Enrolled by Non-Native-English Speakers
Spring 2015 – Spring 2019

	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Credit Students					
English Not First Language	60%	58%	60%	61%	55%
English First Language	40%	42%	40%	39%	45%
Noncredit Students					
English Not First Language	87%	96%	85%	88%	-
English First Language	13%	4%	15%	12%	-

Source: GCC Office of Research & Planning, Spring Student Surveys

● Results from participants of the College's annual spring student surveys show that 55% of the credit students' primary language was not English in Spring 2019, a drop of six percentage points since the previous year.

● For noncredit students in Spring 2018, the majority of whom are enrolled in ESL, that percentage was 88%.

FOCUS TOPIC AREA 3 – EARLY COLLEGE PROGRAMS

Table 14
Glendale Unified School District
Public High School Enrollment by Grade
2014-15 through 2018-19

	2014-15	2015-16	2016-17	2017-18	2018-19	Change from 2014-15 to 2018-19
Anderson W. Clark Magnet High						
9th grade	328	288	323	323	326	-1%
10th grade	275	308	254	292	308	12%
11th grade	268	253	284	232	254	-5%
12th grade	260	255	244	275	223	-14%
Crescenta Valley High						
9th grade	633	667	678	667	670	6%
10th grade	661	657	676	673	655	-1%
11th grade	696	673	654	657	652	-6%
12th grade	703	573	652	648	631	-10%
Glendale High						
9th grade	609	562	542	508	537	-12%
10th grade	630	628	587	571	532	-16%
11th grade	666	603	592	591	557	-16%
12th grade	676	640	586	557	548	-19%
Herbert Hoover High						
9th grade	450	402	434	400	426	-5%
10th grade	438	435	403	444	429	-2%
11th grade	418	413	411	377	425	2%
12th grade	413	390	390	391	351	-15%

Source: California Department of Education, DataQuest

- All the major Glendale USD high schools experienced declines in 12th grade enrollments between 2014 and 2018. 9th and 10th grade enrollments for the two high schools within the Montrose Center Area remain somewhat stable, a fact important for consideration for programming of the new GCC Center when it starts offering courses in future years and when those 9th and 10th graders will be of high school graduate age.

- Crescenta Valley High School is large, with significantly more than 600 students in each grade in 2018-19. Along with Anderson W. Clark Magnet, this high school provides a major "feeder" source for GCC and other higher education venues.

Table 15
Glendale Unified School District
College-Going Rates for High School Students by Postsecondary Institution Type
2017-18 Graduates

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State
				University of California	California State University	California Community College	Private 2- and 4-Year College	
Anderson W. Clark Magnet High	278	242	87%	23	20	183	11	5
Crescenta Valley High	649	560	86%	93	86	263	48	70
Allan F. Daily Continuation High	92	38	41%	0	0	38	0	0
Glendale High	523	401	77%	22	29	325	16	9
Herbert Hoover High	359	294	82%	20	21	235	8	10
Verdugo Academy	33	24	73%	0	0	18	2	4
Glendale USD	1,941	1,564	81%	158	156	1,067	85	98
Los Angeles County	88,220	55,648	63%	6,531	12,46	28,871	2,949	4,841
California	391,565	257,788	66%	28,162	47,823	142,433	12,600	26,770

Source: California Department of Education, DataQuest and GCC Office of Research & Planning

- College-going rates vary by high school within Glendale Unified School District (GUSD), from 73% to 87% (with the exception of Allan F. Daily Continuation High which is significantly out of that range at 41%--and with significantly fewer students and graduates).

- Glendale USD high schools (with the exception of Allan F. Daily Continuation High) have significantly higher college-going rates compared to Los Angeles County's and the total for California's high schools, which have rates of 63% and 66% respectively.

- Anderson W. Clark Magnet High and Crescenta Valley High (the two high schools nearest Montrose Center Area) have the highest college-going rates, 86% and 87% respectively, of the high schools within the GUSD.
  - More than half (55%; 446 of 802) of graduates from these two high schools, combined, attend a California community college.
  - Slightly more than one-third (35%; 281 of 802) of the graduates attend a California university/college, a CSU, UC, or private.
  - Nine percent of the graduates (75 of 802) leave the State for other higher educational opportunities.

- This table is helpful also to compare the number of graduates from a local high school that attend a California community college to the number who attend GCC (see Table 17).

Table 16
Glendale Unified School District
First-Time Freshmen Enrollment at GCC by High School
Fall 2015 – Fall 2019

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Percent Change 2015 – 2019
Anderson W. Clark Magnet High	164	175	150	170	150	-9%
Crescenta Valley High	175	162	173	149	186	6%
Glendale High	371	289	273	238	249	-33%
Herbert Hoover High	194	199	194	201	172	-11%
Allan F. Daily Continuation High	33	25	25	30	25	-24%
Verdugo Academy	9	12	3	10	6	-33%
Total	**946**	**862**	**818**	**798**	**788**	-17%

Source: GCC Office of Research & Planning

- The number of Glendale USD students enrolling at GCC as first-time freshmen has dropped 17% in the last five years. The number of students matriculating from the two high schools closest to the Montrose Center, however, has remained more stable than others.

Table 17
Glendale Unified School District
Capture Rates of New Freshmen Enrollment at GCC by High School of Origin
Fall 2018

Name	High School Graduates	Students Enrolled at GCC	Capture Rate Enrollment/ Graduates
Anderson W. Clark Magnet High	278	170	61%
Crescenta Valley High	649	149	23%
Glendale High	523	238	46%
Herbert Hoover High	359	201	56%

Source: California Department of Education, DataQuest and GCC Office of Research & Planning

- 1,809 students graduated in 2017-18 from the four major GCC "feeder" high schools.

- "Capture rates" of high school graduates matriculating to GCC within the year as new freshmen from each high school within the Glendale USD show rates from a low of 23% at Crescenta Valley High to a high of 61% for Anderson W. Clark Magnet High (the two high schools in the Montrose Center Area).

- Comparing the data in this table to the data in Table 15 shows that GCC could be "losing" approximately 100 matriculants from Crescenta Valley High School each year to other community colleges. Many Crescenta Valley High students matriculate to the UC, CSU, private colleges, and other-of-state colleges (see Table 15).

Table 18
Glendale Unified School District
Number of Concurrently Enrolled High School Students at GCC by High School
Fall 2016-Fall 2019

High School	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Percent Change Fall 2016 –Fall 2019
Anderson W Clark Magnet High	109	144	191	161	48%
Crescenta Valley High	91	112	110	135	48%
Herbert Hoover High	52	99	91	177	240%
Glendale High	83	71	66	104	25%
Total	**355**	**426**	**458**	**577**	**72%**

Source: GCC Office of Research & Planning

- The number of Glendale USD high school students concurrently enrolled at GCC in college-level courses has increased 72% in the last four years.

- The number of high school students from Montrose Center Area (Anderson W. Clark Magnet High and Crescenta Valley High) attending classes at GCC has also increased nearly 50% in the last four years and for Fall 2019 is not at a total of 296.

Table 19
Glendale Community College
Concurrent Enrollments by Course for High School Students at GCC

Course	Fall 2016 n=731	Fall 2017 n=1051	Fall 2018 n=921	Fall 2019 n=1085	Total N=3770
Speech 101	150	116	175	209	650
Architecture 101	62	50	42	56	210
Medical Off. 182	31	66	42	66	205
ASL 101	53	65	20	31	169
Theatre Arts 101	15	23	61	57	156
Armenian 101	36	25	34	46	141
Bus. Admin. 101	1	0	47	50	98
Student Dev. 101	16	25	17	23	81
Armenian 102	26	17	16	19	78
Student Dev. 125	16	23	11	25	75
Admin. Justice 101	18	21	10	19	68
History 140	1	0	0	56	57
Music 101	7	21	10	15	53
English 101	12	13	17	10	52
Sociology 101	10	12	6	17	45
Music 120	14	8	5	14	41
Philosophy 101	1	8	5	24	38
Nursing 255	0	17	8	12	37
Mass Comm. 101	3	7	6	10	26
Other	241	534	389	326	1490

Source: GCC Office of Research & Planning

- The highest course enrollments by concurrently enrolled high school students (combined for four semesters) include a mix, with Speech 101 having the very highest of 650 enrollments, followed by Architecture 101 at 250, Medical Office 182, ASL 101, Theatre Arts 101, and Armenian 101.

Table 20
Glendale Unified School District
Number of Dual Enrolled High School Students in GCC Courses at Their High Schools
Fall 2016 – Fall 2019

School	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Percent Change Fall 2016 – Fall 2019
Anderson W Clark Magnet	87	66	146	109*	25%
Crescenta Valley	54	99	68	82*	52%
Herbert Hoover	44	95	72	147	234%
Glendale	84	73	29	50	-40%
Total	**269**	**333**	**315**	**388**	**44%**

Source: GCC Office of Research & Planning
Note: Counts are slightly different from Table 22 per data provided by GCC

- Dual enrollment students are those enrolled in college-level courses provided by GCC at the high schools, usually after regular school hours. The number of dual enrolled students for GCC has increased 44% from Fall 2016 to Fall 2019, with courses at Herbert Hoover High having the greatest increase and the greatest number, at 147.

- Anderson W. Clark Magnet High's and Crescenta Valley High's dual enrolled students have increased 25% and 52% respectively; Anderson W. Clark has 109 students enrolled.

Table 21
Glendale Community College
Dual Course Enrollments at High Schools in GCC Courses
Fall 2016 – Fall 2019

Subject	Fall 2016 n=390	Fall 2017 n=573	Fall 2018 n=447	Fall 2019 n=488	Total N=1,898
Speech 101	113	94	117	140	464
Architecture 101	62	48	42	50	202
Armenian 101	36	23	34	44	137
ASL 101	44	54	16	17	131
Medical Off. 182	31	33	21	33	118
Animation 201	30	50	32	0	112
Bus. Admin. 101	0	0	37	42	79
Armenian 102	25	15	16	19	75
Admin. Justice 101	18	20	10	17	65
History 140	0	0	0	56	56
Animation 133	0	56	0	0	56
Stu. Develop. 101	16	25	10	0	51
Comp. Sci. 190	0	8	42	0	50
Other	15	147	62	58	302

Source: GCC Office of Research & Planning

- The courses with the greatest number of dual enrolled students are Speech 101 and Architecture 101 each, with more than 200 combined enrollments in the last four fall semesters. These are the same top courses shown in Table 19 as those enrolling larger numbers of high school students.

Table 22
Montrose Center Area
Dual Course Enrollments at High Schools in GCC Courses
Fall 2018 - Spring 2020

High School	Course	Fall 2018	Spr. 2019	Fall 2019	Spr. 2020	Total
Anderson W. Clark Magnet High	Architecture 101	20		25		45
	Architecture 102		22		24	46
	Business 101	25		30		55
	Business 110	13			21	34
	Business 141		26			26
	CSIS 193		31			31
	Computer Sci Infor Sys 190	41				41
	Speech 101	27		32		59
	Theatre Arts 101				32	32
	Total	**126***	**79**	**87***	**77**	**369**
Crescenta Valley High	American Sign Language 101	17		22		39
	American Sign Language 102		10		11	21
	Emergency Medical Tech 138		21			21
	Ethnic Studies 121				12	12
	Medical Office Admin 101				35	35
	Medical Office Admin 182	24		33		57
	Nursing Science 255	13		15		28
	Speech 101	25		21		46
	Total	**79***	**31**	**91***	**58**	**259**

Source: GCC Student Outreach Services
Note: Counts are slightly different from Table 20 per data provided by GCC

- Course offerings at Anderson W. Clark Magnet High include Architecture with a combined (for the four semesters provided in the table) 91 enrollments, 115 for Business courses, 41 for Computer Science, 59 for Speech, 32 for Theatre Arts, and 31 for CSIS.

- Course offerings at Crescenta Valley High include 141 enrollments in medical-related courses, 60 for American Sign Language, 46 for Speech, and 12 for Ethnic Studies.

FOCUS TOPIC AREA 4 – CAREER TECHNICAL EDUCATION (CTE) PROGRAMS & COURSES

The following tables are the basic tables used by community colleges as a starting place for labor market analysis. They are derived from the CCCCO Center for Excellence's Supply and Demand LMI tool and show labor market trends, specifically job openings relative to community college educational programs. The tables are for Los Angeles County. GCC uses advanced tools and collaborations for career technical program planning at present, and these data are provided to lay the groundwork for further discussions and for GCC's basic databases.

Table 23
Occupations with the Most Job Openings in Los Angeles County
2018-2023

Occupational Title	Projected Employment Estimate, 2023	Annual Openings	Median Hourly Wage
Personal Care Aides	1,463,452	235,532	$11.78
Retail Salespersons	912,532	132,392	$12.51
Food Preparation and Serving Workers, Including Fast Food, Combined	884,040	171,962	$11.61
Cashiers	821,556	153,556	$11.81
Laborers and Freight, Stock, and Material Movers, Hand	683,354	100,008	$14.04
Office Clerks, General	653,970	76,164	$16.63
Waiters and Waitresses	628,566	123,352	$12.53
Registered Nurses	626,850	40,122	$47.35
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	574,940	90,018	$11.97
General and Operations Managers	573,512	51,478	$47.93
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	513,214	69,744	$14.33
Stock Clerks and Order Fillers	499,412	66,252	$12.38
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	454,654	47,042	$19.23
Customer Service Representatives	427,160	55,882	$17.50
Bookkeeping, Accounting, and Auditing Clerks	402,004	44,544	$20.98
First-Line Supervisors of Office and Administrative Support Workers	360,176	36,546	$26.93
Teacher Assistants	334,328	35,842	n/a
Accountants and Auditors	333,918	31,660	$34.23
Software Developers, Applications	326,380	29,274	$51.63
Elementary School Teachers, Except Special Education	322,490	24,838	n/a
Security Guards	317,294	43,808	$13.77
Heavy and Tractor-Trailer Truck Drivers	316,340	36,322	$21.02
First-Line Supervisors of Retail Sales Workers	312,942	33,992	$19.48
Carpenters	311,322	32,380	$26.44
Cooks, Restaurant	309,866	46,982	$13.88

Source: California Employment Development Department, Labor Market Information Division, Long-term Occupational Projections for Los Angeles County, 2016-2026.

- The list of top 25 occupations, regardless of education required, with the most openings in Los Angeles County for the five years combined from 2018 through 2023 varies from Personal Care Aides to Stock Clerks and Order Fillers, to Software Developers to General and Operations Managers.

- Median hourly wage ranges from a low of $11.61 to a high of $51.63. The top seven occupations on the list pay lower than $16.63 an hour.

Table 24
**Middle-Skills Occupations within Los Angeles County
That Require an Associate's Degree
2018-2023**

Occupational Title	SOC Code	2018 Jobs	Projected 2023 Jobs	Average Annual Job Openings	2018 Median Hourly Pay
Web Developers	15-1134	54,992	60,272	5,096	$31.21
Paralegals and Legal Assistants	23-2011	60,820	65,570	7,286	$26.67
Respiratory Therapists	29-1126	34,672	39,152	2,616	$35.99
Dental Hygienists	29-2021	44,428	47,698	3,374	$47.53
Radiologic Technologists	29-2034	37,272	40,152	2,554	$38.23
Computer Network Support Specialists	15-1152	39,080	41,380	3,362	$33.19
Electrical and Electronics Engineering Technicians	17-3023	48,872	51,052	4,686	$29.84
Architectural and Civil Drafters	17-3011	29,912	31,542	2,894	$26.64
Diagnostic Medical Sonographers	29-2032	11,512	13,042	938	$41.59
Physical Therapist Assistants	31-2021	10,204	11,664	1,586	$29.61
Life, Physical, and Social Science Technicians, All Other	19-4099	15,860	16,860	2,082	$21.65
Civil Engineering Technicians	17-3022	16,732	17,662	1,650	$28.72
Engineering Technicians, Except Drafters, All Other	17-3029	18,404	19,164	1,740	$32.64
Chemical Technicians	19-4031	13,436	14,176	1,422	$20.59
Environmental Science and Protection Technicians, Including Health	19-4091	8,780	9,480	1,180	$23.65
Magnetic Resonance Imaging Technologists	29-2035	5,828	6,448	438	$41.99
Cardiovascular Technologists and Technicians	29-2031	8,276	8,816	546	$34.49
Occupational Therapy Assistants	31-2011	3,340	3,790	530	$33.46
Electrical and Electronics Drafters	17-3012	7,116	7,506	690	$29.15
Environmental Engineering Technicians	17-3025	4,744	5,104	492	$21.60
Mechanical Drafters	17-3013	7,440	7,790	708	$29.12
Legal Support Workers, All Other	23-2099	13,224	13,534	1,156	$23.01
Medical Equipment Repairers	49-9062	6,436	6,726	628	$25.16
Mechanical Engineering Technicians	17-3027	7,684	7,894	704	$26.88
Electro-Mechanical Technicians	17-3024	3,088	3,258	306	$28.54
Industrial Engineering Technicians	17-3026	7,768	7,938	702	$32.38
Avionics Technicians	49-2091	3,220	3,370	282	$24.89
Morticians, Undertakers, and Funeral Directors	39-4031	2,080	2,130	266	$23.00
Air Traffic Controllers	53-2021	4,012	3,992	358	$20.35
Desktop Publishers	43-9031	3,032	2,812	268	$24.27

Source: California Employment Development Department, Labor Market Information Division, Long-term Occupational Projections for Los Angeles County, 2016-2026.

- The table above lists more than 30 target occupations titled, "Middle Skills Occupations" (listed with Standard Occupational Classification) for Los Angeles County that have:
  o a large number of annual openings (more than 250 even after taking into consideration of the number of "completers" in the region),
  o good wages ($20.00 or higher median hourly level earnings), and
  o the educational level of an Associate Degree.

Table 25
**Middle-Skills Occupations within Los Angeles County
That are Postsecondary Non-Degree
2018-2023**

Occupational Title	SOC Code	2018 Jobs	Projected 2023 Jobs	Average Annual Job Openings	2018 Median Hourly Pay
Heavy and Tractor-Trailer Truck Drivers	53-3032	297,040	316,340	36,322	$21.02
Licensed Practical and Licensed Vocational Nurses	29-2061	138,796	149,986	12,424	$26.59
Automotive Service Technicians and Mechanics	49-3023	149,996	155,786	15,266	$20.84
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	49-9021	57,464	63,074	6,870	$24.69
Massage Therapists	31-9011	43,912	49,342	5,860	$21.54
Medical Records and Health Information Technicians	29-2071	43,208	46,628	3,354	$21.59
Health Technologists and Technicians, All Other	29-2099	25,952	28,882	2,264	$21.62
Aircraft Mechanics and Service Technicians	49-3011	26,208	27,978	2,410	$29.60
Surgical Technologists	29-2055	20,564	22,224	1,980	$25.92
Firefighters	33-2011	60,500	62,050	4,290	$29.75
Library Technicians	25-4031	21,432	22,362	3,032	$20.12
Healthcare Practitioners and Technical Workers, All Other	29-9099	8,524	9,084	552	$27.66
Computer Numerically Controlled Machine Tool Programmers, Metal & Plastic	51-4012	4,804	5,264	592	$31.62
Sound Engineering Technicians	27-4014	10,288	10,708	1,034	$29.24
Electrical and Electronics Repairers, Commercial and Industrial Equipment	49-2094	12,712	13,042	1,170	$28.37
Makeup Artists, Theatrical and Performance	39-5091	4,652	4,782	550	$33.35
Electrical and Electronics Installers and Repairers, Transportation Equipment	49-2093	3,684	3,794	344	$30.57
First-Line Supervisors of Fire Fighting and Prevention Workers	33-1021	3,628	3,698	252	$40.31
Tool and Die Makers	51-4111	5,896	5,736	512	$25.53
Medical Transcriptionists	31-9094	6,344	6,004	650	$20.70
Prepress Technicians and Workers	51-5111	4,936	4,226	388	$20.88
Telecommunications Equip. Installers and Repairers, Except Line Installers	49-2022	68,488	67,558	6,852	$25.97
Computer User Support Specialists	15-1151	138,108	148,878	12,524	$25.73
Bookkeeping, Accounting, and Auditing Clerks	43-3031	399,844	402,004	44,544	$20.98

Source: California Employment Development Department, Labor Market Information Division, Long-term Occupational Projections for Los Angeles County, 2016-2026.

- The table above lists 30 target occupations for Los Angeles County that have: a large number of annual openings (more than 250 even after taking into consideration the number of "completers"), good wages ($20.00 or higher median hourly level earnings), and **some college education, but less than an Associate Degree**.

Table 26
**Middle-Skills Occupations within Los Angeles County
That Require a High School Diploma or Equivalent
2018-2023**

Occupational Title	SOC Code	2018 Jobs	Projected 2023 Jobs	Average Annual Job Openings	2018 Median Hourly Pay
First-Line Supervisors of Office and Administrative Support Workers	43-1011	349,136	360,176	36,546	$26.93
Carpenters	47-2031	284,592	311,322	32,380	$26.44
Sales Representatives, Services, All Other	41-3099	253,796	272,086	34,890	$23.82
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012	278,920	290,270	30,820	$27.86
Electricians	47-2111	133,812	142,292	16,852	$31.41
Farmers, Ranchers, and Other Agricultural Managers	Nov-13	221,308	219,728	15,842	$21.80
Executive Secretaries and Executive Administrative Assistants	43-6011	174,636	161,326	15,046	$29.13
Food Service Managers	Nov-51	111,236	120,526	14,164	$23.52
First-Line Supervisors of Construction Trades and Extraction Workers	47-1011	111,744	121,604	13,142	$35.28
Fitness Trainers and Aerobics Instructors	39-9031	71,200	75,600	13,088	$22.94
Plumbers, Pipefitters, & Steamfitters	47-2152	101,676	111,266	12,994	$26.08
First-Line Supervisors of Production and Operating Workers	51-1011	109,808	112,278	11,156	$29.44
Production, Planning, and Expediting Clerks	43-5061	96,324	100,934	10,794	$23.63
Police and Sheriff's Patrol Officers	33-3051	141,608	145,228	9,794	$44.74
Insurance Sales Agents	41-3021	89,788	92,308	9,112	$26.61
First-Line Supervisors of Non-Retail Sales Workers	41-1012	88,620	92,120	8,772	$29.33
Property, Real Estate, and Community Association Managers	Nov-41	98,720	103,620	8,582	$29.81
First-Line Supervisors of Mechanics, Installers, and Repairers	49-1011	81,328	85,298	7,812	$35.01
Machinists	51-4041	70,168	72,038	7,490	$22.02
Welders, Cutters, Solderers, & Brazers	51-4121	59,328	62,498	7,048	$21.18
Operating Engineers and Other Construction Equipment Operators	47-2073	54,388	58,558	6,994	$29.78
First-Line Supervisors of Housekeeping and Janitorial Workers	37-1011	51,420	54,620	6,558	$21.15
Chefs and Head Cooks	35-1011	39,956	43,346	5,844	$24.79
Information and Record Clerks, Other	43-4199	45,616	47,606	5,606	$20.52
Payroll and Timekeeping Clerks	43-3051	52,576	53,116	5,298	$23.02

Source: California Employment Development Department, Labor Market Information Division, Long-term Occupational Projections for Los Angeles County, 2016-2026.

- The table above lists more than 30 target occupations for Los Angeles County that have more than 5,000 annual openings, good wages ($20.00 or higher median hourly level earnings), and **only a high school diploma or equivalent requirement.**

- Faculty and staff at GCC could, and may now, offer programs to support employers of these occupations and/or seek opportunities for business/industry partnerships to create on-the-job and other training that employers often have to provide once they hire and fill the positions.

DATA META-ANALYSIS SUMMARY

Setting the Stage: Population and Enrollments

The populations of the four zip codes within the Montrose Center Area, comprised by Montrose, La Crescenta, Verdugo, and La Canada/Flintridge, include a small but stable population of 60,000. Further, the population size of each of the four zip codes remains stable, but different, with La Crescenta's 91214 being the greatest but also largest geographically compared to Montrose.

Enrollment at GCC of students residing within the Montrose Center Area include 1,660 credit and noncredit students, combined, and comprise a small proportion of all students, at 9%. Those students enroll in the greatest numbers in general education, transferable courses. English 101 (with 175 Montrose Area enrollees in Fall 2019), Speech 101, and Math 136 have the highest enrollments. For noncredit, each fall term there have been between 8 and 59 enrolled in a variety of individual ESL courses. Office Business Technology shows the second highest number of noncredit enrollments. Interestingly also, about half of the credit enrollments are in afternoons and evening courses (some afternoon enrollments may represent the dual enrolled high school students).

Focus Topic Area 1 – Non-Traditional-College Age Audience

College leadership speculated that there was an older population, or potential audience for center enrollment, that would appreciate the proximity of the new Montrose Center. Census data shows that for the four Montrose Center Area zip codes, 31% of the total population is over 55 years of age, and 15% is over 65 years of age and likely retired. The median age of the population is about 43.

Only 8% of all current credit students in Fall 2019 was over 50, and 31% of non-credit. By far, the most credit students residing in the Montrose Area zip codes are under 24 years of age (69%).

A number of credit ESL courses have enrolled the greatest numbers of those over 40 and residing in the four Montrose Area zip codes, but other course topics with high enrollments include a wide range of topics: Culinary Arts 50 (a supervised internship), Physical Education 101, Armenian 115, and English 101.

Focus Topic Area 2 – English Learners and Non-Native English Speakers in the Community

As the College is aware, there are sizeable Armenian, Korean, and non-English speaking households in the Montrose Center Area and in student enrollments: 20% of the La Crescenta zip code 91214, the most populated zip code in the Montrose Center Area, is Korean; 39% of the total Montrose Center Area population speaks a language other than English at home; 36% of credit students and 41% of noncredit students are Armenian; and 55% of credit students and 88% of noncredit students report that English is not their first language. The languages spoken at home are likely most often either Korean or Armenian, although the Montrose zip code population is 29% Hispanic.

Further and central to these findings, for students over 40 years of age for both credit and noncredit, ESL is one of the highest-enrolled programs. For noncredit students residing in the Montrose Area zip codes, there are approximately 250 ESL course enrollments per semester.

The percentage of Armenian credit students enrolled has increased since Fall 2015, as the percentages for Hispanic and Asian students have slightly decreased.

Focus Topic Area 3 – Early College Programs

Most all GCC feeder high schools show gradual declines in 9th to 12th grade enrollments from 2014-15; the two high schools in the Montrose Center area, Anderson W. Clark Magnet and Crescenta Valley, show somewhat stable enrollments, however, depending upon grade level. Crescenta Valley is a large school, with significantly greater than 600 students enrolled in each grade.

College-going rates for all of the high schools, and for particularly the two high schools identified above, are very high, from 73% to 87% (except for Allan F. Daily Continuation, which is far outside of that range). The numbers of students matriculating to UCs, CSUs, CCCs, "privates", and out-of-state are shown, and all are high.

While 61% of Fall 2018 high school graduates from Anderson W. Clark Magnet matriculated to GCC, only 23% for Crescenta Valley did so. It does appear as if approximately 100 graduates from Crescenta Valley matriculated to other California community colleges, as 263 of 2017-18 graduates attended CCCs and much fewer, 149, matriculated to GCC in Fall 2018. (This calculation does depend, however, upon tracking specific students for specific years, but the numbers need further follow up.)

At the same time, GCC's Early College programs are robust and growing, with qualified high school students enrolling in credit courses at the main Verdugo Campus along with on-campus college students ("concurrently enrolled") and with college-level courses being offered at each high school usually after school hours ("dual enrolled"). For concurrently enrolled, enrollments increased 48% for both Anderson W. Clark and Crescenta Valley from Fall 2016 to Fall 2019, to 161 and 135, respectively. For dual enrolled, there were 109 and 82 enrollments at the two high schools in Fall 2019 and increases in enrollees from Fall 2016 for both schools.

For all high school students concurrently enrolled at GCC, the largest numbers of enrollments were in Speech 101, at 209 for Fall 2019. Indeed, of students enrolled in GCC courses concurrently and who reside in the Montrose Area, enrollment is almost all in general education courses, presumably meaning that those "jumpstart" courses are used successfully as a bridge to matriculate to higher education. For the dual enrolled at the two Montrose Area high schools, the largest enrollments were in CTE-related courses, Architecture, Medical Office, and Business courses.

Focus Topic Area 4 – Career Technical Education (CTE) Programs and Courses

Although the College coordinates and participates extensively in regional workforce planning consortia and uses databases specifically designed for the Los Angeles County region workforce

needs, some baseline labor market data was compiled for this report. The labor market data here includes four tables showing the largest numbers of projected employees needed, by occupation, for Los Angeles County, for each of the following:

       1) all employees regardless of salary or education required

       2) middle-skill employees earning at least $20 per hour, and

             o   with an Associate Degree, or

             o   with some college, or

             o   with no college, only a high school education

As is the case for most regions in California, the occupations with the largest number of projected needed employees are Personal Care Aides, Retail Salespersons, and Food Preparation and Serving Workers. Most of the occupations on this list (#1 above) are low paid and unskilled.

Community colleges and other labor market education providers intend currently to focus on workforce development for "middle-skills occupations", those that require less than a four-year college degree, at least a high school diploma, and extensive training and or skillset, and with wages over $20 an hour.

For Los Angeles County, the "middle-skills" occupations projected to have the most openings that require an Associates Degree generally, and thoughtfully, align with GCC's CTE programs—those in Computer Science, Business, STEM/Engineering, and medical-related. The few GCC Early College dual enrollment courses offered at the two Montrose Center Area high schools, as well as the CTE pathway programs at those high schools, also align with Computer Science, Medical Office, and Engineering.

Specifically, in terms of occupations high on the "middle-skills" lists that require an Associates Degree, most are in medical-related careers: Nursing occupations are typically in very high demand across California and in Los Angeles County, but the training pipeline requires very careful planning with hospitals and other community colleges. Respiratory Therapists, Dental Hygienists, Radiologic Technologists, Diagnostic Medical Sonographers, Surgical Technologists, and Physical Therapist Assistants are some medical-related occupations in high demand.

STEM occupations are in a grouping of other highest demand "middle-skills" occupations. Web Developers and Computer Network Support Specialists, from Computer Science programs, are in high demand, and several occupations in STEM programs are also among the highest in demand.

Other occupations that could be grouped on the lists include several in Business-related fields, and those in skilled trades such as Automotive Service Technicians, and Heating, Air Conditioning and Refrigeration Mechanics.

Most of the above, with the exception of some Computer Science, Business, and STEM occupations, require specialized equipment and facilities, however.

QUALITATIVE FOLLOW-UP

INTERVIEWS WITH GCC LEADERSHIP

To contribute to the "qualitative follow-up" for this needs assessment, these GCC administrators were interviewed individually, in-person or by telephone. A summary of all interviews combined follows, for each of the focus topic areas. It will be constructive to continue these interviews and to pursue additional programming conversations.

- Meg Chil-Gevorkyan – Program Manager (Interim), Student Outreach Services
- Kim Edelman – Program Director, Professional Development Center (PDC)
- Ed Karpp – Dean, Research, Planning, & Grants, Project Contact
- Joel Peterson – Director, Facilities
- Alfred Ramirez – Administrative Dean, Continuing and Community Education
- Michael Ritterbrown – Vice President, Instructional Services
- Federico Saucedo – Associate Dean (Interim), Career Education and Workforce Development
- Drew Sugars – Director, Communications & Community Relations
- Jan Swinton – Dean, Workforce Development

Setting the Stage

All interviewees had insights about future programming possibilities and opportunities at the new Center, and all understood the need for multi-purpose facility design, uses, and classrooms with minimal specialized equipment needs. The need for complete, advanced classroom technology and computers was mentioned often. The common vision is for a hybrid of credit and noncredit offerings.

It was acknowledged that, in terms of FTES, 500 is a target in order to initiate the official center status approval process, or "needs assessment", for the California Community College Chancellor's Office (CCCCO). FTES projection scenarios for the facility have been created, using 80% capacity models. There are potential facility uses for morning, afternoon, and evening. The hope is that this 500 FTES will represent *new*, additional FTES for the College by engaging currently under-served students-- particularly those residing in the Montrose/La Crescenta area, implementing new programming possibilities, and enhancing current programs. Options to re-locate programming from existing delivery sites if appropriate, however, remain. When the complete center needs assessment is submitted to the CCCCO and then approved, which requires at least three years, in total, the Center needs to achieve 1,000 FTES and then will receive additional basic apportionment funding from the CCCCO. The interviewees were not yet familiar with the CCCCO approval criteria and process, which are rigorous.

It was noted that the community knows little about the new Center at this point and that the Professional Development Center currently has a presence on the street that will need to be integrated with the new Center in terms of branding. Downtown residents have concerns about parking, although there will be adequate parking with the existing lot and the adjacent lots

purchased. Additionally, Montrose's self-image is as a singular, small community, and the College needs to approach center design and roll-out with that consideration.

Focus Topic Area 1 – Non-Traditional-College Age Audience

While this topic was not addressed directly during all interviews, a few facts emerged. Primarily, the ESL enrollment is changing away from first-generation English learners to younger second and third generation speakers, due to immigration trends and policies and the result that fewer are immigrating to the U.S. Many students, though, but not necessarily from the foothill communities, are studying Armenian. Programming possibilities had been considered, and data was developed about total college course enrollments for those over 40 years of age.

Additionally, a common theme of interviews is that [non-traditional-college age] individuals from the retail business operators and employees from downtown Montrose may desire to learn and/or upgrade business management, business operations, food industry-related, and computer skills, such as currently offered in both credit and noncredit courses.

Focus Topic Area 2 – English Learners and Non-English Speakers in Community

ESL courses have always enrolled very high numbers in GCC's credit and noncredit programs, along with credit general education courses. The Garfield Campus at the other end of the college service area from Montrose is the home of most noncredit programs, and GCC's intention is to reach out to a possibly underserved population in this northern service area. Reportedly, the non-English household individuals in the foothill areas of the College's service area are more often Korean speaking than Armenian speaking such as in other areas. The college service area includes entrenched ethnic communities including Armenians and Koreans. Program planning, college branding, and community interaction needs to be well planned and considerate of these existing dynamics. The churches in the area can be good locations within the community for outreach to those populations.   LACCD Mission College may have tapped into the Korean community in the Montrose area, with GCC residents attending their ESL courses.

Focus Topic Area 3 – Early College Programs

There is a shared eagerness that the new Montrose Center be used for selected courses that GCC offers and that high school students may enroll in to get a "jumpstart" with their college coursework. The perception is that the location will be an attraction for high school student enrollment there. Particularly some courses now offered at the two area high schools---Crescenta Valley and Anderson W. Clark Magnet--for "dual enrollment" could be re-located in the afternoons to relieve those high schools of security and other maintenance burdens. Ultimately, in addition to the dual enrollment courses, the new Center needs to include complimentary instructional and student services, such as tutoring and counseling, and "student life" activities.

Focus Topic Area 4 – Career Technical Education (CTE) Programs and Courses

There is agreement to provide an emphasis on business and hospitality coursework for the local retail community of small shops and restaurants, including courses in use of computer software, accounting, supervisory training, real estate and insurance certification maintenance and

upgrading, business writing, and advertising and social media. The PDC already provides a venue for communication with and within the local businesses, which has an association that meets monthly at the PDC.

There are many options and ideas for CTE uses of the Center, but understandably the specific programs and courses have not yet been identified. Complete new college programs are currently being implemented at the College and could use space at the Center for their introductory courses, such as in Cloud Computing, Biotechnology, Cybersecurity, and Artificial Intelligence.   Clark Magnet High School has a Technology, Engineering, and Robotics CTE pathways program that includes courses that couple well with the dual enrollment program there and provide an ideal opportunity for attracting students if equipment needs are minimal.

GCC's CTE programs are very active, and its leadership participates in a multitude of regional partnerships that enhance and coordinate workforce and training program planning and development for the broad Los Angeles County region. The region is very dynamic in terms of business and industry activity. Groups include the Workforce Investment Board (WIB), the Los Angeles Economic Development Council, and the Center for Excellence.

SURVEY RESULTS

Five surveys, for the groups listed below, had been planned during initial project planning with GCC's project contact person. All were to be conducted online, using email and an anonymous *SuveyMonkey* instrument prior to the March 31 project end date. Drafts of the instruments were developed and submitted to GCC for review. (See Appendices for final instruments)

- Early College students - high school students enrolled in GCC courses
    - Concurrently enrolled at GCC
    - Dual enrolled at two Montrose Area high schools

- High school counselors in two Montrose Area high schools

- Local business community representatives
    - Individual community leaders identified by GCC
    - Montrose business owners and representatives

Three of the five surveys were implemented after the planned project end date, and the two for local business community representatives will be delayed for a subsequent stage of planning. Contacts with the community via surveys may be premature at this stage of planning. Furthermore, the coronavirus crisis emerged and changed the landscape regarding conducting business-as-usual.

The three surveys that were administered included:
1. 7 high school counselors in the two center neighborhood high schools; 6 responded.
2. 437 high school students enrolled concurrently at GCC; 32 responded.
3. 357 high school students enrolled in GCC courses at the two neighborhood high schools.

Except for the high school counselor survey, the numbers of responses are far too few and rates are too low to be helpful or to draw conclusions. Consequently, a summary of only some responses is provided below. The complete response distributions are in the appendices.

- In general, it's important to note that the respondents' *perceptions of GCC* were favorable:
  - With only few exceptions, respondents for all three surveys rated their perceptions of GCC in the "favorable" range.
  - High schools counselors rated GCC's *general education preparation for transfer* and *career education programs* as "favorable".
  - High school counselors also indicated that both 9th to 11th (the students who will be graduating when the new Center opens) and 12th graders at their high schools had "favorable" perceptions about GCC.

- For *the most important role of GCC in serving the needs of the community:* all three survey respondent groups selected "general education transfer" as important the most frequently; "career education" the second most; and the several other educational roles (e.g., lifelong learning/ESL) less frequently, but those others roles were still recognized as important by many respondents.

- High school seniors were asked *which colleges they planned to attend*: It's notable that GCC was the one college identified by most respondents. However, a total of respondents planned to attend other colleges/universities (UCs, CSUs and others, combined). Also notably, no respondents replied that they did not plan to attend college upon graduation.

- Only slightly more high school respondents indicated that *they or members of their household may likely be interested in attending courses at the new Montrose Center* than may not be interested. It would be important to follow up on the reason for this. However, the writers can speculate that new high school graduates may prefer the student life of a main college campus, or that the Montrose Center is too far from their homes.

- When survey respondents were asked to identify specific programs and courses to offer at the Montrose Center, a wide variety of suggestions were provided:
  - Many suggested that Early College programming be included.
  - Most preferences related to transferrable and transfer-related coursework, such as English, Speech, Basic and Advanced Math, Technology and Engineering, and some related to Business.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

FTES Planning

A primary consideration for program planning is achieving the 500 and subsequent 1,000 FTES targets for approval for CCCCO center status. The College has projected FTES using an 80% facility capacity model for all potential programming hours and using standard-size classrooms. Those projections resulted in more than an adequate amount of required FTES, although fine-tuning is needed.

Another FTES projection approach is to envision FTES possibilities for specific population audiences and programming options, as below. All show that obtaining targeted FTES will be initially challenging.

In terms of serving the educational needs of the **Montrose Center Area population**, which is a basic assumption for Center planning:

- If the Center were to attract all of the existing numbers and proportion of the students who reside in the Montrose Center Area, it is useful to know that 1,187 credit and noncredit students in Fall 2019, or about 7% - 9% of GCC's current headcount and presumably that proportion of FTES, represent that opportunity. Thus, there is about 420 FTES now being generated by Montrose students, according to rough calculations. (7% of the approximate current 6,000 FTES=420 from Montrose)(Of course, not all Montrose Area resident students would attend the new Center, as many would attend partially or totally at the main campus.)

- If one speculates that the Montrose service area may now be underrepresented in student participation in enrollment, consider the possibilities for increasing that representation. The population of the four zip codes of the Montrose Center Area zip codes was 60,201 in 2017, and it is important to note that the population was not growing. The existing participation rate for the 60,201 residents appears to be quite low, at approximately .02 (2 people enrolled for every 100 population), which could be a result of a variety of factors.

  Because college leadership wants the Center, if possible, to produce *new* FTES, the writers speculated how much *new* FTES could be generated. They reviewed a non-random sampling of the few available community college participation rates for comparisons. Consequently, a participation rate of .04 (a high average rate) was hypothetically applied to the 2017 population of 60,201, resulting in an *increase* in Montrose Center Area student headcount of 1,221 students, which could represent approximately 400 *new* FTES.

In terms of **focus topic areas under consideration for programming**, data was provided by GCC's Research Department that showed a variety of types of enrollment data for existing programming for just Montrose Area residents alone. While existing, consistent FTES was not

requested or calculated for each these focus topic areas, these numbers provide a "window" about the FTES opportunities. None represent substantial or adequate FTES individually, but combined and supplemented, targets could possibly be met:

- Non-traditional-college-Age Audience – A sizeable number of credit course enrollments in selected semesters combined since 2017, 18,922 (or more than approximately 6,000 enrollments per year), were by Montrose Area students over 40 years of age. (Table 9) That number of enrollments represents sizeable FTES.

  On the other hand, a different measure shows that only 73 credit headcount students and 78 noncredit students in Fall 2019 were 50 and over, and also reside in the Montrose Area. (Table 8) This suggests that it would be best to focus not only on programs for those over 50 which are likely mostly ESL enrollments, but also to focus on those between 40 and 50 years of age, who may be those studying after work hours in the evening, when GCC does indeed have significant enrollments now.

  Further, the U.S. population is increasingly aging, so the opportunity to serve the non-traditional-college ages will only increase.

- ESL Learners – There were 926 enrollments, or half of all, ESL enrollments in the past four fall semesters, combined (Table 4).   Serving the number of additional currently underrepresented ESL Learners in the foothill communities may be offset by the anticipated decline in new immigrant English-learners to the country. However, these needs are dynamic and changing.

- Early College – For the two high schools in the Montrose Center Area in Fall 2019, there was a combined headcount of 296 students in concurrently enrolled (Table 18) and 191 students in dual enrolled (Table 20). The capacity, i.e., operating Early College at maximum capacity *a la* the numbers of qualified students projected to be enrolled in high schools, needs to be established.

- CTE Programs and Courses – While CTE planning and program implementation in general is responsive to labor market and workforce needs, it is typically more *pro*active than *re*active, such as is serving the unique demographics of a community (in this case an example is those over 40 or 50 years of age and/or English learners). CTE programs are typically implemented in concert with other partners, providers and employers and can be large, medium, or small in FTES, depending on pre-planned factors. Consequently, these writers won't speculate on potential CTE FTES, other than to indicate here that a majority of GCC high school concurrent- and dual-enrollments are in CTE courses (Tables 19 and 21) and that the two area high schools currently have pathway CTE programs.

Program Programming

The purpose of this project was to observe whether there were unexplored educational programming possibilities for the Center after examining multiple sets of data and following up with qualitative assessments. Few additional programming opportunities were apparent, other than focus topic areas already under consideration and those in the list of singular items recommended below. The recommendations below result from the consultants' experience

opening other centers and campuses. The programs under consideration at this time seem well-founded; however, individually, each is small.

Three conditions impeded obtaining the qualitative feedback that community members could have contributed to project planning: the short timelines of the project contract; the need for the College to first or simultaneously introduce the Center to community leadership within a comprehensive roll-out plan; and the coronavirus crisis occurring towards the end of the project contract completion date.

However, from the onset and throughout the examination of data, the most obvious programming opportunities were those being considered, in combination with a primary focus and reflective branding: **A cohesive focus, or "meta-emphasis", on selected *pathways* programs combining Early College courses, general education and transfer, and specific CTE programs, in concert with high school and four-year college partnerships, as well as a co-generational component (which would likely mostly consist of ESL and fitness/physical education/dance-related enrollments)** emerges as pre-eminent. The College should work with the high schools and four-year colleges to coordinate and implement specific pathways programs for the Center. Providing individual courses that contribute to general education/transfer progression for students could assist in the segue to a more a site with more comprehensive programming. This recommendation is a result of the facts that:

1. College-going rates throughout the college service area are high.
2. General education programs are predominant at GCC.
3. CTE programs are also strong and well coordinated with partners.
4. High schools have some STEM pathway programs already in place.
5. High school enrollments are relatively large and steady for the two local high schools.
6. Like other California community, the population is bi-modal in age, with significantly large aging populations as well as very youthful populations. In this case, the older age groups may be largely English learners, but immigration conditions can change.
7. Early College programs are already underway, growing, and successful.
8. Initial survey responses lead also to this conclusion.

This approach could attract students who otherwise would prefer to attend the main campus, as well as students who are attracted to the local site for one or several classes in their educational plan. CTE programs could be selected, particularly those complimentary to the high school pathways programs and considering some of the new and STEM programs now being implemented. Other CTE programming currently under consideration also needs to be implemented in order to serve the needs of the local community and to generate needed FTES. But primarily, the recommendation is that a branded vision, focus, and image needs to be developed and promoted cohesively. This is a proposal, like others that may be created, that can be "floated" and reviewed to obtain feedback from stakeholders.

Finally, as this report is being completed and submitted, the U.S. is in the midst of the coronavirus crisis, which will result in transformative changes to workforce needs, educational delivery, and many facets of life.   Consequently, while Montrose Center planning must continue, flexibility is critical.

RECOMMENDATIONS

Facility Planning

GCC leadership knows that this new Center is an exciting opportunity for GCC and its communities, and it's certain that thought has already been invested in envisioning how the Center will unfold in the long term. The CBT consultants identified the following potential items for initial consideration.

- The primary and next step for GCC for the Center, along with facility design and renovation, is to create a comprehensive and cohesive plan for center development, with timelines, including additional FTES and program planning along with assigned responsibilities; CCCCO center status approval steps and "checklists" (see Appendices); branding and community "roll-out" steps; and other topics TBD.

- Innovative programming, "out of the box" thinking, and brainstorming, could be conducted collaboratively with community partners to identify functions that compliment and enhance traditional educational programming and that attract participation of the local community, now and after completion. It is possible the facility won't reach full FTES capacity until it matures so complimentary facility space uses should be considered.

  Examples of other space uses include partnerships with other agencies, foundations, businesses and industry, and educational entities, pre-K-16; a business incubator program; and rental of spaces for program-related activities. Additionally, there are sample educational programs for senior populations such as Ollie, South Orange County CCD's Emeritus Program, and innovative co-generational programs that serve as models. Multiple options exist, given the degree of long-term integration of GCC with the communities.

- "Signature" programs, among others that serve the local community should be identified in order to establish facility distinction.

- Community spaces, even though not all FTES-producing, such as the exemplary Learning Commons at the Verdugo Campus' Sierra Vista building, need to be included in the facility in order to attract students and promote persistence and success. Such spaces should also provide the student services needed, such as student life programs and activities, counseling, financial aid services, career development, and tutoring.

- High-design elements and attractive spaces need to be incorporated within the plans even though—and because—the classrooms are multi-purpose/generic, in order to attract and engage students.

- The facility needs distinctive branding for the community, reflecting the signature programs offered, the uniqueness of the Montrose community, and complimentary with the PDC.

- Federal, state, county, city, and private grants are likely available for program and facilities development and uses.

Future Evaluation and Research

- Inter-district "student flow" evaluation – Because GCC is located in a metropolitan area and the Montrose Area is at the edges of the GCC service area, GCC could partner with neighboring community colleges to determine whether GCC is "losing" their potential resident credit and non-credit students. Neighboring LACCD and Pasadena Community College research departments have been helpful to CBT consultants in the past doing this for other projects, and the RP Group regional group is also a venue.

- A more detailed analysis of the existing participation rates for the Montrose Area population would be helpful to further evaluate the amount of underserved population and potential new FTES for the Center.

- The low Crescenta Valley High School "capture rate" (23%) for matriculation to GCC by new first-time freshmen needs further study and attention. The facts that the number of students graduating from that high school and the total college-going rate are both sizeable, as well as the overall community college-going rate, leads one to speculate that those high school graduates could alternatively choose GCC to attend. There is a need to determine which community colleges high school graduates are attending, why they make those choices, and which programs they enrolled in.

- Follow-up evaluation of Early College course participants would be helpful for planning future program growth, i.e., overall course success and persistence to subsequent levels and choices for higher education location.

- The amount of FTES provided by each program/focus topic area under consideration, using common measures, existing as well as new and by time of day, needs to be determined.

- It would be helpful for center planning staff to study, or even develop case studies of, or visits to, other California community college centers, and to study the paths that each took to obtaining center approval, completion, build-out, and transitioning beyond.
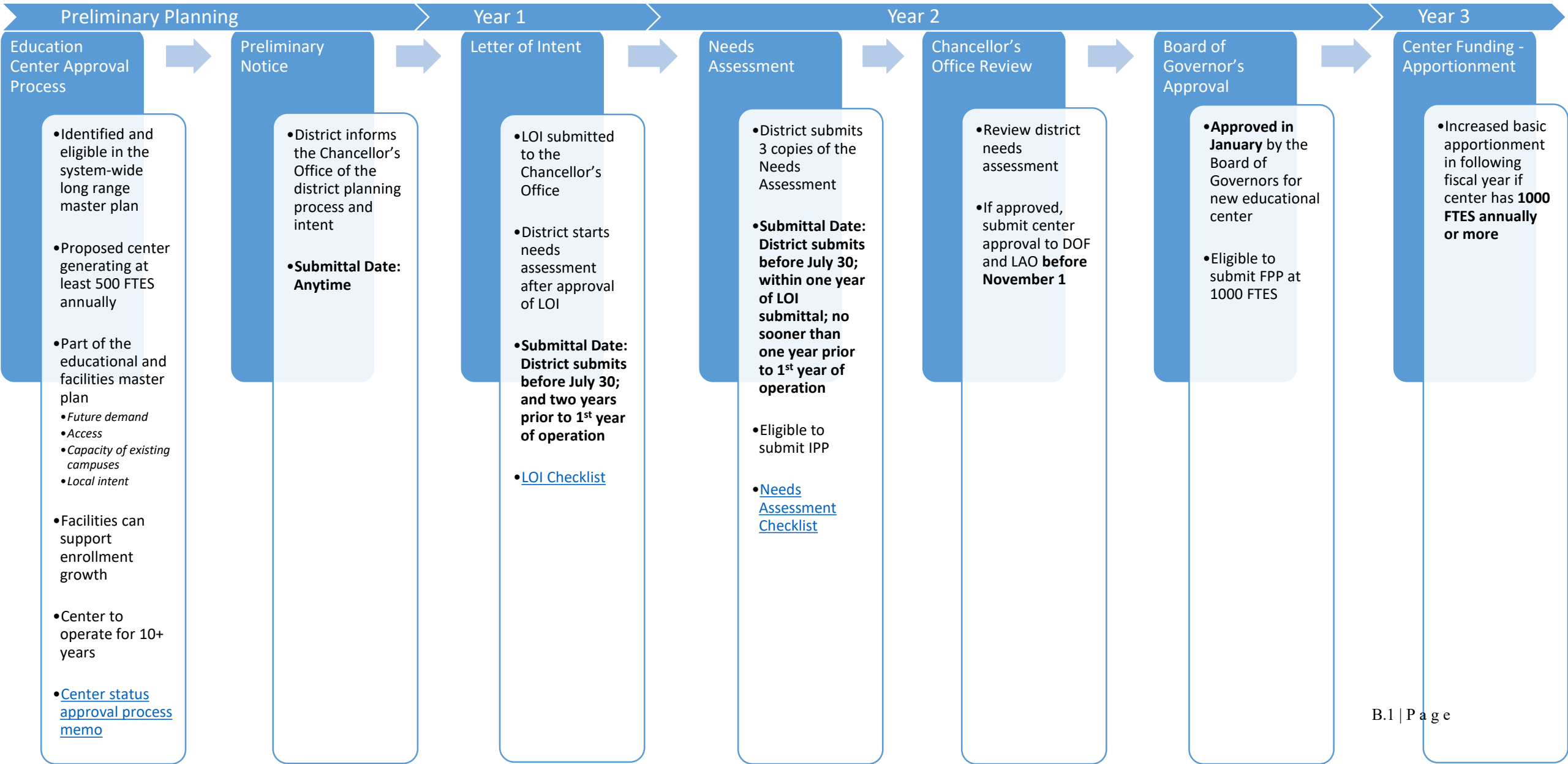
APPENDICES

Appendix A
DATA SOURCES

1. American Community Survey, 5-Year Estimates, U. S. Census Bureau.

2. California Employment Development Department, Labor Market Information Division, Long-term Occupational Projections for Los Angeles County, 2016-2026.

3. California Department of Education, DataQuest.

4. Glendale Community College, Office of Research & Planning.

5. Glendale Community College, Student Outreach Services.

Education Center Process
(After the site location that meets the statewide process is identified)

Preliminary Planning		Year 1	Year 2			Year 3
Education Center Approval Process	Preliminary Notice	Letter of Intent	Needs Assessment	Chancellor's Office Review	Board of Governor's Approval	Center Funding - Apportionment

Education Center Approval Process

- Identified and eligible in the system-wide long range master plan
- Proposed center generating at least 500 FTES annually
- Part of the educational and facilities master plan
  - *Future demand*
  - *Access*
  - *Capacity of existing campuses*
  - *Local intent*
- Facilities can support enrollment growth
- Center to operate for 10+ years
- [Center status approval process memo](#)

Preliminary Notice

- District informs the Chancellor's Office of the district planning process and intent
- **Submittal Date: Anytime**

Letter of Intent

- LOI submitted to the Chancellor's Office
- District starts needs assessment after approval of LOI
- **Submittal Date: District submits before July 30; and two years prior to 1st year of operation**
- [LOI Checklist](#)

Needs Assessment

- District submits 3 copies of the Needs Assessment
- **Submittal Date: District submits before July 30; within one year of LOI submittal; no sooner than one year prior to 1st year of operation**
- Eligible to submit IPP
- [Needs Assessment Checklist](#)

Chancellor's Office Review

- Review district needs assessment
- If approved, submit center approval to DOF and LAO **before November 1**

Board of Governor's Approval

- **Approved in January** by the Board of Governors for new educational center
- Eligible to submit FPP at 1000 FTES

Center Funding - Apportionment

- Increased basic apportionment in following fiscal year if center has **1000 FTES annually or more**

Educational Center Process

__Informational Documents__

SB 361 Community Colleges, Funding:
https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200520060SB361

State Approval of Educational Centers Memo:
http://extranet.cccco.edu/Portals/1/CFFP/Facilities/FPU_Memos/2013/FP%2013-08%20State%20Approval%20of%20Ed%20Centers.pdf

Letter of Intent (LOI) Checklist:
http://extranet.cccco.edu/Portals/1/CFFP/Facilities/FPU_Memos/Letter%20of%20Intent%20Center%20and%20Colleges%20Checklist.pdf

Needs Assessment Checklist:
http://extranet.cccco.edu/Portals/1/CFFP/Facilities/FPU_Memos/Needs%20Assessment%20Educational%20Center%20Checklist.pdf

Title 5 - Approval of Colleges and Educational Centers
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IC8F0CF10D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)

Long-Range Master Plan
http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/MasterPlan_2016_ADA_Final.pdf

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MEMORANDUM

July 18, 2013   **FP 13-08**
                                                                          Via email only

TO: Chief Executive Officers
                    Chief Business Officials

FROM: Frederick E. Harris, Assistant Vice Chancellor
                    College Finance and Facilities Planning

SUBJECT: State Approval of Educational Centers

Please accept this memo as a review of important current authorities, processes and submittal deadlines for approval of Educational Centers.

Important statutory and regulatory references are:

- **California Code of Regulations, title 5, section 55180** allows for state approval of a proposed educational center if it has generated at least 500 FTES annually (per the district's most recent "final attendance report," which, consistent with section 58003.4(b)-(c), refers to the Annual Apportionment Attendance Report [CCFS-320] unless a Revised Annual [Recal] CCFS-320 Report is filed by the district for the fiscal year in question, in which case, the Recal report is deemed to be the "final attendance report" for that fiscal year). This approval allows the new site to become eligible to compete for state capital outlay funds.

- **Budget Act of 2013, Ch. 20, Item 6870-101-0001, Provision 17 (p. 514-516)**, requires the Chancellor of the California Community Colleges to "provide a report by November 1 of each year, to the Department of Finance and the Legislative Analyst, on the number of new centers and colleges added for the current fiscal year and those anticipated to be added for the prospective budget year."

Required district submittals for the review and approval of a new educational center:

- Preliminary Notice
    - Informs the Chancellor's Office that a district's planning process may include the development of one or more centers in a specified region.
- Letter of Intent
    - District notification to the Chancellor's Office of a specific need to expand services via an educational center in a given area (see attached checklist). If approved by the Chancellor's Office, the district proceeds to develop a needs assessment.

- Needs Assessment
  - A formal analysis that provides data and detailed programmatic, fiscal and other justifications for establishing a new educational center (see attached Needs Assessment checklist). After the Chancellor's Office completes its review of this document, an action item will be prepared for the Board of Governors.

Important deadlines in the review and approval of proposed new educational centers:
- **By July 30** district submits 3 copies of the Needs Assessment, accompanied by a certification of the center's FTES as reported in the district's most recent **final** attendance report (for this submission, the district will forward center FTES as reported on the Annual CCFS-320 Report due to the Chancellor's Office by July 15; if the district subsequently submits a Recal CCFS-320 Report to the Chancellor's Office, which is due by November 1, the district will update its Needs Assessment by forwarding an updated center FTES certification as reported in the district's Recal CCFS-320 to its assigned Facilities Specialist no later than November 15).
- **By November 1** the Chancellor's Office submits a report to the Department of Finance and the Legislative Analyst on the number of new educational centers and colleges approved in the current fiscal year and proposed for the budget year.
- **The next January** after review by all divisions in the Chancellor's Office is completed, the request to approve the proposed educational center will be scheduled for action by the Board of Governors.

Please note that Needs Assessments received after July 30 will not be reviewed by the Chancellor's Office until the next fiscal year.

Example: *Happy Ranch CCD* seeks approval of its new educational center in 2013-14 based on the district's 2012-13 final attendance report. In this example, the new *Happy Ranch CCD* educational center exceeds the minimum 500 FTES for educational center approval and actually generated 1,200 FTES in 2012-13:

July 30, 2013	*Happy Ranch CCD* submits a Needs Assessment for review by the Chancellor's Office based on its 2012-13 final attendance report (as defined above).
November 1, 2013	Chancellor's Office submits a report of all new and proposed educational centers to the Department of Finance and the Legislative Analyst, including the request from *Happy Ranch CCD.*
January 2014	After completion of the review by the Chancellor's Office, the Board of Governors agenda for the January meeting will include an action item to approve *Happy Ranch CCD* as a new educational center.
July 1, 2014	After approval of its new educational center by the Board of Governors in 2013-14, *Happy Ranch CCD* will first become eligible to receive an increase in its basic apportionment allocation in 2014-15 since its new educational center exceeded 1,000 FTES. *

* If the *Happy Ranch CCD* new educational center generated less than 1,000 FTES but more than 500 FTES in 2012-13, the site could be approved as an educational center but would only be eligible to compete for state capital outlay funds in the next fiscal year. The district would not be eligible for an increase in its basic apportionment allocation.

Interim Policy Implementation for Fiscal Year 2013-14

In recognition that districts did not have prior notice of the July 30 deadline for the submittal of Needs Assessments in 2013-14, districts may submit Needs Assessments **by September 2, 2013**. After a review by all divisions in the Chancellor's Office is completed, the requests to approve the proposed educational centers will be scheduled for action by the Board of Governors at either the March 2014 or May 2014 Board of Governors meetings.

If you have any questions or comments, please contact Susan Yeager at the Chancellor's Office at 916-327-5366 or syeager@cccco.edu.

Enclosures

Once the Letter of Intent is reviewed and approved by the Chancellor's Office, an approval letter is transmitted to the district. The next step is the development of a Needs Assessment per California Community College (CCC) Guidelines. The following list identifies the discussions and documents required in the Needs Assessment:

RECEIVED (✓)	
	1.1　General Discussion & Overview (CCR title 5, § 55180- 55184) • Description of proposal • Physical description of site, including maps (population densities, topography, road and highway configurations, etc.) • Social & demographic analysis of service area • Socioeconomic profile of service area • Identify preferences and needs for community college programs, student services, and any other services on the part of individuals in the service area • Identify present and future labor market requirements for the proposed service area, region, and state • Reconcile labor market requirements and community program preferences • Demonstrate significant community support and identify possible community opposition
	1.2　Enrollment Projections (10 years from opening date) (CCR title 5, § 55180- 55182) • Provide historical enrollment data that includes Fall, Spring, and Annualized Headcount, FTES, and WSCH per Headcount • Projections include Fall, Spring, and Annualized Headcount, FTES, and WSCH per Headcount • Ensure projections justify regional demand for Educational Center status, taking neighboring districts and their excess capacity into account • DOF Demographic Research Unit approval • If existing District Colleges & Centers enrollments do not exceed planned enrollments, justification of regional or local need for the new center

RECEIVED (✓)	REQUIRED ELEMENT FOR NEEDS ASSESSMENT GUIDELINES

	1.3 Alternative Discussion covers the following (CCR title 5, § 55184):
	• Expansion of existing institutions (more space)
	• Increased utilization of existing institutions (longer hours, weekends)
	• Shared use of facilities with other postsecondary institutions
	• Use of non-traditional instructional delivery
	• Private fund raising or donations of land or facilities
	• Alternate sites considered
	• Cost-benefit analysis on all alternatives and sites, strong sole sourcing justification if property already owned, discussion on cost-benefit of selling owned site & purchase of another site
	• The proposed operation must be most effective and equitable for providing the intended programs and services based on the selection criteria of:
	    o Accessibility of programs and services to the individuals to be served
	    o Content, quality and cost of programs and services

	1.4 Academic Planning & Program Justification (Ed. Code, section 70901, 70902; CCR title 5, § 51008, 55180, 55183) • Incorporate district education master plan that includes proposed center and academic programs that have been approved by the Chancellor's Office • Identify preferences for community college programs on the part of individuals in the service area • Description of proposed academic certificate programs and objectives for meeting the educational needs and preferences • Description of the range of Basic Skills and ESL courses to be offered (as appropriate) • List of all course offerings (Degree and non-degree) • Description of center academic and occupational organization

RECEIVED (✓)	REQUIRED ELEMENT FOR NEEDS ASSESSMENT GUIDELINES
	1.5 Student Services and Outreach (CCR title 5, § 55180, 55182, 55183) • Identify preferences and needs for community college student services on the part of individuals in the service area • Description of how the services provided match the needs of the student population • Description of how support services are planned, staffed, and evaluated at the center • Description of each of the services planned, including but not limited to: orientation; assessment; counseling, advising and other education planning services; admissions and records; financial aid; California Work Opportunity and Responsibility to Kids (CalWORKs); Cooperative Agency Resources for Education (CARE): Disabled Students Programs and Services (DSPS; Extended Opportunity Programs and Services (EOPS)); supports for foster youth; health and student mental health services; library services; tutoring; transfer and articulation services; and veterans services • Description of support service staffing for each of the services planned, in relation to the projected number of students to be served • Description of expected hours of operation for each of the services to be offered • Description of the plans for student outreach, ADA services accessibility of facilities, and outreach student confidentiality and record keeping for services offered
	1.6 Support & Capital Outlay Projections (CCR title 5, § 55180, 55181) • Describe plan to continue center operation for 10 years or more • Include district facilities master plan that incorporates the proposed center • Include a Capital Outlay 5-Year Plan for the new Educational Center • Include total ASF for each projection with cost per ASF projected • Include a 5 year support budget including administration, academic, academic support, student services, and other site related costs • Number of Personnel Years required for each year projected • Include organizational chart that identifies on-site administrator and leadership structure
	1.7 Geographic & Physical Accessibility (CCR title 5, § 51008, 55181, 55182, 55184) • Include a transportation plan (bus service, parking, etc) • ADA Access Plan • Estimated commute times for service area

RECEIVED (✓)	REQUIRED ELEMENT FOR NEEDS ASSESSMENT GUIDELINES
	1.8 Effects on Other Institutions (CCR title 5, § 55180, 55181, 55182, 55183, 55184) • Letters of support from the community, postsecondary institutions • Letters of support from the adjacent Community College Districts (CCD) • Justification that the new Educational Center will not impact enrollment projections for adjacent CCDs that would cause negative financial impacts • Demonstrate significant community support and identify possible community opposition • Ensure projections justify regional demand for Educational Center status, taking neighboring districts and their excess capacity into account
	1.9 Environmental Impact (CCR title 5, § 55181, 55184) • Include copy of Final EIR for center site
	1.10 Economic Efficiency (CCR title 5, § 55181, 55184) • Priority given to centers that create no financial burden for the State • A similar priority given to centers that engage in collaborative efforts with other segments to expand educational access in underserved regions of the State

LETTER OF INTENT (LOI) CHECKLIST
CCC EDUCATIONAL CENTER AND COLLEGES

The district prepares and submits an LOI to the Chancellor's Office no sooner than two years prior to the first year of operation of a new Educational Center. The Chancellor's Office will transmit a response to the district within 90 days of submittal of a **complete** LOI.

The following list identifies those documents required in the Letter of Intent:

RECEIVED (✓)	REQUIRED ELEMENT
	1.1 Preliminary five-year enrollment projection and attendance (headcount & FTES) for the new Educational Center (from opening date) (10 years for new colleges)
	1.2 Enrollment history of locations other than the main campus that are being relocated and replaced by the new Educational Center
	1.3 The location of the proposed new Educational Center with a brief description of each site under consideration
	1.4 Maps of the area in which the proposed Educational Center is to be located, including a map of the proposed center, service area, population density, road/highway configurations, sphere of influence, topography, neighboring institutions, and any other features of interest
	1.5 The identification of neighboring public and independent institutions in the area in which the proposed campus is to be located
	1.6 Timeline for development of new Educational Center, and enrollment levels at opening, mid-point, and final build out
	1.7 Tentative five-year capital outlay budget starting with first appropriation for the new Educational Center
	1.8 Copy of Board of Trustees formal resolution authorizing the new Educational Center
	1.9 Copy of the Preliminary Notice Letter
	1.10 Copy of district's most recent five-year construction plan
	1.11 Copy of Letters of Support

SURVEYS - RESPONSE DISTRIBUTIONS AND INSTRUMENTS

**CONCURRENTLY ENROLLED
HIGH SCHOOL STUDENTS SURVEY**
April 2020

In planning for the opening of their new Montrose Center that Glendale Community College hopes to open within the next few years, important community constituents were identified. Among those, students who are concurrently enrolled in high school and attending courses offered by the Glendale Community College at their campuses this spring semester were sought out to assist in identifying the educational programming needs of the high school student population. Thirty-two of 437 (7% response rate) concurrently enrolled students responded to an online survey and the following is their input for consideration.

1. Has anyone else in your household attended GCC within the past 5 years?
    19 *No*
    13 *Yes (12 attended classes at the Main Campus – Verdugo Campus and 1 at Garfield Campus)*

2. How favorable is your perception of GCC? *Please rate from 1 (very favorable) to 5 (not favorable).*
    14 *Very Favorable*
     7 *Somewhat Favorable*
     9 *Favorable*
     2 *Not Favorable*
     0 *Not Very Favorable*
     0 *Not Applicable or Don't Know*
     0 *Varied Perception*

3. In your opinion, what is/are the most important role(s) of GCC in serving the educational needs of the community?
    30 *Associate's degrees and courses for transfer to a university*
    20 *Career education programs*
    12 *Lifelong learning, such as English-as-a-Second Language (ESL)*
    11 *Improving and upgrading job skills*
    10 *Community and student services and leadership*
     1 *Other (courses not available in high school)*

4. Which educational programs and topics do you think GCC should include at the new Montrose Center? *(Select the top 3 from the following)*
    26 *College coursework for high school students to get a head start with college*
    22 *General education (freshmen and sophomore) courses for transfer to a university*
    18 *Workforce training programs – degree, certificate, and upgrading*
    12 *Student support services programs, such as counseling for careers and college pathways*
    10 *Business and community services programs*
     8 *Lifelong learning, such as ESL courses*
     8 *Programs for the increasingly large retirement-age population*

5. How likely is it that you, or members of your household, would be interested in attending courses at the new Montrose Center?
  6 Very likely
  11 Somewhat likely
  5 Likely
  10 Not Likely

6. What courses would you like to see offered at the Montrose Center? *(check all that apply)*
  20 English courses (writing and literature)
  19 Business-focused courses (accounting, business law, management, marketing, etc.)
  16 Basic Math courses
  16 Advanced Math courses (algebra, geometry, trigonometry, pre-calculus, calculus)
  15 Technology & Engineering courses (computer science, computer aided design, etc.)
  14 Social science courses (sociology, anthropology, psychology, etc.)
  13 Fine Arts courses
  11 Non-lab science courses (biology, chemistry, physics, astronomy, etc.)
  11 Study Skills courses
  9 Speech courses
  8 Physical education/fitness courses
  6 English as a Second Language (ESL) courses

7. Do you plan to enroll in one or more of the following colleges or universities in the year after you complete high school? (*Select all that apply*)
  18 Glendale Community College
  11 University of California, Los Angeles
  8 A private university
  6 Another University of California campus
  6 Cal State University, Northridge
  5 An out-of-state college or university
  3 Another California State University campus
  3 Unsure of which college(s) I will attend
  1 Another community college (Pasadena City College)
  1 Cal State University, Los Angeles
  0 Do not plan to attend college when I graduate

In planning for the opening of their new Montrose Center that Glendale Community College hopes to open within the next few years, important community constituents were identified. Among those, students who are dually enrolled in high school and attending courses at the Glendale Community College this spring semester were sought out to assist in identifying the educational programming needs of the high school student population. Sixteen of 357 (4% response rate) dual enrolled students responded to an online survey and the following is their input for consideration.

1. Has anyone else in your household attended GCC within the past 5 years?
   - 7 *No*
   - 9 *Yes (6 attended classes at the Main Campus – Verdugo Campus and 3 at Garfield Campus)*

2. How favorable is your perception of GCC? *Please rate from 1 (very favorable) to 5 (not favorable).*
   - 7 *Very Favorable*
   - 3 *Somewhat Favorable*
   - 4 *Favorable*
   - 2 *Not Favorable*
   - 0 *Not Very Favorable*
   - 1 *Not Applicable or Don't Know*
   - 1 *Varied Perception*

3. In your opinion, what is/are the most important role(s) of GCC in serving the educational needs of the community?
   - 14 *Associate's degrees and courses for transfer to a university*
   - 12 *Career education programs*
   - 8 *Lifelong learning, such as English-as-a-Second Language (ESL)*
   - 6 *Improving and upgrading job skills*
   - 6 *Community and student services and leadership*
   - 1 *Other (GCC has amazing programs and helps the kids that are in this for the long run save LOADS of money)*

4. Which educational programs and topics do you think GCC should include at the new Montrose Center? *(Select the top 3 from the following)*
   - 15 *General education (freshmen and sophomore) courses for transfer to a university*
   - 12 *College coursework for high school students to get a head start with college*
   - 8 *Student support services programs, such as counseling for careers and college pathways*
   - 5 *Workforce training programs – degree, certificate, and upgrading*
   - 5 *Business and community services programs*
   - 5 *Lifelong learning, such as ESL courses*
   - 0 *Programs for the increasingly large retirement-age population*

5. How likely is it that you, or members of your household, would be interested in attending courses at the new Montrose Center?
   - 7 *Very likely*
   - 2 *Somewhat likely*
   - 3 *Likely*
   - 4 *Not Likely*

6. What courses would you like to see offered at the Montrose Center? *(check all that apply)*
   - 12 *Technology & Engineering courses (computer science, computer aided design, etc.)*
   - 9 *English courses (writing and literature)*
   - 9 *Advanced Math courses (algebra, geometry, trigonometry, pre-calculus, calculus)*
   - 9 *Speech courses*
   - 8 *Social science courses (sociology, anthropology, psychology, etc.)*
   - 7 *Fine Arts courses*
   - 7 *Non-lab science courses (biology, chemistry, physics, astronomy, etc.)*
   - 7 *Business-focused courses (accounting, business law, management, marketing, etc.)*
   - 6 *Basic Math courses*
   - 4 *Study Skills courses*
   - 4 *English as a Second Language (ESL) courses*
   - 3 *Physical education/fitness courses*

7. Do you plan to enroll in one or more of the following colleges or universities in the year after you complete high school? (*Select all that apply*)
   - 9 *Glendale Community College*
   - 6 *Another University of California campus*
   - 6 *Cal State University, Northridge*
   - 6 *A private university*
   - 4 *An out-of-state college or university*
   - 4 *Unsure of which college(s) I will attend*
   - 4 *University of California, Los Angeles*
   - 2 *Another California State University campus*
   - 1 *Cal State University, Los Angeles*
   - 1 *Another community college (Pasadena City College)*
   - 0 *Do not plan to attend college when I graduate*

HIGH SCHOOL COUNSELORS SURVEY
April 2020

In planning for the opening of their new Montrose Center that Glendale Community College hopes to open within the next few years, important community constituents were identified. Among those, the counselors at the two local high schools (Anderson W. Clark Magnet and Cresenta Valley) were sought out to assist in identifying the educational programming needs of the high school student population. Six of the seven (85% response rate) counselors responded to an online survey and the following is their input for consideration.

1. In general, how familiar are 12th graders/seniors at your high school with Glendale Community College's educational opportunities?
   - *6   Very familiar*
   - *0   Somewhat familiar*
   - *0   Not familiar*

2. In general, how familiar are 9th-11th graders at your high school with Glendale Community College's educational opportunities?
   - *3   Very familiar*
   - *3   Somewhat familiar*
   - *3   Not familiar*

3. How favorable is your perception of the following GCC educational programs for the success of those students who have matriculated to GCC?

	Very Favorable	Somewhat Favorable	Favorable	Not Favorable	Not Very Favorable
o *General education preparation coursework for transfer to a university*	5	0	1	0	0
o *Career education programs*	3	1	1	0	0

4. In general, how favorable are the perceptions of 12th graders/seniors at your high school about GCC?
   - *2   Very Favorable*
   - *2   Somewhat Favorable*
   - *2   Favorable*
   - *0   Not Favorable*
   - *0   Not Very Favorable*
   - *0   Not Applicable or Don't Know*
   - *0   Varied Perception*

5. In general, how favorable are the perceptions of 9th-11th graders at your high school about GCC?

    1   *Very Favorable*
    3   *Somewhat Favorable*
    2   *Favorable*
    0   *Not Favorable*
    0   *Not Very Favorable*
    0   *Not Applicable or Don't Know*
    0   *Varied Perception*

6. In your opinion, what is/are the most important role(s) of GCC in serving the educational needs of the community? *Select all that apply.*

    5   *Career education programs*
    6   *Associate's degrees and courses for transfer to a university*
    0   *Improving and upgrading job skills*
    2   *Lifelong learning, such as English-as-a-Second Language (ESL)*
    1   *Community and student services and leadership*

7. Do you think that new college freshmen who reside in the Montrose area would be likely to enroll in some courses at the new GCC Montrose center?

    4   *Yes*
    0   *No*
    2   *I don't know, or it depends, or some may and some may not*

8. Which educational programs and topics do you think GCC should include at the Montrose Center? *Select the top 3 from the following list.*

    5   *College coursework for high school students to get a head start with college*
    4   *Workforce training programs – degree, certificate, and upgrading*
    5   *General education courses for transfer to a four-year university*
    0   *Educational programs for the increasingly large retirement-age population*
    2   *Student support services programs*
    2   *Courses for high school students*
    0   *ESL courses*
    2   *Business and community services programs*

9. What other coursework, programs, partnerships, and services do you think are most important for the new center to implement in order to serve the educational needs in the community?
    None

10. Additional comments you would like to share?
    None

Glendale Community College (GCC) is in the process of identifying the educational programming needs of the Crescenta Valley and foothill communities for GCC's new Montrose Center on Honolulu Ave., which will be renovated and opened in a few years. As part of the planning process, we are reaching out to our community leaders to hear your thoughts and ideas. Please take a few minutes to answer this brief survey (3-5 minutes). Your identity and responses will be completely anonymous. Thanks for your time and feedback!

1. How familiar are you with Glendale Community College (GCC)?

○ Very familiar

○ Somewhat familiar

○ Not familiar

2. If very or somewhat familiar, which location(s) are you most familiar with? Select all that apply.

☐ Main Campus - Verdugo Campus

☐ Garfield Campus

☐ Professional Development Center

☐ Other (please specify)

[ ]

3. Have you or anyone in your household attended GCC within the past 5 years?

○ No

○ Yes

4. If yes, which location(s) did you/they attend? Select all that apply.

☐ Main Campus - Verdugo Campus

☐ Garfield Campus

☐ Other (please specify)

[ ]

5. How favorable is your perception of GCC?

○ Very Favorable

○ Somewhat Favorable

○ Favorable

○ Not Favorable

○ Not Very Favorable

○ Not Applicable or Don't Know

○ Varied Perception

6. In your opinion, what is/are the most important role(s) of GCC in serving the educational needs of the community?

☐ Career education programs

☐ Associate's degrees and courses for transfer to a university

☐ Improving and upgrading job skills

☐ Lifelong learning, such as English-as-a-Second Language (ESL)

☐ Community and student services and leadership

☐ Other (please specify)

[   ]

7. Which educational programs and topics do you think GCC should include at the new Montrose Center? Select the top 3 from the following list.

☐ College coursework for high school students to get a head start with college

☐ Workforce training programs – degree, certificate, and upgrading

☐ General education (freshmen and sophomore) courses for transfer to a university

☐ Lifelong learning, such as ESL courses

☐ Programs for the increasingly large retirement-age population

☐ Student support services programs, such as counseling for careers and college pathways

☐ Business and community services programs

☐ Other (please specify)

[   ]

8. What coursework, programs, and other services do you think are most important for the new center to serve the educational and workforce labor needs in our community?

9. Do you know of any specific partnership programs with Montrose-area agencies or organizations that would be appropriate for GCC to explore for the new center?

Glendale Community College (GCC) is in the process of identifying the educational programming needs of the Crescenta Valley and foothill communities for GCC's new Montrose Center on Honolulu Ave., which will be renovated and opened in a few years. As part of the planning process, we are reaching out to our business community leaders to hear your thoughts and ideas. Please take a few minutes to answer this brief survey (3-5 minutes). Your identity and responses will be completely anonymous. Thanks for your time and feedback!

1. How familiar are you with Glendale Community College (GCC)?

○ Very familiar

○ Somewhat familiar

○ Not familiar

2. If very or somewhat familiar, which location(s) are you most familiar with? Select all that apply.

☐ Main Campus - Verdugo Campus

☐ Garfield Campus

☐ Professional Development Center

☐ Other (please specify)

[ ]

3. Have you or anyone in your household attended GCC within the past 5 years?

○ No

○ Yes

4. If yes, which location(s) did you/they attend? Select all that apply.

☐ Main Campus - Verdugo Campus

☐ Garfield Campus

☐ Other (please specify)

[ ]

5. How favorable is your perception of GCC?

○ Very Favorable

○ Somewhat Favorable

○ Favorable

○ Not Favorable

○ Not Very Favorable

○ Not Applicable or Don't Know

○ Varied Perception

6. In your opinion, what is/are the most important role(s) of GCC in serving the educational needs of the community?

☐ Career education programs

☐ Associate's degrees and courses for transfer to a university

☐ Improving and upgrading job skills

☐ Lifelong learning, such as English-as-a-Second Language (ESL)

☐ Community and student services and leadership

☐ Other (please specify)

[   ]

7. Which educational programs and topics do you think GCC should include at the new Montrose Center? Select the top 3 from the following list.

☐ College coursework for high school students to get a head start with college

☐ Workforce training programs – degree, certificate, and upgrading

☐ General education (freshmen and sophomore) courses for transfer to a university

☐ Lifelong learning, such as ESL courses

☐ Programs for the increasingly large retirement-age population

☐ Student support services programs, such as counseling for careers and college pathways

☐ Business and community services programs

☐ Other (please specify)

[   ]

8. How likely is it that you, or members of your household, would be interested in attending courses at the new Montrose Center?

○ Very Likely

○ Somewhat Likely

○ Likely

○ Not Likely

9. What coursework, programs, and other services do you think are most important for the new center to serve the educational and workforce labor needs in our community?

10. Do you know of any specific partnership programs with Montrose-area agencies or organizations that would be appropriate for GCC to explore for the new center?