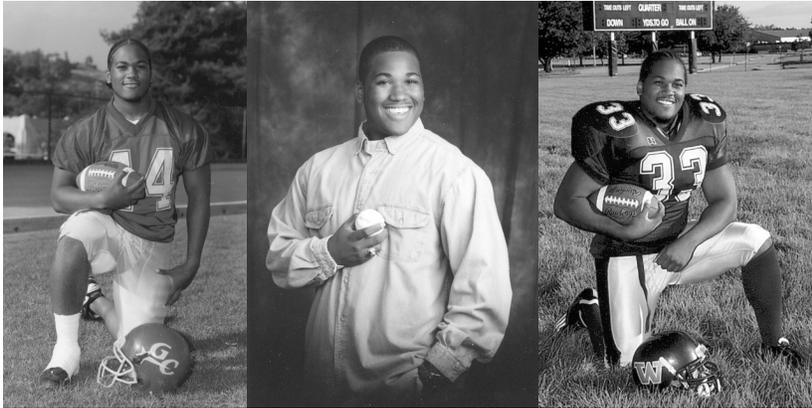


Descriptive Background and Demographics



STEPHAN TAYLOR Age 21

Stephan was recruited from St. Francis High School in 1999 as a varsity running back. Shortly after coming to GCC, he was diagnosed with leukemia. Stephan was forced to drop all of his classes and missed the entire fall semester. He underwent intensive chemotherapy and returned to his academic studies part-time in spring '01 with the use of a cane. He spent six months in physical therapy, and then used GCC's fitness center to build back the nearly 70 pounds he had lost during his illness.

Due to his tremendous spirit, love of the game, and the support of many, he continued vigorous training and returned to GCC football and his academic classes. He was selected by the college for the National Football and College Hall of Fame, and received that award in '02. With the encouragement of Coach Cicuto, he became a member of the GCC Quarterback Club and also team captain in '01-'03. Stephan has tutored other GCC students and was an ASG Honors Club member for three semesters. He completed 84 units with a 3.07 overall average, and has met his IGETC requirements to transfer in '03 as a Business Administration major. Stephan praises the support and encouragement of Cicuto and the athletic staff, which played a large role in his progress. He says that they were like a second family for him.

In clinical remission for two years, Stephan is currently attending Kansas Wesleyan University and was on the starting line up for his first season. He plans to continue as a business major and would like to stick with football, "as far as it will take him." Stephan credits GCC's dedicated staff and smaller class sizes for his success, and thanks GCC counselor Troy Davis for helping him to focus in the right direction.

History of the College

Glendale Community College was established in 1927 to serve the Glendale, La Crescenta, and Tujunga school districts. In 1929, the college, then known as Glendale Junior College, moved from a wing of the Glendale Union High School to its first independent facilities on Harvard Street in Glendale.

After an earthquake in March 1933, the main building was seriously damaged and subsequently condemned. The college was relocated into small buildings and tent structures. In 1935, 80% of the local electorate approved a \$195,000 bond issue for new college buildings. With the addition of a \$174,000 Public Works Administration grant, the college's current Verdugo Road location was purchased. In 1936, the Glendale Junior College District was dissolved and the college became part of the Glendale Unified School District. In spring 1937, the new administration and science buildings were completed and occupied.

Additional purchases of land and construction of buildings occurred during the 1930s and 1940s, including a student union in 1937 and the Auditorium in 1948. Construction continued in the following decades. The Chemistry-Mathematics building was added in 1962, and the science building was remodeled and renamed the Physics-Biology building in 1963. A new Library was constructed in 1967, followed by the Aviation Arts building in 1975.

During the 1980s and early 1990s, the San Rafael classroom/faculty office/computer laboratory building was constructed and new tennis courts were located to the east of that building. A nationally accredited pre-school was constructed at the top of the campus along with the building to house the Life Skills division. The Library was greatly enlarged and is connected to the San Gabriel classroom/computer lab building opposite the new science center. The Adult Community Training Center was constructed at a site at Chevy

Chase and Garfield to house the non-credit program. The Professional Development Center established its headquarters in Montrose, and this building houses contract education through the Employment Training Panel program.

The college became Glendale Community College in 1971. In 1980, voters approved the separation of the Glendale Unified School District and the Glendale Community College District. Since April 1983, the college has been governed by its own Board of Trustees, elected from the community. Dr. John A. Davitt, a 34-year veteran of faculty and administrative service, has served as Superintendent/President since June 1985.

The college has continued to renovate and expand its facilities. Since the last accreditation visit, the Aviation/Arts Building was remodeled, adding two classrooms which came online in spring 1999. The J. Walter Smith Student Center, which includes a new bookstore, was completed in Fall 2000.

In March, 2002, Glendale voters passed a \$98 million general obligation bond for improvements to the college's facilities and infrastructure. This was the first local community college bond issue presented to voters since 1935. Funds from Measure G have been used to complete the new Science Center and to add new classrooms and instructional support space in the Science Center complex. The Cimmarusti Science Center and the Santa Barbara Building opened in fall 2003. The former Chemistry/Math and Physics/Biology buildings have been remodeled and renamed the Arroyo Seco and Camino Real buildings, respectively.

A new facility which will house the nursing program is planned and Measure G funds will also pay for an expansion of the Adult Community Training Center in south Glendale. Funds will also be used to renovate outdated classrooms and to improve the energy efficiency of existing structures. The college will also upgrade or

replace aging plumbing, lighting, and security systems, and upgrade walkways and roads to provide a safer environment for students and staff. Future plans also include an additional parking structure, more classrooms, a multiple purpose building to house all of College Services in a one-stop setting, and a major renovation to the Physical Education facility.

It is important to note that none of the funds from Measure G may be used for salaries or operating expenses and that there is a citizens' oversight committee that monitors the use of Measure G funds.

Another important benefit of the Measure G campaign was the unity that was created when various groups—faculty, students, administrators, community leaders, and volunteers from local school districts—all worked together for the common good of the college and for the community of Glendale. A more detailed history of the institution may be found in *A History of Glendale Community College* by former faculty member Chester Lynch.

The Community Served

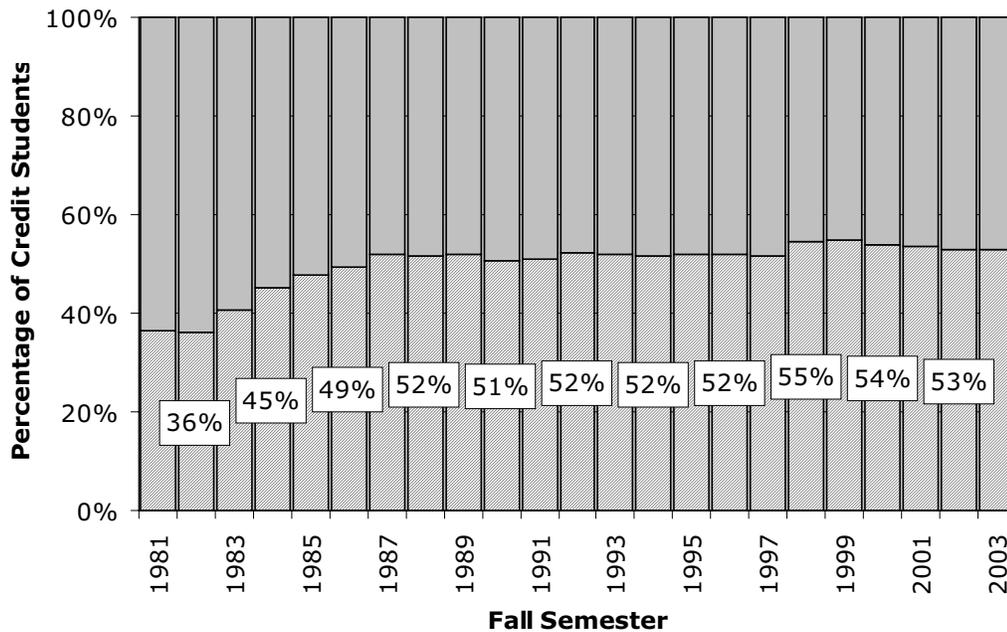
The college has traditionally served its local community; however, the definition of “local” has changed over the years. Current district boundaries include the City of Glendale, La Crescenta, a portion of La Canada, and a small, unincorporated section of Los Angeles County northeast of the city boundaries. During various periods of the last 75 years, students from two adjacent areas of what is currently the Los Angeles Community College District—Sunland/Tujunga to the northwest, and Eagle Rock, Highland Park, and Glassell Park to the south—have been either part of the Glendale Community College District or legally recognized as having an option for unrestricted attendance at Glendale College. These two areas exceed the geographical size of the current district. The college has long served a significant number of students from outside the city boundaries.

The district's population is estimated to be 202,747, and growth has slowed from a very rapid rate in the 1980s to approximately 1% per year. The City of Glendale grew at least twice as fast as its surrounding cities and Los Angeles County as a whole during the 1980s. The population has grown more ethnically diverse over the past 20 years as well. In 1970 the district was 85% Caucasian. Census figures from 2000 indicate the community is 54% Caucasian, 20% Hispanic, 16% Asian, and about 10% of other ethnic background. The Armenian community, primarily an immigrant group, makes up 38% of the Caucasian population. The city's Asian population is approximately 40% Korean and 35% Filipino. Recent immigrants contributed a large portion of area growth during the 1980s, and about 70% of the school-age population within the district is categorized as English Learners or Fluent English Proficient (FEP).

An additional 350,000 people with strong economic, shopping, and transportation ties to the Glendale area live within an arc running from South Pasadena, southeast of the district, to Tujunga, northwest of the district. This area is at least as ethnically diverse as the district. Students within this area have several institutions to choose from: Los Angeles City College and Los Angeles Trade Tech to the south, Los Angeles Valley College and Los Angeles Mission College to the west, and Pasadena City College to the east.

In 1982, the Los Angeles Community College District unilaterally declared “freeflow,” which abolished enrollment limitations for residents of their district to attend other community colleges. At the time, about 25% of Glendale Community College students were non-district residents. By 1987, five years later, about 50% of Glendale College students were non-district residents, a proportion which has remained steady. Pasadena City College has also experienced growth from Los Angeles district residents. The flow between Pasadena and Glendale is much smaller, under 5% of each district's enrollment. The college also enrolls small numbers of students from Ventura, Riverside, San Bernardino, and Orange counties.

Fall Enrollment from the City of Glendale vs. Other



Many factors contribute to the desirability and convenience of Glendale Community College. Surveys of students and area residents from outside the district have indicated that the college enjoys a good reputation, with good teaching as its strong point compared to other area institutions. The college is also conveniently located near the intersection of three major freeways serving several million people. Redevelopment of the Brand Boulevard corridor has significantly increased the number of jobs in Glendale. The 1980 census indicated that two-thirds of the jobs in the City of Glendale were held by local residents. Based on the 2000 census, it is now estimated that about one-third are held by local residents.

Enrollment at the college has been affected by two recent developments. In 2001-2002, the college calendar was changed from a traditional 18-week semester to a 16-week semester. Credit headcount enrollment increased by about 12% from 2000-2001 to 2001-2002. The second development was the state budget crisis, which resulted in the elimination of many class sections; enrollment decreased by about 10% from Fall 2001 to Fall 2002.

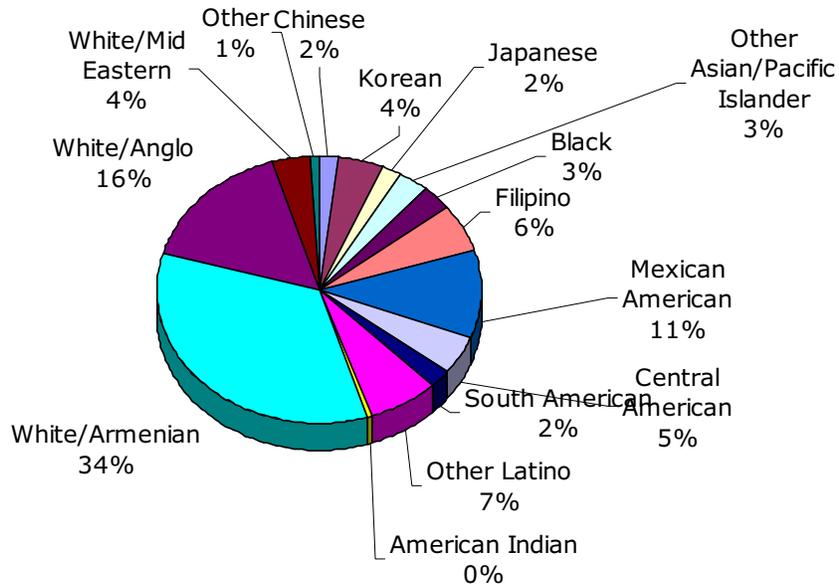
Enrollment

For fall 2003, GCC enrolled a total of 23,200 students (15,874 credit students and 7,326 non-credit students).

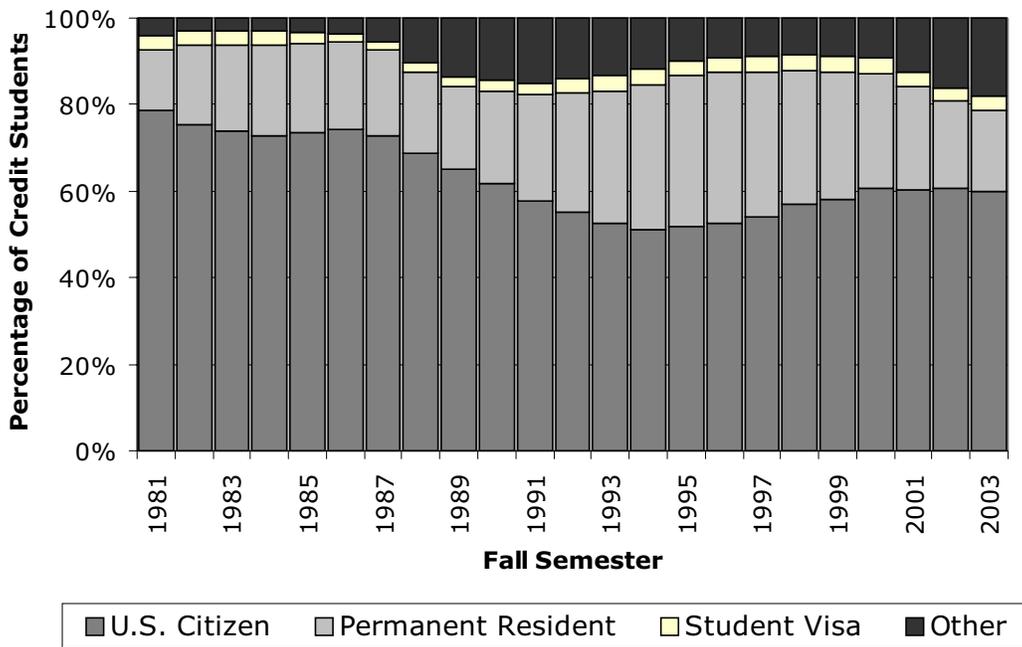
Credit Demographics and Enrollment Statistics

The ethnic diversity of the college's student population reflects the complex social fabric of the community served. The Hispanic student population is made up of both native English speakers and recent immigrants representing many different cultures. A majority of the Armenian student population consists of fairly recent immigrants. The numbers of Filipino and Korean students have increased rapidly since the mid 1990s.

Credit Enrollment by Ethnicity, Fall 2003



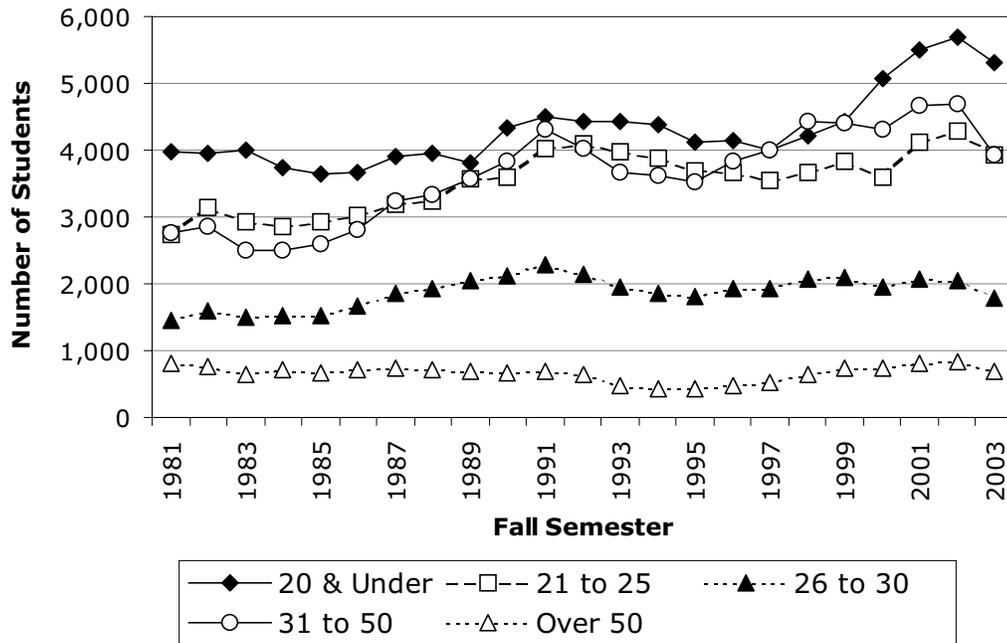
Credit Enrollment by Visa Status



The average age of credit students is 27.5 years, but the median age is 23 years, indicating that half of all credit students are younger than 23 years old. Enrollment by age group has been fairly consistent over the past decade: approximately

30% of credit students are under 21, 35% to 40% are between 21 and 30, and 25% to 30% are between 31 and 50. The number of students over 50 has declined from 817 in Fall 1981 to 695 in Fall 2003.

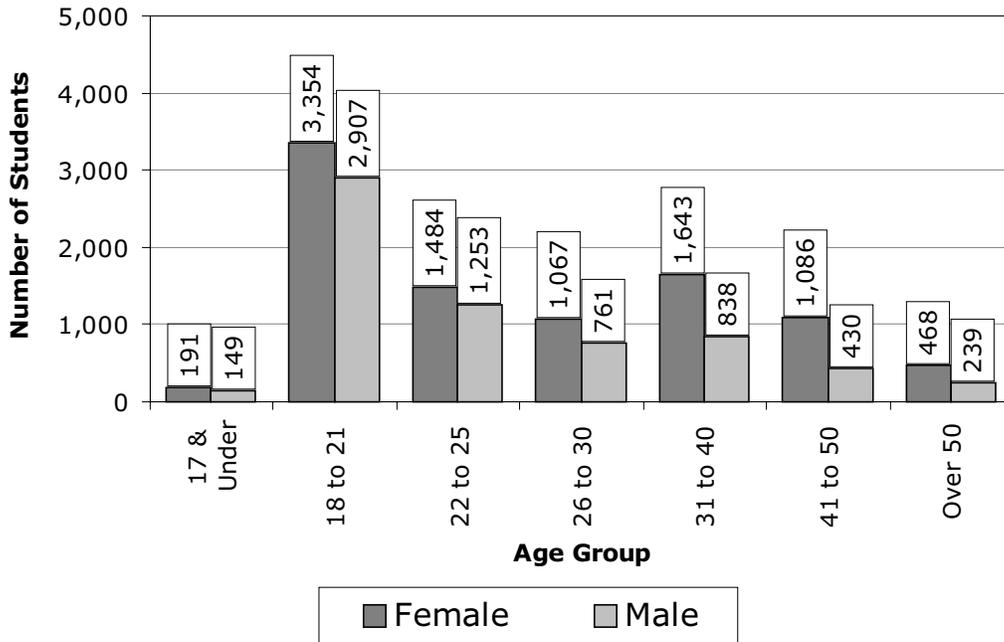
Credit Enrollment by Age, Fall Semesters



Approximately 59% of credit students are women and 41% are men. Typically, the numbers of male students under age 25 and female students under age 25 are approximately equal. This trend has changed in recent years, and now female students

under age 25 outnumber male students under age 25 by about 8 percentage points. Women over age 25 outnumber men over age 25 by about two to one.

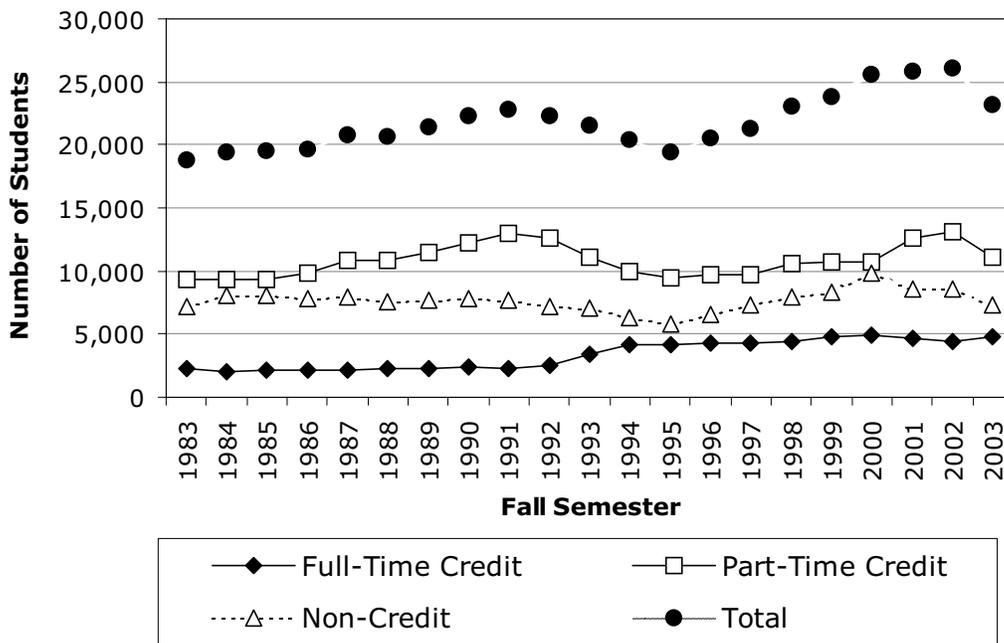
Credit Enrollment by Gender and Age, Fall 2003



Credit enrollment at the college increased steadily in the 1980s. By Fall 1991, the peak year before the decline in the early 1990s, the college enrolled 15,765 credit students. The number declined

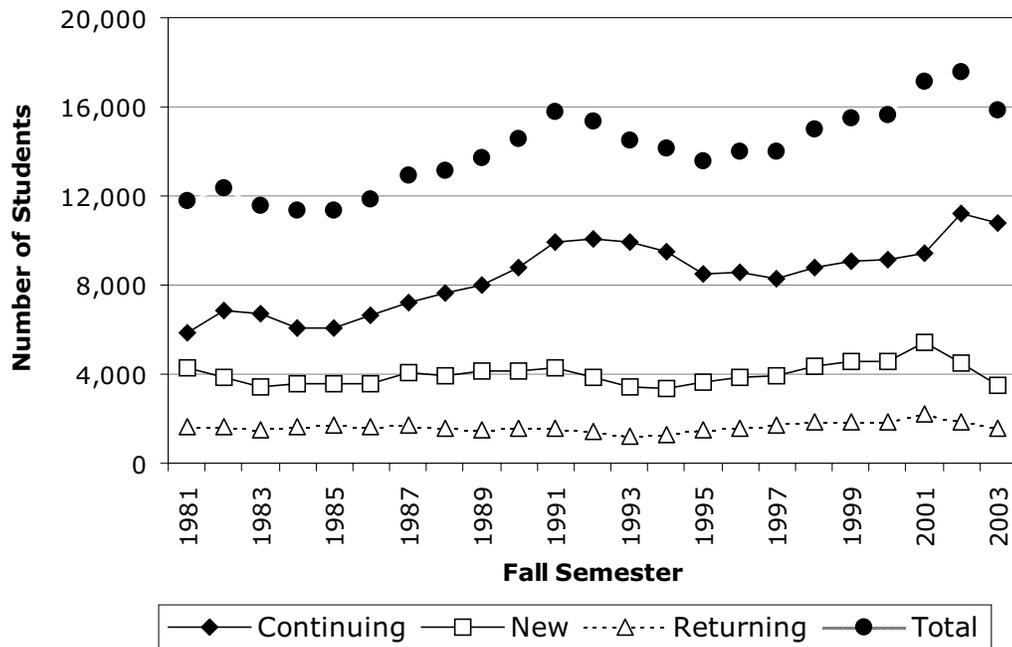
through Fall 1995 but increased in the late 1990s and early 2000s, until budget difficulties forced the college to cut classes.

Fall Enrollment Trends



Fall 2003 total enrollment was 23,200 students (15,874 credit and 7,326 non-credit students).

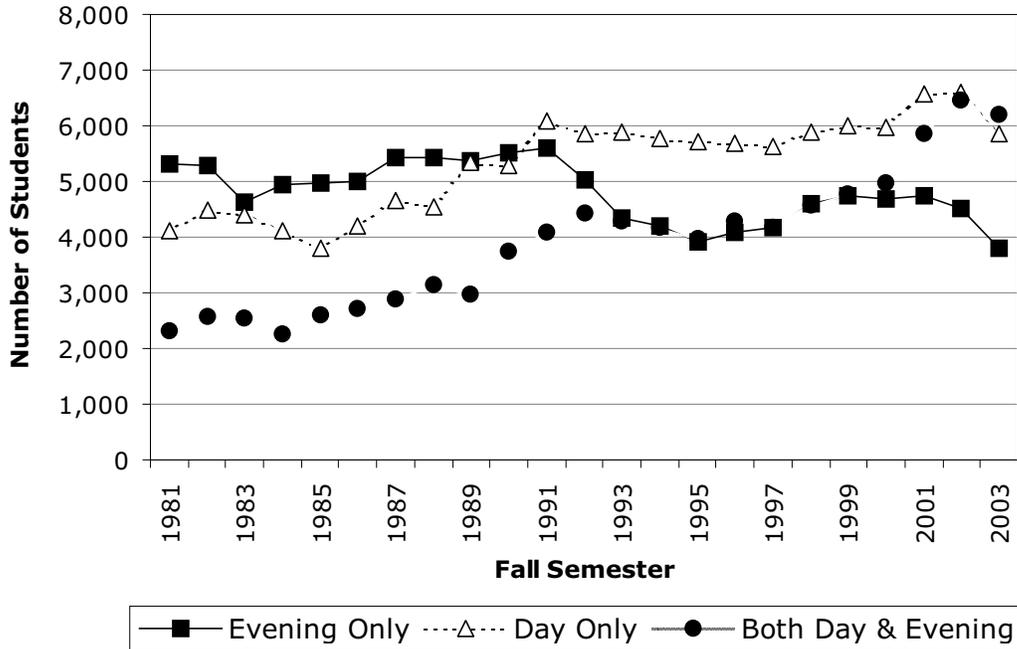
Credit Enrollment Status, Fall Semesters



While the number of part-time students grew markedly during the 1980s, the number of full-time students was stable until 1990. From 1991 to 1996, however, full-time students increased from about 15% of credit enrollment to 30% of credit enrollment; this percentage has remained steady since 1996. The number of students completing between six and eleven units has similarly increased, from about 20% in 1981 to 30% in 2002.

The traditional characteristics of day and evening students have also changed. In Fall 1991, for the first time, the number of students taking only day classes exceeded the number of students taking only evening classes. The number of students taking both day and evening classes has increased dramatically since the early 1980s through 2003.

Credit Day and Evening Students, Fall Semesters



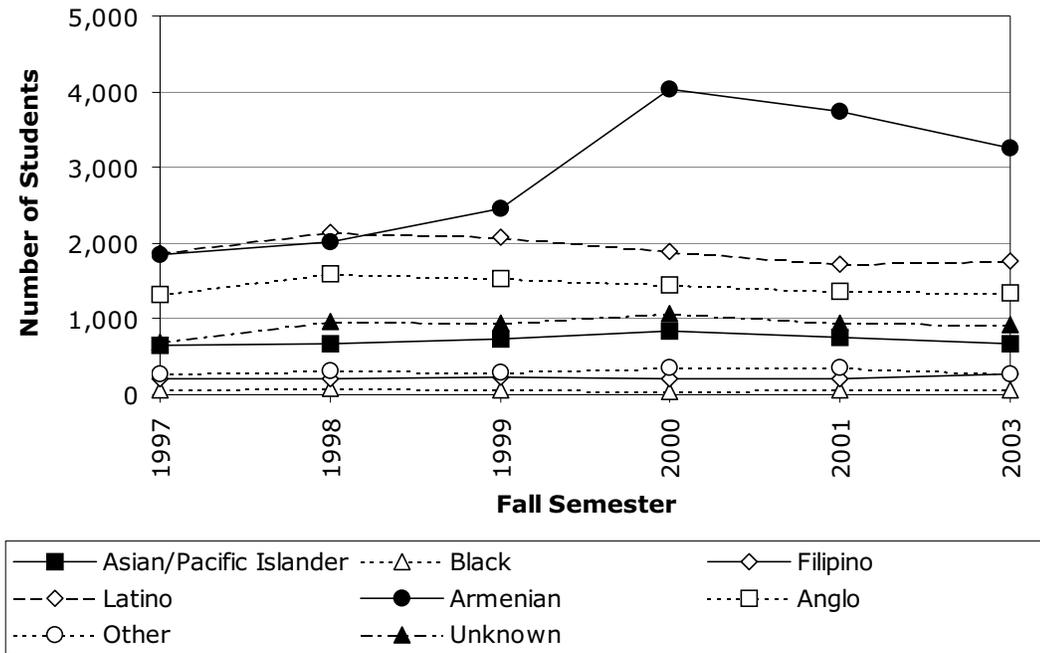
Non-Credit Demographics and Enrollment Statistics

Historically, the quality of the college’s non-credit enrollment data has been poor. This situation is improving, due to new forms and procedures, but non-credit data from past semesters has included missing and inaccurate values. Caution should therefore be used in interpreting the non-credit statistics reported here.

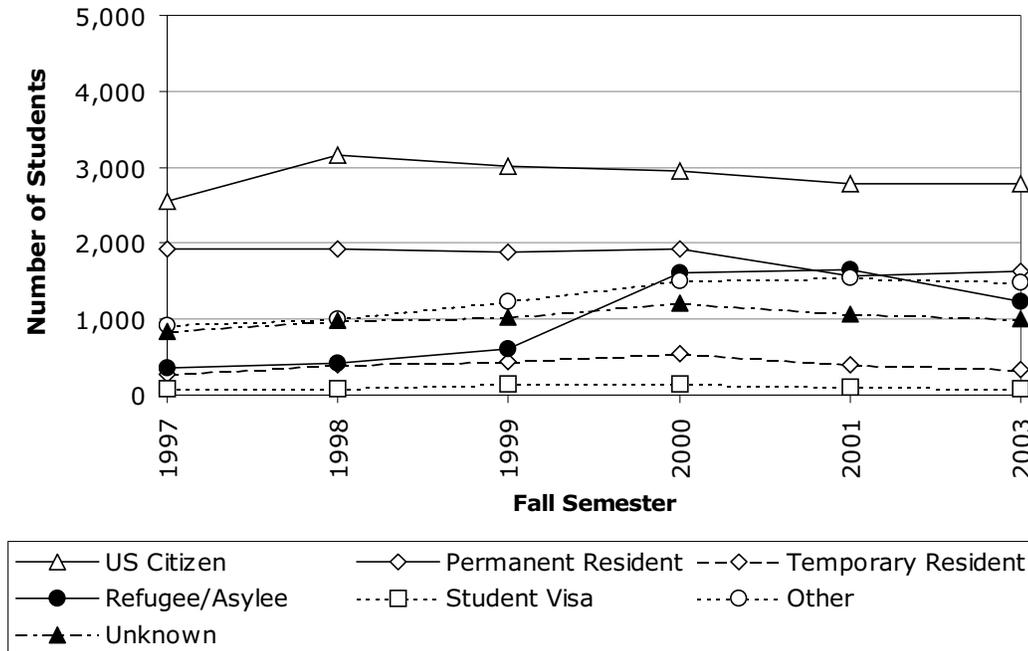
In Fall 2003, approximately 55% of non-credit students were Caucasian, 24% were Hispanic, 11%

were Asian, and 9% were of another ethnic background. Because a significant proportion of Caucasian students are immigrants, it is important to look at visa status as well as ethnicity. In Fall 2003, approximately 41% of non-credit students were United States citizens, and 22% were permanent residents, with the remaining students having other visas or not reporting their visa status. The percentage of U.S. citizens served by the non-credit program has increased since 1996, and the percentage of permanent residents has decreased.

Non-Credit Enrollment by Ethnicity



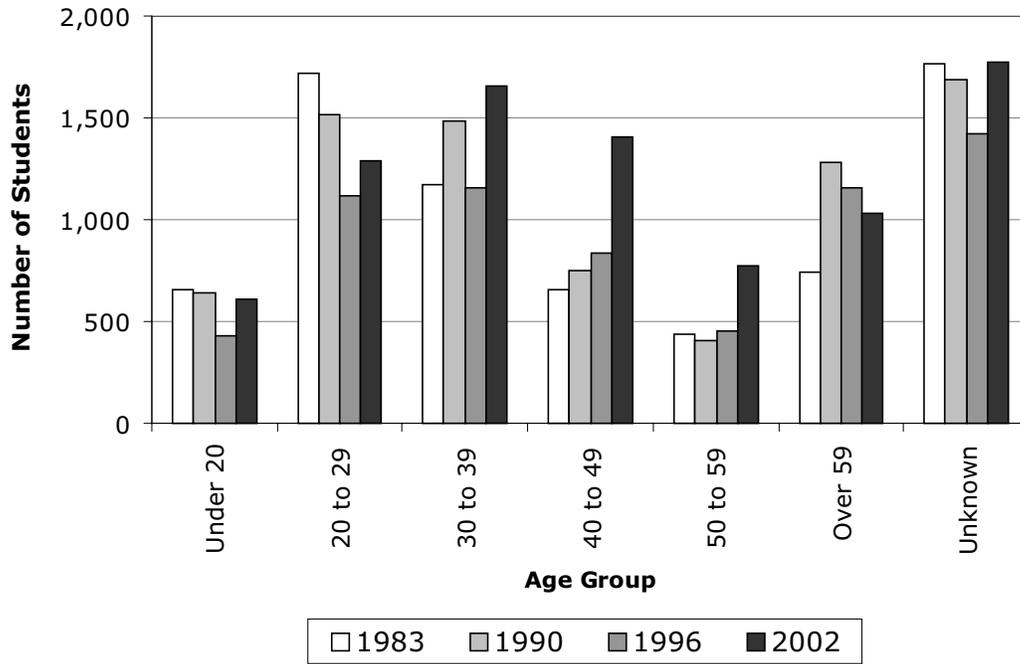
Non-Credit Enrollment by Visa Status



Approximately 66% of non-credit students are female. The largest group of non-credit students is between 20 and 40 years of age; a significant

and growing number of students are between 40 and 49.

Non-Credit Enrollment by Age



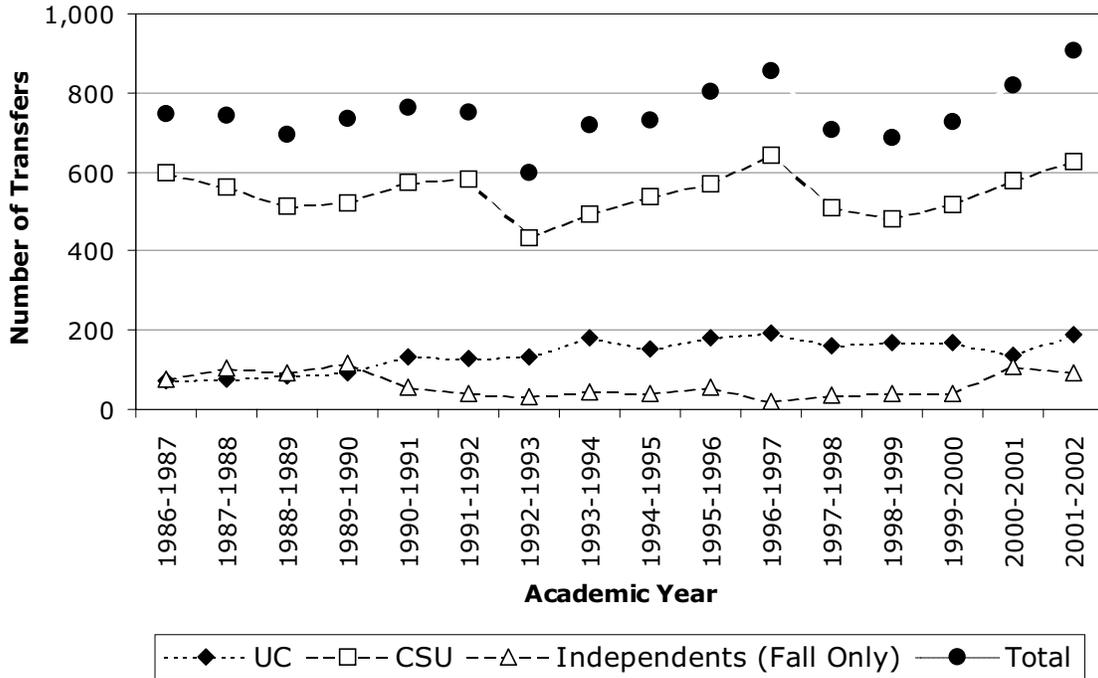
Student Experiences and Outcomes

The college has long had an active recruitment effort. For more than 20 years, the college has offered its suggested assessment tests each spring to Glendale Unified School District high school seniors at their high school campuses. The college has an Extended Opportunity Program and Services (EOPS) unit which recruits students and provides summer orientation programs.

To promote international awareness, the college has sponsored semester abroad programs in Europe and conducts a multi-subject summer program at the college-run Baja Field Station in Mexico. Several hundred international students enroll each year, and the college has been recruiting in Asia since the mid 1990s.

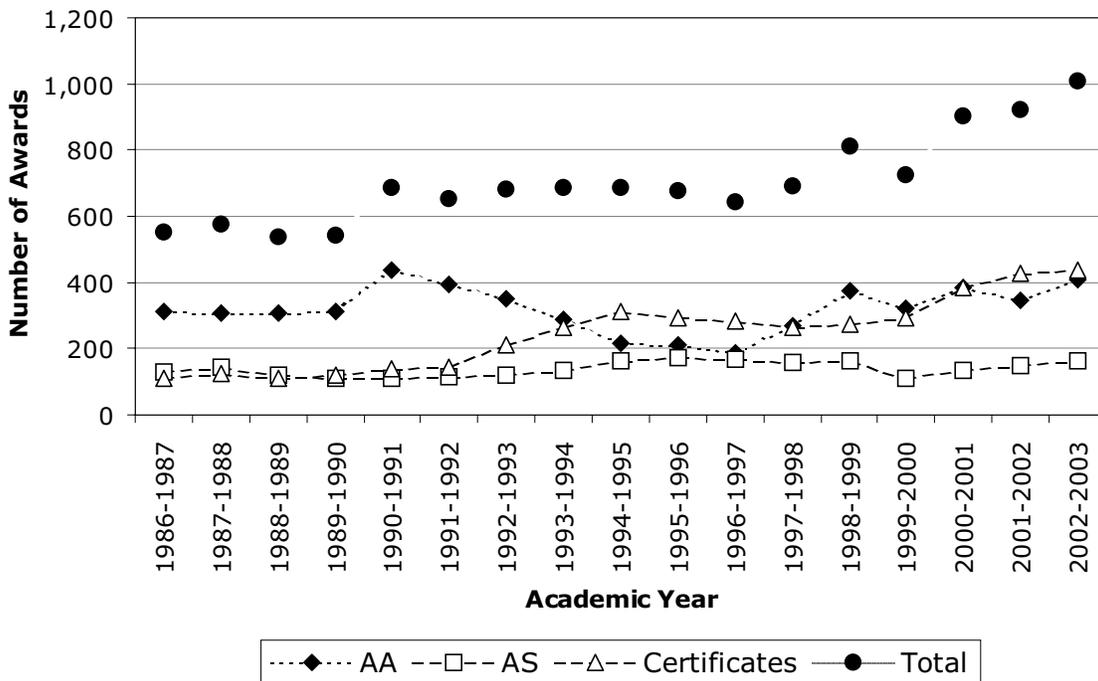
Glendale Community College students transfer to institutions throughout California and across the country. The major senior institutions to which GCC students transfer are California State University, Northridge (over 300 students per year); California State University, Los Angeles (nearly 200 students per year); and the University of California, Los Angeles (about 100 students per year). Transfers to the University of Southern California are also high, and the college has active articulation arrangements with Occidental College and Woodbury University, which are within several miles of the GCC campus.

Transfers from Glendale Community College



In 2002 to 2003, the college awarded 401 AA degrees, 132 AS degrees, and 335 certificates (888 total).

Degrees & Certificates Awarded



Additional and more detailed information about the community, the student population, and college operations may be found in the *Campus*

Profile, an annual publication from the Research and Planning Unit.