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ABSTRACT

This annual report summarizes the college services activities of Glendale Community College (California) during the 1999-2000 academic year. The document describes changes and accomplishments in the following service areas: (1) Admissions and Records; (2) College Services Division; (3) Disabled Students' Programs and Services; (4) Extended Opportunity Programs and Services; (5) Financial Aid; (6) Health Center; (7) Library and Learning Resources; (8) Student Affairs; and (9) Student Services. During the 1999-2000 academic year, the Disabled Students' Program served a record of 1,681 students; 479 new students were admitted to the Extended Opportunity Program, and 174 continuing students successfully completed program graduation requirements; the Financial Aid Office administered over $9,400,000 in student aid to 7,281 students; and a total of 34,267 services were provided by the Health Center staff. Student contact hours in the library were 170,918, in addition to 4,697 student contact hours for the instructional workshops. The Learning Center reports a 269 percent increase in student contact hours over a period of four years. (KS)

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GLENDALE COMMUNITY COLLEGE

COLLEGE SERVICES

ED 448 850

Annual Report
1999-2000

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.....ADMISSIONS AND RECORDS

ADMISSIONS AND RECORDS - The office of Admissions and Records has just completed an exciting and challenging year of change. An online College application and online instructor roster were designed and implemented. Admissions and Records purchased a digital imaging system that allows us to electronically file and retrieve documents. We redesigned the diploma and purchased a program that creates the student diplomas on site. Semester grades were added to the STARS program, eliminating the mailing of grade reports. The computer-generated student transcript and the student printout were upgraded. We redesigned the student handbook to make it student friendly, and we were instrumental in the redesign of the class schedule.

Admissions and Records had a tremendous number of staff changes. We had five new employees replace greatly loved retirees. We had an interim dean and counselor and a new registrar. Admissions and Records went from everyone knowing their job to steep learning curves, but through all this, we built a competent, responsible and compassionate team to serve the students at GCC. We had a tremendous year!

ASSESSMENT - The computerized tests were upgraded to Windows. The interactive computerized orientation program was added to the Assessment Lab. We implemented the fee based FAA Certification examination, and administered 47 exams to GCC Aviation students. We worked with local high schools to assess Juniors for college level English readiness.

We upgraded the equipment and improved upon the layout of the future home of the Assessment Lab. The lab will be located in the San Fernando complex, and we will be moving toward the end of September.

During the 1999-2000 academic year, the division grew by six members in the area of mental health counseling, library services and academic counseling. Some of the major accomplishments are: fifty-six student success workshops were offered during the year to students on first-time probation. Computerized video projectors were installed in our two classrooms. The library research guide for students was updated. Increased funding for the Food for Thought program was obtained by the founding members. A major revision of all evaluations for the members was completed and sent to the Guild for adoption. A new course, Library 191, was developed by a division member. A major restructuring of the delivery mode for counseling services was initiated: the caseload model has been under development by division members, with pilot projects projected for the 2000-2001 year and implementation for the following year.

DISABLED STUDENTS' PROGRAMS AND SERVICES (DSP&S)

- DSP&S served a record 1,681 students during the 1999-2000 academic year.

- DSP&S initiated a Baja Travel Program for its students: Five students and five staff members spent six days at the Baja Field Station. This was essentially a trial to study how students with all kinds of physical limitations can be accommodated. The trip was such a success that José Mercadé facilitated the construction of an accessible restroom to the Field Station. Now, students in wheelchairs will be able to participate in this annual event.

- Three DSP&S counselors attended the National Association Student Personnel Administrators Conference in Williamsburg, Virginia in June. The purpose of their attendance was to obtain more information on dealing with students with psychiatric disabilities in the classroom that will be shared through staff development workshops in the coming year.

EXTENDED OPPORTUNITY PROGRAM .....AND SERVICES (EOP&S)

During the 1999-2000 academic year, 479 new students were admitted to the EOPS program. 174 continuing students successfully completed their academic requirements for graduation, with 54 - AA's, 25 - AS's and 95 certificates.

764 students received EOPS grants ranging from $200 to $600 for total grants awarded of over $303,000.

Finally, 930 students were issued EOPS book vouchers, at $185 per student for a total amount of over $156,000.

Glendale Community College participates in federal and state student aid programs. The federal student aid programs include Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Federal College Work-Study and federal student loans. State programs administered by the Financial Aid Office are the BOG (Board of Governors') Enrollment Fee Waivers and Cal Grant programs.

The financial aid program at GCC continues to grow and up to 300 students per day visit the Financial Aid Office. During the 1999-2000 school year, over 8,000 federal financial aid applications (Free Application for Federal Student Aid – FAFSA forms) were received, along with 30,000 supplemental documents requested from students and processed by the office. The office administered over $9,400,000 in student aid to 7,281 students. Approximately 6,000 students received BOG fee waivers. The aggregate calculated financial need for all students who submitted a federal FAFSA financial aid application to GCC was approximately $53,000,000, leaving an extensive unmet need gap.

Accomplishments during 1999-2000:

During the past year, Dennis Schroeder, Assistant Director, Financial Aid Office, created an office web site on the College web site that provides general information about application procedures and programs, links students to important state and federal web sites and provides access to the student's financial aid status and other records. Students are also provided the opportunity of communicating with the office via E-mail.

On behalf of the American Association of Community Colleges, the Associate Dean participated in several meetings with the USDE to negotiate the language of federal regulations developed from the 1998 Amendments to the Higher Education Act.

The office upgraded its computers and began the installation of an imaging system provided through the Admissions and Records Office.

The information on policies and procedures provided to students with their award letters was revised into a more comprehensive and easier to read format. Work began on other publications for students, such as a transfer brochure.

1. ***Goals for 2000-2001:***
2. Implement document imaging for archive-ready records.
3. Implement Student Loan Clearinghouse system for SSCR reports.
4. Review office systems for ways to expedite processing of student application files.
5. Develop financial aid brochures for Transfer Center, Study Abroad and other special programs.
6. Develop financial aid handbook for counselors.
7. Review the Windows version of the SAFERS software.

GLENDALE COLLEGE FINANCIAL AID PROGRAMS: COMPARATIVE DATA

	92-93		93-94		94-95		95-96		96-97		97-98		98-99		99-00	
	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud	Funds	# Stud
PELL Grants	$ 2,661,542	2,597	$ 4,191,510	2,801	$ 4,131,254	2,952	$ 4,598,011	3,100	$ 5,311,452	3,469	$ 5,750,184	3,431	6,252,000	3428	6,442,779	3,470
BOG -A Waivers	155,785	1,283	378,297	1,776	549,225	2,286	406,959	1,694	445,900	1,922	499,830	2,122	402,541	2058	363,691	2,020
BOG - B Waivers	311,528	2,446	561,073	2,504	533,721	2,398	698,652	3,095	744,074	3,218	688,311	2,997	599,848	3713	570,438	3,455
BOG - C Waivers	58,257	435	95,133	459	128,940	604	173,810	796	231,504	992	235,449	1,020	226,000	1530	306,563	1,691
SEOG Grants	188,841	554	168,900	399	159,500	588	159,950	312	188,800	422	194,750	1,117	247,250	884	349,375	1,147
Work-Study	299,939	236	230,859	211	260,251	259	264,595	255	276,057	265	340,965	295	400,066	338	375,780	346
EOPS Grants	146,910	331	175,972	363	169,655	353	178,780	299	282,696	615	279,670	656	299,095	622	314,997	588
Student Loans	219,757	100	365,808	139	528,313	192	302,535	107	292,741	111	186,481	82	144,318	61	379,251	126
CAL Grants	110,065	132	160,660	151	193,720	204	208,004	203	220,252	196	230,342	205	231,468	217	298,371	302
	$4,152,624	5,908	$6,328,212	5,811	$6,654,579	6,275	$6,991,296	6,681	$7,993,476	7,051	$8,442,508	7,236	$8,802,586	7,682	$9,401,245	7,481

NOTE: Student Total = unduplicated head count

HEALTH CENTER

A total of 34,267 services were provided by the Health Center staff: 9,300 individuals received professional services (representing a 23% increase over last year), while an additional 7,000 individuals received over-the-counter resources (representing a 61% increase over last year.) EAP visits were 2 l/2 times the number of visits from last year. The Health Center staff will continue to provide for individual student needs in 2000-2001 by providing programs and classes for the entire college community.

GLENDALE COMMUNITY COLLEGE HEALTH CENTER

Accomplishments of the Academic Year 1999-2000

- Provided 34,267 total services. A total of 9,300 persons received professional services provided by a physician or a registered nurse. Table 1 represents professional contacts—those seen by the nurses and physicians.
- Called 911 on 20 individuals.

Table 1—Year to Date Statistics

	1995-96	1996-97	1997-98	1998-99	1999-2000	Percent Increase from previous year
Total Professional Contacts (Nurse/Physician Visits)	3858	5200	6169	7576	9269	23%
Students	3220	4201	4796	6108	7228	19%
Employees	604	799	1216	1222	1645	32%
Others	34	102	101	160	381	138%
Total Professional Services (Number of services provided by Nurse/Physician)	10286	13577	16661	22464	27266	22%
Total Self-Service Contacts (Number of contacts to self-service stations/activities)	3967	4723	4572*	4344*	7001	61%
Total Contacts (Total number of recorded visits to the Health Center)	7825	9923	10739	11920	16269	37%
Total Services (Total number of recorded services provided in the Health Center)	14253	18303	21233	26808	34267	28%

**There was a significant increase in the OTC supplies used/ordered which leads us to question whether individuals were signing for OTC medications.*

Table 2—Insurance Status by Status

Frequency Distribution for Insurance
Split By: Status

	Total Count	Total Percent	Student Count	Student Percent	Employee Count	Employee Percent	Other Count	Other Percent
No Insurance	2582	29.627	2454	35.254	107	7.100	14	6.034
Medi-Cal	511	5.863	469	6.738	35	2.322	7	3.017
Social Security	31	.356	27	.388	4	.265	0	0.000
MM-Medical/Medicare	31	.356	26	.374	5	.332	0	0.000
Foreign Student Insurance	650	7.458	637	9.151	1	.066	11	4.741
HMO	1777	20.390	1149	16.506	609	40.411	15	6.466
PPO/Fee for Service	838	9.616	335	4.813	498	33.046	4	1.724
Catastrophic	3	.034	2	.029	1	.066	0	0.000
Other	186	2.134	178	2.557	7	.464	1	.431
Unknown	2106	24.165	1684	24.192	240	15.926	180	77.586
Total	8715	100.000	6961	100.000	1507	100.000	232	100.000

Results for totals may not agree with results for individual cells because of missing values for split variables.

- Referred only 773 or 8.4% of the individuals, who sought the services of the nurse or physician.
- Added resources to the home page to include links to insurance vendors, ergonomic sites and a variety of health sites.
- Documented 30 staff visits to the health center (2 ½ times last year) for EAP for a total of 61 visits. There were 45 employee counseling visits.
- Provided students with over forty hours of mental health counseling-per-week conducted by Mental Health Trainees/Interns for a total of over 1100 visits.
- Conducted free/anonymous HIV testing 16 times during the year with approximately 320 people taking advantage of the service.
- Gave 899 tuberculin skin test (54 did not return for readings). Eight-hundred-forty-five readings were done with 746 or 88% negative and 99 or 12% positive. This reflects a decrease in the number of positive skin tests from last year.
- Responded to 68 campus emergencies with 22 emergency 911 calls.
- Continued to provide individuals with the opportunity to meet with an Outreach Advocate for the YWCA's Domestic Violence Program.
- Conducted AA meetings and OA meetings on campus.

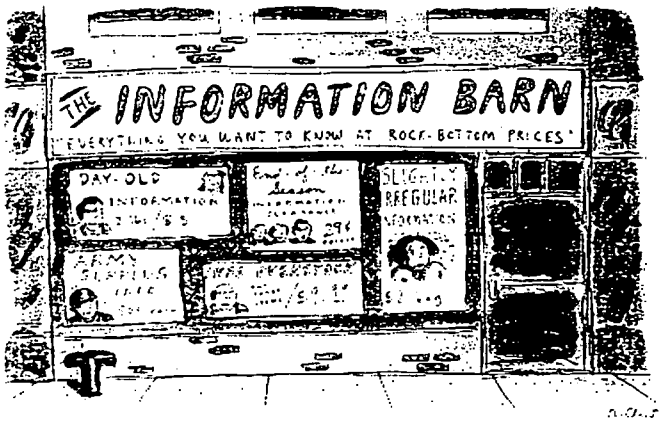
- Developed local resources for eating disorders and chemical dependency.
- Sponsored classes on violence, —two for the students and two for the staff.
- Gave 250 fifty flu-shots in October/November.
- Submitted two articles to the Chaparral for the purpose of general education.
- Ordered $20,000 worth of equipment to begin providing ergonomic work-stations for the college staff. Conducted one class for staff development on ergonomics.
- Participated in the Trio Grant by conducting classes on health issues, health assessments and individualized health counseling of the participating students. Developed a survey and notebook for the students.
- Modified the staffing pattern in the Health Center to serve the student population for the current 12 month academic calendar.
- Increased hours in the summer to accommodate two 5-week summer sessions.
- Associate Dean served as President-Elect of Southern Section Health Services Association, California Community College.
- Associate Dean served as a member of the California Chancellor's Office College Services Think Tank.
- Associate Dean served as Delegate from the Nurse Directed Section of the American College Health Association to the organization's Assembly of Representatives.

Outcomes for the Goals for the Academic Year 1999-2000

- Continue to meet the needs of the students of Glendale Community College—ongoing.
- Develop an Alcohol/Chemical Dependency program for students—conducted AA meetings on campus and developed new resources for chemical dependency.
- Conduct a year-long program on nutrition and eating disorders—conducted OA meetings on campus and developed new resources for eating disorders.
- Conduct a Health Fair in the Spring of 2000—conducted a Stress Free Zone Health Fair in the Fall of 1999.
- Corporate with Campus Police to develop a violence response plan for the campus—in progress—currently working on a crisis team.
- Develop a Wellness Center/Program for students—in progress developing a two themes per semester focus.
- Continue to work towards developing a Student Advisory Committee.
- Continue to participate in Governance and campus-wide committees—ongoing.
- Continue to work towards developing a Student Advisory Committee.
- Continue to participate in Governance and campus-wide committees—ongoing.
- Continue to work with state and regional resources to improve health service funding—ongoing.

Goals for the Academic Year 2000-2001

- Implement an electronic medical records system.
- Replace computer equipment in the Health Center.
- Develop two themes per semester.
- Assist with Health Fair.
- Develop policy for AED use.
- Continue to work towards developing a Student Advisory Committee.
- Continue to participate in Governance and campus-wide committees.
- Continue to work with state and regional resources to improve health service funding.



LIBRARY NEWS

Student Contact Hours

Student contact hours in the library for 1999/2000 were 170,918, in addition to 4,697 student contact hours for the instructional workshops. Sixty students completed Library 101.

More Students are Using the Library

Since 1996/97, College FTES has increased 18% while Library gate count has increased **116%!** A typical student now visits the library 44 times in a year, as compared to 24 times three years ago. And this despite the fact that...

...Online Use Has Skyrocketed

Since 1998, use of online databases has increased 1,096%—from 19,000 to 228,000. Overall, use of the Virtual Library (from on and off campus) went from 0 to 210,501 in the same period. The Virtual Library is located at www.glendale.cc.ca.us/library.

Ramchandran Sethuraman to Replace Michael Colling

Ramchandran Sethuraman will be joining the library faculty in Fall 2000, replacing Michael Colling. Sethuraman, who has a doctorate in English (Commonwealth Literature) as well as a master's in library science, comes to us from a full-time position at Moorpark College. He is also a great cook!

Voyager Online Library System Installed

After many months of preparation, the Library sitioned to Voyager, a powerful Web-based online library system, during spring 2000. Brenda Jones managed the complex project, which involved a two-month freeze on adding new books to the bibliographic database. The new system, purchased with TTIP funds, went "live" in a "plain-wrap" version just in time for the first summer session. We will be exploring its capabilities further and configuring the interface during Fall 2000. Let us know what you would like to see.

Books Hot off the Presses

Also introduced in 1999/2000 was a new book selection process that cuts the time between first review of a new book and its appearance on library shelves from nearly a year to 2-3 months. Check the Virtual Library web page to see each month's new books, or drop in the "actual" library and browse the new books display.

Students Are Reading More...but Finding Less to Read

Circulation (book borrowing) increased by 69% between 1997 and 2000, and in-house use of library materials was up even more. **Conclusion: students ARE reading books — online use adds to but does not replace traditional use.** But unfortunately the current state of the book collection does not meet their needs. Book budgets have remained static while book costs have escalated. Many books on the shelves are obsolete. In short, students are not getting the variety, quality and currency they deserve.

Ask and Ye May (or May Not) Receive

More students are asking for reference help today but fewer are getting the help they need. Over the past three years the percentage of students visiting the library who received reference assistance went from 9.6% to 4.2 %, despite longer lines at the reference desk and more students asking for assistance than ever before. The main reason for this drop is the increased time it takes to help students learn to use online databases as opposed to traditional reference books and indexes. Because of the steeper learning curve, the average reference interaction takes twice

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LIBRARY NEWS (continued from 1st page)

as long, with more follow-up as well. In 2000-2001, the Library hopes to add hourly librarians as back-up during peak periods.

TMAPP (Technology Model Applications) Grant

The first year of the TMAPP grant – online library services and resources for the remote learner -- was completed successfully. The GCC Virtual Library Web site was redesigned as a model of the core services and resources being recommended for all California community college libraries as a result of this pilot project. The grant also explored various technological methods for remote user authentication.

First Annual Poetry Reading

In April, poets Kate Gale, Jeff Knorr and students who are being featured in the 2000 edition of the *Eclipse* literary magazine performed at the Library's first annual National Poetry Month reading to an enthusiastic audience of over 85 ... and on a Friday night, yet!

Fund for Student Success Information Competency Grant

The FSS grant was renewed for 2000/2001 at 75% funding, enough to continue the highly successful library workshop series for another year (the FSS grant pays for instructors). Year Two objectives also include developing a standardized test to evaluate I.C. skills and continuing the Institutional Research study of the impact of I.C. instruction on student success (see next section).

Comparing Community College Libraries

A National Cooperative Data Share report comparing GCC's Library with participating CCC library averages shows us:

- At the bottom in library budget as a percentage of institutional budget
- At the bottom in the percentage of library budget spent on information resources
- At the top in the percentage of library information resources budget devoted to **electronic** resources
- **Four times higher** in the ratio of FTE students to librarians.

"We think you may be suffering from information overload."

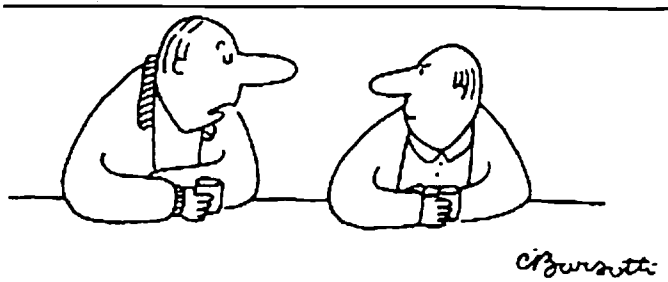
INFORMATION COMPETENCY PROGRAM NEWS

Study Shows Workshops Make a Difference

An Institutional Research study on the success of students in English 101, English 120, and ESL 151 who participated in Library workshops in Spring 2000 shows a significant impact:

- ESL 151 students taking workshops had a success rate (pass rate) of 84.2%, compared to a non-workshop student success rate of only 48.7%.
- English 120 students taking workshops had a success rate of 70.3%, compared to a non-workshop student success rate of 53.5%.
- English 101 students taking workshops had a success rate of 74.2%, compared to a non-workshop student success rate of 55.1%.

Institutional Research also compared the 38 students who took LIB 101 in Fall 1999 with a matched sample of 38 students who did not take LIB 101. The students who did take LIB 101 had somewhat better outcomes than the students in the comparison group, although the differences were not statistically significant due to the small sample. These preliminary data indicate that information competency instruction may have a positive impact on student success. The study will continue in 2000-2001.



"Oh, like you know something the Internet doesn't know."

Information Competency Instruction Grows

In 1999/2000, a total of 4,757 students received information competency instruction, as compared with 2,677 the previous year and 1,723 four years ago (a 176% increase). The increase was mostly due to funding through the FSS grant which paid for adjunct librarians to teach workshops.

New One-Unit Course for Fall 2000

Library 191, a new one-unit course, will be offered for the first time in Fall. It will cover the basics of information competency but will not require a research paper. Both Library 191 and Library 101 (the two-unit course) are articulated with UC, CSU and others.

New Workshops for PACE Students and GCC Faculty

A new series of library skills workshops and self-paced exercises were developed for English 101 students in the PACE program, and a special series of workshops were designed for faculty who are involved in the Title V training. Both new series debut in Fall 2000.

National Information Competency Standards Published

The Association for College and Research Libraries finally published its long-awaited standards for information literacy competency, developed by a team that included both librarians and non-library faculty from community colleges, colleges and universities, plus representatives of national organizations. These standards, which include specific goals and KPI's, will now be adopted nationwide. See the back page for excerpts.

Friday Night Hours

The Library and the Learning Center will be open Fridays until 9:00 p.m. in Fall 2000 and Spring 2001.

LEARNING CENTER NEWS

The Center is Packed

Student contact hours in the Learning Center were 66,897 in FY 1999/2000, up from 45,000 last year and 18,000 four years ago -- a 269% increase! 9,737 individual students were helped, and gate count was 184,459 (up from 156,000 last year and 128,000 four years ago). Besides their work in the Learning Center, student tutors also provided in-class tutoring for over 3,000 students. Over 400 make-up tests were administered in the Center, and over 200 English Placement challenge exams.

New Self-Paced Mini-Courses for Fall

Two new self-paced courses were developed for the CAI Lab: English 182-Vocabulary and English 183-Grammar. These courses are interactive, open entry/open exit, and self-paced. The courses had not been offered in three years, and the audiotapes on which they were based were no longer available. The outline and syllabi were rewritten using CAI materials as the text and companion web pages were produced. Dennis Doyle, the Center director, is now looking for new Speed Reading software to develop a mini-course version of English 200. Anyone interested in developing self-paced mini-courses should contact Dennis.

New Software for ESL

The CAI Lab also installed new ESL Reading and Writing software from the American Education Corporation. This software uses audio to good effect, and computers have been equipped with headphones. The McGraw-Hill PassKey software has also been upgraded and the new curriculum is excellent.

No Move Yet!

Assessment was unable to move to its new quarters as planned in Spring, and the move has been post-poned until Fall 2000. The Learning Center plans to consolidate the CAI lab with the rest of the Center in mid-fall, if all goes well.

Excerpts from the ACRL Information Literacy Competency Standards for Higher Education

February, 2000

Information Literacy Defined

"Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively."

"Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally."

Information Literacy and Information Technology

"A 1999 report from the National Research Council .... discusses differences between information technology fluency and information literacy as it is understood in K-12 and higher education. Among these are information literacy's focus on content, communication, analysis, information searching, and evaluation; whereas information technology fluency focuses on a deep understanding of technology and graduated, increasingly skilled use of it."

"'Fluency' with information technology may require more intellectual abilities than the rote learning of software and hardware associated with "computer literacy," but the focus is still on the technology itself. Information literacy, on the other hand, is an intellectual framework for understanding, finding, evaluating, and using information—activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities which may use technologies but are ultimately independent of them."

Information Literacy and Higher Education

"Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Information literacy is a key component of, and contributor to, lifelong learning."

"Because information literacy augments students' competency with evaluating, managing, and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students."

Associated Students of Glendale Community College (ASGCC)

The ASGCC enjoyed another successful year as its officers participated in both campus and statewide governance, and sponsored numerous activities and initiatives for the student body. Through its annual budget, the ASGCC contributed $220,000 to support more than eighty campus departments, and granted $30,000 in Campus Project Support funds to finance various faculty projects. Additionally, the ASGCC Legislature expanded its membership to twenty-five officers to provide more leadership opportunities and greater advocacy for the students of Glendale College.

Bookstore/ASGCC Business Office

Despite numerous construction delays, the Bookstore and ASGCC Business Office staff made a successful transition to the new store located in the J. Walter Smith Student Center. Among the innovations the staff implemented along with the new facility was the design and installation of an online book ordering system that now enables students to order and pay for their textbooks through the Bookstore's web site.

Men's Athletics

The seven men's athletic teams completed successful seasons in the Western State Conference, most notably the Men's Cross-Country team which won the WSC Championship. Among the post-season award winners on the men's teams were four All-Americans, forty-seven All-WSC team members, four All-State performers, one State Champion, and one Scholar-Athlete All-American.

Scholarship Program

The GCC Scholarship Program continued to grow as twelve new scholarships were awarded for the first time. These new scholarships helped boost the amount of money awarded to GCC students to a record total of $304,802. In addition, 600 students received at least one scholarship or grant, another all-time high.

School Relations and Student Outreach

The Office of School Relations and Student Outreach enjoyed its first full year of operation. Staff members and Student Ambassadors expanded departmental services to include academic advising, orientations, college presentations, and other recruitment activities to students at thirty high schools throughout Glendale, Burbank, and Los Angeles.

Service Learning Center
Forty faculty members offered service learning options in their classes each semester that enabled more than 1,100 students to complete service learning assignments in the community. Through these assignments, the students performed approximately 10,000 hours of volunteer service in local schools and non profit agencies. In addition, more than 200 community agencies were eligible to accept student volunteer placements, forty-five of which recruited students during the on-campus Volunteer Fair.

Women's Athletics
The seven women's athletics teams enjoyed strong seasons in the competitive Western State Conference (WSC). Several athletes received post-season honors including three All-Americans, fourteen All-WSC team members, and one WSC Athlete of the Year.

AMERICORPS

Ready to Read
The Ready to Read program provided literacy tutoring services to infants, toddlers, and preschoolers at ten preschool and Head Start sites in the community. Fifty-four members completed more than 48,000 hours of service while they worked to complete their degree and certificate requirements in Early Childhood Education. Additionally, program staff successfully completed the final year of the three-year grant, and assisted in the successful transfer of the program to GCC's Child Development program.

Tell Me A Story
The Tell Me A Story (TMAS) program provided literacy tutoring to 450 kindergarten through third graders at ten elementary schools in the Glendale and Los Angeles Unified School Districts. Thirty TMAS members graduated from the program after having completed more than 45,000 service hours during the year. Staff members successfully completed the grant renewal process for the years 2000-2003, and were approved for full funding in the amount of $396,344 annually by AmeriCorps and the California Commission on Improving Life Through Service.

Tutors Today, Teachers Tomorrow
In collaboration with the Office of Instructional Services, program staff members secured Teacher and Reading Development Partnership (TRDP) grants through the Chancellor's Office and the California Commission on Improving Life Through Service totaling $400,000 annually over a five-year period. Program staff members successfully launched the program with 54 students who will complete their lower-division requirements to transfer into the teacher education program at CSU Los Angeles, while providing literacy tutoring services to elementary school children in the Glendale Unified School District.

ACADEMIC COUNSELING

Academic Counselors prepared over 3,850 Student Educational Plans to assist students in achieving progress toward their educational goals and program completion. Academic counselors saw 15,856 students on a drop-in basis and 7,093 by appointment. Over 1,900 students attended Orientation Workshops that included use of the new orientation CD. A new appointment system was implemented in all Student Services programs.

ADULT RE-ENTRY

The Re-Entry program continued to grow this past year. Scholarships were awarded to 45 Re-Entry students, the largest group ever, and a new Book Fund was established in the name of one of the program's founders, Amelia Reinhart. Workshops, orientations, outreach to the community and the Mentoring program continued to be an essential factor in the success of this program.

CAREER CENTER

The Career Center staff has provided a wide range of services enabling over 8,000 individuals to develop a clear vision of their career path and achieve their professional goals. The Career team has conducted detailed tours of the facility featuring available assessment tools and career exploration resources. 2,511 contacts were generated and included GCC class groups, Rotary Club members, Future Choices participants, local high school students and International visitors. 3,560 students were assisted in their research of career and academic information, while over 1,000 GCC students had appointments with their career counselor and received advice at various stages of their career development process. 400 GCC students and community members attended Career Center Resume Writing and Interviewing Techniques workshops and nearly 600 GCC students were given numerous career assessment tests during the course of the year.

INTERNATIONAL STUDENT PROGRAM

Enrollment of International Students has continued to grow. 319 F-1 visa students enrolled in the Summer 1999 sessions, 552 in the Fall 1999 semester and 531 in the Spring 2000 semester. A new International Student Orientation Guide was published and used for the new student orientation for Fall 2000. The program continues to generate revenue in excess of $2,000,000.

STUDENT EMPLOYMENT SERVICE

Students and alumni contacts in 1999-2000 were 11,312 in the office, plus an additional 16,641 online. We posted 27,983 jobs and sponsored a job fair that attracted 51 employers and an overwhelming number of students. Students placed off campus will have a combined yearly earnings of $2,050,728. We hired 1,147 student assistants who earned a total of $1,276,735 working in all areas of the College. Several student workers were instrumental in the successful completion of the Y2K project and others tutored at a middle school in Los Angeles, a project that may be expanded to the Glendale School District this year.

TRANSFER CENTER

The Transfer Center added a second evening to serve the increased demands of students during the Spring 2000 semester. University representatives continued to meet with students every day of the week including evening hours. The Transfer Center Student Research Lab was updated with the addition of new equipment and the Resource Library increased its size dramatically with more college/university catalogs. The Transfer Day Fairs in the Fall and Spring semesters were very successful with an increase in the number of representatives attending. A ceremony was held in March to dedicate the Center to the memory of Arnulfo Casillas, the founder of the Transfer Center.

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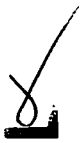

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