

## Glendale Community College - Integrated Plan

### Description

**COLLEGE:** Glendale Community College

**READ DEADLINES AND IMPORTANT INFORMATION:** Yes

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**EXECUTIVE SUMMARY:** <http://www.glendale.edu/SEExecutiveSummary>

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### Previous Efforts

#### Assess Previous Effort 1a

**GOAL #1:** SSSP is unique in its mission and implicit understanding that students complete the recommended multiple services and steps of assessment, orientation, counseling, and follow-up services. Empirically, students who complete the steps of SSSP achieve higher course completion rates than students who do not complete all the steps. Therefore, the guiding principle of SSSP is for more students to engage and complete the processes.

**PROGRESS #1:** From the 2014–2015 academic year to the 2016–2017 year, course success rates for students completing all the multiple steps of SSSP have increased almost 10% and have demonstrated an upward trend every year.

**GOAL #2:** SSSP is unique in its mission and implicit understanding that students complete the recommended multiple services and steps of assessment, orientation, counseling, and follow-up services. Empirically, students who complete the steps of SSSP achieve higher course completion rates than students who do not complete all the steps. Therefore, the guiding principle of SSSP is for more students to engage and complete the processes.

**PROGRESS #2:** The Early College Acceptance Program (ECAP) was implemented to extend outreach and enrollment services to the high school population. The number of dual enrollment students has increased over the last three academic years, as has the number of students being assessed.

**GOAL #3:** SSSP is unique in its mission and implicit understanding that students complete the recommended multiple services and steps of assessment, orientation, counseling, and follow-up services. Empirically, students who complete the steps of SSSP achieve higher course completion rates than students who do not complete all the steps. Therefore, the guiding principle of SSSP is for more students to engage and complete the processes.

**PROGRESS #3:** Increases in in completion AA, AA-T, AS, AS-T, Credit Certificates, Total Associate Degrees, and Total Credit

**GOAL #4:** SSSP is unique in its mission and implicit understanding that students complete the recommended multiple services and steps of assessment, orientation, counseling, and follow-up services. Empirically, students who complete the steps of SSSP achieve higher course completion rates than students who do not complete all the steps. Therefore, the guiding principle of SSSP is for more students to engage and complete the processes.

**PROGRESS #4:** Collaborate with Student Outreach Service to provide pre-orientation and pre-enrollment-services to local High Schools within and out of district. Continue to provide counseling support services for Early College Acceptance Program. (ECAP) Continue to provide Orientation and counseling days for special populations. Athlete, International and Equity Students. Continue to work with GCC faculty to create and go live with an on-line Orientation Video.

**GOAL #5:** SSSP is unique in its mission and implicit understanding that students complete the recommended multiple services and steps of assessment, orientation, counseling, and follow-up services. Empirically, students who complete the steps of SSSP achieve higher course completion rates than students who do not complete all the steps. Therefore, the guiding principle of SSSP is for more students to engage and complete the processes.

**PROGRESS #5:** Continue to collaborate with Math, English and ESL for alternative pre-enrollment assessments options for students. Continue to work with faculty to move towards the use of multiple measures for English and Math assessment based on statewide efforts

**GOAL #6:** SSSP is unique in its mission and implicit understanding that students complete the recommended multiple services and steps of assessment, orientation, counseling, and follow-up services. Empirically, students who complete the steps of SSSP achieve higher course completion rates than students who do not complete all the steps. Therefore, the guiding principle of SSSP is for more students to engage and complete the processes.

**PROGRESS #6:** Increased collaboration and community awareness through programming including but not limited to the Welcome Center, follow-up counseling, the development of guided pathways, development of a form of California Promise for GCC, Center for Academic Success in Athletics

**GOAL #7:** Increase total noncredit CDCP certificates

**PROGRESS #7:** Total certificates awarded in 2015–2016 was lower than 2014–2015, there is data that indicates numbers will be carried over to the next year making 2016–2017 significantly higher.

**GOAL #8:** Increase the CDCP rate reported to Chancellor's Office

**PROGRESS #8:** CDCP rate was 5.8% in 2007-2008 and has risen consistently to 7.4% in 2008-2009 and 9.4% in 2009-2010

**GOAL #9:** Train staff to refer students appropriately for orientation

**PROGRESS #9:** A referral form has been discussed and the steps are being put in place to finalize a referral form.

**GOAL #10:** Expand information included in Welcome Packet to include Community Resource Information

**PROGRESS #10:** Additional information was compiled and packaged in the Welcome Packet provided upon orientation to all students.

**GOAL #11:** Develop a noncredit student education plan (NSEP)

**PROGRESS #11:** Paper based forms have been created for counselors to utilize and they are ready to be incorporated electronically pending purchase of software.

**GOAL #12:** Expand access by expanding community partnerships for student services

**PROGRESS #12:** Through AEBG partnerships have been formalized through MOU's with co-located services with a number of agencies in our region providing services to youth, students with disabilities, homeless students, and displaced workers.

**GOAL #13:** Expand transition of noncredit to credit

**PROGRESS #13:** Through hiring of a College Readiness English as a Second Language full time instructor, increasing Basic Skills programs for Math and English, we are increasing awareness and opportunity for noncredit to credit transition.

**GOAL #14:** Support credit students with noncredit classes

**PROGRESS #14:** 14.9% of credit students in Spring 2016 took noncredit students previously.

**GOAL #15:** Reduce the number of semesters (including repeats) students spend in basic skills pathway courses in English, ESL, and math

**PROGRESS #15:** Curriculum changes such as acceleration courses, fast-track courses, and paired student development courses are lowering the number of basic skills course students have to take.

**GOAL #16:** Increase the number of basic skills students taking assessment tests placing into higher levels

**PROGRESS #16:** We have introduced multiple measures in students' assessments in English and math, with the intention of placing more students at higher levels.

**GOAL #17:** Increase the number of noncredit students enrolling in credit courses

**PROGRESS #17:** We are hiring counselors for noncredit students and host workshops to introduce noncredit students to credit courses. In addition, we are aligning our noncredit ESL courses with credit ESL courses to create suitable pathways.

**GOAL #18:** Increase the number of adjunct faculty mentored

**PROGRESS #18:** We created online resources for adjunct faculty in math and English. In addition, some departments are assigning full-time faculty to mentor adjunct faculty.

**GOAL #19:** 2015-2016 Student Equity Goal: Increase access by 5% within the first five years of this plan for students who identify as Latinos, veterans, and students with disability.

**PROGRESS #19:** Enrollment rates for different student groups are compared with the population of our college's regional service area. The results reveal Latino students and, to a lesser extent, male students are underrepresented at the college, in comparison to the regional population.

**GOAL #20:** 2015-2016 Student Equity Goal: Increase course completion by 5% within the first five years of this plan for students who identify as African American/Black students, Latinos, foster youth, and veterans.

**PROGRESS #20:** For Fall 2017, the average passing rate for all students in all classes was 70%, compared to 68% in Fall 2015. The gaps for Latinos stayed the same while the gaps for African-American students and foster youth became narrower in Fall 2017. The gap for male students is now less than 3% and the gap for veterans disappeared.

**GOAL #21:** 2015-2016 Student Equity Goal: Increase basic skills pathway for College-Level ESL/English completion by 5% within the first five years of this plan for students who identify as Latinos and students with disability.

**PROGRESS #21:** The ESL completion rate shows improvement from 2015. The gap for Latinos has narrowed from 12% in 2015 to 5% for this year. The gap for students with disability narrowed from 13% in 2015 to 6% for this year. Most ESL students are females, and compared with male students, the gap for male students increased from 4% in 2015 to 8% this year.

**GOAL #22:** 2015-2016 Student Equity Goal: Increase basic skills pathway for College-Level English completion by 5% within the first five years of this plan for students who identify as African-American/Black students, Latinos, veterans, and students with disability.

**PROGRESS #22:** The English basic skills completion rate also shows improvement from 2015. The gap for African-American students narrowed from 24% in 2015 to 21% this year. The gap for Latino students narrowed from 11% in 2015 to 7% this year. However, the gap for students with disability increased from 5% in 2015 to 12% this year.

**GOAL #23:** 2015-2016 Student Equity Goal: Increase basic skills pathway for College-Level Math completion by 5% within the first five years of this plan for students who identify as African-American/Black students, Latinos, and students with disability.

**PROGRESS #23:** For math basic skills completion, the results are mixed. The gap for African-American students increased from 14% in 2015 to 18% this year. The gap for Latino students narrowed slightly from 12% in 2015 to 11% this year. The gap for male students increased slightly from 8% in 2015 to 10% this year. The gap for students with disability is now less than 3%.

**GOAL #24:** 2015-2016 Student Equity Goal: Increase degree and certificate completion by 5% within the first five years of this plan for students who identify as African-American/Black students, Asian, Latinos, males, and students with disability.

**PROGRESS #24:** The results show improvement from 2015. The gap for African-American students has narrowed from 6% in 2015 to 3% for this year. Similarly, the gap for Asians narrowed from 5% in 2015 to 2% this year. The gap for students with disability has disappeared. However, there is a gap for Filipinos of 3% this year, when there was not before. In addition, the gap for veterans slightly increased from 3% in 2015 to 4% this year.

**GOAL #25:** 2015-2016 Student Equity Goal: Increase transfer rates by 5% within the first five years of this plan for students who identify as African-American/Black students, Filipino, Latinos, and students with disability.

**PROGRESS #25:** Transfer results are mixed. The gap for African-American students increased from 6% in 2015 to 14% this year. The gap for Latino students narrowed from 20% in 2015 to 14% this year. The gap for Filipinos disappeared. The gap for students with disability narrowed from 21% in 2015 to 10% this year. However, the gap for male students increased from 2% in 2015 to 4% this year.

#### Assess Previous Effort 1b

**GOAL:** We attribute our success to increased communication and coordination across the categorical grants. The effect of this coordination has been more efficient allocation of resources to activities that affect student success. From committee discussions, we realized the need to make curriculum changes, implement multiple measures assessment, and provide extensive counseling for at-risk students. Some achievement gaps have been reduced, but we found other gaps still exist. Our lack of success can be attributed to not finding the best intervention to help students succeed. However, our college is committed to create better academic and student services programs using these grant funds.

#### Assess Previous Effort 1c

**GOAL:** Counseling / Advising / Student Services

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Administered the following programs through SSSP: ECAP (Early College Admission Program), General Counseling Services, ECAP for athletes/CASA, Probation Workshops, New student advising, Undecided Major workshops. And NCS SSP Programs: Co-located State Department of Rehabilitation Counseling and addition of part-time Disability Counselor on site to reach more students.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Created the following programs: Summer Bridge Learning Communities, Black Scholars, La Comunidad and Guardian Scholars to improve our disproportionate impacted groups and student support services.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Piloted the Third Repeat programs in English, ESL, and Math using counselors and advisors.

#### Share A Success

**GOAL:** Our college's summer bridge program is instrumental in helping first-year students prepare for college. Students participate by enrolling in an English or math course, paired with a student development course, during the summer before their first year. These summer courses help students become accustomed with the standards of college learning. Students can partake in tutoring or supplemental instruction for these courses. Additionally, we provide incentives such as meal cards, bus passes, and iPads for students to use. Through workshops, counselors provide students with information about campus resources and also offer individual counseling. We encourage students to join a learning community after the summer bridge course, where there are opportunities to work with mentors throughout the year. The learning communities provide an environment where students feel welcome at GCC and are motivated to return and continue enrolling in courses.

#### Future Goals

**Integrated Goal #1**

**GOAL:** 1. Increase Access and Enrollment

**GOAL AREA:** Access

**SSSP ACTIVITIES THAT SERVE THE GOAL:** NCCSSP: Provide previously unavailable assistance to Adults with Disabilities for noncredit classes and disseminate material in the community to provide awareness of adult education resources available for the community to access. Increase Access through pre-orientation and orientation services. In addition to the conceptual develop of a College Promise Program, Pathways, Dual Enrollment, and a "Bridge to Everywhere" Program

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Provide support through veterans outreach. Develop a more rigorous marketing campaign to increase the enrollment of student-veterans by developing more publications, adding resource links and videos to Veterans Resource Center's website, and actively participate in the City of Glendale's Veterans Coalition. Also Shadow Days reach out to local high schools.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Align noncredit ESL curriculum with credit ESL curriculum to achieve higher placement. Provide High School Equivalency "Plus" classes to better prepare ABSE students for credit classes.

**Integrated Goal #2**

**GOAL:** 2. Improve and Increase Direct Student Support and Counseling/ Advising Services

**GOAL AREA:** Retention

**SSSP ACTIVITIES THAT SERVE THE GOAL:** NCCSSP: Hiring Career Counselors and Counselors working with Students with Disabilities at the Garfield Campus

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Bus Passes, Meal Vouchers, Student Emergency Assistance Fund, Summer Bridge, and Learning Communities programs were created to help support disproportionate impacted students.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Provide English and math tutoring for ABSE students. Provide Keys to College Success workshops to address Growth Mindset strategies.

**Integrated Goal #3**

**GOAL:** 3. Increase Progress in Basic Skills Courses and Remedial Programs

**GOAL AREA:** Retention, ESL / Basic Skills

**SSSP ACTIVITIES THAT SERVE THE GOAL:** SSSP is working with instructional and counseling faculty to support multiple measures assessment indirectly in Math and English through personnel and professional development.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:**

**BSI ACTIVITIES THAT SERVE THE GOAL:** English Third Attempt and Math Retention provide counseling and instructional support for third attempt students. Garfield Library Project helps noncredit students develop informational competency skills.

**Integrated Goal #4**

**GOAL:** 4. Improve Course Completion and Transfer

**GOAL AREA:** Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

**SSSP ACTIVITIES THAT SERVE THE GOAL:**

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** The following programs have helped improve course completion: Supplemental Learning Services, Learning Center Enhancement, Math Discovery Center, Tours to northern and southern California colleges and universities, Tours to Historically Black Colleges and Universities, and SPARKS mentoring.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Common English and Common Math Finals utilize standardized final and grading rubric among basic skills English and math courses to ensure consistent classroom instruction.

**Integrated Goal #5**

**GOAL:** 5. Create professional development activities for faculty and staff; encourage more participation

**GOAL AREA:** Access, Retention

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Faculty diversity internship

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Provide professional development through: English and math adjunct instructor resources, online support for adjunct instructors, website for disproportionate impacted student initiatives, diversity workshops, lecture series, cultural diversity coordinator, women's history month, online math library, math workshop, classified staff development, new faculty orientation, and race based curriculum.

**BSI ACTIVITIES THAT SERVE THE GOAL:** ESL adjunct mentoring provides mentoring to new and existing adjunct instructors regarding department policies, instructional strategies, and SLO assessments.

**Integration & Coordination**

**INTEGRATION AND COORDINATION:** Both instructional support and student services intervention are needed to address students' achievement gaps and improve their success. Our college realizes that in order to accomplish student success goals in instruction, student services, and matriculation areas, it is necessary to first identify key campus stakeholders, such as division chairs, faculty, support staff, and students. Once this is established, ongoing planning meetings accompanied with professional development ensure optimal communication, quality assurance, and continuous review and analysis to determine program strengths and weaknesses. Categorical programs such as Basic Skills and Student Equity address sub-populations of the overall student population. Hence impacted students are served within the larger framework of the larger student population. However, it is critical that categorical programs maintain their identity to address barriers to student success and develop programs and strategies to resolve historical challenges to inequity. Our college has created an integrated planning committee that meets monthly and is comprised of administrators, faculty, and staff from Basic Skills, Student Equity, and SSSP to address the needs of integration. In previous meetings, the committee has mapped out the different services of each categorical program, along with a timeline of student enrollment, to identify student gaps when they are enrolling in college. Currently, the committee is leveraging funds and collaborating services to ensure programs are not duplicated. In future meetings, the integrated planning committee will continue to have conversations to learn about each other's categorical programs aimed at helping to promote student achievement. At the same time, the committee will continue to monitor instructional and support services and assess which programs are working well and which ones need to be removed or improved.

**NONCREDIT:** For the past few years, we have offered orientation, tutoring, and counseling to noncredit students at our noncredit Garfield campus. We found that many noncredit students want to eventually enroll at the main campus. So, we established a program that helps students develop career goals, map enrollment pathways, and integrate growth mindset strategies into their studies. Another new program is a collaboration between noncredit and credit ESL. This program prepares noncredit ESL students who want to eventually take credit ESL courses by offering more sections of noncredit ESL and aligning learning outcomes between noncredit and credit ESL. The goals of the program are to increase the numbers of noncredit ESL students who transfer to and succeed in credit ESL courses. One program that we are expanding is the library at our noncredit Garfield campus. Using BSI funds, the Garfield library started with limited operating hours and few learning resources, but is now open 32 hours per week, including 12 hours in the evening. Many instructors arrange orientation sessions for their students and our librarians plan to acquire additional circulation material and conduct information competency workshops. Data indicate students are increasing their visits, asking more reference questions, and borrowing more books. Counseling is developing a noncredit student education plan that will be integrated with the college's Enterprise Resource Planning system to allow tracking of student enrollment. Through our regional consortium, GlendaleLEARNS, we are utilizing CalJOBS to assist with monitoring performance indicators based on the type of employment.

**PROFESSIONAL DEVELOPMENT:** A portion of funds from Basic Skills, Student Equity, and SSSP will be spent on professional development events on campus, such as math adjunct support, English adjunct resources, online support for adjuncts, website for D.I. initiatives, diversity workshop and lecture series, faculty diversity internship, women's history month activities, online math library, math workshops for basic skills staff, new faculty orientation, writing across the curriculum, and reading apprenticeship. We will also use grant funds to send instructors to conferences off campus, such as the Strengthening Student Success conference, annual math conferences, reading and writing conferences, ESL conferences, and library conferences.

**EVALUATING PROGRESS:** Our Research and Planning staff will evaluate students' progress on the indicators of access, course completion, basic skills completion, degree and certificate completion, and transfer, including analyzing the success of disproportionately impacted groups. We will monitor findings from our college's Student Success Scorecard and utilize data tools created by the Chancellor's office such as the Basic Skills Cohort Tracker to track students' longitudinal progress. In our noncredit division, we will report educational milestones related to baseline testing results as compared with mid-semester achievement, as mandated by Comprehensive Adult Student Assessment System (CASAS) and Adult Education Family Literacy Act requirements.

**MULTI-COLLEGE DISTRICT COORDINATION:** Not applicable

**Support**

**CHANCELLOR'S OFFICE SUPPORT:** We ask that the Chancellor's Office provide guidance on how colleges should better integrate the three categorical programs. Currently, the categorical programs are funded separately and under the oversight of instructional, student services, and academic senate. This separate governance structure makes it challenging to fully integrate, but we believe integration can reduce programming, budget, and reporting redundancies, and eventually close student achievement gaps. Until the Chancellor's Office gives additional guidance, we are limited in our ability to further integrate.

**Additional Support Documents (Not Required)**

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED
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**Expenditures**

OBJECT CODE - CATEGORY	BASIC SKILLS INITIATIVE	STUDENT EQUITY	CREDIT SSSP	CREDIT SSSP - MATCH	NONCREDIT SSSP	NONCREDIT SSSP - MATCH
1000 - Instructional Salaries	\$285,116	\$771,471	\$1,223,455	\$1,735,494	\$360,000	\$170,400
2000 - Non-Instructional Salaries	\$69,668	\$252,205	\$572,622	\$334,819	\$62,000	\$292,000
3000 - Employee Benefits	\$31,540	\$207,708	\$97,234	\$783,272	\$137,026	\$142,700
4000 - Supplies and Materials	\$4,050	\$73,175	\$104,000	\$6,208	\$3,500	
5000 - Other Operating Expenses and Services	\$24,500	\$132,700	\$216,500	\$19,798	\$2,000	
6000 - Capital Outlay			\$57,000		\$1,300	
7000 - Other Outgo		\$119,680				
<b>PROGRAM TOTALS</b>	\$414,874	\$1,556,939	\$2,270,811	\$2,879,591	\$565,826	\$605,100
				<b>MATCH</b>		<b>MATCH</b>
					<b>BSI, SE, &amp; SSSP BUDGET TOTAL</b>	\$8,293,141



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