Glendale Community College

Institutional Master Plan 2018-2025
Report on Progress Toward Meeting Goals
Spring 2020

Progress is tracked in SharePoint at https://sp.glendale.edu/planning/Lists/imp.
This report shows progress as of May 26, 2020.

> ✓ = completed; ↗ = initiated; ✗ = not initiated

Goal A. Clarify Student Pathways

↗ A.1. Create accessible pathways and meta-majors informed by data ensuring that student completion is the primary basis of course and program development.

Progress: The Metamajors and Program Mapping Workgroup has developed draft titles and definitions for the eight meta majors. In conjunction with our Community and Community Relations Director, we are also working on developing a focus group to seek input on the student's interpretation of both the metamajor titles and its program descriptions. Moreover, we are in the early stages of developing a virtual Metamajor and Program (local major and certificates) card sort exercise using the OptimalSort platform. This activity will allow students and faculty to digitally sort GCC degree and certificate programs by the "appropriate" metamajor titles. Our goal is to find common denominators among students and faculty when aligning degree programs to the 8 metamajors. Lastly, we are working on updating all of the program maps to reflect the new curriculum and the new AB 705 math and English sequences. 4/30/20

↗ A.2. Communicate pathways, meta-majors, and potential occupational and educational outcomes internally to credit and noncredit students and campus constituencies.

Progress: Program Mapper implementation. Innovation Grant is scaling self-service, online career exploration to all students (CareerCoach through CCCApply, PeopleSoft, & EAB) & professional development for counselors. Need GP Coordinators to launch and maintain information campaign. 4/8/19

↗ A.3. Communicate pathways, meta-majors, and potential occupational and educational outcomes externally to high school students and counselors as well as universities, workforce partners, and the community.

Progress: After meta majors established, info campaign by Outreach, Articulation Officer, Workforce Dev, & Communications Office. CE Staff (administrators and counselors) regularly meet and discuss information with internal and external stakeholders (K12 district staff and workforce development agencies). CE counselors support SOS with specific information via presentations and exhibitions at local area high schools. Various print material, is also disseminated to regional K12 partner districts. 4/19/19

↗ A.4. Analyze labor market information regularly and systematically to support the development of new CTE programs meeting student and industry needs and the currency of existing CTE programs.

> Progress: As a general practice, whenever there is interest for a new CE program, LMI data/resources and regional program outcomes (e.g. degree & certificate completers) are considered. Preliminary discussions center around the LMI and local/regional industry needs for programs of interest. This information is also included as part of the local C&I process. Resources such as O*NET, Centers of Excellence (COE), Economic Development Corporation (EDC) and industry reports by LA Economic Development Corporation (LAEDC) are leveraged as programs are proposed. Various print and online resources are made available to students and community members by the CE department. The CE website is maintained current with multiple occupational resources along with printed LMI reports from organizations (e.g. LAEDC) which specialize in economic & workforce development. In addition, for our non-credit career focused programs, Garfield analyzed the LMI data and other data provided by Verdugo Job Center that highlighted the demand for pre-CE courses in Allied Health fields and consequently is developing a Medical Assistant, and Home Care Giver program. 4/30/20

Goal B. Facilitate Student Entry into Pathways

↗ B.1. Promote access by expanding outreach to prospective traditional and nontraditional students, including expansion of dual enrollment partnerships and effective use of branding.

> Progress: We have change modality and delivery of services. The changes that have impacted us this semester have allowed us to continue outreach and expansion of partnerships. 5/5/20

↗ B.2. Enhance processes and technological tools to assist students in choosing pathways, including increased access to counseling at all locations and online.

> Progress: It has been implemented as our online counseling platform and put into practice. Program Mapper has been purchased, installed, and populated with initial curriculum data. Metamajor and Program Map drafts are in the process of being developed, and an overhaul/inventory of curriculum data in Peoplesoft is underway, both of which are necessary steps prior to publicly launching Program Mapper. 5/4/20

✗ B.3. Maximize accessibility into appropriate pathways through class scheduling and improved student awareness of scheduling patterns and pathways.

> Progress: After pathways and meta-majors are established, we will analyze the alignment between program maps and course offerings. 4/8/2019

✗ B.4. Improve the effectiveness of external and internal communication about the value of college, its relationship to job and transfer opportunities, and the value of GCC programs.

> Progress:

↗ B.5.   Improve course placement (e.g., multiple measures assessment, corequisite remediation, articulation from noncredit and high school) and student transition from precollege to college-level courses.

Progress: Credit ESL will be implementing new placement system Fall 2020. English course offerings have shifted heavily to transfer level. Math is developing additional transfer level Math curriculum with support. Some courses will be offered in Fall 2020. Assessment counseling for Math & English may be a next area for investigation. While many initial data appear promising, we also find that success rates in courses designed specifically to support AB 705 students show room for improvement. Additional professional development around these areas and collaborations between divisions for professional development have been planned. Further, to better support students in their first and second attempts in these courses the English and Mathematics Divisions are leading efforts to create a second and third attempt program for students in core courses. 5/4/20

Goal C. Help Students Stay on Pathways

↗ C.1.   Explore alternative curricular methods to improve student retention and progress (e.g., backwards design, competency-based education, assessment of prior learning).

Progress:

↗ C.2.   Improve student engagement through increased support for student life at all campuses (e.g., student clubs and campus events, as well as other collaborative efforts and activities).

Progress:

↗ C.3.   Investigate the use of and implement achievement coaches (e.g., student services technicians) to improve student retention and progress.

Progress:

↗ C.4.   Improve student retention through early alert, intrusive interventions, flexibility of pathways, and improved awareness of services available to students.

Progress: Implementation of EAB Navigate & Campus. Revision of Student Services Handbook. Training of employees at student-facing locations in service awareness. 4/8/19

↗ C.5.   Expand online student support services.

Progress: Cranium Cafe part has been implemented. At that time the goal was limited hours, now due to COVID 19 most of our online counseling hours are done through Cranium Cafe. 5/4/20

↗ C.6.   Lower costs associated with being a student (e.g., Open Educational Resources, implementing the California College Promise).

Progress: Awarded grant for OER & ZTC (professional development is ongoing). New Senate OER committee created. Master Planning Speaker Series presenter on OER/ZTC.

Several info events during Spring 2019, including BoT presentation. College Promise program implemented. Financial Aid office conducts loan counseling and FAFSA workshops to inform students of their rights and responsibilities as borrowers and how to secure funding for educational costs. It is also expanding its outreach to include 6 additional weekly hours of FAFSA/CADAA support in their new FAFSA Resource Hours posted in the assessment center. The office will pilot a queue-less student services system to eliminate wait times as a barrier. The office is also seeking to add a file verification system to automate (and therefore reduce time for) document completion and submission. Also seeking to automate the CCPG (BOG) application to expedite awarding of CCPG to eligible students. 4/11/2019

Goal D. Ensure Student Learning

↗ D.1.   Reduce gaps in achievement, learning, and completion among student groups to ensure equity and improve outcomes.

Progress: Successful programs are being scaled to expand service to more students, ensuring progress is under the guided pathways framework. 5/4/20

↗ D.2.   Increase dialog about learning outcomes and use assessment results to ensure strong linkage to Institutional Learning Outcomes, meta-majors, and expectations of employers and transfer institutions.

Progress:

↗ D.3.   Invest in innovation and professional development for student services and instructional pedagogy (e.g., active learning, contextualized learning, project-based learning, culturally relevant pedagogy) for student engagement, learning, and retention.

Progress: Canvas and Vision Resource Center implementation of online pro dev underway (includes active learning, GP, and equity). Budget request to expand professional development has been made for prioritization. Faculty Development Plan and Staff Development Plan link to GP workplan and IMP. 4/8/2019

↗ D.4.   Work with K-12, noncredit, and transfer partners to maximize matriculation, articulation, and applicability of credits.

Progress:

↗ D.5.   Increase effectiveness of distance education, including improving student access to it and the support of faculty in content creation, online pedagogy, alignment with statewide online education standards, and instructional design.

Progress: We are not only meeting this Goal, but have expedited its implementation through increased training for faculty in all areas of basic Canvas usage, online content creation, online pedagogy, alignment with statewide online education standards, and instructional design. Also, Katie Datko, Instructional Designer, was hired January 2020 and is rolling out Accessibility trainings for all GCC faculty, including DE faculty. 4/30/20
- Continuing professional development opportunities for faculty DE recertification offered in a variety of instructional modes

- Development of in-house accessibility training
- Development of local POCR process for review of courses for the cross-enrollment exchange
- Will hire an Alternate Media Specialist 4/30/20

Goal E. Improve Operational Effectiveness

↗ E.1.   Integrate enterprise systems to increase efficiency in areas such as budgeting, personnel evaluation tracking, etc.

Progress: Planning Based Cloud Service implemented. ITS fit gap analysis underway for NeoGov Perform module to track employee evaluations. Position Control System being implemented for budget accuracy. HR dept & CPS Consulting conducting classification study 4/8/2019

↗ E.2.   Increase employee awareness of available resources and services for students so students are directed appropriately.

Progress: CSEA input sessions conducted. Revise student services handbook and create online lesson. EAB Navigate & Campus will steer students toward resources 4/8/19

↗ E.3. Clarify resource allocation process and more tightly integrate the processes with planning and budgeting.

Progress: To be examined during ACCJC Quality Focus Project and revision of Planning Handbook. Discussions w/VPs about processes resulted in infographics made & collegewide distribution. 4/8/19 In Fall 2019, it was agreed that CISO Madlock would let Ed & Daphne know by June 2020 if ITS wanted to continue following the procedure established by Mark Drescher and implemented by Linda Welz where ITS would annually request one lump sum for all computer requests and auto-provide to employees according to the refresh cycle. This will determine whether the process used by individual depts to request employee computers would also need to change. In Spring 2020, all prioritization committees discussed & approved the Budget Committee's proposed process for ranking non-personnel requests which is 1) more objective and 2) more tightly integrates resource requests to the college's identified strategic planning priorities. In May 2020, Team A will vote on their weightings of Annual Goals and Academic Affairs Committee will vote on weightings of Instructional Priorities. In Summer 2020, Ed will build the new online system for the new ranking process and Daphne will integrate it into the online resource request forms for the 2020-2021 program review cycle. 5/1/20

↗ E.4.   Increase and improve professional development opportunities for faculty, staff, and students to develop technology skills and other topics prioritized by the Institutional Master Plan.

Progress: A five-year Classified Staff Professional Development Plan, based on data from annual surveys of classified employees and a separate survey of managers and administrators, prioritizes regular trainings and workshops. To accommodate staff who work non-traditional schedules and those who work in Garfield, online workshops will also be offered. We hope to have an equity-minded customer service training (thanks to Daphne's Innovation Grant) online soon. 05/01/20

Starting on 3/11/20, the Distance Education and Faculty Development teams began providing emergency professional development opportunities to better prepare faculty for the move to Remote Instruction. Opportunities were both synchronous and asynchronous and scheduled on weekends, as well as at the Garfield Campus.   At least 45 hours between 3/11 and 3/20 (documented) of Professional Development workshops were offered by Katie Datko, Alexa Schumacher, and Samantha Garagliano that served 642 Faculty members. This only recognizes the offerings we were able to record or make a reasonable estimate of attendance. There were many more workshops offered by our amazing faculty that you will see in the calendar, and many, many, more faculty participated in these events. Katie Datko also shared information through "Tech Tip Tidbits" and Samantha Garagliano and the DE Team offer courses through Canvas. 5/20/20

↗ E.5.   Evaluate and maintain the currency and security of technology available to students and employees, including expanded support of BYOD ("bring your own devices").

Progress: Covid-19 meant supplying students with Chromebooks and faculty with necessary technology so that instruction could continue remotely. 5/1/20

↗ E.6.   Maintain and improve learning spaces in all buildings.

Progress: Learning Environment Enhancement committee established and addresses this. 4/8/19; 79 out of 156 rooms have been completed as of Spring 2020 05/01/20

↗ E.7.   Ensure safe, student-friendly, clean, functional, and physically accessible campuses for students (e.g., signage, directories, and working with bus schedules).

Progress: Campus Evacuation Volunteers program underway with training. 4/8/2019

↗ E.8.   Ensure effective implementation of automatic awards.M-1, M-3

Progress: We are currently working with a consultant on the different modules within the PeopleSoft 9.2 upgrade that will allow us to automate the awarding of degrees. We have learned that this is no easy task! The set-up is immensely labor intensive and there are MANY detailed moving parts in PeopleSoft that need to be programmed before we can even begin to activate this module. As for the automatic conferral of degrees and certificates, this would have an effect on financial aid eligibility, although not necessarily a bad one. Students must be in an eligible program to maintain eligibility for most aid programs. Once their program is complete (ideally with a degree or certificate or transfer), their goal is complete and their eligibility is exhausted. The actual posting of a degree in A&R will cause our processes in the financial aid office to stop further aid for the student. There is an appeal process to regain eligibility if the student has a goal beyond the degree or certificate. 05/01/20