

**Glendale Community College
Institutional Strategic Plan 2018-2025
Spring 2022 Update**

Goal A. Promote and Protect Anti-Racism, Diversity, Equity, Inclusion, and Accessibility Throughout the District	
Key Performance Indicators for Goal A:	
<ul style="list-style-type: none"> • Achievement gaps in completion by student group (AACC, CCCCCO Vision for Success) • Number of professional development events related to DEI; number of employees participating • Revised course outlines • Campus climate survey results related to inclusiveness • Number of approved budget requests related to DEI • Diversity of faculty and staff compared to diversity of students; employee retention by diversity 	
A.1. Establish ongoing instructional support including professional development to de-center supremacy and colonial narratives within curriculum, classroom materials/management, pedagogy, and environment.	
<i>Assigned to:</i>	Michael Ritterbrown, Francien Rohrbacher, Krista Raimondo, Nonah Maffit, Samantha Garagliano
A.2. Analyse and assess student group needs and ensure college climate and infrastructure is inclusive, nurturing, informed, accessible and affirming of all student groups.	
<i>Assigned to:</i>	Paul Schlossman, Tzoler Oukayan, Shant Shahoian, Hoover Zariani, Andre Manukyan
A.3. Review institutional policy and establish ongoing professional development and student workshops for leadership related to inclusivity and equity-mindedness to ensure campus climate is inclusive, nurturing, informed, accessible and affirming to all campus members.	
<i>Assigned to:</i>	Roger Dickes, Emily Haraldson, Anthony Culpepper, Michael Ritterbrown, Paul Schlossman, Drew Sugars
A.4. Review, revise and enhance GCC’s hiring, employment practices, retention and professional development to attract, retain and support a diverse workforce.	

<i>Assigned to:</i>	Victoria Simmons, Anthony Culpepper, Roger Dickes, Gary Montecucollo
A.5. Improve campus environment with a focus on campus climate, recognizing cultural holidays, and providing accessible opportunities for the community to be informed and heard.	
<i>Assigned to:</i>	Drew Sugars, Program Manager DSPS, Hoover Zariani, Gary Montecucollo, ASGCC President, BSU leadership, learning community leaders, Joel Peterson, Laura Matsumoto, Aarin Edwards

Goal B. Clarify Student Pathways

Key Performance Indicators for Goal B:

- Number of pathways/meta-majors approved
- Percent of programs fully mapped
- Percent of survey respondents who indicate familiarity with available pathways

B.1. Create accessible pathways and Learning and Professional Pathways informed by data ensuring that student completion is the primary basis of course and program development.^{M-1, M-2, M-3, V-2, V-3, V-4, EA-2} Vice President, Instructional Services; June 2019

Assigned to: Michael Ritterbrown; Thomas Voden; Kevin Meza; Richard Cortes; Tina Andersen-Wahlberg

B.2. Communicate pathways, Learning and Professional Pathways, and potential occupational and educational outcomes *internally* to credit and noncredit students and campus constituencies.^{M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, IA-5} Vice President, Instructional Services; ongoing

Assigned to: Michael Ritterbrown; Drew Sugars

B.3. Communicate pathways, Learning and Professional Pathways, and potential occupational and educational outcomes *externally* to high school students and counselors as well as universities, workforce partners, and the community.^{M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, EA-4} Vice President, Student Services; ongoing

Assigned to: Paul Schlossman; Drew Sugars

B.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.^{M-6, EA-2, EA-4} Dean of Research, Planning & Grants; June 2019

Assigned to: Edward Karpp; Federico Saucedo; Alfred Ramirez; Jan Young

Goal C. Facilitate Student Entry into Pathways	
Key Performance Indicators for Goal C: <ul style="list-style-type: none"> • Number of students with identified pathways/meta-majors • Student access equity measures • Percentage of applicants who enroll • Percentage of noncredit students transitioning to credit 	
C.1. Promote access by expanding outreach to prospective traditional and nontraditional students, including expansion of dual enrollment partnerships, online outreach, and effective use of branding. ^{V-3, IA-2, IA-3, EA-2, EA-3} Vice President, Student Services; ongoing	
<i>Assigned to:</i>	Paul Schlossman; Meg Chil-Gevorkyan; Drew Sugars
C.2. Enhance processes and technological tools to assist students in choosing pathways, including increased access to counseling at all locations and online. ^{V-3, IA-1, IA-5, EA-2, EA-5} Vice President, Student Services and Chief Information Systems Officer; December 2020	
<i>Assigned to:</i>	Paul Schlossman; Calvin Madlock; Kevin Meza; Nahal Ghodousi; Drew Yamanishi; Ramona Barrio-Sotillo
C.3. Maximize access into appropriate pathways through increased class scheduling options, modes of delivery, and improved student awareness of scheduling patterns and pathways. ^{V-3, IA-1, IA-5} Vice President, Instructional Services; ongoing	
<i>Assigned to:</i>	Michael Ritterbrown; Paul Schlossman
C.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. ^{M-3, M-5, M-6, IA-3, IA-5, EA-4} Vice President, Student Services; ongoing	
<i>Assigned to:</i>	Paul Schlossman; Drew Sugars
C.5. Reevaluate course placement (e.g., guided placement, corequisite remediation, articulation from noncredit and high school) and student transition from precollege to college-level courses. ^{M-2, M-4, V-3, EA-2} Vice President, Student Services and Vice President, Instructional Services; ongoing	
<i>Assigned to:</i>	Paul Schlossman; Michael Ritterbrown; Richard Cortes; Liz Russell; Sarah McLemore; Thomas Voden; Drew Yamanishi

Goal D. Help Students Stay on Pathways

Key Performance Indicators for Goal C:

- Average units earned in first term and first year (AACC)
- Average units earned in pathway in first year (AACC)
- Percentage of students passing gateway math and English courses in first year (AACC)
- Persistence from Fall to Spring and Fall to Fall (AACC)
- Average percentage of college-level units completed in first year (AACC)
- Student Success Scorecard Remedial/ESL Rates
- Student Success Scorecard Transfer Level Achievement Rates
- Student Success Scorecard Persistence Rate
- Student Success Scorecard 30 Unit Rate
- Number of noncredit certificates awarded
- Use of specific Navigate tools by instructors to track and evaluate student progress

D.1. Explore alternative curricular methods to improve student retention and progress (e.g., backwards design, competency-based education, assessment of prior learning). ^{V-1, V-3, M-3} Vice President, Instructional Services; June 2019

Assigned to: Michael Ritterbrown; Sarah Schwendimann

D.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). ^{M-3, V-3} Vice President, Student Services; ongoing

Assigned to: Paul Schlossman; Tzoler Oukayan; Alfred Ramirez; Ramona Barrio-Sotillo

D.3. Investigate the use of and implement achievement coaches (e.g., student services technicians) to improve student retention and progress. ^{M-3, V-3} Vice President, Student Services; June 2019

Assigned to: Paul Schlossman; Troy Davis; Liz Russell

D.4. Improve student retention through early alert, intrusive interventions, flexibility of pathways, and improved awareness of services available to students. ^{V-3, IA-1, IA-5} Vice President, Student Services; June 2019

<i>Assigned to:</i>	Paul Schlossman; Kevin Meza; Thomas Voden
D.5. Expand online student support services. ^{V-3, IA-5, EA-5} Vice President, Student Services; June 2019	
<i>Assigned to:</i>	Paul Schlossman; Nahal Ghodousi; Drew Yamanishi; Richard Cortes; Ramona Barrio-Sotillo
D.6. Lower costs associated with being a student (e.g., Open Educational Resources; classroom resources; California College Promise; Center for Assistance, Resources, and Educational Success (CARES); food pantry; providing hot spots, laptops, Chromebooks, etc.). ^{EA-2} Vice President, Instructional Services; ongoing	
<i>Assigned to:</i>	Michael Ritterbrown; Eric Hanson; Marian Rooney; Christina Tangalakis; Adina Lerner; ; Caroline Hallam; Andre Manukyan; Shelley Aronoff; Tzoler Oukayan

Goal E. Ensure Student Learning

Key Performance Indicators for Goal E:

- Number of students completing degrees, certificates, skill awards, or acquiring skill sets (CCCCO Vision for Success)
- Number of students transferring annually to UC or CSU (CCCCO Vision for Success)
- Average units completed of degree completers (CCCCO Vision for Success)
- Percentage of exiting students employed in their field of study (CCCCO Vision for Success)
- Student Success Scorecard Degree/Transfer Completion Rate
- Student Success Scorecard CTE Rate
- Student Success Scorecard CDCP Rate

E.1. Increase dialog about learning outcomes and use assessment results to ensure strong linkage to Institutional Learning Outcomes, and expectations of employers and transfer institutions.^{M-2, M-5, M-6, M-7, V-5} Vice President, Instructional Services; December 2018

Assigned to: Michael Ritterbrown; Yvette Ybarra; David Yamamoto; Richard Cortes

E.2. 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.^{V-1, V-3, V-5, M-2, M-3} Vice President, Instructional Services and Vice President, Student Services; ongoing

Assigned to: Michael Ritterbrown; Paul Schlossman; Lara Kartalian; Sandy Somo; Kevin Meza; Anthony Culpepper

E.3. Work with K-12, noncredit, and transfer partners to maximize matriculation, articulation, and applicability of credits.^{M-2, M-5, V-3, V-4} Vice President, Instructional Services; ongoing

Assigned to: Michael Ritterbrown; Richard Cortes; Alfred Ramirez; Jan Young

E.4. 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.^{EA-1, EA-5} Vice President, Instructional Services; ongoing

Assigned to: Michael Ritterbrown; Alexa Schumacher; Julie Gamber; Eric Hanson; Tina Andersen-Wahlberg; Katie Datko; Samantha Garagliano; Piper Rooney

Goal F. Improve Operational Effectiveness	
Key Performance Indicators for Goal E:	
<ul style="list-style-type: none"> • Employee satisfaction with professional development • Faculty/staff perception of process efficiency • Student satisfaction with facilities • Efficiency metrics • Number of classrooms upgraded to current standards 	
F.1. Integrate enterprise systems to increase efficiency in areas such as budgeting, personnel evaluation tracking, etc. ^{EA-5} Executive Vice President, Administrative Affairs; December 2024	
<i>Assigned to:</i>	Anthony Culpepper; Calvin Madlock; Victoria Simmons
F.2. Increase employee awareness of available resources and services for students so students are directed appropriately both in-person and online. ^{V-3, IA-1, IA-5} Vice President, Instructional Services and Vice President, Student Services; ongoing	
<i>Assigned to:</i>	Michael Ritterbrown; Paul Schlossman; Anthony Culpepper; Victoria Simmons; Lara Kartalian; Nonah Maffit; Tzoler Oukayan; Tina Andersen-Wahlberg; Hoover Zariani; Andre Manukyan; Margaret Mansour
F.3. Clarify resource allocation process and more tightly integrate the processes with planning and budgeting. ^{IA-4} Executive Vice President, Administrative Affairs and Dean of Research, Planning, & Grants; December 2018	
<i>Assigned to:</i>	Anthony Culpepper; Edward Karpp; Daphne Dionisio
F.4. Increase and improve professional development opportunities for faculty, staff, and students to develop technology skills and other topics prioritized by the Institutional Strategic Plan. ^{EA-1, EA-5} Vice President, Instructional Services; ongoing	
<i>Assigned to:</i>	Michael Ritterbrown; Lara Kartalian; Nonah Maffit; Victoria Simmons
F.5. Evaluate and maintain the currency and security of technology available to students and employees, including expanded support of BYOD (“bring your own devices”). ^{EA-5} Chief Information Systems Officer; ongoing	
<i>Assigned to:</i>	Calvin Madlock; Tina Andersen-Wahlberg

F.6. Maintain and improve learning spaces in all buildings. ^{IA-4} Executive Vice President, Administrative Affairs; ongoing	
<i>Assigned to:</i>	Anthony Culpepper; Michael Ritterbrown; Agnes Eguaras
F.7. Ensure safe, student-friendly, clean, functional, and physically accessible campuses for students (e.g., signage, directories, and working with bus schedules). ^{IA-4} Executive Vice President, Administrative Affairs; ongoing	
<i>Assigned to:</i>	Anthony Culpepper; Gary Montecucollo; Drew Sugars; Patrick Shahnazarian; Tina Andersen-Wahlberg
F.8. Ensure effective implementation of automatic awards. ^{M-1, M-3} Vice President, Instructional Services; June 2020	
<i>Assigned to:</i>	Michael Ritterbrown; Christina Tangalakis; Michelle Mora; Richard Cortes; AS President; Tzoler Oukayan