

**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:**

- Achievement gaps in completion by student group
- Number of professional development events related to DEIA; number of employees participating
- Number of course outlines revised to improve DEIA
- Student survey results related to inclusiveness
- 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.

*Assigned to:* Michael Ritterbrown, Francien Rohrbacher, Krista Raimondo, Samantha Garagliano, Maite Peterson, Julie Gamberg

**A.2.** Analyze and assess student group needs and ensure college climate and infrastructure is inclusive, nurturing, informed, accessible and affirming of all student groups.

*Assigned to:* 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.

*Assigned to:* 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.

*Assigned to:* Victoria Simmons, Anthony Culpepper, Roger Dickes, Gary Montecuolo

**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.

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| <i>Assigned to:</i> | Drew Sugars, Mark Matsui, Hoover Zariani, Gary Montecucollo, ASGCC President, BSU leadership, learning community leaders, Laura Matsumoto, Aarin Edwards |
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## Goal B. Clarify Student Pathways

### Key Performance Indicators for Goal B:

- Number of LPPs 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.<sup>M-1, M-2, M-3, V-2, V-3, V-4, EA-2</sup> Vice President, Instructional Services; June 2019

*Assigned to:* Michael Ritterbrown; Tiffany Ingle; Kevin Meza; Richard Cortes; Mark Matsui

**B.2.** Communicate pathways, Learning and Professional Pathways, and potential occupational and educational outcomes *internally* to credit and noncredit students and campus constituencies.<sup>M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, IA-5</sup> 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.<sup>M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, EA-4</sup> 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.<sup>M-6, EA-2, EA-4</sup> Dean of Research, Planning & Grants; June 2019

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

| <b>Goal C. Facilitate Student Entry into Pathways</b>   |   |
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| <b>Key Performance Indicators for Goal C:</b>   |   |
| <ul style="list-style-type: none"> <li>• Percentage of students with identified LPPs</li> <li>• Student access equity measures from SEA Plan</li> <li>• Percentage of noncredit students transitioning to credit</li> </ul>   |   |
| <b>C.1.</b> Promote access by expanding outreach to prospective traditional and nontraditional students, including expansion of dual enrollment partnerships, online outreach, and effective use of branding. <small>V-3, IA-2, IA-3, EA-2, EA-3</small> Vice President, Student Services; ongoing                              |   |
| <i>Assigned to:</i>   | Paul Schlossman; Meg Chil-Gevorkyan; Drew Sugars  |
| <b>C.2.</b> Enhance processes and technological tools to assist students in choosing pathways, including increased access to counseling at all locations and online. <small>V-3, IA-1, IA-5, EA-2, EA-5</small> 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              |
| <b>C.3.</b> Maximize access into appropriate pathways through increased class scheduling options, modes of delivery, and improved student awareness of scheduling patterns and pathways. <small>V-3, IA-1, IA-5</small> Vice President, Instructional Services; ongoing   |   |
| <i>Assigned to:</i>   | Michael Ritterbrown; Paul Schlossman  |
| <b>C.4.</b> 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. <small>M-3, M-5, M-6, IA-3, IA-5, EA-4</small> Vice President, Student Services; ongoing  |   |
| <i>Assigned to:</i>   | Paul Schlossman; Drew Sugars  |
| <b>C.5.</b> Reevaluate course placement (e.g., guided placement, corequisite remediation, articulation from noncredit and high school) and student transition from precollege to college-level courses. <small>M-2, M-4, V-3, EA-2</small> 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 D:

- Average units earned in first term and first year, addressing excess units
- Average units earned in pathway in first year
- Percentage of students passing gateway math and English courses in first year
- Persistence from Fall to Spring and Fall to Fall
- Drop ratePercentage of noncredit students transitioning to credit
- Number of noncredit certificates awarded

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

*Assigned to:* Michael Ritterbrown; Sarah McLemore

**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). <sup>M-3, V-3</sup> 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. <sup>M-3, V-3</sup> Vice President, Student Services; June 2019

*Assigned to:* Paul Schlossman; Richard Cortes; Liz Russell

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

*Assigned to:* Paul Schlossman; Kevin Meza; Drew Yamanishi; Agnes Eguaras

**D.5.** Expand online student support services. <sup>V-3, IA-5, EA-5</sup> Vice President, Student Services; June 2019

*Assigned to:* Paul Schlossman; Nahal Ghodousi; Drew Yamanishi; Richard Cortes; Ramona Barrio-Sotillo

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| <p><b>D.6.</b> 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.).<sup>EA-2</sup> Vice President, Instructional Services; ongoing</p> |  |
| <p><i>Assigned to:</i></p>  | <p>Michael Ritterbrown; Eric Hanson; Marian Rooney; Christina Tangalakis; Adina Lerner; Caroline Hallam; Andre Manukyan; Shelley Aronoff; Tzoler Oukayan</p> |

## Goal E. Ensure Student Learning

### Key Performance Indicators for Goal E:

- Learning outcomes assessment data
- Number of students completing degrees, certificates, skill awards, or acquiring skill sets (CCCCO Vision for Success)
- Number of students transferring annually to four-year institutions
- Average units completed of degree completers (CCCCO Vision for Success)
- Percentage of exiting students employed in their field of study (CCCCO Vision for Success)
- Completion/transfer 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.<sup>M-2, M-5, M-6, M-7, V-5</sup> 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.<sup>V-1, V-3, V-5, M-2, M-3</sup> Vice President, Instructional Services and Vice President, Student Services; ongoing

*Assigned to:* Michael Ritterbrown; Paul Schlossman; Krista Raimondo; Sandy Somo; Kevin Meza; Anthony Culpepper

**E.3.** Work with K-12, noncredit, and transfer partners to maximize matriculation, articulation, and applicability of credits.<sup>M-2, M-5, V-3, V-4</sup> 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.<sup>EA-1, EA-5</sup> Vice President, Instructional Services; ongoing

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

## Goal F. Improve Operational Effectiveness

### Key Performance Indicators for Goal F:

- Employee satisfaction with professional development
- Student satisfaction with facilities
- Efficiency metrics developed with IT and Facilities
- Number of classrooms upgraded to current standards

**F.1.** Integrate enterprise systems to increase efficiency in areas such as budgeting, personnel evaluation tracking, etc.<sup>EA-5</sup> Executive Vice President, Administrative Affairs; December 2024

*Assigned to:* 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.<sup>V-3, IA-1, IA-5</sup> Vice President, Instructional Services and Vice President, Student Services; ongoing

*Assigned to:* Michael Ritterbrown; Paul Schlossman; Anthony Culpepper; Victoria Simmons; Krista Raimondo; 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.<sup>IA-4</sup> Executive Vice President, Administrative Affairs and Dean of Research, Planning, & Grants; December 2018

*Assigned to:* 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.<sup>EA-1, EA-5</sup> Vice President, Instructional Services; ongoing

*Assigned to:* Michael Ritterbrown; Krista Raimondo; 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”).<sup>EA-5</sup> Chief Information Systems Officer; ongoing

*Assigned to:* Calvin Madlock; Tina Andersen-Wahlberg

**F.6.** Maintain and improve learning spaces in all buildings.<sup>IA-4</sup> Executive Vice President, Administrative Affairs; ongoing



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