

Annual Goals 2022-2023 Progress Update

Goal A.1

Dr. Ritterbrown:

The C&I committee has also done a great deal of work to help faculty make curriculum more equitable and more focused on issues of diversity. Their work has included workshops for faculty and a [guide](#) available on the C&I page. There are also multiple initiatives underway to focus on equitable learning practice, including contextualized learning and authentic assessment. Both were a focus of the winter staff development week. The College is also supporting a Language Equity initiative which will include hosting a statewide conference.

Goal A.2

The Multicultural & Community Engagement Center (MCEC) staff advise several students club and support several others through various means.

System Impacted Intellectuals Meeting (SII) – These club meetings are for students who may be formerly incarcerated or impacted by the criminal justice system. Club meets at the MCEC.

Sexuality and Gender Alliance (SAGA) – Student club and for students who identify as LGBTQIA+ and their allies. Club meets at the MCEC.

Voices Organizing Immigrant Communities for Educational Success (VOICES) – Student club for those who identify as undocumented/AB 540/Dreamer and their allies. Club meets at the MCEC (when they are in person).

Let's Chat – A facilitated group discussion for students who identify as LGBTQIA+. Students guide the topics they would like to discuss and the group is led by a professional.

UndocuTalks – A facilitated group discussion for students who are undocumented, AB 540, or Dreamers.

Hot Chocolate Days – Free hot chocolate is served to all students, staff, and faculty during finals week in the fall semester.

Ice Cream Days – Free ice cream sundaes are served to all students, staff, and faculty during finals in the spring semester.

Coloring Circle – This is open to all students who want to destress, reduce anxiety, and make connections with others.

Dreamer Support Committee – Staff, faculty, students, and allies of undocumented/AB 540/Dreamer students come together to support these students in a variety of ways (fundraising, events, etc.).

Annual Family Welcome/Welcome Back Events – These events are organized for LGBTQ+, Latinx, Undocu, and formerly incarcerated students to provide new students with vital information on financial aid, basic

needs resources, and success tools. Students are invited to bring parents or other family members and the event take place at the beginning of each academic year.

Self-Care Workshop – This workshop helps everyone on the campus community to develop ways to care for themselves physically, mentally, and emotionally with a focus on marginalized individuals and groups.

Intersectionality Workshop – Join us in exploring the intersectionality of gender, age, sexuality, race and ethnicity and how it impacts our values, thoughts, and behaviors. Learning about our own prejudices and privileges will ultimately result in creating an all-inclusive environment in our personal lives and society.

Pride Week – Organized by the Pride Center, includes activities organized to highlight historical LGBTQ+ figures, explore current LGBTQ+ issues, and to enjoy and partake in activities that are fun and educational.

In the Learning Center (and other ancillary instruction resources on campus), we have done the following.

- The Ancillary Instruction Taskforce, comprised of stakeholders from all major academic support units on campus, has met for over a year to ensure we foster nurturing environments for all students. We have attended workshops on how to best serve students with disabilities, how to assess student belonging and inclusivity, and how to market our services to our diverse student body.
- The coordinator of the Learning Center has taught college-wide workshops -- Weaving Academic Support into Your Online Course (3/9), The Tutoring Maneuver (11/19), FYE Writing Workshops (3 hours in August), Getting an A in your Classes (4/15) -- to ensure faculty introduce students to academic support in a healthy, inclusive manner, international students feel included in academic support programs, and First Year Experience (FYE) students have onboarding instruction in basic composition and math skills. These workshops were geared toward making students from all backgrounds feel included and seen by the college community.
- The coordinator of the Learning Center taught a workshop for student tutors considering a career in education. Attendees were invited to consider how diversity and inclusion makes for a more dynamic learning environment and how their personal stories and backgrounds could inform their teaching.
- The coordinator of the Learning Center modified the tutor training program to include a unit on diversity, language equity, and inclusion. This ensures student tutors -- those employed in the Learning Center, the BCLC, and embedded tutors -- are sensitive to the needs of working with a diverse student population.
- We launched the Graduate Embedded Tutoring (GET) Program to hire a culturally and racially diverse cohort of graduate students to function as embedded tutors in the Fall of 2023. This provides all enrolled students with proximal models of success and extra support in their classes.

GCC CARES analyzes various data sources on student needs, and ensures the programs and services offered through the Center address those needs for all student groups, especially minoritized students.

Fresh Success: SNAP Employment & Training Program – Using data on the success of low-income students receive CalFresh/SNAP benefits, and their needs to succeed academically, GCC CARES launched the Fresh Success program.

- The program now enrolls nearly 500 students per year and provides them with a host of supportive services (textbooks, gas cards, interview clothing, utility/internet bill reimbursement, hygiene products, and more).
- The program also couples intensive case management, academic counseling to achieve 100% SEP completion, and educational workshops.

- Program data illustrates both unprecedented course pass/completion rates, as well as increases in semester-to-semester retention.
- The GCC CARES Fresh Success program is now the largest CalFresh/SNAP Employment & Training program in the State of California.

Food Insecurity – GCC CARES analyzed District and statewide data on food insecurity to address food insecurity through multiple strategies, including a food pantry that operated 4-days a week, grocery store gift card program, CalFresh outreach initiatives (including application assistance), and other strategies.

Housing Insecurity – GCC CARES analyzed District and statewide data on housing insecurity among our students to develop 3 housing programs (Emergency Hotel Vouchers, Emergency Rental Assistance, and Rapid-Rehousing). All three programs support low-income students who were housing insecure to ensure their continued success as a student at GCC.

GCC GoPass – GCC CARES analyzed data on student transportation and learned that 30% of students do not have their own vehicle to get to school. Using this data, GCC CARES launched the “GCC GoPass: Universal Public Transportation Program” to ensure that all students are able to get to school, work, and general public transportation commute at no cost to them. In 2022-2023, GCC CARES received over 3,300 applications for the GCC GoPass.

Emergency Grant Program – GCC CARES analyzed financial insecurity data during the pandemic to design multiple emergency grant programs and process almost 25,000 applications from students from 2020-2023. This ensured that financial insecurity was not a barrier to student success—especially for our low income and minoritized students.

Financial Literacy – GCC CARES analyzed District reports on financial literacy of students, as well as higher education research on the topic, to design and implement a robust financial literacy program that holds 10+ workshops per semester and has 100-250 students attending each workshop.

Tzoler:

- Welcome Day – opening the academic year with a welcoming event filled with resources, workshops, activities, etc.
- Welcome Week activities include family welcome events for unique identity groups.
- High School Senior Night – Welcoming perspective high school seniors to GCC to experience student life and supportive programs and services, hear presentations, etc.
- GCC Community Open House
- Annual IDEA (Inclusion, Diversity, Equity, and Accessibility) Student Leadership Conference

Goal A.3

Dr. Ritterbrown:

I have been working with Krista Raimondo and Eric Hanson and, more recently, Brittany Grice, to develop a more structured faculty and staff development program focused on equitable learning and institutional practice. Eric and Krista have put together a faculty development advisory group that has met once. Another meeting is planned. Additionally, the Academic Senate has announced plans to convene a faculty development task force.

Tzoler:

- Annual IDEA (Inclusion, Diversity, Equity, and Accessibility) Student Leadership Conference
- Understanding our Student Populations – ASGCC Training
- Governance 101 for Student Leaders – ASGCC Training
- ASGCC Orientation/Onboarding
- ASGCC Leadership Retreat
- Inter-Organizational Council (IOC) Orientation/Onboarding

Dreamer Support Committee – Staff, faculty, students, and allies of undocumented/AB 540/Dreamer students come together to support these students in a variety of ways (fundraising, events, etc.).

Immigration & DACA Updates – Important immigration related legislation updates for immigrant and undocumented student population and community members.

Rising Scholars Ally Training – This is a training for staff and faculty who wish to learn more about formerly incarcerated and system impacted students and their challenges and support them in and outside of the classroom.

Trans Awareness – In this workshop, faculty, staff, and students learn what it means to be an ally to transgender individuals and how everyone can support them in a variety of ways.

(16th Annual) Dreamer Student Conference – Annual conference for local high school students who may be undocumented and interested in attending college.

Self-Care Workshop – This workshop helps everyone on the campus community to develop ways to care for themselves physically, mentally, and emotionally with a focus on marginalized individuals and groups.

Standing Up Against Violence – What societal norms create an unsafe environment for women and LGBTQ+ people? What behaviors can we shift to make everyone safer in our communities? Join our discussion on how we can stand up against sexual assault and violence, and protect the people we care about.

Suicide Awareness – Let's raise awareness of how we can support a friend coping with suicidal ideation, and how simple actions can make profound and lasting differences.

Intersectionality Workshop – Join us in exploring the intersectionality of gender, age, sexuality, race and ethnicity and how it impacts our values, thoughts, and behaviors. Learning about our own prejudices and privileges will ultimately result in creating an all-inclusive environment in our personal lives and society.

UndocuAlly Training – This workshop assists staff, students and faculty in understanding laws governing legal and educational rights of undocumented, AB 540, DACAmented, and Dreamer students and provides a variety of ways that we can serve as allies to these students.

Safe Zone Training – Faculty, staff, as well as students are invited to help create a welcoming and safe campus climate for our LGBTQ+ students.

Prideful Conversations – This workshop centers on how faculty, staff, and students can realize their role as allies for students who are LGBTQ+. Participants will leave with a better understanding of what LGBTQ+ means, an awareness of prejudice, as well as allyship and the many ways in which it can be embodied.

(8th Annual) MLK Birthday Celebration – A breakfast that is hosted by the Multicultural & Community Engagement Center, featuring speakers from different fields on the importance of keeping the values of Dr. King moving forward.

Black History Month – A series of events highlighting as well as celebrating African American and Black culture, history, artists, activists, community members, professionals, and entrepreneurs.

Pride Week – Organized by the Pride Center, includes activities organized to highlight historical LGBTQ+ figures, explore current LGBTQ+ issues, and to enjoy and partake in activities that are fun and educational.

Undocumented Student Action Week – Various workshops and activities during the week that support and acknowledge undocumented students, their assets, their challenges, and the importance of serving as allies.

Free Immigration Legal Services – A partnership with the CCC Chancellor's Office and our local CARECEN office, monthly clinics are held to assist all students as well as faculty and staff with assistance on legal immigration issues such as citizenship applications, various types of immigrant visas, and applying for DACA and other supports.

Free Expungement Clinics – Offered in partnership with Loyola Law School Collateral Consequences of Conviction Justice Project, these clinics are designed to assist all students, staff, and a limited number of community members (space allowing) to clear past criminal records that qualify for expungement in order to improve access to housing and employment.

Goal B.4

As part of the development of new Career Education (CTE) programs, all programs are required to obtain and analyze labor market information (LMI) reports developed by the Centers of Excellence (COE) organization. This ensures that LMI is being accounted for in the various industry sectors via the local C&I and regional approval process. The expectation is that the LMI report is within 1-year-old to ensure currency and shifts in the labor market. As a required component of Industry advisory committees, review and assessment of LMI is also integrated within the agenda. For this item, the main LMI report source is also from the COE. Staff from COE have also presented in program advisory committees. This past year, the CE Department conducted a workshop on LMI in collaboration with COE staff. In addition, in collaboration with COE, we were able to develop a custom LMI tool to help inform programs with their economic indicators, wages, along with employment outcomes. Other sources of LMI reports shared with faculty and staff are from the Los Angeles Economic Development Corporation (LAEDC), Verdugo Workforce Development Board (VWDB), and the Otis Creative Economy report. Staff have also participated in the UCLA Anderson School of Economics labor forecast presentations. CE counselors also access LMI tools from the Bureau of Labor Statistics (BLS) and integrate within industry workshops. As an ongoing practice, the CE department has developed multiple [marketing items](#) which integrate LMI. Lastly, as part of the Career Education [website](#), we have integrated commonly used LMI sources for faculty and staff to access.

Noncredit Business and Life Skills, and in particular the Short Term Vocational department at GCC, relies heavily on local Labor Market Information as we develop new programs and review our existing certificate programs. We are recruiting a full time faculty to teach in and coordinate the noncredit Allied Health program. Qualifications for that position are based on LMI as well as the certification requirements of the California Department of Public Health. Local LMI is utilized to create and promote our new Certified Nursing Assistant course and the feasibility study for the Licensed Vocational Nursing course. Other projects based on LMI include the review and updating of our Computer Application programs, such as Microsoft and Google, Office Technology, and Business Accounting. This will help us better prepare our students for the present/future workforce. And finally, we are updating our program web pages with useful LMI data to inform our current and prospective students of the advantages of our workforce preparation programs.

Goal C.3

An Enrollment Management task force is currently developing a comprehensive enrollment management plan that will include assumptions about scheduling needs as well as current initiatives and future plans to optimize scheduling in relation to student need. The college has also implemented the Program Mapper through Guided Pathways. Program Mapper can be accessed through the Learning and [Professional Pathways page](#) on the website. In the most general sense the GCC Guided Pathways initiative addresses all these issues as does the Enrollment Management committee.

Goal C.4

Goal D.1

The college added a counseling position with articulation and credit for prior learning management as key responsibilities about a year ago. (Bridget) The counselor is identifying ways credit for prior learning and cross-walking within disciplines can be implemented locally.

We have developed extensive professional development around active learning, focusing on contextualized learning and authentic assessment. We are also providing professional development focusing on non-cognitive aspects of learning such as Growth Mindset (Elizabeth Bryer's Keys to College Success program). Overall we are working from the perspective that equity is the foundation of student success, and we are working to focus faculty development on high-impact equitable classroom and support practices.

The Faculty Development program is coordinating with Guided Pathways to create a program focused on implementation of research-based practices. This includes multiple initiatives focused on classroom practices that seek to reduce and close equity gaps, develop a contextualized learning culture, and seek to explore bias grading practices. Additional coordination is happening between Faculty Development, Classified Professional Development, and Human Resources, to integrate efforts on campus. To ensure access to this information, faculty workshops are offered in a variety of formats: synchronous online, synchronous in-person, asynchronous online, and hyflex.

Here are specific examples tied to this goal:

- Our Communities of Practice - Detailed [here](#)
 - CoP for Data Science
 - Language Equity Across Disciplines (LEAD)
 - Math
 - Contextualized Teaching & Learning
 - Starting with Strong Classroom Agreements
 - Textbook Affordability
 - Inclusive Teaching
 - Distance Education
- Faculty Learning Community: [Certificate in Inclusive Teaching for Equitable Learning](#)
- GADER: Equitable Grading Strategies (offered during Fall & Winter flex weeks)
- May 2023: The Teaching & Learning Expo poster session in conjunction with Classified Staff
 - Faculty and Staff will demonstrate how they design, innovate, and evaluate in their roles working with students in a collaborative environment.

Goal D.2

Tzoler:

- The full-time Student Activities Coordinator position has been vacant for 3 years. There has been some support with a part-time hourly assistant and technician level support.
- Associated Students Officers elected or appointed:
- Student Leadership trainings:
 - ASGCC Orientation (Fall + Spring)
 - ASGCC 3-day Leadership Retreat (Fall + Spring)
 - Inter-Organizational Council Training/Club Orientations
 - IDEA Student Leadership Conference
 - Inclusion, Diversity, Equity, and Accessibility Student Leadership Conference
- Student Clubs Registers: 48 (fall + spring total)
- GCC Club Rush: This happens every second week of each month during Fall and Spring.
- GCC Club Orientation: Information about our Student Club Handbook and important dates/deadlines.
- Social events/activities organized by students:
- Educational events/activities organized by students:

Garfield- Some of our support for student life include the following activities:

1. Fall Welcome Day for all noncredit students starting classes Fall semester.
2. Various campus events that celebrate the diverse students at Garfield including a Ukranian, Armenian meet and greet.
3. Film series and discussions for the students ie, 45 Days, the Fight for a Nation
4. ESL Learning Café
5. Norooz Celebration at Garfield. Music was included as part of the celebration.
6. Campus Tour to Verdugo campus for noncredit students interested in transitioning to credit programs in collaboration with ESL and Short Term Voc/Bus division.
7. Dia de los Muertos event for Fall 2023
8. Multicultural Center visitation weekly beginning Spring 23

9. Student Success event done by ESL during Thanksgiving week
10. Credit Welcome Center weekly visitation
11. Career Workshops to help students prepare for applying for jobs (Resume writing, Cover Letters, Networking etc.,)
12. Macys and Porto's job fair in collaboration with Credit Career Center.

Goal D.4

Tzoler:

- Vaquero Success Center team calling all new students at the start of every semester to do a "check-in" and provide guidance and support.
- Vaquero Success Center supporting "positive calls" for Early Alert pilot program.

Goal E.1

Over the last two years the college has engaged in conversations regarding assessment results through program level assessments. The split module process allows us to run Student Learning Outcome reports that capture both course and Institutional Learning Outcome results. In the spring and fall of 2022 campus wide discussions were held to review the outcomes and develop action plans using the results to increase student success.

The collaborative discussions lead to ILO updates and a broader discussion about continuing improvement at both the course and program levels.

Goal E.4

GCC has continued to develop and refine our approach to distance education. At this point, almost all instructors are DE certified, meaning they have completed the 40 hour certification course through @One and have maintained certification by completing the required GADER hours. The College is now a certified teaching college with CVC/OEI. We are one of only 33 certified teaching colleges statewide. We have worked hard throughout the pandemic to ensure that students have access to technology and the internet. We have loaned hundreds of devices to students, and will continue this program as we have realized the essential nature of technology in providing equitable access for students. The college has also hired an instructional designer to assist with the development of course materials.

Goal F.4