



PLAN. INVEST. TRACK.
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Mar 30, 2018, 1:02 PM PDT

Glendale Community College - Guided Pathways

Description

COLLEGE: Glendale Community College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

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Timeline

| KEY ELEMENTS | SPRING 2018 - SUMMER 2019 | FALL 2019 - SUMMER 2020 | FALL 2020 - SUMMER 2021 | FALL 2021 - SUMMER 2022 |
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Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: * Campuswide communications leading to discussions and decision-making about Guided Pathways. * Increased coordination and collaboration to develop the philosophy of integrated planning and decision-making about resource allocation among committees of Student Equity, Student Success and Support, and Basic Skills. * Master Planning Committee meetings: presentation and broad, inclusive discussion of data on key performance indicators from our guided pathways-aligned Institutional Master Plan; strategies for increasing student success and on-time completion; data on learning outcomes, employee survey, and institutional effectiveness. * "3D: Data, Dialog, & Documentation" Research & Planning (R&P) campaign to establish a data-driven culture of inquiry: departments engage in and document discussions on how to best examine for achievement gaps in their service data and learning outcomes data; roll-out the new Program Review Data Tools site, which includes internal data in the Program Review Dashboard and wide-ranging program performance data (from LaunchBoard and Centers of Excellence in Labor Market Data) benchmarked against peer competitors; Instructional depts plan strategies for addressing equity and completion; R&P will archive documentation of the subsequent dialog from every department. * Using 3-year Program Review cycle, all departments will establish an improvement plan with action steps to increase student success, reduce any achievement gaps, and increase cultural responsibility. * Governance committees will discuss and complete their annual self-evaluation, which already includes the degree to which the group addresses student equity. This year, the survey will also add tracking of Guided Pathways discussions. * WestEd Event at GCC on Guided Pathways & Program Data (June 2018) * Instructional faculty engage in deep and inclusive collaboration to streamline academic programs to reduce excess credits and time to degree. * Monthly meetings of Guided Pathways steering committee and other cross-functional teams specific to onboarding, academic planning, counseling, professional development and communication, and student voice. * At student government and student life gatherings, faculty meetings, standing committee meetings, and campuswide town halls, presentations and discussions about the college's Guided Pathways data and improvement strategies--including results from our Student Voices Focus Group Study.

EXISTING EFFORTS: * Basic Skills, Student Equity, and Student Success & Support (SSSP), and Noncredit SSSP: Integrated Planning looked at how we are delivering support services to students, as well as student success data. The Student Equity Committee made adjustments in services and delivery of instruction in response to findings. * Meetings of the Master Planning Committee: This governance committee routinely meets each semester to discuss institutional data and track progress on meeting master plan goals. The 2018-2025 Institutional Master Plan goals are mapped to the four pillars of Guided Pathways. * Program Review: This is an existing institutional process that requires each student services, administrative services, and instructional department to routinely conduct a self-assessment of their operations and performance. The data and self-evaluation questions are being augmented to include a focus on student equity and on-time completion. * Governance Committees: These existing groups are composed of members that represent all constituent groups (including students) and convene to address matters of import to the college. Every such committee completes an annual self-evaluation to monitor the degree to which its work supports the college's mission, vision, and master plan goals.

MAJOR OUTCOMES: * The college will have established a broad, deep, and inclusive culture of evidence-based inquiry that leads to insight, plans, and actions for continuous improvement in closing achievement gaps and ensuring students reach their educational and career goals on-time.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: * Institution-Level Shared Metrics: The state chancellor's office is finalizing its Vision for Success metrics which will replace the Student Success Scorecard by July 2018.

Although the Master Planning Committee will regularly meet to track college performance on the full range of input, process, and output Vision for Success Metrics, a subset of those indicators (i.e., course completion rate, retention rate, degree completion, transfers, and certificate completion) will continue to be jointly studied by different initiatives and reported to external entities (e.g., Institution-Set Standards for the Accrediting Commission for Community and Junior Colleges, Institutional Effectiveness Partnership Initiative goals framework, Student Equity, and our guided pathways-aligned Institutional Master Plan). * Disaggregation: To reveal instances of disproportionate impact, the data on that shared subset of metrics are disaggregated and routinely studied within the college's Student Equity and accreditation efforts. These data are regularly used to inform progress on the Student Equity Plan and institutional effectiveness, drive discussions on student success and achievement, and update planned activities and action items for continuous improvement. * Program-Level Shared Metrics: The shared metrics described above are the institution-level outcomes that result from the aggregated performance of the college's academic programs. Annually, faculty from all instructional departments are provided a Program Review dashboard of program-level shared metrics (i.e., course completion, degree and certificate completion, transfer, number of excess credits, time-to-degree, FTES, FTEF, full-time to part-time instructor ratio, and WCSH per FTEF) that displays program performance over three years. Enrollments and course completion are disaggregated by gender, age, ethnicity, economically disadvantaged status, delivery method, time-of-day, and term. Although local senate policy requires faculty to annually review, discuss, and establish action plans for improvement based on their Program Review dashboard data, non-career education faculty can opt to also examine the LaunchBoard and Centers of Excellence dashboards which career education faculty currently study for benchmarked information about program completers' job placement and earnings.

EXISTING EFFORTS: * This summer, the college will begin reporting Vision for Success metrics to the Chancellor's Office. Annually, institution-level data such as the Institution-Set Standards of the ACCJC, IEPI goals, Student Equity indicators, and master plan progress are reviewed and discussed by the local senate, master planning committee, and student equity committee. * Annually, all instructional faculty are asked to engage in deep, inclusive review and discussion about program-level metrics, and when performance gaps are revealed they are asked to establish in their Program Review an action plan for improvement. * The Student Equity Committee and members of our Basic Skills and Student Success and Support initiatives are using metrics in deciding which projects to continue, revise or eliminate based on the information collected.

MAJOR OUTCOMES: Campuswide understanding of students' progress on meeting their educational and career goals forms the basis of action steps for improvement. Insight gained from disaggregated data informs actions aimed at closing achievement gaps. Note: Though "Full Scale" has been selected as the "anticipated change in scale of adoption during timeframe", much work will remain to increase the usage of the shared metrics described above by more college personnel across more processes.

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * Conduct Monthly Integrated Planning Meetings, which includes representation from all categorical initiatives as well as many primary areas of operation within the college.

* Share and disseminate information on an ongoing basis * Integrate project management timelines * Align timelines for funding

EXISTING EFFORTS: * Presentations to Academic Senate * Presentations to the Board * Individual project proposals will be reviewed by integrated planning team * Proposals and renewals will

be examined for opportunities to consolidate or leverage * Lists of activities/projects from all initiatives regularly shared with Integrated Planning committee

MAJOR OUTCOMES: * Enhanced efficiency in leveraging funds * Greater transparency * Improved Communication among constituents * Reduced institutional silos

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * A campuswide guided pathways steering committee was created based on diverse campus constituencies, and it has established priorities for research and

implementation * Guided pathways work groups will continue to meet and report to campuswide steering committee * Leadership from categorical funding programs will disseminate information to stakeholders * Focus groups with students from credit and noncredit programs will be conducted, with efforts made to ensure diversity among participants. * Senate Electorate Meeting (held in May of every year) will dedicate time to Guided Pathways and engaging a larger number of Instructors in the college's GP adoption activities * Regular and ongoing communication loops between activities specific to guided pathways implementation and existing governance structures will be implemented

EXISTING EFFORTS: Use results of student focus groups and cross-functional inquiry efforts to continue dialogue with campus stakeholders and guided pathways steering committee members

MAJOR OUTCOMES: * Increased buy-in from stakeholders toward developing a shared vision for GCC's realization of the guided pathways model * Improved communication across the campus * Systematic use of student voice across all decision-making functions

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: * Alignment of Transfer and Career Education (CE) Pathways with institutions * Alignment of K-16 Career Pathways and Noncredit pathways through Dual Enrollment and

Articulations * Staff development for faculty in Dual Enrollment * Early Alert and Intervention Counseling to HS and GCC students * Increase business partnerships * Outreach efforts through SOS, CE, and Noncredit * Industry focused and/or career themed activities for K-12 partners. * Expand outreach and retention efforts through Dual Enrollment Program * Secure counseling support for Dual Enrollment program * Expand outreach efforts to high schools and community organizations * Expand Early College Acceptance Program (ECAP) * Increase high school counselor contacts

EXISTING EFFORTS: * SB1070 Strong Workforce Program (SWP) Career Pathway (CP) specialist * K-16 CP in Engr & Dig Media; K-14 CP in Cybersecurity * Dual Enrollment K-12 CP in Business,

Architecture, Public Svc, Nursing Sci, Arts & Ent * Articulations in Arts & Ent, Engr & Mfg * HS CP presentations * Verdugo Creative Tech Consort * Career Education (CE) brochure and CP templates: Skill Awards, Certificates & degrees * STEM Makerspace * SWP Regional R(round)1: Energy Construction & Utilities (ECU), Global Trade & Logistics (GTL) & Entrepreneurship Regional Consortia (ERC) + Digital Badges, Coop Ed/Internship/Job Specialist Project, Regional NetLab Hub & Cybersecurity, Crosstown Engr, Design, MFG HUB, Energy & Utilities Collaborative, Health Sector Specialty (CP), Regional CP Coord & Noncredit College and Career Readiness * SWP Local R1 & R2: Welding Tech, Nursing, All Programs: CE Counseling * SWP Local R2 only: Studio Arts, Engr, Aviation, Mfg HUB, CS/IS, Comm. Music * SWP Regional R2: LA County CC Marketing, LA Amazon Cloud Computing Consortium, ECU, GTL & ERC + Digital Badges, Internship/Job Placement Specialist Project, Regional NetLab Hub and Cybersecurity, Energy & Utilities Collaborative, Health Sector Specialty CP, Regional CP Coord & Noncredit College and Career Readiness. * GCCDRC: monthly meetings w/ 6 partners (Foothill SELPA, Glendale Library, Armenian Relief Society, International Rescue Committee, Glendale Communitas, and the Frank D. Lanterman Regional Center) plus others; hired new faculty/staff * Part-time counselor hired: supports local students with disabilities (noncredit) * Curriculum developed to introduce adults with disabilities to college and CP * Verdugo Workforce Development Board: workforce preparedness & job development * Uniquely Abled Program * Articulation agreements with 4-year colleges * Honors programs partnerships (priority admissions at partner schools) * Transfer Admission Guarantees * Strong connections with admissions representatives from local four-year institutions who visit GCC regularly * Transfer Center Coord is Chair of R7 Transfer Directors * College tours program * Early College Acceptances Program (ECAP) * Student Outreach Services: regular outreach & recruitment efforts in 50+ high schools, presentations at HS & community organizations, college & community fairs, partnerships with HS through Shadow Day, campus tour, application workshops * GCC Counselor Day * HS math & English collaborative

MAJOR OUTCOMES: * Increased business partnerships measured by increased Internships, job placement, and business participation in GCC Advisory Committees * Increased K-16 Articulations * Increased alignment of CE Career Pathways, Articulations, and Dual Enrollment at K-14 * Increased alignment of CE Career Pathways and Articulations at CC to 4-year universities * Increased # of skill awards, certificates and degrees in CE related programs * Increased college credits earned by students * Approved Board Policies and Procedures in place for Career Pathways, Dual Enrollment, and Articulations * Increased student persistence K-12 to GCC concurrent enrollment program * Increased alignment of K-12 pathways with CC and UC & CSU pathways * Increase in outreach and recruitment efforts * Increase in high school & middle school counselor partnerships * Increase in community organization partnerships * Increase in ECAP opportunities * Expansion of Dual Enrollment program * Increase in retention opportunities through Student Outreach Services

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * Refine definitions of degree & certificate programs clustered into meta-majors * Seek feedback on meta-majors from stakeholders and revise as needed * Coordinate with

Communications Office to get input from students, staff, administrators, and faculty (in collaboration with the Student Voice GP Workgroup) * Redesign and integrate career exploration services to reach more students and better scaffold their decision-making process * Hold discussions and workshops to spread consistent use of vocabulary, as well as increase interactions between counselors and subject area faculty to promote team building * Create plan for student development and basic skills courses aligned with meta-majors * Enhance existing matriculation structures to make them consistent with meta-majors (e.g., online and face-to-face orientations, ECAP)

EXISTING EFFORTS: * Contextualized Teaching & Learning * Credit and Noncredit Student Success & Support Programs (SSSP) * Student Development 125 & 145 courses and career

exploration/planning workshops, * Basic Skills Initiative & Partnerships Initiative * Various outreach efforts to expose K-12 students to GCC career pathway options, including designated counselors, expanded GCC Career Education website www.glendale.edu/CareerEd with expanded links to career pathway major templates, campus Career Education tours and high school site visits

MAJOR OUTCOMES: * Marketing materials developed and disseminated offering clear definitions and guidance with respect to meta-majors * Student focus group data & insights catalogued and disseminated throughout guided pathways implementation processes * High degree of recognition of meta-majors and extensive use as a counseling tool * Decreased excess units * Increased SEP completion and major selection rates * Increased number of degrees/certificates awarded

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * Iterated improvement and scale-up of co-requisite remediation model of accelerated developmental English classes * Initial pilots of co-requisite remediation model of

accelerated developmental math classes (fall 2018) * Clarified developmental math curriculum with pathways for Business & STEM (BSTEM) and Statistics and Liberal Arts Math (SLAM) * Engage math and English divisions in exploring ways basic skills courses can impactfully be aligned with meta-majors (once defined) in an effort to make them function more like an "onramp to college level courses" * Basic Skills Initiative leadership will systematically review project proposals to other categorical funds to identify possible areas of consolidation and/or opportunities to leverage synergies

EXISTING EFFORTS: * Contextualized Teaching & Learning * Meta-major development and other outputs from efforts to scale Key Element 6 (Guided Major and Career Exploration) and Key

Element 8 (Clear Program Requirements) * Integration of career exploration into meta-majors * Continual evaluation and improvement of newly implemented multiple measures placement model (already implemented at full scale in math and English) * Efforts to integrate student services with instruction in order to reach more of the students who need these services most

MAJOR OUTCOMES: * Improved integration * Increased course success rates throughout basic skills * Increased Remedial Progress Rate * Scaling up best practices including co-requisite remediation, integrated student services, and contextualized learning

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * Initial drafts of program maps are underway by meta-majors / program map task force for several popular programs (e.g., Business) * Complete initial drafts, solicit

feedback from faculty & students in the programs selected for drafts, revise, widely solicit feedback on program maps in general, revise * Task force to abstract lessons from the draft process and create a template * Use templates to engage faculty across campus in creating program maps * Hold workshops on program mapping integrated with campuswide professional development programs, with input from GP Professional Development & Communications Workgroup * Incorporate feedback loops that include students and counselors to review and inform revisions of initial

programs * Incorporate collection/approval/storage/revision of program maps in C&I processes * Incorporate program maps into existing marketing and advisement structures for student and employee use * Improve efforts to coordinate scheduling across departments
EXISTING EFFORTS: * Meta-majors work group has already made substantial progress on creating examples of program maps * Build on career pathways work done through K-14 Perkins CTEA funding * Include nascent programs maps in efforts of the student voice workgroup * Monthly academic information sessions hosted by student services * Curriculum development and review processes already in place
MAJOR OUTCOMES: * Program maps developed and disseminated offering clear definitions and guidance * Student focus group data & insights catalogued and disseminated throughout guided pathways implementation processes * Extensive use of program maps as a counseling tool * Default schedules

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: * As specified in the Institutional Master Plan, the college will incorporate its student information system's Degree Audit functionality to help students better understand and monitor their progress, as well as automatically award degrees or certificates (with a student opt-out option) when a student completes the requisite coursework. * Support understanding and effective use of Navigate through broad discussion and professional development across the college * Throughout 2018, cross-functional teams will configure MyPath events and workflows for Navigate--an online system that helps students navigate their educational experience at GCC, and helps connect them with GCC faculty, staff and services that can support their success. Navigate is specifically designed to be student-friendly in its user interface and its integration of the campus' technology systems for onboarding, academic planning, and student services support. The teams will work with relevant committees and groups to configure the following functions of Navigate: - With default scheduling based upon faculty-established sequential course ordering of each academic program, Navigate gives students a clear understanding of their term-by-term path to completion and obviates the taking of excess credits. Student progress toward curricular and co-curricular requirements and milestones for a chosen program are easily tracked by the student and counselors and the student can be flagged for a counselor follow-up visit when she/he deviates from her/his educational plan. - When a student's course attendance, academic performance, or disclosure of information necessitates it, the instructor can use Navigate's early warning system, which directs at-risk students to learning support or student support services.
EXISTING EFFORTS: The regular meetings of the following committees and groups will provide forums for staff, counselors, and faculty to coordinate activities for proactive and integrated student support provided within and outside of Navigate: * Guided Pathways Steering Committee * Guided Pathways workgroups and Navigate build teams * Student Affairs * Student Services Division * Student Services Staff * Academic Affairs * Noncredit and Credit Student Success and Support * Student Equity * Basic Skills Initiative
MAJOR OUTCOMES: By December 2018, meetings of the aforementioned entities will lead to shared understanding and agreement upon strategic and tactical plans for reshaping college processes and activities for coordinated, proactive, and integrated student support. By Summer 2019, automatic degree/certificate awards should be in its piloting phase. It is uncertain if components of Navigate will be ready for piloting by Summer 2019.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: * Build teams continue work on preparing the college's use of Navigate as a Guided Pathways-aligned student-facing platform, which includes functionality for students to self-assess their interests and skills and match to potential careers, receive information on employment and salaries, select a best-fit academic program, streamline registration and course sequences through default scheduling, and monitor progress along their academic program. * Establish processes for analyzing information from Enrollment Management System (EMS), Navigate, and PeopleSoft to ensure that course scheduling is optimized using student demand data
EXISTING EFFORTS: Discussions and planning within and among the following committees or groups: * Enrollment Management Committee * Academic Affairs Committee * Navigate Onboarding Build Team * Navigate Academic Planning Build Team
MAJOR OUTCOMES: * Career guidance and academic planning components of Navigate are configured and undergo testing * Course scheduling optimized using information on student demand

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * Develop of a comprehensive faculty development program that will include a resource plan * Provide more professional development opportunities focused on helping faculty implement and sustain evidence-based teaching methods in their disciplines * Provide professional development opportunities focused on normalizing usage, vocabulary, and a common vision for how we use SLOs to enhance student learning * Provide workshops that inform faculty/staff of existing and future academic and non-academic support * Identify needed improvements for processes directly serving students * Conduct spring student survey and student focus groups, building data dashboard for easy reference of results * Integrate information on professional development opportunities into employee orientation * Develop online professional development resources to teach campus stakeholders about integrated planning
EXISTING EFFORTS: * Existing faculty development momentum on evidence-based techniques * Constituencies have already been meeting to develop comprehensive faculty development program * Navigate Build Team for Counseling will be generating list of all student services that students will be directed toward within Navigate * A website (Help Finder) is being developed and enhanced to support dissemination of this information. This information will enable faculty, and the campus as a whole, to help guide students to the most relevant learning supports for their needs. * Learning Support Services and labs will be linked via Help Finder. * Annual spring student survey and efforts of guided pathways workgroup on student voice
MAJOR OUTCOMES: * Linkage is visible between faculty/staff plans and the Master Plan. * Learning outcomes assessment results are used to support and improve teaching and learning. * Updated information for reference to the academic and nonacademic support services has been made available to the college. * Improvements have been made to college processes directly serving students. * Leadership capacity and stability for all areas on campus has been identified and made available. * Both qualitative and quantitative student data has been analyzed, and structural decisions based on these data has been identified.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * Examine literature and resources regarding the program-level learning outcomes that discipline experts and employers recommend for specific programs and educational levels. * Discussions begin among Learning Outcomes Committee, Research & Planning staff, Guided Pathways workgroups, Faculty Development Committee, and Staff Development Committee for planning professional development regarding understanding the value of learning outcomes, assessment best practices, use of eLumen, and use of attainment results. * Discussions begin within and among the Learning Outcomes Committee, Research & Planning staff, curriculum committee, and Guided Pathways/Navigate Academic Planning group/build team regarding a shared understanding of what General Education Learning Outcomes (which have been defined but not yet implemented) are and how to assess them.
EXISTING EFFORTS: * Regular meetings of the Learning Outcomes Committee and curriculum committee * Ongoing project to satisfy 2017 accreditation recommendations (Quality Focus Essay

project) * Implementation of eLumen for student learning outcomes assessment reporting and for program review * Institutional Master Plan subgoal for alignment of PLOs with employer and university expectations

MAJOR OUTCOMES: * Changes for improvement to courses, programs, and the institution are made in response to learning outcomes attainment results * Individuals and groups responsible for learning outcomes assessment gain familiarity with ways to ensure that program-level learning outcomes are based upon the expectations of discipline experts and employers

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * Piloting continues for eLumen as an online system for individual student unit level data collection of learning outcomes attainment and means for easily displaying disaggregated results to faculty, staff, and administrators. * By Summer 2019, aim to have eLumen fully implemented and all faculty and staff are entering assessment data into the system * Individual student level learning outcomes assessments in eLumen will be available for disaggregated reports. * Through the Research & Planning campaign for "3D: Data, Dialog, & Documentation," departments will be encouraged to examine learning outcomes data and use outcomes to improve instruction. * Research & Planning staff, Learning Outcomes Committee members, and team members for Guided Pathways Student Voices and Navigate Academic Planning will discuss approaches to sharing learning outcomes attainment results with students (e.g., on new GP program maps, which will be provided to students in catalog and online and will include program description, default course sequence, potential occupations and salaries, and job demand)

EXISTING EFFORTS: Current implementation work on eLumen for student learning outcomes assessment reporting

MAJOR OUTCOMES: * Reports summarizing learning outcomes at the course, program, and institutional levels will begin to be created and published. * Regularly-occurring department discussions begin to be documented for how learning outcomes assessments are used to improve the effectiveness of instruction and student services.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: * Double the number of contextualized learning classes * Collaborate with more departments to offer/create more internship opportunities * Introduce cooperative work experience/experiential learning opportunities * Increase the number of courses offering service learning * Increase participation of faculty/courses having students engage in career counseling and assessments

EXISTING EFFORTS: * The college has a CTL coordinator that has helped develop CTL opportunities across a wide number of disciplines * Representatives from Contextualized Learning, Service Learning, Cooperative Work Experience, Internships and Career Center, Baja and Study Abroad will meet monthly. * Meta-major planning includes incorporation of CTL opportunities as part of default schedules in universal GE areas such as freshman composition and speech * The diversity of courses offered through the Baja and Study Abroad programs is on the rise, and internships are offered in many disciplines

MAJOR OUTCOMES: * Increased retention * Increased participation in cooperative work experience and internships * Contextualized classes will be offered for each meta-major * Expanded Service Learning for each meta major * Increased student participation in career assessments, counseling and interpretation

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

| | |
|---|-------------|
| Average number of credits attempted in year one | 19.64342105 |
| Average number of degree-applicable credits attempted in year one | 16.75490029 |
| College-level course success rate | 0.759082 |
| Full-time students | 1294 |
| Number of students | 3569 |
| Persisted from term one to term two | 2359 |

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

| | |
|---|------|
| Successfully completed both transfer-level English and math in year one | 361 |
| Successfully completed transfer-level English in year one | 1104 |
| Successfully completed transfer-level math in year one | 462 |

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

| | |
|---|------|
| Attempted 15+ college credits in first term | 320 |
| Successfully earned 12+ college credits in first term | 558 |
| Successfully earned 15+ college credits in first term | 101 |
| Successfully earned 6+ college credits in first term | 1551 |

Budget Totals

Total Budget

\$411,992

| Code | Amount | Percent of Budget |
|--|------------------|-------------------|
| 1000 - Instructional Salaries | \$125,000 | 30.34% |
| 3000 - Employee Benefits | \$37,500 | 9.1% |
| 2000 - Non-Instructional Salaries | \$125,000 | 30.34% |
| 4000 - Supplies and Materials | \$49,492 | 12.01% |
| 5000 - Other Operating Expenses and Services | \$75,000 | 18.2% |
| Glendale Community College Total | \$411,992 | 100% |

Efforts & Support

EFFORTS: The college has adopted RP Group recommended MMAP decision rules in math and English, using them disjunctively with our pre-existing test-based assessment and placement method. That is, a placement is determined for each student in two ways: (1) based on the pre-existing placement scheme, which relies on an assessment test as well as high school academic history; and (2) based on the MMAP decision rules, which rely on high school GPA and course grades (self-reported, at this point). The placement the student receives is the higher of these two placements (i.e., disjunctive logic). It is important to note that we have fully automated the new MMAP assessment and placement at full scale (as of late July 2017). Though it is still too early for meaningful results regarding student success in connection with the new placement protocol, we have seen that over half of a sample of approximately 800 students placed higher in math after the new MMAP implementation than they would have before. Our next steps include continued evaluation of impacts of the new placement protocol, as well as working to incorporate Cal-PASS Plus data verification (where available) in an automated fashion at full scale.

CHANCELLOR'S OFFICE SUPPORT: (1) We have found the IEPI workshops on Guided Pathways useful. Having more of those would be helpful, particularly if they can be focused on specific aspects of Guided Pathways implementation and include time for us to work with a facilitator on planning (e.g., the team time with facilitator to work on work plans at the Pomona workshop on February 20 was particularly fruitful). (2) Incorporating more national experts into the professional development to help guide our discussions and planning will likely be helpful. We have much to learn from Guided Pathways efforts across the country, and integrating first hand insights from those efforts would be a good addition. (3) A major concern is how new Common Core integrated math curriculum will impact the validity of the MMAP decision rules recommended by the RP Group. These rules were developed based on years of data from students that took high school math in California prior to Common Core implementation. Mapping academic histories in the new integrated math curriculum onto these decision rules is a non-trivial empirical question that individual colleges are not equipped to answer. We need significant guidance on this issue as soon as possible. Thank you!!

Certification

CHANCELLOR/PRESIDENT

David Viar
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APPROVED

Mar 30, 2018

PRESIDENT, ACADEMIC SENATE

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APPROVED

Mar 30, 2018



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