

Preview

Details

College

Glendale Community College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

Alternate Project Contact

Thomas Voden

Professor of Mathematics

tvoden@glendale.edu

(818) 240-1000 ext: 5658

Alternate Project Contact

Frankie Strong

Classified Guided Pathways Coordinator

fstrong@glendale.edu

(818) 240-1000 ext: 5393

Responsible Person

Frankie Strong

Classified Guided Pathways Coordinator

fstrong@glendale.edu

(818) 240-1000 ext: 5393

Alternate Project Contact

Michael Ritterbrown

michaelr@glendale.edu

Project Director

Thomas Voden
Professor of Mathematics
tvoden@glendale.edu
(818) 240-1000 ext: 5658

Approvers

Chancellor/President

David Viar
dviar@glendale.edu

Approved by David Viar

02/28/2020 09:02 AM PST

Academic Senate President

Piper Rooney
Academic Senate President
piper@glendale.edu
(818) 240-1000 ext: 5342

Approved by Piper Rooney

02/28/2020 09:36 AM PST

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- A renewed Metamajors & Program Mapping Workgroup has been established as part of our refreshed GP implementation structure.
- The Metamajors and Program Mapping Workgroup has developed draft definitions of metamajors with all programs included.
- Initial feedback on early drafts has been solicited from GP steering committee, instructional, and student services divisions.
- All GCC programs have been categorized into Areas of Study as part of our EAB Navigate implementation work, but these Areas of Study are defined at a more specified level of focus than metamajors (i.e., there are approximately 40 Areas of Study). The groupings of programs in Areas of Study for Navigate will be consistent with the groupings of programs into metamajors.
- Curriculum data have been queried and are being cleaned up for Program Mapper implementation
- A draft of the metamajor subcategories has been developed based on career clusters and disciplines

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Seek consensus of the revised draft definitions of metamajors; make adjustments to Navigate Areas of Study, if possible.
- Seek consensus where the proposed programs fall into metamajors
- Seek feedback from the GP Student Voice Workgroup and other students at-large
- Update and revise program map drafts to reflect AB 705 mandates and degree/certificate revisions
- Upload revised program maps onto the new Program Mapper database
- Adopt a permanent, student-friendly term for "metamajor"
- Gain approval from GP Steering Committee and Academic Senate
- Incorporate ongoing review/maintenance/revision into standing College processes
- Explore website designs that will be clear and user-friendly to students

Term and Year

Summer - 2021

Term - Detail (optional)

Completion of metamajors and subcategories definitions by end of Spring 2020, and program map drafts by end of Summer 2020. The plan is to complete the website re-design by Spring 2021.

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

- ADTs, articulation, career pathways and related processes are folded into our Curriculum & Instruction processes
- Program Review is an effective and data-driven process for regular and ongoing program improvement
- Career Education (CE) programs within the Workforce Development Department are proactive, with ensuring that they are current with industry trends, technology, and are designed to meet employer needs. The following are areas of focus in GCC's Career Education programs:
 - a. Input from industry advisory committees.
 - b. Support from CCCC Regional Directors.
 - c. Participation in Workforce Development conferences.
 - d. Participation in regional industry council's.
 - e. Faculty exposure to local employer facilities.
 - f. Career presentations by current professionals working in the industry.
 - g. Analysis of regional and State labor market information (LMI) when making decisions about current or prospective programs.
 - h. Leveraging of economic forecast report resources, by local partners such as the Los Angeles Economic Development Corporation (LAEDC) and the Center for Competitive Workforce (CCW).
 - i. Student support resources by Career Education Counselors.
 - j. Integration of occupational resources on department websites, print and other marketing materials.
 - k. Collaboration with Career Services Department and job placement services.
 - l. Leveraging of resources and Partnerships from local Workforce Development board (Verdugo Workforce Development Board); inclusive of economic forecast reports and labor market information for the Verdugo region.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Incorporate program maps and ongoing map revision into standing College processes (e.g. Curriculum & Instruction Committee, Program Review)

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Useful information for many programs, especially Career Education (CE) programs, is already available on the website (www.glendale.edu/CareerEd)
- GCC has procured Program Mapper and we are working toward implementation
- Systematic improvement efforts for how employment and further education opportunities are displayed online are part of the scope of the renewed Metamajors & Program Mapping workgroup
- Also, through the Innovation Grant, development has begun for pushing to students, career exploration tools for online, self-service interest assessment that provides them with their best-fit careers, salary and employer demand data, and information on academic programs that lead to those careers. CareerCoach will be the primary exploration tool for this but may be augmented by the Career Explorer tool of EAB Navigate.

- Career Education (CE) programs, along with relevant occupational information, is provided on GCC's CE webpage (www.glendale.edu/CareerEd). The following areas are integrated on the webpage:
 - a. Programs of study, inclusive of coursework, degree, certificate, or skill award that is attainable by students.
 - b. Career exploration tools designed to assist students with identifying their interests, skills, and work values.
 - c. Occupational databases which allow students to research different career paths inclusive of relevant educational, skill and other requirements.
 - d. Tools which allow students to research salary and earning potential.
 - e. Industry-recognized certification database.
 - f. General labor market information.
 - g. Various media showcasing different occupations and programs.
 - h. Resources and website links to various internships and job opportunities, by industry sector and special population types.
 - i. Job Readiness resources such as resume templates.
 - j. Calendar showcasing future career-focused events and programs.
 - k. Resources for secondary-level student and programs.
 - l. Resources for special populations.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Complete program mapping and related informational efforts, with Program Mapper as a central organizing focal point
- Integrated advances in career pathway maps with broader program mapping efforts for all programs
- In Spring 2020, the Innovation Grant will launch an awareness campaign to students and counselors about CareerCoach. Also, the college's MyGCC will include completion of CareerCoach career exploration among the electronic alerts to students.
- When the academic planning component of EAB Navigate rolls out at GCC, the checklist of To Do items will include CareerCoach.

Term and Year

Spring - 2020

Term - Detail (optional)

We aim for initial maps to be complete for all programs by Summer 2020; includes employment and further education information specific to programs, as well as how this information is displayed online In Feb 2020, MyGCC electronic alerts will begin being sent to students regarding CareerCoach; online professional development will be provided to counselors in discussing CareerCoach results with students regarding employment and academic program options; a robust awareness campaign for CareerCoach to be launched.

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- 49 program maps drafted and initial survey launched
- Career Pathways drafted for CE programs
- Program Mapper software has been procured and implementation is underway

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Gather broader feedback on initial drafts and revise based on AB 705 mandates, and student responses
- Completion of remaining program maps
- Integrate with Career Pathways work for CE programs
- Complete Program Mapper implementation with maps drafted so far, and incorporate use of Program Mapper software into ongoing mapping efforts
- Seek input from GP Student Voice workgroup
- Replace current degree/certificate program requirements with the program maps on GCC website

Term and Year

Summer - 2020

Term - Detail (optional)

By end of Summer 2020

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

- Math BSTEM (Business & STEM) and SLAM (Statistics & Liberal Arts Math) pathways with completely redesigned developmental curriculum and corequisite supports are now being offered. Additional SLAM curriculum and corequisite courses are under development.
- Math Pathways are used as an advisement tool in the new Guided Placement process

Timeline for Progress to Date**Term and Year**

Fall - 2019

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Incorporate of Math Pathways into Program Mapping efforts across all programs
- The Math Department is working with the Kinesiology Department to design and pilot a contextualized statistics course for Kinesiology that would be a part of their certificate and degree programs. The course content is being designed Spring 2020 semester with the possibility of a pilot launch in the fall 2020 or at the latest Spring 2021.

Term and Year

Spring - 2020

Term - Detail (optional)

Ongoing improvements

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Have multiple modes of programming to provide support
- EAB Navigate implementation in progress
- Renewed GP Workgroup on Onboarding has been established and is working on systematic improvements
- Students are encouraged to enroll in career exploration classes at GCC while in high school
- Class presentations encouraging students to visit the Career Center and explore their options as soon as possible

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Implementation and launch of Navigate student success platform

Term and Year

Winter - 2021

Term - Detail (optional)

“Soft launch” of Navigate has occurred (Nov 2019); working toward full launch of all features in time for Winter 2021 registration

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Support efforts in gateway courses vary significantly by program
- Math and English courses are among key gateway courses for virtually all programs; both divisions have significantly revised curriculum to include corequisite support courses, and plans and pilots are underway to embed academic supports in the classroom.
- Academic supports are available through Supplemental Instruction program, Learning Center, Math Discovery Center, and other discipline-specific service centers. These supports are not systematically offered in a manner that is embedded/integrated with instruction, but we have formed a new AB705 GP Workgroup to consider how to do this (among other things).

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- AB705 Workgroup to consider gateway student success implications of AB705 changes that go beyond placement methods and policies
- Pilots for embedded tutoring in Math and English courses are planned for the Spring semester

Term and Year

Fall - 2020

Term - Detail (optional)

AB705 Workgroup forming (late fall 2019, into winter 2020); pilots of embedded tutoring in Math and English (spring 2020); scale-up of embedded tutoring in Math and English (fall 2020)

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

- Have corequisite curriculum and faculty development programming
- AB705 GP Workgroup to consider implications of AB705 changes and develop support structures to address identified student needs
- Pilots of embedded support have shown promising results

Timeline for Progress to Date**Term and Year**

Fall - 2019

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Evaluate effectiveness of new curriculum and placement policies
- Continue to scale-up; provide more faculty development opportunities
- AB705 GP Workgroup to consider systematic/campuswide embedded academic support models
- Offer more statistics tutoring (including hiring professional, long-term tutors) and workshops

Term and Year

Spring - 2020

Term - Detail (optional)

Evaluation underway now; aim to complete report Spring 2020. Hire professional, long-term statistics tutors (Spring 2020)

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

- Have corequisite curriculum and faculty development programming designed around Communities of Practice. Another focus has been on professional development done as a partnership with Credit ESL and local high school teachers to better understand student needs.
- In Spring 2020 only 4% of students enrolled in an English class at GCC will be taking a course below ENGL 101/ENGL 101+. Ninety-six percent of students will take transfer-level English composition.
- Completion rates for transfer-level composition for first-time enrolled students have improved since moving, first, to multiple measures and, subsequently, to Guided Self Placement.
- AB705 GP Workgroup to consider implications of AB705 changes and develop support structures to address identified student needs
- Collaboration with Credit ESL. Contextualized sections of ENGL 101 taught by dual *FSA-ed faculty (English and ESL) will be taught in 2020-2021. Students in transfer level ENGL 101 will be able to (but will not be required to) enroll in grammar and vocabulary courses designed to support students learning English as a second language (*Faculty Service Area)

Timeline for Progress to Date**Term and Year**

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Evaluate effectiveness of new curriculum and placement policies
- Continue to scale-up; provide more faculty development opportunities
- AB705 GP Workgroup to consider systematic/campuswide embedded academic support models

Term and Year

Spring - 2020

Term - Detail (optional)

Evaluation underway now; aim to complete report Spring 2020

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Developmental Math and English courses, including those with corequisite support, are being offered under a local placement policy allowed under AB705.
- The curriculum has been restructured so that completion of a transfer-level Math/English courses is possible within one year of entering the sequence.
- Evaluation is underway.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- New AB705 GP Workgroup to consider systematic/campuswide embedded academic support models
- Complete evaluation of AB705 local placement model
- Collaborate with non-credit faculty to create a new non-credit course that prepares very poorly prepared students for Math and English

Term and Year

Spring - 2020

Term - Detail (optional)

Evaluation underway now; aim to complete report Spring 2020. Create new noncredit course (Spring-Fall 2020)

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

- Robust Early College Acceptance Program (ECAP) is well-established
- Dual enrollment and Early College Academy growing
- An Onboarding GP Workgroup has been established in our refreshed GP implementation structure, and is meeting regularly
- ECAP: Fall 2016

Timeline for Progress to Date**Term and Year**

Fall - 2016

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Continue to grow dual enrollment and iteratively improve the Early College Academy
- Onboarding GP Workgroup to improve the integration of onboarding experiences

Term and Year

Spring - 2020

Term - Detail (optional)

Onboarding GP Workgroup formed fall 2019 and will work on recommendations throughout spring 2020

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Student progress is monitored in certain programs (e.g. athletics, nursing, Scholars, EOPS, Equity Programs)
- Navigate student success platform implementation is underway (soft launch began fall 2019); the system provides tools for scaling-up monitoring and communication practices collegewide.
- Advancements in Essential Practice 2A, such as EAB Navigate student success technology platform implementation and improvement, will allow for more nudges to encourage and guide students to stay on track, better reporting to support the monitoring of student progress, and more robust Early Alert and case management practices
- The college is looking into software to better track/monitor academic progress

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Complete Navigate student success platform implementation with new tools

Continue to Phase 2 in spring 2020

Term and Year

Fall - 2019

Term - Detail (optional)

“Soft launch” of Navigate has occurred (Nov 2019); working toward full launch of all features in time for winter 2021 registration

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Possible only on paper (e.g. catalog and Student Educational Plan (SEP))
- This is easy to do for some highly-structured programs (e.g. nursing), and where embedded counselor support is available/required
- The discussion of an automated degree-audit software tool has come up several times, but technological barriers with curricular requirements and progress within PeopleSoft are significant
- Navigate implementation is underway, and the system will provide some support in this area (but not a fully automated degree audit tool, yet)

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Complete Navigate student success platform implementation with new tools
- Investigate options, feasibility, and costs of implementing a degree-audit tool within our newly redefined GP Implementation structure

Term and Year

Winter - 2021

Term - Detail (optional)

Navigate: full launch of all features in time for winter 2021 registration

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- No automatic mechanism for this
- We have an Early Alert tool within PeopleSoft, but it is not systematically used
- Navigate implementation is underway, which will include robust Early Alert and case management tools

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Implement new Early Alert in Navigate (part of Phase II launch; Spring 2020)
- Establish campuswide professional development program on the use and importance of Early Alert

Term and Year

Spring - 2020

Term - Detail (optional)

Early Alert implementation in Navigate aimed for Spring 2020

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

- "At Scale" in our most impacted program--Nursing: This practice has been a part of advisement/counseling standard operating procedure for many years. However, the only students that receive this sort of guidance related to the nursing program are those who actually apply. There may be many more aspiring nurses who never meet the nursing counselor because they do not apply to the program on account of not having completed basic prerequisites. We need to do more to help students understand options of healthcare careers earlier.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps**Timeline for Next Steps**

Next Steps Toward Implementing Practice at Scale

- Most GCC programs are not turning away applications, but more work is needed to understand the extent to which this is an issue students are facing in other programs.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

- Most program schedules are planned using historical data. The process takes into account retrospective fill/cancellation rates to establish a baseline schedule, then fill rates are monitored to responsively make schedule changes
- Navigate implementation is underway. The system includes course planning and reporting tools that we expect will enable a more proactive approach to scheduling that is responsive to student plans.
- The typical terms courses are offered are included in the catalog, allowing students to plan their schedules from one term to the next

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Complete Navigate implementation
- Establish processes that link Student Education Plan (SEP) data to enrollment management

Term and Year

Winter - 2021

Term - Detail (optional)

Navigate: full launch of all features in time for winter 2021 registration

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

- All divisions and departments are reviewing program level learning outcomes to improve the quality of assessments and connections to course level outcomes.
- To improve assessment data quality the college is moving to a split learning outcome model, mapping course learning outcomes to institutional learning outcomes directly, and mapping to program learning outcome separately.
- Program review has integrated data-based metrics that disaggregate data by preset variables, including ethnicity, age, and gender to enable the examination of equity gaps.
- Through preliminary review at C&I, PLOs are being reviewed and modifications are being made as needed for all programs.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Continue working with departments to revisit, refine, and update program learning outcomes.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Not systematic

Progress to Date**Progress to Date Implementing Practice**

- Have robust and ever improving faculty development offerings to help faculty find ways to engage students in active learning, but adoption rates vary widely across programs.
- Certain programs are particularly focused on applied learning---many Career Education (CE) programs have been doing this all along.
- Career Education (CE) programs at GCC, offer students the opportunity to be ready for the new global economy and workforce. Now more than ever, technology is changing at a rapid pace, which is having a big impact in the workplace. With the onset of automation and artificial intelligence, CE programs are positioned to better prepare students. Learning by doing, while simultaneously acquiring 21st century skill sets, are at the core of GCC's CE programs. Below are ways in which students apply what they've learned, in a manner which supports critical thinking, creativity, collaboration and communication:

- a. Exposure to industry standard tools and equipment, in an effort to problem-solve and produce student work.
- b. Utilization of industry-standard software and technology.
- c. Exposure to simulated or real-life industry settings.
- d. Exposure to professionals (in person and virtually) which allows students to emulate industry level practices.
- e. Structured classroom environments which simulate workplace environments.
- f. Instruction is structured in a manner which facilitates group discussions and projects.
- g. Through partnerships with industry, students are able to apply what they've learned, in an effort to support employer needs (e.g. Architecture student's collaboration with Architect firm).
- h. Faculty and counselors are provided professional development opportunities which reinforce 21st century skill exposure/acquisition.
- i. Students participate in internship opportunities which allow them to apply and solve problems based on Knowledge and Skills acquired and their programs.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue improving and expanding faculty development offerings, including those focused on active learning

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Have Contextualized Learning (CTL) Coordinator, service learning, internships, cooperative education, Study Abroad, Baja Program, undergraduate research, and similar programs in place, however the student experience vary widely by program
- Some instructional programs are very project-based (e.g. Career Education programs)

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue discussing ideas of creating contextualized or thematic experiential learning opportunities aligned with metamajors

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Have well-defined and widely-followed Program Review and SLO assessment processed
- All instructors in every class assess SLOs in eLumen including Noncredit

Timeline for Progress to Date**Term and Year**

Fall - 2018

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

- Strengthen usage of resulting data for ongoing planning and improvement
- By Spring 2020 all departments should have completed at least one assessment cycle within eLumen, which will provide departments with the ability to track assessment data to evaluate their programs and courses.
- Distribute assessment result data through eLumen to departments and faculty to revise and update programs and courses.

Term and Year

Fall - 2020

Term - Detail (optional)

Ongoing; Spring 2020 - Fall 2020

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Not systematic

Progress to Date**Progress to Date Implementing Practice**

- Many instructional divisions hold meetings and retreats to discuss SLO, student success, and equity data
- “Closing the loop” on the SLO Assessment Cycle is explicitly discussed as part of our SLO processes

- Campuswide coordination of these efforts are improving but need additional work to clarify (i.e., they happen at varying degree within instructional units, but rarely across instructional units)
- Beginning Spring 2019, curriculum updates are held back if learning outcomes do not meet standards. Curriculum updates cannot be on the agenda of the Curriculum & Instruction Committee until passing this preliminary review. Areas that are already performing regular assessments are already using assessments to update their curriculum. Some departments have not completed assessment cycles due to irregular assessment and have not been able to track outcomes over time.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Bringing all departments into regular assessment cycles, i.e. each term, to improve data integrity and provide more meaningful results.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

- Only occurs in select programs
- Practice is most prevalent in Career Education (CE) programs

- In addition to CCCC approved Certificates and degrees, Career Education programs, also take into account student learning via locally issued Skill Awards, industry-recognized certifications, licenses and other portable credentials. Skill Awards are credentials that are not transcribed. Their focus is on shorter-term attainment of knowledge and skills, so that students can apply it to the workforce, in a much faster pace. Skill Awards are a popular option for incumbent workers who wish to advance in their field without taking multiple terms or years of course work. A record of the Skill Award is kept within the division and Workforce Development Office.

Industry-recognized certifications are also an invaluable credential that's associated with CE programs. Some programs are designed to prepare students so that they can sit for the third-party certification exam on their own. Every effort is made by the respective department to account for students participating and the outcome of third party certification exams. Students who take these certification exams have a record with the relevant organization. They can then reference it on the resume/LinkedIn or have the potential employer look up the record. The State of California licensing boards also operate in the same manner. Our Registered Nursing and Real Estate programs follow this process.

In recent years, supported by the college and utilizing Strong Workforce Program (SWP) funds, LinkedIn has been promoted and integrated within CE programs. Workshops for students and faculty, along with an opportunity for students to utilize the LinkedIn Learning feature, have been provided. LinkedIn Learning provides students an opportunity to learn about a specific topic or skill set, while being able to earn a digital badge. As a result, students can display this micro credential on their LinkedIn profile in an effort to market themselves to potential employers. The following are additional ways that CE programs afford students the opportunity to market their knowledge, skills and work:

- a. Digital portfolios related to design, media, and studio disciplines.
- b. Art gallery and ceramic student work representation.
- c. Music program recitals.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Need more focused discussion to plan next steps for systematic campuswide approach

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

- Professional Development for Classified Staff: Workshop attendees evaluate content and speaker after each event. Annual staff development survey to evaluate program and solicit suggestions. Deans, managers and confidential staff were asked in 2018 to suggest desirable professional development offerings for their staff. The five-year Professional Development Plan for Classified Staff (2019-2024) is based on these data and prioritizes offerings aligned with the Institutional Master Plan, which is structured around the Guided Pathways framework.
- We have various student voice efforts underway: student satisfaction and experience surveys are regularly administered; the National Assessment of Collegiate Campus Climates (NACCC)--focusing on racial equity--and the #RealCollege survey from the Hope Center for College, Community, and Justice--focusing on housing and food insecurity--were recently administered at GCC; and we recently established a Student Voice GP Workgroup to focus more intentionally on the student experience for the purposes of improving the college through GP work
- Although the college doesn't administer a student engagement survey (e.g. CCSSE, SENSE), it did gather survey responses about racial climate at the college from students (through NACCC) as well as from faculty, staff, and administrators (through racial climate employee survey). An ad hoc work group is analyzing the results and establishing a plan for what and how to present the findings to stakeholders.
- Certainly insights lead to professional development offerings, but there is not yet any systematic mechanism for this inquiry-design loop
- All GP Workgroups have student lead roles formally defined, and these student roles are designed to embed students in our GP work as co-designers.
- All GP Workgroups also have Equity Guide lead roles

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Analyze NACCC results and disseminate
- Solidify the communication loops between GP Workgroups, governance committees, and the college at large, specifically in the areas of student voice, equity, and improvement
- The Innovation Grant has in development a substantial series of online professional development lessons that are equity-minded and student centered, and designed for staff, faculty, and administrators. The topics include equity, diversity, and evidence-based practices in higher education. Many lessons are intended for staff, faculty, and

administrators but there are some specifically designed for classified staff, and others, regarding student-centered pedagogy are specifically designed for faculty.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups
- Other

Other

Student Townhalls; Electronic Comment Box

Engagement Efforts - Details

GP Student Voice Workgroup formed and meets regularly. In addition, every GP Workgroup has a leadership role called the Student Expert Consultant (SE) filled by a student. Each Workgroup SE also has a seat on the overall GP Steering Team. There are currently six SEs, but the number of GP Workgroups is variable (i.e., Workgroups can be formed and dissolved as needed).

Upcoming events include:

- more student townhalls
- promotion/advertising of the electronic comment box to gain raw data on student experience
- classroom visits by Student Voice team members to discuss improvements and survey students
- analyze data from the National Assessment of Collegiate Campus Climates (NACCC), plan improvements based on insights, and re-administer the survey in future years

Course Alignment

Clarifying programs and offerings to provide students with better formative info on which to base their SEPs:

- Need to complete Program Mapper implementation and incorporate use into ongoing mapping work

- Will seek input from Student Voice workgroup
- Will work with GP Onboarding Workgroup to better embed Program Maps into the students onboarding process

Automated degree-audit software to provide what-if capability to students can help students better understand remaining requirements base on their past progress:

- Significant technological barriers exist with our Peoplesoft SIS, but we are near completion of a major upgrade
- Need to investigate options, feasibility, and costs of implementing a degree-audit tool in light of recent/current upgrades

Using SEP, which will be made more reliable and accurate with the above improvements, to adjust course offerings:

- Once fully implemented, EAB Navigate will provide course planning and reporting tools that will enable a more proactive approach to scheduling

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
CCCGP_GlendaleCollege_Self (1)_submitted 12-20-2017.pdf	Self-Assessment	2/10/2020, 3:37:09 PM	N/A

Success Story

Success Story

Title

Veteran student joins Caltech Nobel Prize recipient Dr. Grubbs for WAVE fellowship this summer (2020)

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Frankie Strong	Classified Guided Pathways Coordinator	fstrong@glendale.edu	(818) 240-1000

Challenge

The CA Institute of Technology (Caltech) offers summer research opportunities to the students who want to pursue careers in science. Programs are very competitive, and few community college students are selected to participate. One such program, WAVE Fellows, selects students who present an original research idea along with their application. The students then go through a rigorous interview process, and only the best candidates are invited to participate in 10-week paid research program at cutting-edge research laboratories at Caltech.

Success Story

JC Calso is a veteran who joined the army at the age of 18 and was deployed to Iraq as a medic. Through his years in the battlefield he has witnessed excruciating pain and trauma, and has become familiar with commercially available products. However, JC recognized that these products had disadvantages and he had the dream of coming up with a better solution. This spring, JC learned about the Caltech summer research programs and most enthusiastically participated in their seminars and networking sessions. He asked Professor Asmik Oganessian to work with him on his dream project during GCC's winter chemistry undergraduate research program. He did an excellent job with a group of other students, evaluating the major components of an ideal wound dressing, and addressing the issues associated with the current products. JC's project caught the attention of the selection committee, and he was chosen to participate in the WAVE Fellowship program. The most amazing part of this story is that JC received a call from Nobel Prize Laureate Dr. Robert Grubbs who invited him to work in his lab on the project of his dream. JC will join the program in the summer of 2020. Undergraduate research has the remarkable potential to transform students' entire educational outlook and trajectory, and GCC has top-notch undergraduate research programs in several STEM fields.

Outcomes

Participation in this program will have a lasting effect on JC's educational career. He wants to become a military trauma surgeon, and a project of this caliber will make his application to a four-year college and graduate or medical school so much stronger.

Vision for Success Goals

- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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