



# Institutional Master Plan

2018 – 2025

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## Executive Summary

### Process

The Institutional Master Plan 2018-2025 was developed in consultation with the college's major constituent groups. The process was coordinated by the Master Planning Committee (Team A) and the Planning Resource Committee (Team B), and was initiated at the October 18, 2016 Board of Trustees meeting, which included a presentation on a proposed master plan update process as well as a Board discussion of policy issues and parameters.

During Fall 2016, the planning committees reviewed the college's mission, vision, values, and operating principles. During Spring 2017, the planning committees conducted internal scanning and external scanning, which included a review of current literature about higher education trends, legal and regulatory changes, demographic trends, curriculum issues, and other topics. The external scan also included collegewide presentations on Guided Pathways, labor market information, City of Glendale trends, and issues in K-12 education. The internal and external scans resulted in a set of strengths, weaknesses, opportunities, and threats (see Appendix A of this plan). These items were organized into a set of planning assumptions, and Team A used them to develop the major goals and subgoals of the IMP. (For more details about the planning process, see the Planning Process section beginning on page 15.)

### Goals

Glendale Community College's Institutional Master Plan 2018-2025 is structured around the four pillars of the Guided Pathways model. The college has established the following five overarching goals, with Goals A through D representing the Guided Pathways pillars and Goal E focusing on operational effectiveness.

- Goal A. Clarify Student Pathways
- Goal B. Facilitate Student Entry into Pathways
- Goal C. Help Students Stay on Pathways
- Goal D. Ensure Student Learning
- Goal E. Improve Operational Effectiveness

## **Performance Indicators**

Each of the major goals of the Institutional Master Plan is associated with a set of Key Performance Indicators. Current values of these indicators will be reported annually as a method for assessing progress toward the achievement of the plan's goals. For more information about performance indicators, see the individual goals in the Goals section below, as well as Appendix B.

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## Mission, Vision, and Values

Goals and strategies are derived from and associated with components of the college's mission and vision statements. The codes shown in the statements below (e.g., M-1, M-2, etc.) may be used to cross-reference the goals and strategies associated with each statement.

### *Mission*

**[M-1]** Glendale Community College is a public community college granting certificates and associate degrees. **[M-2]** The college serves people from a variety of geographical areas but primarily serves a diverse population of the Greater Los Angeles region that is capable of benefiting from instruction in credit, noncredit, and community education programs.

**[M-3]** Glendale Community College exists to ensure students identify their educational goals and needs and successfully accomplish student learning in the following broad educational areas:

- **[M-4]** Basic skills education to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.
- **[M-5]** Lower division post-secondary education to achieve transfer to and success in obtaining a degree at a college or university.
- **[M-6]** Career and technical education to achieve employment or enhanced career skills for job advancement.
- **[M-7]** General education to achieve knowledge, skills and attitudes for postsecondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.

### *Vision*

Glendale Community College is the **[V-1]** Greater Los Angeles Region's premier learning community where **[V-2]** all students achieve their informed educational goals through **[V-3]** outstanding instructional and student services, **[V-4]** a comprehensive community college curriculum, and **[V-5]** educational opportunities found in few community colleges.

## *Values*

1. The college's primary focus is to address students' needs, augmented by its commitment to diversity, inclusion, and equity.
2. The college ensures wide participation in governance and decision making.
3. The college promotes rigor, educational quality, and innovation by constantly evaluating and improving its operations, programs, and outcomes.
4. The college responsibly seeks funding and allocates its budgets with transparency to support its educational mission.
5. As part of its mission, Glendale Community College is committed to student success by promoting:
  - communication, critical thinking, information competency, quantitative reasoning, global awareness, and personal responsibility;
  - collaboration among disciplines and openness to the diversity of the human experience;
  - student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

## Institutional Learning Outcomes

Upon successful completion at Glendale Community College, the student will be able to:

**1. Communication**

communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting and other modes of communication;

**2. Mathematical Competency/Quantitative Reasoning**

apply, interpret, and understand mathematical and quantitative concepts;

**3. Information Competency (Literacy)**

recognize an information need, or define a research topic using library and other resources to locate, evaluate, and use information or data in an ethical and legal manner;

**4. Critical Thinking**

analyze problems and apply knowledge; collect, synthesize, and evaluate ideas, information and data to develop arguments and derive conclusions;

**5. Global Awareness and Appreciation**

recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives, and to appreciate similarities and differences among cultures;

**6. Personal Responsibility**

demonstrate and apply decision making skills and develop the capacity for self-understanding and recognize lifestyles that promote physical and mental well-being.

## Introduction

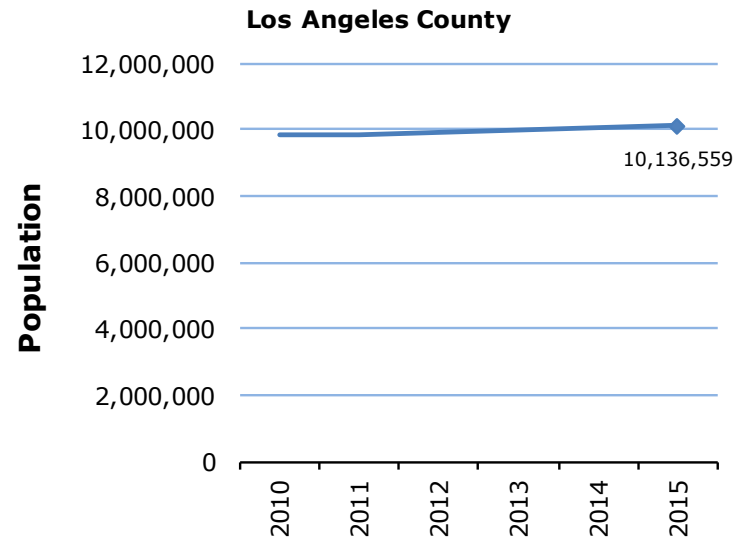
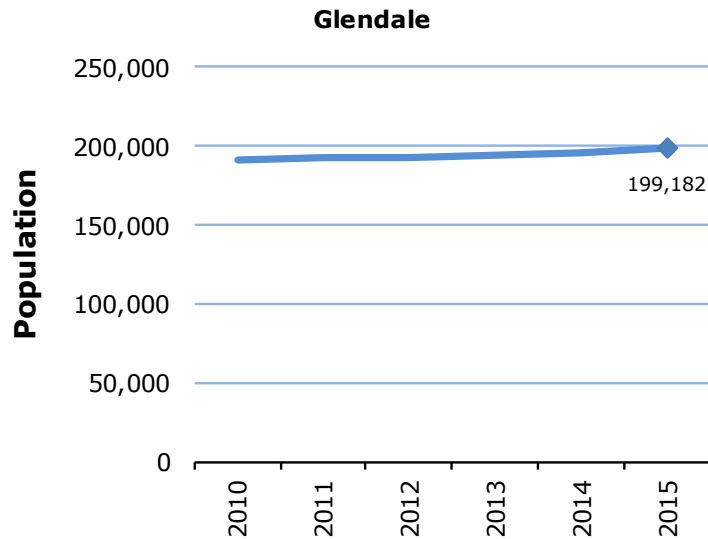
This Introduction includes information about GCC’s service area as well as data on student enrollment and demographic trends.

### Background and Context

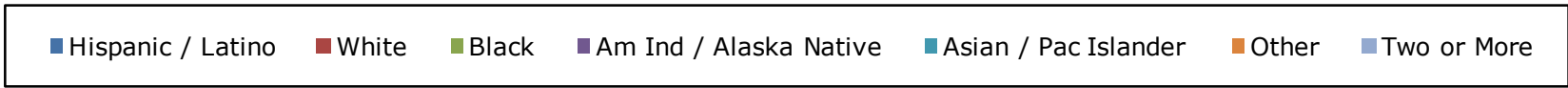
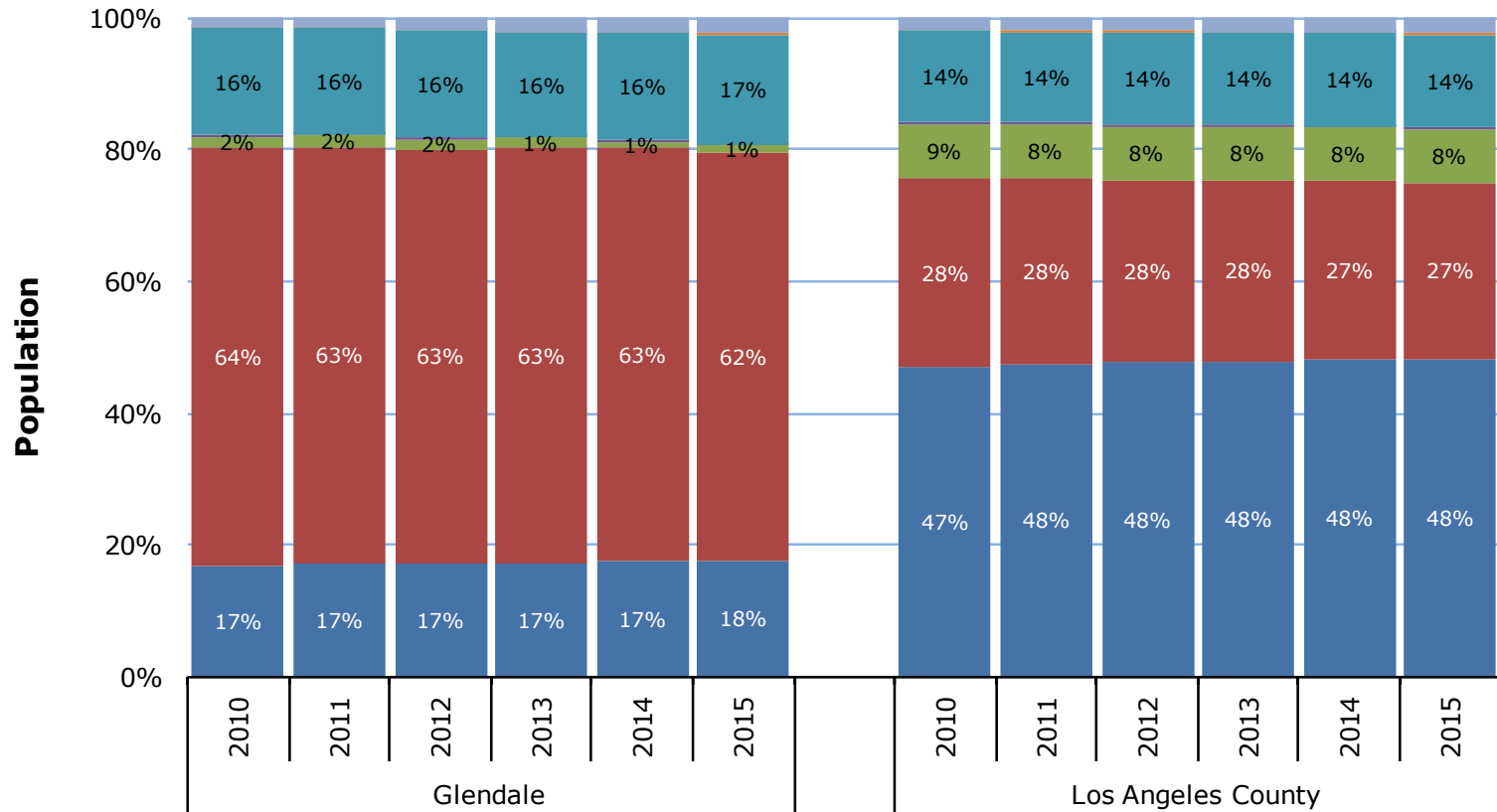
#### Service Area

Glendale Community College District boundaries include the City of Glendale, La Crescenta, a portion of La Cañada Flintridge, and a small unincorporated section of Los Angeles County northeast of Glendale. At 38 square miles, the District is physically the smallest of all the California community college districts. The College’s service area is substantially larger than its District boundaries; approximately 55% of credit students and 25% of noncredit students reside outside District boundaries.

#### Characteristics of Service Area Population

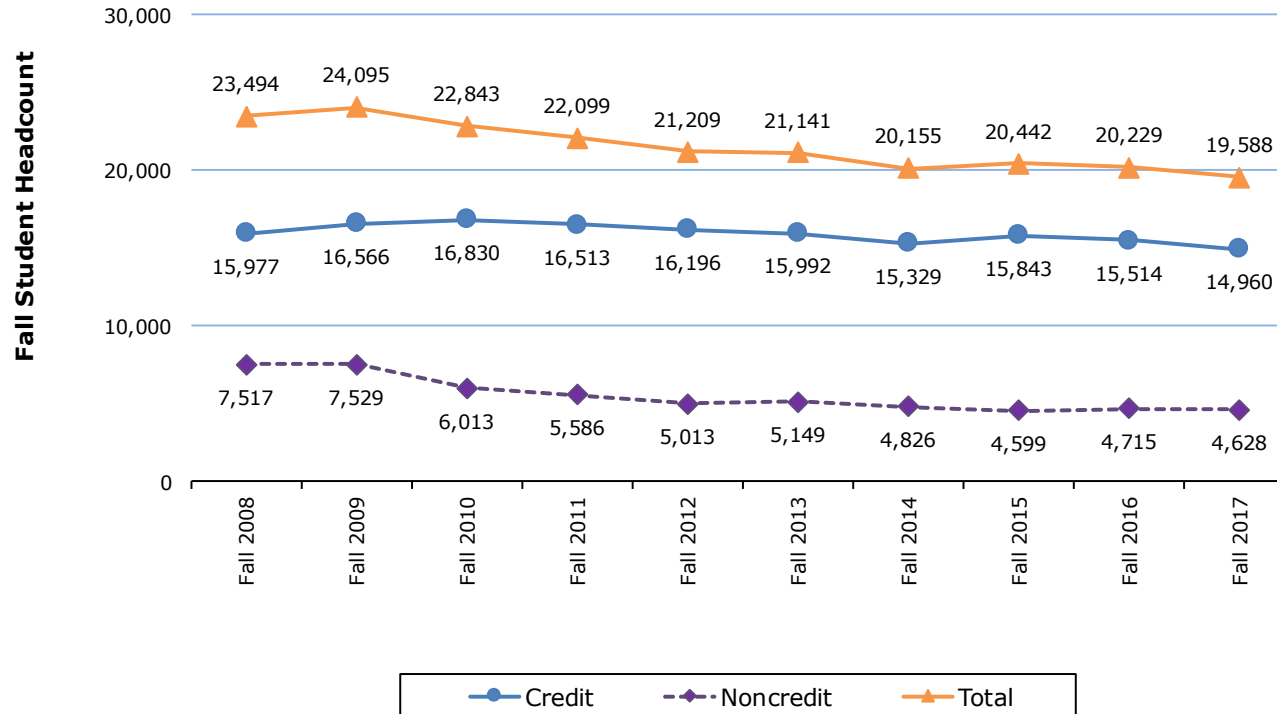


The population of Glendale differs from that of Los Angeles County as a whole. According to the U.S. Census, over 60% of Glendale’s population is characterized as White, while less than 30% of the population of Los Angeles County is characterized as White. Approximately 40% of Glendale’s White population is of Armenian origin.

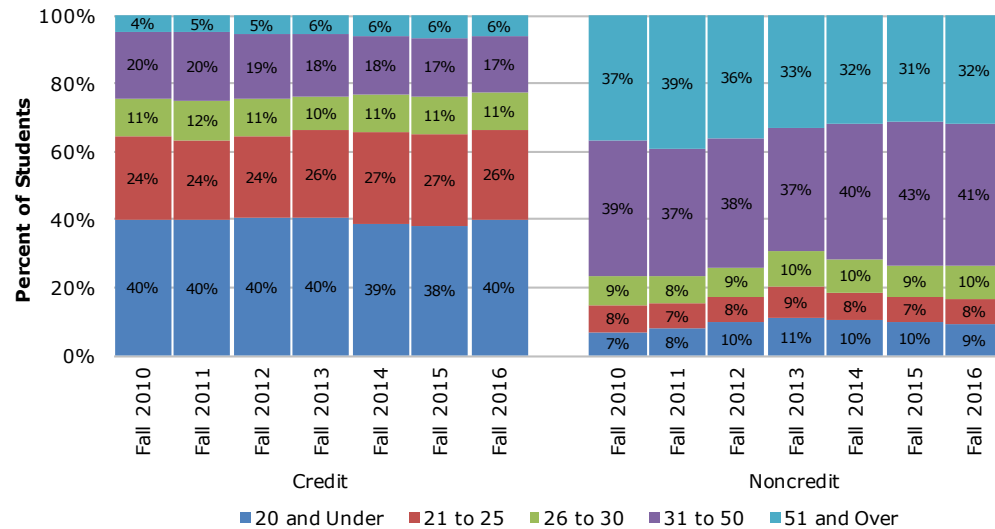
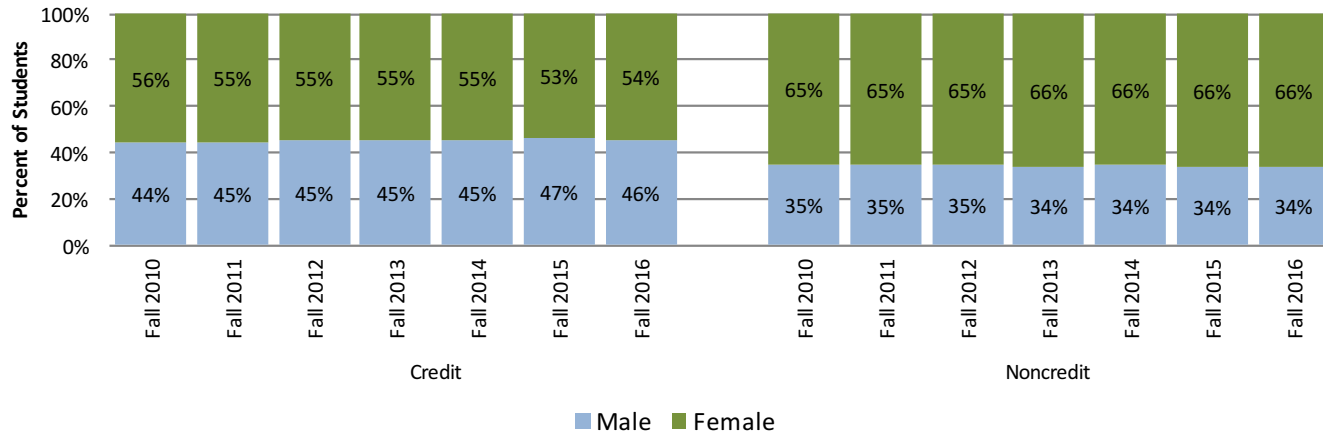


### Student Enrollment and Demographics

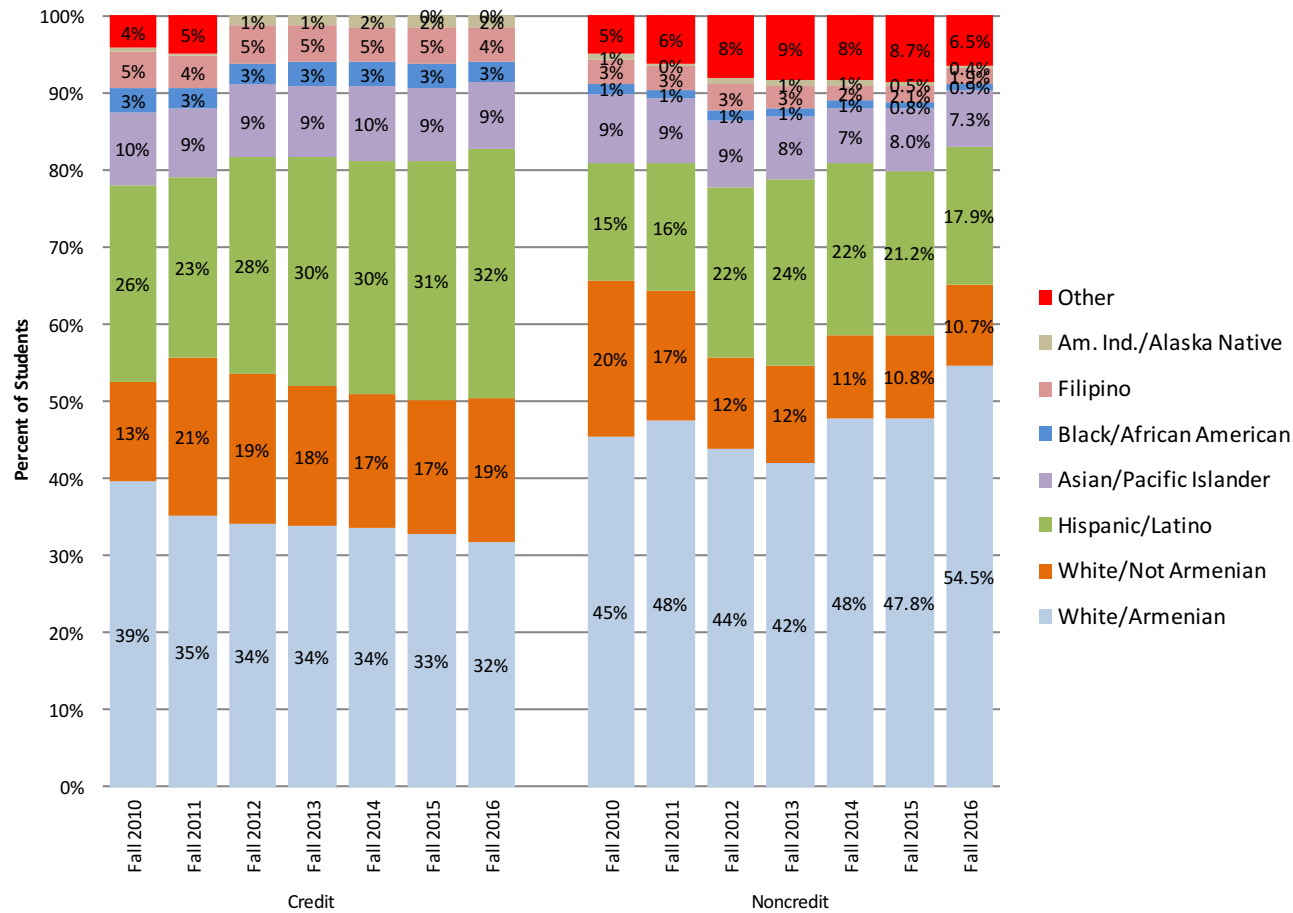
Paralleling national and state trends in higher education, GCC has seen flat or declining enrollment trends over the past decade. This trend describes enrollment in both credit and noncredit courses.



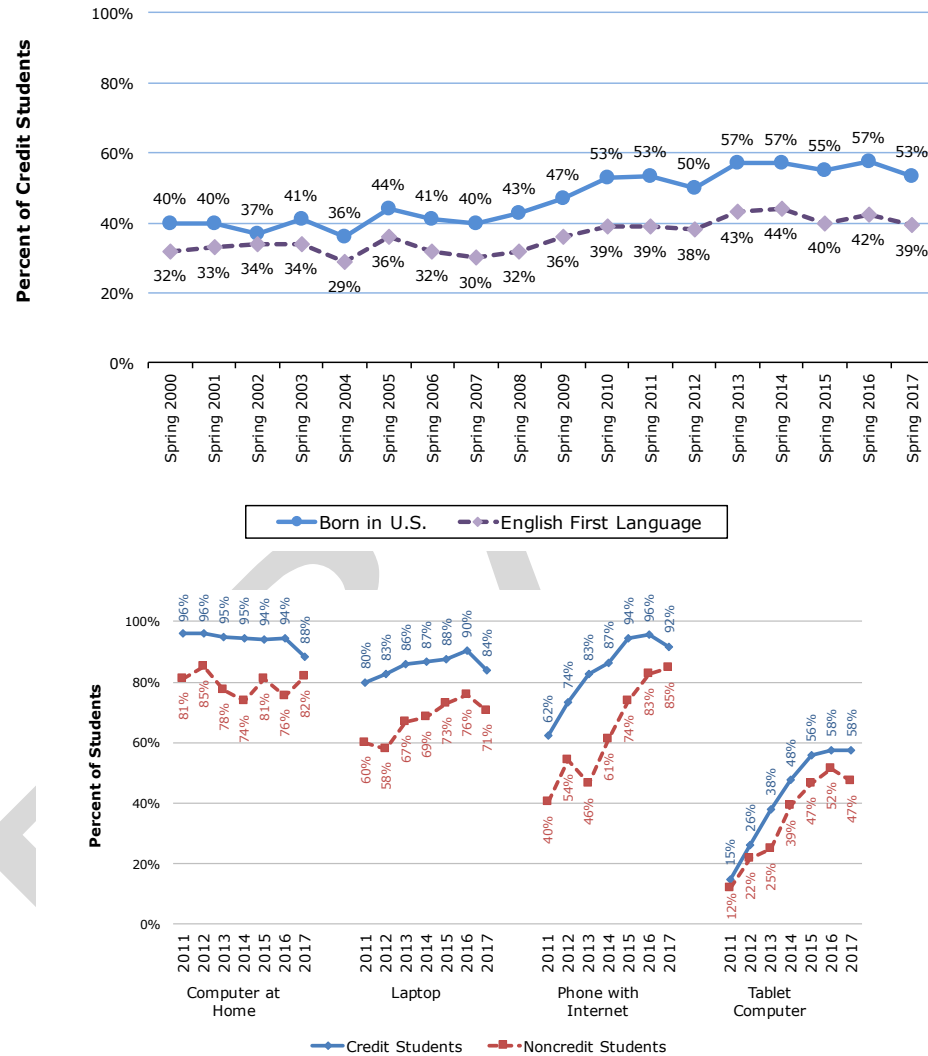
The following graphs show trends for student gender and age, shown separately for credit and noncredit students. Among both credit and noncredit students, female students outnumber male students; the difference in proportions is considerably larger for noncredit students. Noncredit students tend to be substantially older than credit students.



The graph below shows ethnicity for credit and noncredit students. The percentage of credit students who are Hispanic/Latino has increased since 2010; by 2016, the percentage of credit students who are Hispanic/Latino grew to approximately the same percentage who are of Armenian descent. Among noncredit students, the largest student groups are also students of Armenian descent and Hispanic/Latino students.



The graphs below show some recent changes in the student population. The top graph shows that the percentage of credit students born in the United States and the percentage speaking English as their first language have increased since the early 2000s. The bottom graph shows how access to technology has increased for both credit and noncredit students.



## *Planning Process*

### **1. Timeline and Initial Discussion**

The process for developing the Institutional Master Plan 2018-2025 began in Fall 2016. An initial 18-month timeline was created and presented to the Board of Trustees on October 18, 2016. The presentation included a discussion of key policy questions and issues to address from the perspective of the Board.

### **2. Mission, Vision, and Values**

Beginning in October, the Planning Resource Committee (Team B, the planning steering committee) began drafting a list of values to include with the college mission and vision statements. The Master Planning Committee (Team A, the planning governance committee with wide college representation) began its annual review of the college mission statement, resulting in proposed changes to streamline the mission statement. At its special meeting on January 13, 2017, Superintendent/President Dr. David Viar led a Board discussion of the mission, vision, and values in relation to the development of the new Institutional Master Plan. The Board adopted the revised Board Policy 1200 (District Mission, Vision, and Values Statements) on October 17, 2017.

### **3. Environmental Scanning**

An environmental scan was conducted by Team A as part of an analysis of strengths, weaknesses, opportunities, and threat (SWOT analysis). Strengths and weaknesses are internal characteristics that the institution has the capacity to influence. Opportunities and threats are external conditions or trends that are beyond the institution’s control and can positively or negatively affect the college. See the table below.

	<b>Internal</b>	<b>External</b>
<b>Positive</b>	Strengths	Opportunities
<b>Negative</b>	Weaknesses	Threats

Members of Team A were assigned to different topic areas for the internal and the external scans (see Appendix A for the topic areas as well as the strengths, weaknesses, opportunities, and threats that emerged from this process). Internal scanning was conducted at Team A meetings on December 2, 2016 and March 10, 2017. Presentations about student demographic trends and student outcomes were made to inform Team A about the internal environment, and discussion groups identified potential college strengths and weaknesses.

In preparation for external scanning, Team B worked over several months to collect documents about external trends affecting higher education and make these documents available on the college's intranet site, SharePoint (<https://sp.glendale.edu/planning/>). Team A members were to examine the documents relevant to their assigned topics.

In addition to the documents and reports related to external trends, a Master Planning Speaker Series was held during Spring 2017 with the following speakers and topics:

- **Guided Pathways:** Sonya Christian, President of Bakersfield College, presented on April 10, 2017
- **Labor Market Information:** Lori Sanchez, Director of the Center of Excellence at Mt. San Antonio College, presented on April 24, 2017
- **City of Glendale's Goals and Plans:** Scott Ochoa, City Manager of Glendale, presented on April 24, 2017
- **Glendale Unified School District Goals and Plans:** Winfred Roberson, Jackie Perez, Deb Rinder, and Mary Marson of the Glendale Unified School District presented on May 12, 2017

An external scanning discussion session was conducted at a Team A meeting on June 2, 2017. Discussion groups used the information from the external scanning documents to identify potential opportunities and threats. During Summer 2017, Team B distilled the information derived from the internal and external scanning discussions to produce a finalized list of strengths, weaknesses, opportunities, and threats. Team B concluded the SWOT analysis by synthesizing the information into a set of planning assumptions.

#### **4. Development of Goals**

At the June 2, 2017 Team A meeting, in addition to conducting the external scanning discussion, the committee discussed possible approaches to organizing collegewide goals. The committee decided to structure the overarching goals of the Institutional Master

Plan around the four pillars of the guided pathways model as explicated by the California Guided Pathways Project. An additional goal that focused on improving operational effectiveness was added to the four pillars. Team A developed a set of draft goals and subgoals based on the internal and external scans, and these goals were further refined by Team B. The resulting goals were presented to, and initially discussed by, Team A at its September 29, 2017 meeting.

## **5. Feedback**

Team B coordinated a process to collect broad feedback about the goals. A draft of the IMP that included the goals and subgoals as well as the strengths, weaknesses, opportunities, and threats was agendaized for discussion at the Academic Affairs Committee (October 18, 2017), the Student Affairs Committee (October 18, 2017), the Administrative Affairs Committee (October 10, 2017), and the Collegewide Computer Coordinating Committee (October 19, 2017). Feedback was collected by Team B members who attended these committee meetings. On October 25, 2017, a focus group was conducted at the Garfield campus which provides continuing education programming to a large noncredit population. To ensure broad review and input, all college employees and student government officers were invited to an additional focus group on October 30, 2017 at the Verdugo campus. This latter event was attended by a large group of individuals who did not already review the draft as part of one of the aforementioned standing committees or Team A and it included chairs of governance committees, classified staff, and designees from student services, distance education, and instruction. The Academic Senate discussed the draft goals—along with the strengths, weaknesses, opportunities, and threats and the assumptions—at its November 16, 2017 meeting.

## **6. Approval**

Team A approved the goals and subgoals of the Institutional Master Plan at its November 17, 2017 meeting. The plan was then approved by IPCC at its March 12, 2018 meeting, the College Executive Committee at its [date] meeting, and finally the Board of Trustees on [date].

## *Summary of Planning Context, SWOT Analysis, and Planning Assumptions*

The results of the SWOT analysis were summarized and organized by a task force of Team B. The following list of 10 planning assumptions was derived from the identified strengths, weaknesses, opportunities, and threats.

### **Planning Assumptions**

#### **Internal Planning Assumptions**

- **Internal Planning Assumption 1. Awareness of services is low.** Surveys indicate that college employees believe students are unaware of many of the services and resources available to them. The effective use of services could be improved if students had more information about what services are available and how to access services.
- **Internal Planning Assumption 2. The college will need to manage enrollment by recruiting untapped pools of potential students and by preserving access to populations threatened by an exclusionary national climate.** While outreach historically focused on recruiting high school seniors, the college recognizes the need for recruitment efforts to be inclusive of nontraditional student populations such as working adults, noncredit students from the Garfield Campus, and more dual enrollment students. Assembly Bill 19 defines the California College Promise, designed to waive fees for full-time, first-year community college students (not just recent high school graduates). Additionally, the college must work to preserve access to populations such as undocumented students whose access might be affected by current and future federal policies.
- **Internal Planning Assumption 3. The college could use branding more effectively.** There has been a perception among college employees that, although the college has a potentially strong brand, it has not used its brand to full advantage. This assumption also includes the potential of using the college brand to help recruit students other than high school students. This assumption is also based on the observation that marketing is done differently by different departments.
- **Internal Planning Assumption 4. Measure GC funds will be available for infrastructure improvements.** District voters passed Measure GC on November 8, 2016, approving the issue of up to \$325 million in general obligation bonds. The funds will be used on the upgrading of facilities and infrastructure.
- **Internal Planning Assumption 5. Counseling and other services will serve students in innovative ways that will increase the effectiveness of student support.** Online counseling is being implemented, and software to help with guided

pathways (EAB Navigate) is in the planning phase. Further innovations will improve the ability of counselors to support students as they complete their goals.

### **External Planning Assumptions**

- **External Planning Assumption 1. Demand for distance education is growing rapidly.** The college has seen increased demand for distance education offerings, as demonstrated by increasing enrollments and wait lists for these offerings.
- **External Planning Assumption 2. Legislation will impact how colleges address student completion.** In recent years, state legislation related to community colleges has focused on implementing guided pathways, promoting the Strong Workforce Initiative, changing the way colleges handle basic skills education and course placement, and improving requirements for awarding degrees and certificates.
- **External Planning Assumption 3. State and federal entities will continue to require outcomes regarding student equity and closing achievement gaps.** State legislation and funding, accreditation standards, federal entities, private foundations, and GCC priorities continue to emphasize student equity. Because achievement gaps still exist, this plan assumes that student equity will be a major focus for the college for at least the next seven years, the term of the plan.
- **External Planning Assumption 4. The demand for middle-skill workers will outpace the supply.** A recent study conducted by the Center for a Competitive Workforce analyzed 20 middle-skill occupations that are vital to the region's economy. The job positions within these occupations usually require a college certificate or associate degree and are filled by a labor force primarily derived from the graduates of community colleges. The study's findings indicate that Los Angeles and Orange County community colleges are projected to be able to supply enough graduates to only fill just over half of the estimated 67,450 job openings which will occur in the next five years. The region will demand more middle-skill workers than the community colleges are able to prepare.
- **External Planning Assumption 5. Technology will continue to advance at a rate that will challenge the college's ability to keep up.** Threats to network security, requirements for and costs of implementing new technology, and the need for technology training will increase over the term of this plan.

## Goals

Goal A. Clarify Student Pathways
<p><b>Key Performance Indicators for Goal A:</b></p> <ul style="list-style-type: none"> <li>• Number of pathways/meta-majors approved</li> <li>• Percent of programs fully mapped</li> <li>• Percent of survey respondents who indicate familiarity with available pathways</li> </ul>
<p><b>A.1.</b> Create accessible pathways and meta-majors informed by data<sup>1</sup> ensuring that student completion is the primary basis of course and program development. <small>M-1, M-2, M-3, V-2, V-3, V-4, EA-2</small> Vice President, Instructional Services; June 2019</p>
<p><b>A.2.</b> Communicate pathways, meta-majors, and potential occupational and educational outcomes <i>internally</i> to credit and noncredit students and campus constituencies. <small>M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, IA-5</small> Vice President, Instructional Services; ongoing</p>
<p><b>A.3.</b> Communicate pathways, meta-majors, and potential occupational and educational outcomes <i>externally</i> to high school students and counselors as well as universities, workforce partners, and the community. <small>M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, EA-4</small> Vice President, Student Services; ongoing</p>
<p><b>A.4.</b> Analyze labor market information regularly and systematically to support the development of new CTE programs meeting student and industry needs and the currency of existing CTE programs. <small>M-6, EA-2, EA-4</small> Dean of Research, Planning &amp; Grants; June 2019</p>

<sup>1</sup> Data sources may include ADT and UC transfer pathways, state and regional labor market data forecasts, regional and city plans, trends in student need based on regional and city K-12 data, and results of student surveys and focus groups.

Goal B. Facilitate Student Entry into Pathways
<p><b>Key Performance Indicators for Goal B:</b></p> <ul style="list-style-type: none"> <li>• Number of students with identified pathways/meta-majors</li> <li>• Student access equity measures</li> <li>• Percentage of applicants who enroll</li> <li>• Percentage of noncredit students transitioning to credit</li> </ul>
<p><b>B.1.</b> Promote access by expanding outreach to prospective traditional and nontraditional students, including expansion of dual enrollment partnerships and effective use of branding. <sup>V-3, IA-2, IA-3, EA-2, EA-3</sup> Vice President, Student Services; ongoing</p>
<p><b>B.2.</b> Enhance processes and technological tools to assist students in choosing pathways, including increased access to counseling at all locations and online. <sup>V-3, IA-1, IA-5, EA-2, EA-5</sup> Vice President, Student Services and Chief Information Systems Officer; December 2020</p>
<p><b>B.3.</b> Maximize accessibility into appropriate pathways through class scheduling and improved student awareness of scheduling patterns and pathways. <sup>V-3, IA-1, IA-5</sup> Vice President, Instructional Services; ongoing</p>
<p><b>B.4.</b> Improve the effectiveness of communication about the value of college, its relationship to job and transfer opportunities, and the value of GCC programs. <sup>M-3, M-5, M-6, IA-3, IA-5, EA-4</sup> Vice President, Student Services; ongoing</p>
<p><b>B.5.</b> Improve course placement (e.g., multiple measures assessment, corequisite remediation, articulation from noncredit and high school) and student transition from precollege to college-level courses. <sup>M-2, M-4, V-3, EA-2</sup> Vice President, Student Services and Vice President, Instructional Services; ongoing</p>

**Goal C. Help Students Stay on Pathways**

**Key Performance Indicators for Goal C:**

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

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

**C.2.** Improve student engagement through increased support for student life at all campuses (e.g., student clubs and campus events, as well as other collaborative efforts and activities).<sup>M-3, V-3</sup> Vice President, Student Services; ongoing

**C.3.** Investigate the use of and implement achievement coaches (e.g., student services technicians) to improve student retention and progress.<sup>M-3, V-3</sup> Vice President, Student Services; June 2019

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

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

**C.6.** Lower costs associated with being a student (e.g., Open Educational Resources, implementing the California College Promise).<sup>EA-2</sup> Vice President, Instructional Services; ongoing

**Goal D. Ensure Student Learning**

**Key Performance Indicators for Goal D:**

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

**D.1.** Reduce gaps in achievement, learning, and completion among student groups to ensure equity and improve outcomes.<sup>M-3, IA-5, EA-3</sup> Vice President, Instructional Services and Vice President, Student Services; ongoing

**D.2.** Increase dialog about learning outcomes and use assessment results to ensure strong linkage to Institutional Learning Outcomes, meta-majors, and expectations of employers and transfer institutions.<sup>M-2, M-5, M-6, M-7, V-5</sup> Vice President, Instructional Services; December 2018

**D.3.** Invest in innovation and professional development for student services and instructional pedagogy (e.g., active learning, contextualized learning, project-based learning, culturally relevant pedagogy) for student engagement, learning, and retention.<sup>V-1, V-3, V-5, M-2, M-3</sup> Vice President, Instructional Services and Vice President, Student Services; ongoing

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

**D.5.** Increase effectiveness of distance education, including improving student access to it and the support of faculty in content creation and instructional design.<sup>EA-1, EA-5</sup> Vice President, Instructional Services; ongoing

Goal E. Improve Operational Effectiveness
<p><b>Key Performance Indicators for Goal E:</b></p> <ul style="list-style-type: none"> <li>• Employee satisfaction with professional development</li> <li>• Faculty/staff perception of process efficiency</li> <li>• Student satisfaction with facilities</li> <li>• Efficiency metrics</li> <li>• Number of classrooms upgraded to current standards</li> </ul>
<p><b>E.1.</b> Integrate enterprise systems to increase efficiency in areas such as budgeting, personnel evaluation tracking, etc.<sup>EA-5</sup> Executive Vice President, Administrative Affairs; December 2024</p>
<p><b>E.2.</b> Increase employee awareness of available resources and services for students so students are directed appropriately.<sup>V-3, IA-1, IA-5</sup> Vice President, Instructional Services and Vice President, Student Services; ongoing</p>
<p><b>E.3.</b> Clarify resource allocation process and more tightly integrate the processes with planning and budgeting.<sup>IA-4</sup> Executive Vice President, Administrative Affairs and Dean of Research, Planning, &amp; Grants; December 2018</p>
<p><b>E.4.</b> Increase and improve professional development opportunities for faculty, staff, and students to develop technology skills and other topics prioritized by the Institutional Master Plan.<sup>EA-1, EA-5</sup> Vice President, Instructional Services; ongoing</p>
<p><b>E.5.</b> Evaluate and maintain the currency and security of technology available to students and employees, including expanded support of BYOD (“bring your own devices”).<sup>EA-5</sup> Chief Information Systems Officer; ongoing</p>
<p><b>E.6.</b> Maintain and improve learning spaces in all buildings.<sup>IA-4</sup> Executive Vice President, Administrative Affairs; ongoing</p>
<p><b>E.7.</b> Ensure safe, student-friendly, and physically accessible campuses for students (e.g., signage, directories, and working with bus schedules).<sup>IA-4</sup> Executive Vice President, Administrative Affairs; ongoing</p>
<p><b>E.8.</b> Ensure effective implementation of automatic awards.<sup>M-1, M-3</sup> Vice President, Instructional Services; June 2020</p>

## Key Performance Indicators

### **Key Performance Indicators for Goal A. Clarify Student Pathways**

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

### **Key Performance Indicators for Goal B. Facilitate Student Entry into Pathways**

- Number of students with identified pathways/meta-majors
- Student access equity measures
- Percentage of applicants who enroll
- Percentage of noncredit students transitioning to credit

### **Key Performance Indicators for Goal C. Help Students Stay on Pathways**

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

### **Key Performance Indicators for Goal D. Ensure Student Learning**

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

- Student Success Scorecard CTE Rate
- Student Success Scorecard CDCP Rate

**Key Performance Indicators for Goal E. Improve Operational Effectiveness**

- Employee satisfaction with professional development
- Faculty/staff perception of process efficiency
- Student satisfaction with facilities
- Efficiency metrics
- Number of classrooms upgraded to current standards

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## Appendix A: SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis

### *Internal Scanning: Strengths and Weaknesses*

#### **Glendale Community College Strengths**

##### **Basic Skills**

- Basic skills progress rates in English, ESL, and Math, according to the student success scorecard, are above statewide averages
- The college has offered options that support basic skills progress (including fast track Math and English as well as English courses paired with Library courses and contextualized English courses), and is currently redesigning developmental skills sequences

##### **Credit Career and Technical Education (CTE)**

- The college offers several strong CTE programs with positive outcomes
- The college offers CTE training for specific populations, e.g., the Uniquely Abled Program for students on the autism spectrum
- The college has strong partnerships with community partners
- The college has established CTE pathways through its pathways partnership grants
- The Superintendent/President has a leadership position with Regional Strong Workforce Consortium

##### **Marketing/Communications**

- The Board of Trustees, the Superintendent/President, and the Foundation have established strong relationships with the community
- The college has hired a Director of Communications and Community Relations
- The college has a potentially strong brand

##### **Student Services**

- The college offers a variety of services including new and reorganized services such as the Welcome Center and the Multicultural and Community Engagement Center
- The Sierra Vista building will offer a one-stop center for many student services
- Collaboration has increased between Instruction and Student Services
- The college has the ability to pilot Early College Acceptance Program (ECAP) Promise

#### **Instructional Technology/Distance Education**

- The college offers 24/7 tech support for students taking advantage of distance education

#### **Fiscal/Administrative Areas**

- Measure GC provides \$320 million dollars with which to upgrade facilities and infrastructure

#### **Academic/Transfer/General Education**

- Associate degree offerings have been improved, with more degree alternatives including associate degrees for transfer
- The college has a high transfer rate relative to most community colleges in the region
- The college's culture has shifted to focus on faculty innovation and professional development
- The college recognizes the value of high impact and active learning and teaching

#### **Noncredit Education**

- The college encourages matriculation from noncredit to credit programs
- Strong instructional programs are offered through noncredit
- Curricular changes are being made thoughtfully to place courses appropriately in credit or noncredit
- Noncredit ESL offerings are in high demand
- The college's noncredit program is the seventh largest program in the state

#### **Recruitment/Retention**

- According to the Student Success Scorecard, GCC's 30 unit completion rate is above the state average and GCC's persistence rate is in the top 10 in California
- Outreach initiatives such as expanding dual enrollment, the Welcome Center, and ECAP are helping students enroll
- Recently expanded efforts to improve retention include Enrollment Fairs, student equity learning communities, and integrated planning for the student equity, credit and noncredit 3SP, and basic skills programs

### **Learning Support**

- The college offers a wide variety of resources to support learning, including the Learning Center, Supplemental Instruction program, Math Discovery Center, Sandbox Lab, and the High Tech Center

### **Facilities**

- The college is perceived to be safe
- The campuses are attractive
- Measure GC \$320M updates in our classrooms and infrastructure
- The college has a comprehensive Facilities Master Plan and a robust facilities planning process embedded in governance

### **Operational/Administrative Technology**

- The wireless network has been improved substantially and now meets the college's needs
- The emergency text alert system helps with communication during emergencies
- IT support is very good

## **Glendale Community College Weaknesses**

### **Basic Skills**

- Progress in remedial Math is low relative to GCC's Scorecard peer group
- Placement system and multi-level remedial course sequences may be discouraging students' persistence
- Integration between assessment and counseling could be strengthened
- Students do not access resources available to them
- Students are not as informed of GCC's refresher courses (that would allow them to score higher on placement tests) as they could be

### **Credit Career and Technical Education (CTE)**

- Many CTE programs have relatively high unit requirements
- There is a perception that the college doesn't offer enough programs/certificates to meet the needs of the employers

- We don't offer apprenticeships, internships, and job shadowing in some high-demand areas such as construction, electrical workers, pipe fitters, welders, automotive workers, and aviation workers
- The college prioritizes transfer over CTE certificate completion
- For some CTE programs, job placement rate is zero
- Many students do not apply for certificates and degrees for which they meet the requirements
- Facilities available for some CTE programs are insufficient

### **Marketing/Communications**

- Marketing is underfunded and, until recently, lacked permanent leadership dedicated primarily to marketing
- The college uses little and/or inconsistent branding
- Marketing focuses primarily on high school outreach
- Manager and other employee involvement in community groups could be strengthened
- There is a perception that high school counselors are disconnected with GCC, though this perception is contradicted by frequent communication between GCC and high school counselors
- Although targeting of specific groups for marketing and recruitment occurs, this has not been perceived by campus members
- The college's successes could be communicated better to potential students and partners

### **Student Services**

- Connections between counselors and CTE programs could be strengthened
- Counselors have generally not been located in service areas other than counseling, but work is being done to move counselors into different areas
- The college needs to integrate technology better into student services and make user interfaces more student-friendly
- Students and staff are not aware of the services that are available
- The college's counselor-to-student ratio is not optimal
- Although comprehensive online counseling services are in development, they are not yet available to students
- **There is a** lack of student counseling support for dual enrollment students

### **Instructional Technology/Distance Education**

- Although the only classrooms that do not have a projector and computer were specifically requested by department users to be that way, there is a perception that some classrooms still lack the ability to project content

- **Relative to some other colleges**, GCC does not offer a lot of online courses and sections
- There is a perception that some faculty are resistant to change to new distance education technologies
- There are few incentives for faculty members to develop distance education courses
- The college does not ensure that distance education offerings and content are accessible (e.g., captioning videos)

#### **Fiscal/Administrative Areas**

- **There is a perception that** students get the runaround, being sent from one office to another without an integrated system to give the correct information to students or refer them to the correct office
- Some records are not available to all departments that require them; many departments keep their own isolated databases
- Although the college has a master calendar, few are aware of it and therefore do not know about the occurrence of campus events
- The college does not receive sufficient unrestricted funding to meet all needs
- There is a perception that compensation is not as competitive as in other districts

#### **Academic/Transfer/General Education**

- The college offers little contextualized learning
- Latino and African American students have weaker outcomes than other student groups, including lower degree and certificate completion, although improvements are occurring
- There is insufficient institutional support for developing new pedagogies, and a lack of innovation on instructional methodologies and technology in the classroom
- Most students are underprepared for college-level work
- The college does not have enough classroom space, including science lab facilities

#### **Noncredit Education**

- The noncredit program is not perceived as part of college
- Facilities for noncredit, including parking, are insufficient to meet demand
- The number of noncredit students transitioning to credit could be increased, and articulation between noncredit and credit courses could be strengthened

#### **Recruitment/Retention**

- **W-46.** There is a perception that there has been less effort to recruit non-high school students (e.g. older students, students with CTE goals, etc.)
- **W-47.** Many departments are not involved in recruiting students
- **W-48.** There are too many siloed efforts for recruitment and retention
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### **Learning Support**

- Student and staff are unaware of the learning support services available to them
- Learning support services are decentralized (e.g., no Learning Support Committee to coordinate services); standardized training of tutors is just now being implemented

### **Facilities**

- The college does not have enough resources/people to maintain facilities
- Some classroom spaces are not conducive to learning
- Some buildings are not ADA compliant
- Doors do not lock from the inside, which can be a safety issue
- Facilities are outdated
- Insufficient parking at Garfield campus
- Office space for adjunct instructors is limited
- Students and employees at the Garfield campus do not perceive the presence of campus police there.

### **Operational/Administrative Technology**

- The college relies on consultants for much administrative technology work
- There is a lack of training on the use of student systems to help students
- There is a lack of dual platform (Windows and Macintosh) support
- Many services and areas are siloed
- There is a lack of communication with the end users regarding features required for most effective optimal use and application
- Lack of awareness of threats to IT network (i.e., vulnerabilities)
- Lack of basic skills in technology among students, staff, and faculty

- Potential for limited network resources and availability; the existing infrastructure may not be able to keep pace with increased demands
- Minimal infrastructure for supporting faculty innovation

## *External Scanning: Opportunities and Threats*

### **External Opportunities**

#### **Curriculum/Competency Based Education**

- Competency-based education is being expanded by many institutions
- There are opportunities to better determine the needs of local businesses in order to meet those needs
- Rules for local approval of curriculum have changed so that most changes will not need state approval

#### **Technology/Educational Innovations**

- The Online Education Initiative (OEI) provides an opportunity to expand distance education, increase student access, and leverage the college's reputation for high-quality distance education courses
- New technology is available to bolster the use of active learning in face to face classrooms across campus, in old and new buildings.
- Educational technology may be used for marketing/outreach efforts

#### **Demographics**

- The median age of Glendale residents is nearly 6 years older than the median age of Los Angeles County residents, resulting in the opportunity to serve the older population

#### **Trends in Higher Education**

- Demand for and technology supporting distance education is growing
- Community college enrollment may increase due to declines in enrollment at for-profit institutions
- There are statewide calls for more offering more workforce development and career-oriented programs
- Statewide and national fiscal and research support for Guided Pathways

### **Labor Market/Educational Trends**

- **The demand for middle-skill workers will outpace the supply**
- Increasing demand for training in new technologies
- The state is supporting and expanding CTE through Strong Workforce local and regional plans

### **Rigor & Quality Education/K-12/Common Core**

- GUSD plans to change math structure from traditional to Integrated Math, which could prepare students better for the college math sequence
- Dual enrollment is expanding statewide, and is being supported through legislation
- K-12 districts are aligning their CTE programs with GCC's CTE programs

### **Legal & Regulatory Issues**

- Year-round Pell grants have been approved
- FAFSA form might be simplified
- Alternatives to enrollment based funding are being implemented in other states (W-34)

### **Student Success/Student Services**

- Expansion of community/public/private partnerships might provide CTE opportunities
- Partnership agreements with local California State University campuses will increase the number of reverse transfer students needing developmental education
- Pending funding, the governor has proposed College Promise to be statewide.

### **Fiscal Matters/Performance-Based Funding**

- Performance-based funding can lead to creativity, innovation, restructuring and integration of current systems and procedures
- Moving toward performance-based funding could focus the college more on student outcomes
- Activities addressing basic skills progress have funding from ongoing sources as well as grant-based and categorical sources

### **Assessment of Student Learning**

- Labor markets and employers want students to know how to critically think and write

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## **External Threats**

### **Curriculum/Competency Based Education**

- Other colleges (and soon OEI) offer more DE courses; we may lose students to peer institutions

### **Technology/Educational Innovations**

- Perkins funds, which have traditionally funded technology improvements, are being cut
- The state of California is considering the development of a new online-only community college

### **Demographics**

- Glendale Unified School District enrollments have declined by about 14% since 2001
- The service area population is changing; fewer immigrants and more wealth but GCC also has the smallest geographic area for the college in the state
- There is a perception that an exclusionary climate has developed for certain groups (e.g., undocumented students)
- The inflated housing market makes it difficult for many students to live close to the college

### **Trends in Higher Education**

- Declines in enrollment are a national trend in higher education
- Performance-based funding could affect resources available and is not necessarily sustainable
- The public does not clearly perceive the connection between college education and job opportunities
- Negative federal/national trends affecting immigration, F-1 visa enrollment, cuts to financial aid programs, etc.

### **Labor Market/Educational Trends**

- Lower unemployment rates in the service area could decrease college enrollment

### **Rigor & Quality Education/K-12/Common Core**

- There might be an increase in the number of incoming developmental students due to changes in Math in K-12 schools

### **Legal & Regulatory Issues**

- Reduced funding for Pell grants and cuts to programs for low income students will affect financial aid available to students

- In the current political climate, there may be less regulation for for-profit colleges
- Federal agenda to remove financial stability from accreditation requirements

**Student Success/Student Services**

- LA Mission College has established a satellite campus in Sunland/Tujunga
- The Los Angeles Community College District and Pasadena City College have established College Promise programs paying for college for local residents
- Tracking students after they complete or leave the college is difficult

**Fiscal Matters/Performance-Based Funding**

- Reasons for students' lack of completion can be out of the college's control
- Other colleges advertise on local bus lines, radio stations, etc.
- Funding and approval of CTE programs depend on an overly complex statewide model

**Assessment of Student Learning**

- Requirements imposed by the legislature and accreditation standards may create increases in workload to faculty, staff, and administrators.

## Appendix B: Sources of Performance Indicators

Several IMP performance indicators were derived from different sources. This section lists the indicators included in the California Community College Chancellor's Office goals from the Vision for Success established in 2017 and the performance indicators for Guided Pathways recommended by the American Association of Community Colleges (AACC).

### **California Community Colleges Vision for Success Goals (2017)**

<https://foundationccc.org/Vision-for-Success>

To meet California's needs, the CCC system should strive to achieve the following goals by 2022:

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- 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, with the ultimate goal of fully closing regional achievement gaps within 10 years.

**AACC Guided Pathways Performance Indicators**

[http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/AACCPathways\\_Planning\\_Implementation\\_Graphic\\_FIN\\_AL.pdf](http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/AACCPathways_Planning_Implementation_Graphic_FIN_AL.pdf)

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year
- Equity in outcomes

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