

GCCCD 2016-2022 Strategic Plan Implementation

2016-17 Reflections & 2017-18 Opportunities

Joint Board of Trustees and District Strategic Planning
& Budget Council Meeting

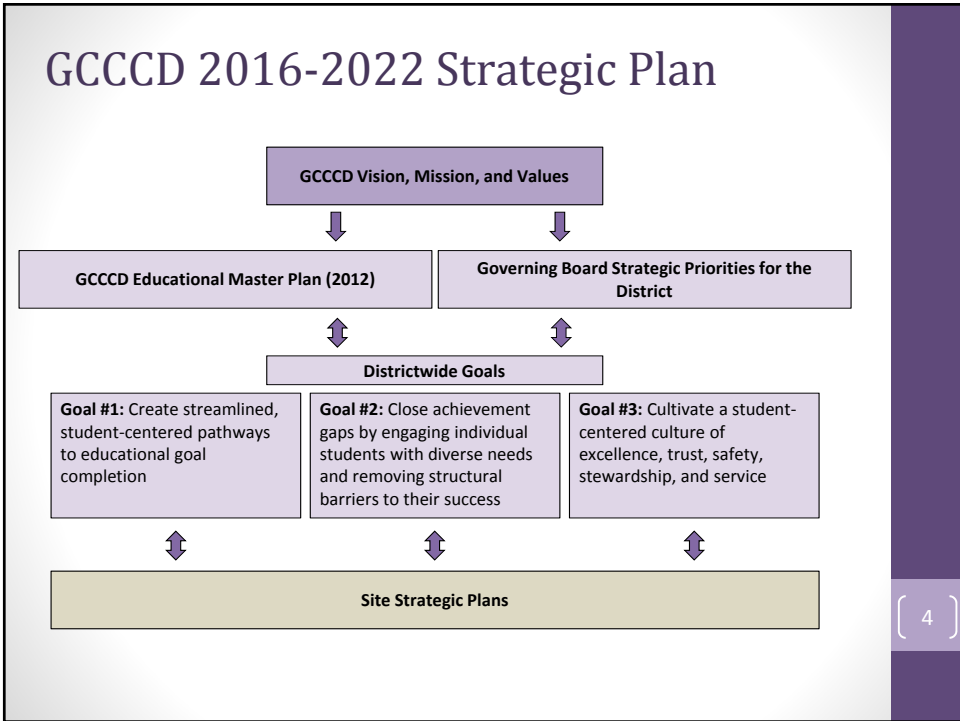
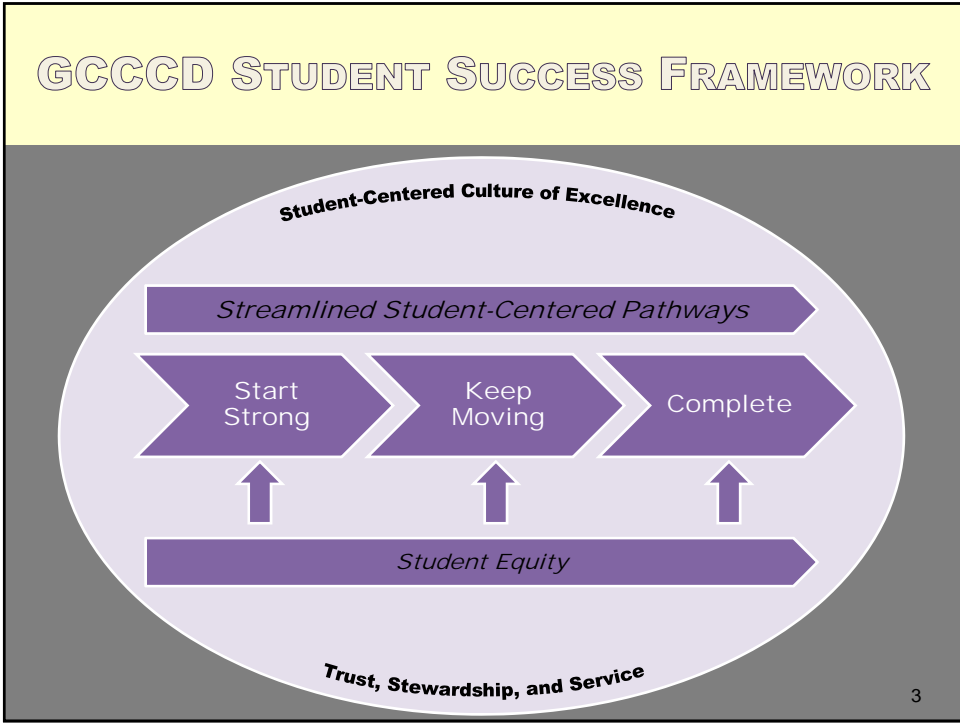
June 20, 2017

GCCCD Strategic Planning Model

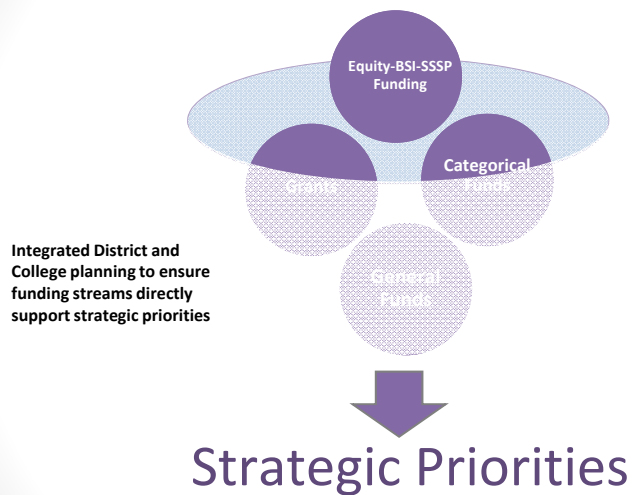


GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Christopher Tarman



Integrated Planning



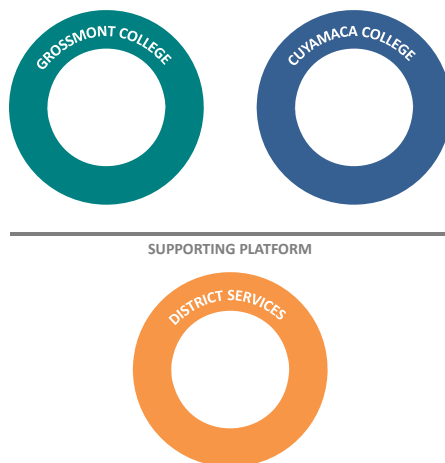
District Services



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

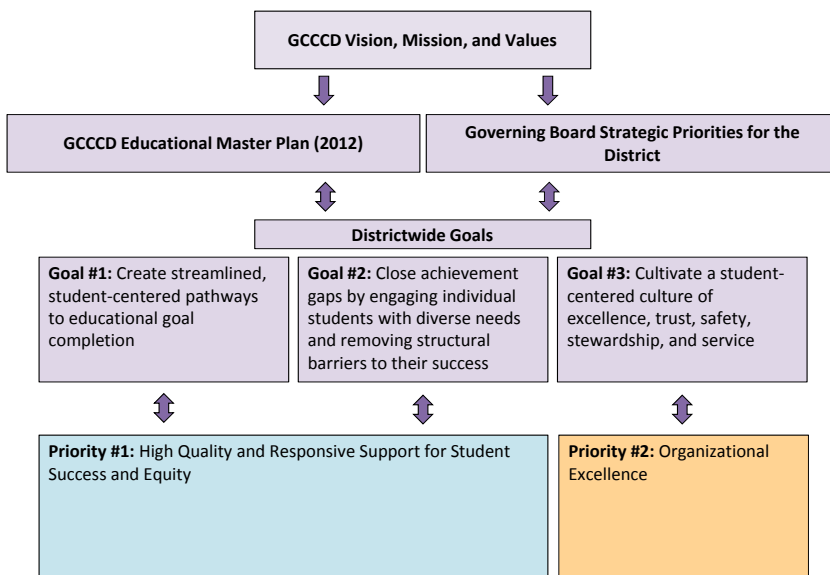
Tim Corcoran
Sue Rearic
John Valencia

District Services



{ 7 }

District Services Strategic Plan



{ 8 }

Workforce & Organizational Development

Reflection: 2016-17 Action Steps

- East County Education Alliance – Higher Edge Program
- Dual Enrollment MOUs
- Marketing: DW integrated marketing campaign
- Campus-Based Researchers & KPI Dashboard
- Campus-Based Technology Program Managers
- Technology Decision-Making Process Analysis

Opportunities: 2017-18 Action Steps

- Finalize the Higher Edge program & start fundraising campaign
- Launch Dual Enrollment MOU with GUHSD in Spring 2018
- Marketing: DW Marketing Protocol to streamline efforts
- Research: Strategic Plan Dashboard with Targets
- Technology: Ed Plan Software, new Workday Modules, Student Information System (Colleague) Upgrade, and BoardDocs

9

Business Services

Reflection: 2016-17 Action Steps

- Workday Implementation (Finance/Payroll)
- Enhanced service to colleges/students
- Completed facility improvements with focus on sustainability

Opportunities: 2017-18 Action Steps

- Workday training for fiscal users
- Finalize transition of on-site/warehoused stores
- Paperless and automated accounts payable and time reporting
- Finalize short-term facilities improvements and long-term plans for DS facilities
- Integrated Public Safety (law enforcement, emergency preparedness and CAPS)

10

Human Resources

Reflection: 2016-17 Action Steps

- Workday Implementation (HR/Payroll)
- EEO HIRE Training
- Employee On-Boarding
- Improved structure of HR department
- Completed big HR projects

Opportunities: 2017-18 Action Steps

- Workday Implementation of Self Service for Open Enrollment
- Return to work program for employees on Worker's Comp
- Expanding Employee On-Boarding
- Continued enhancement of Professional Development
- Collegial negotiation of remaining labor contracts

{ 11 }



{ 12 }

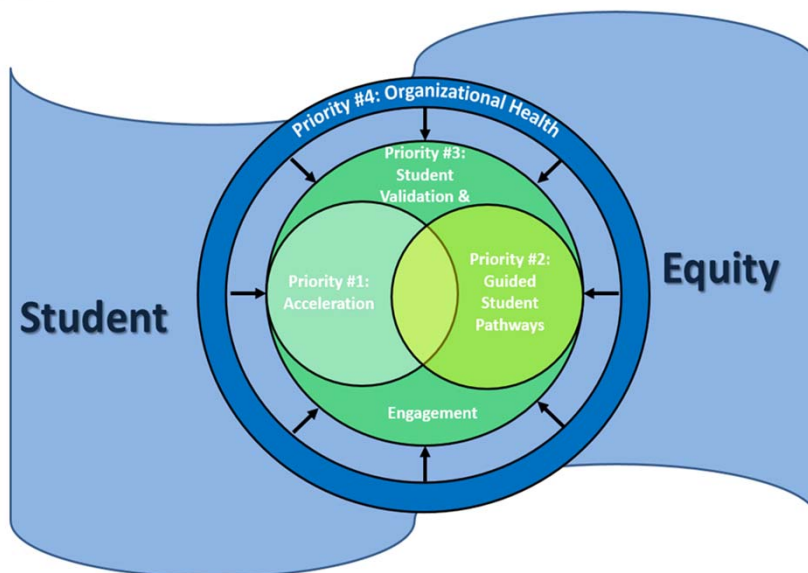
Cuyamaca College



CUYAMACA
COLLEGE

Brianna Hays
Jesús Miranda

Strategic Goals



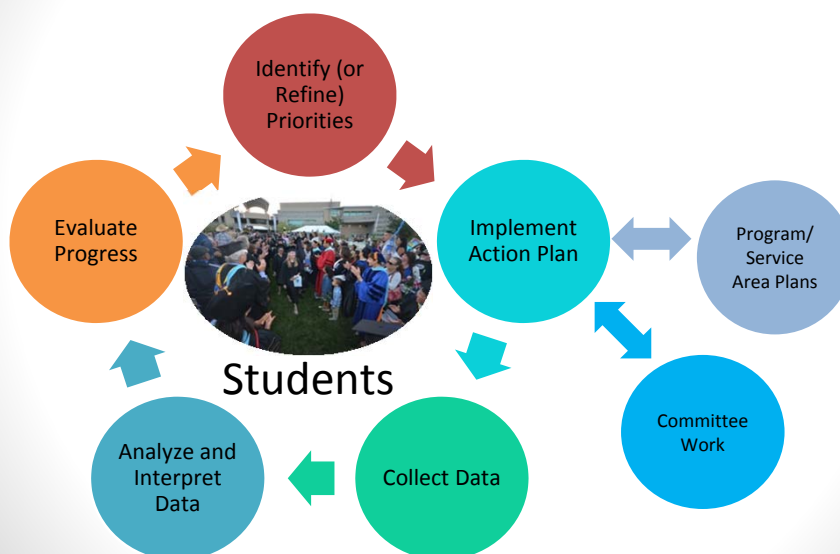
Formalizing Our Commitment to Student Success and Equity

The “watermark” for our Strategic Plan:

*Success for one is success for all. Cuyamaca College honors that we are privileged to be part of a **diverse academic community** committed to fostering and advocating **equity mindedness, inclusivity, civility, and social justice**. While we recognize that every one of us has biases, prejudice is learned and can be unlearned, and **we reject all forms of discrimination against any member of our community**. We actively work **to eliminate any achievement gaps** among different student groups and to promote a campus **culture of healthy diversity**.*

15

Annual Planning Cycle



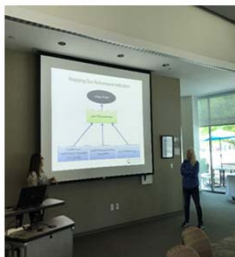
16

Spring Planning Retreat



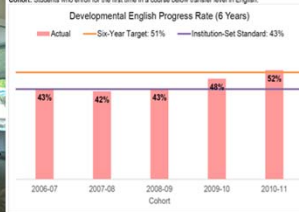
Strategic Goal: Guided Student Pathways - Completion and CTE

Indicator	Current Value	Institution-Set Standard	Annual Target (1 Year)	Long-term Target (8 Year)
1. Completion Rate	42%	40%	44%	47%
2. Number of Transfers to 4-Year Institutions	542	549	--	584
3. Number of Associate Degrees Awarded (by Cohort)	765	825	825	1,025
4. Graduating with an Associate Degree (by Cohort)	530	570	570	710
5. Number of Associate Degrees and Certificates Awarded	996	1,011	1,011	1,136
6. Number of Students Graduating with Associate Degree or Certificate (by Cohort)	623	643	643	826
7. Number of Certificates Awarded (by Cohort)	261	180	210	210
8. Graduating with a Certificate (by Cohort)	142	150	170	200
9. CTE Completion Rate	32%	31%	33%	37%
10. SkillsBuilder Median Wage Gap	21%	11%	11%	12%



Indicator #1: Developmental English Progress Rate (6 Years)

Source: CCCC Student Success Scorecard (as Remedial English Progress Rate)
 Definition: Percentage of students who successfully complete a transfer-level English course within 6 years.
 Cohort: Students who enroll for the first time in a course below transfer level in English.



17

Accelerated Basic Skills

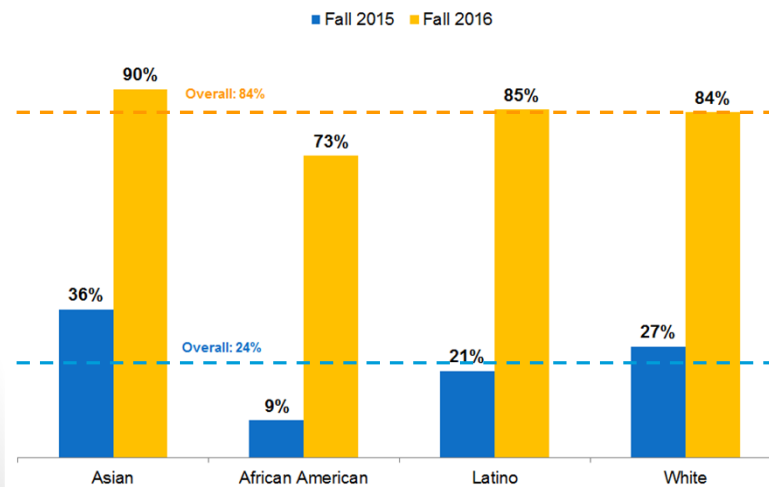
Eliminate exit points for students and increase the number of students who successfully complete transfer-level math and English in their first year

Reflections: Accelerated Basic Skills

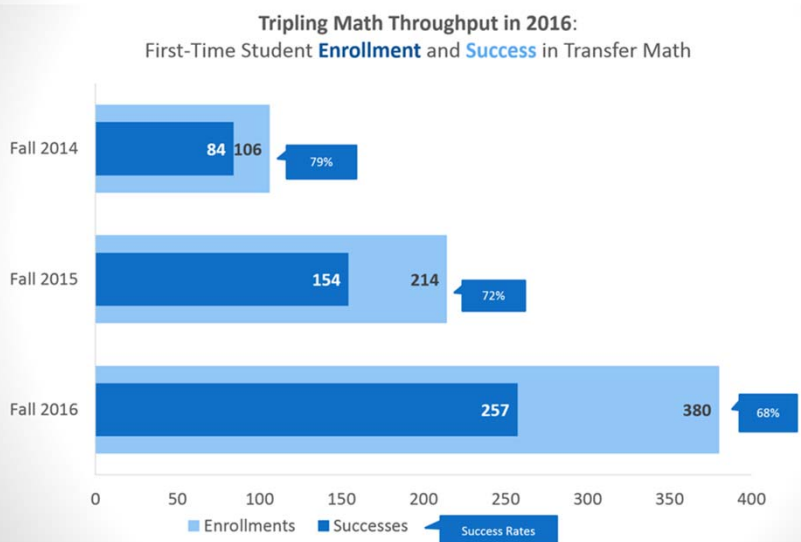
- Awarded **Basic Skills Student Outcomes and Transformation (BSSOT) grant** from the CCCCO
- Implemented **multiple measures placement** in math
- Implemented **concurrent-enrollment support model** in math (at scale) and English
- Piloted “accordion model” **Boost Program in ESL**

Reflections: Accelerated Basic Skills

Percentage of Students Placed into Transfer Math

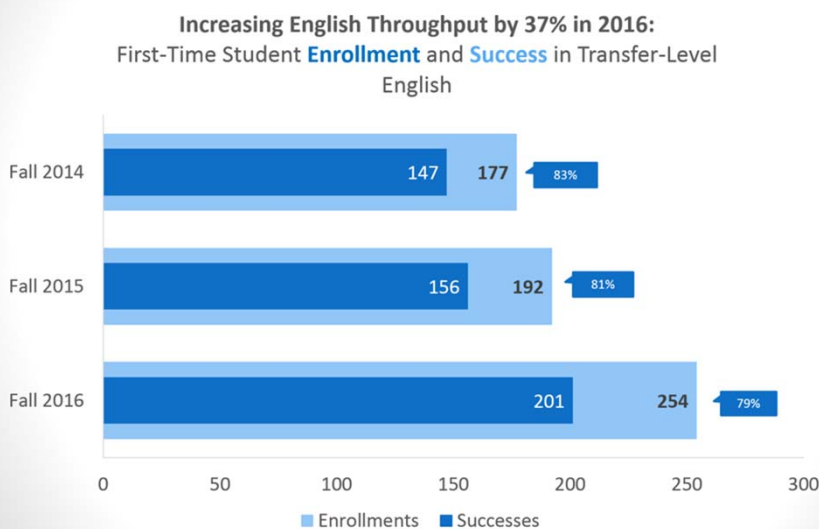


Reflections: Accelerated Basic Skills



(21)

Reflections: Accelerated Basic Skills



(22)

Opportunities: Accelerated Basic Skills

- Scale up **student-centered pedagogy**
- **Recalibrate our processes** to meet the needs of students who have not experienced success in acceleration
- Expand **student-centered learning** beyond Basic Skills disciplines
- Implement **multiple measures placement** in English
- **Increase section offerings** of transfer-level classes to meet student demand

(23)

Guided Student Pathways

Increase the number of students successfully completing a degree, certificate or transferring for a four-year institution

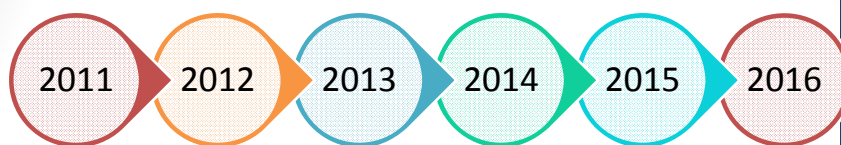
Reduce time to degree completion

Reflections: Guided Student Pathways

- Became a **California Guided Pathways (CGP) College**
 - 1 of 20 colleges selected in the state
- Established **Academic Degree Maps**
- Obtained **grant funding** (HSI Title V and Title III STEM) that integrates with Guided Student Pathways Model
- Expanded **CTE pathways**



Baseline Data: Student Pathways



2010/11 Cohort **100%** **75%** Persist **71%** Complete 30+ Units **42%** Complete

1,670
Students



705
Students



Opportunities: Guided Student Pathways

- Complete all **Academic Degree Maps**
- **Student web portal** for education planning
- **Implement framework** with CGP project support and coaching
- **Further integrate planning** (Equity/BSI/SSSP/Title V/ Title III STEM/Strong Workforce) in support of the GSP model
- Improve/enhance the **intersection between instruction and student services**

[27]

Student Validation & Engagement

Increase the number of students who persist to their second term and second year at the College

Provide an engaging, validating, and inclusive teaching and learning environment

Reflections: Student Validation and Engagement

- 90 completers of the CORA **Teaching Men of Color** in the Community College certificate
- Expanded student validation and engagement practices campus-wide, including onboarding of **Engagement Ambassadors**
- **Validation firsts:** Dr. Martin Luther King Jr. Celebration and the Cesar Chavez Celebration
- Offered **cultural competence** training series for students, faculty, and classified staff with SDSU's Dr. Tanis Starck
- In partnership with the RP Group, **conducted student focus groups** centered on equity and inclusion

29

Reflections: Student Validation and Engagement

Student Voices

"There are many important individuals in my own local community that have made major differences for future generations. That inspires me!"

"I learned that a lot of people want to be heard; if we take the chance to listen we can make a difference by spreading the word."



MLK Celebration



Cesar Chavez Celebration

30

Opportunities: Student Validation and Engagement

- Deepen campus understanding of **equity issues**
- Enhance use of **culturally relevant curriculum**
- Develop a more robust **Engagement Center**
- **Engage students** with a purpose
- PD for staff, faculty, and administrators on best practices for **culturally relevant approaches**

{ 31 }

Organizational Health

Enhance sustainability in all aspects of College operations

Continuously improve structures and processes to support equitable student success

Reflections: Organizational Health

- Completed **new college plans**
 - Tutoring, Distance Ed, Professional Development
- Engaged **IEPI Partnership Resource Team (PRT)** to improve *integrated planning, governance and SLO assessment* – **\$200,000 grant** 
- Invested additional resources in **tutoring and professional development**
- Obtained **\$12 million** in grants  
- Established **Institutional Effectiveness, Success and Equity Unit**
- Aligned/integrated **program review and planning** processes

33

Opportunities: Organizational Health

- **Growth and improved efficiency:** Continue to cultivate a culture of efficiency through enrollment management
- Expand **professional development** for faculty and classified staff centered on strategic goals
- Refine **governance structure** and align **policies/procedures** with strategic goals
- **Create clear pathways** to college success: Expand East County Education Alliance partnerships with local feeder high schools
- Continue to align/integrate **program review and planning** processes

34

Grossmont College

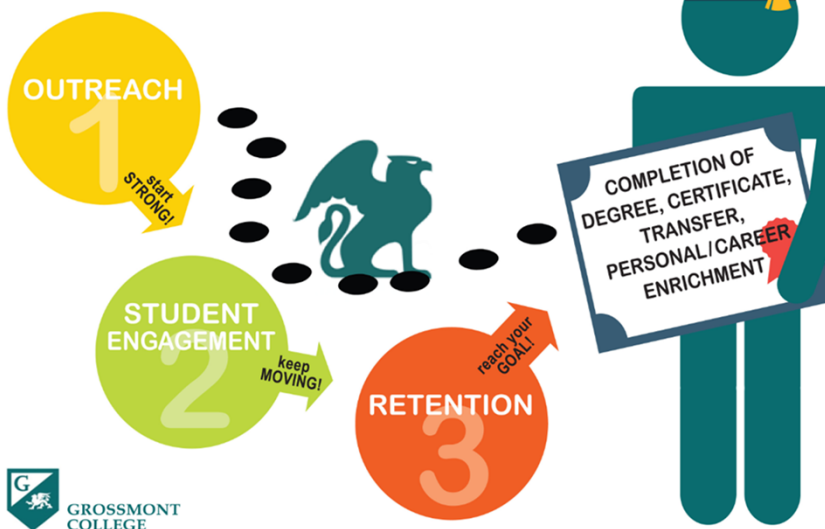
GROSSMONT
COLLEGE



Nabil Abu-Ghazaleh
Tate Hurvitz
Lida Rafia

THE ROAD TO **SUCCESS** BEGINS HERE

CREATING A STUDENT-CENTERED COLLEGE



Outreach

High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College.
Extends from first connection with potential students to enrollment in a class.

Reflections: Outreach

- Established student ambassadors program
- 1,800 applications completed during spring workshops
- Community Liaison for Arabic speaking population



Opportunities: Outreach

- Community Liaisons
 - Adult Education
 - Latino Population
- Outreach Help Desk



Engagement

A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

Reflections: Engagement

- Continued growth for:
 - Puente
 - Umoja
 - Dream Center



ECS - UMOJA



41

Reflections: Engagement

- Hiring Student Engagement Coordinator
- Community Service Learning
 - over 500 participants in Month of Service Activities
- ASGC elections
 - 18 students ran for office
 - 8 students ran for student trustee
 - 404 students participated in elections

42

Opportunities: Engagement

- Increased focus on student leadership development
- Expansion of One Theme, One Campus
- Increasing faculty involvement with Community Service

Learning

- Creating a food pantry



43

Retention

A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals.



Reflections: Retention

Campaign results

Fall + Spring Semesters

Participation

- **Faculty (out of ~800)**
 All In – 429 participants
 Totally All In – 253 survey participants
- **Students**
 Student Surveys – 3,294

45



Reflections: Retention

5

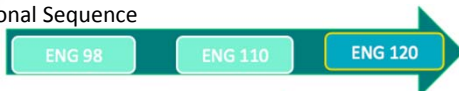
simple + proactive faculty practices
 to increase student engagement and retention
to employ – especially – in the first two weeks of the semester

- ▶ **SHOW YOUR STUDENTS THAT YOU CARE**
- ▶ **CONNECT YOUR STUDENTS TO EACH OTHER**
- ▶ **SET YOUR STUDENTS ON “FIRE”**
- ▶ **CONNECT YOUR STUDENTS TO CAMPUS
 SUPPORT SERVICES AND RESOURCES**
- ▶ **IDENTIFY AND OFFER ADDITIONAL SUPPORT
 TO THOSE STUDENTS WHO MAY NEED IT**

46

Reflections: Retention

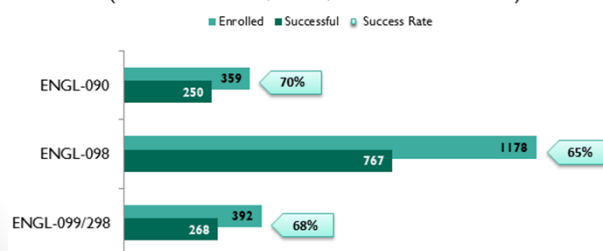
Traditional Sequence



Accelerated Sequence



Enrollment & Success in Developmental English Courses (Combined 16SP, 16FA, & 17SP Semesters)



47

Opportunities: Retention

- Phase 2.0 of We're All In campaign
 - Classified Staff + Administration practices
 - Increased focus on engagement
- Open Educational Resources
 - Accepted into the Openstax Institutional Partnership Program
 - Nationwide- 42 applicants, 11 accepted
 - 1 of 3 from California Community Colleges
 - Zero Textbook Cost (ZTC) degree grant from state chancellor's office



48

Opportunities: Retention

- Student Success Liaisons/ Early Alert Workgroup
- High School GPA as multiple measure for placement



Institutional Capacity

The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness

Reflections: Institutional Capacity

- Conversations on Guided Pathways
 - Program degree and certificate maps
- Professional Development + Culture Climate Surveys
 - Opportunities for participating particularly for Classified Staff
 - Work-life balance
 - Scattered focus/ communication limitations
 - Knowing our students
 - Cultural competency
- Establishment of Student Success & Equity task force for integration of plans (BSI/SSSP/Equity and Title V)

51

Opportunities: Institutional Capacity

- Participatory governance structures and processes
- Annual unit plan process/Integrated planning and resource allocation
- Increasing cultural competency
- Structured communication
- Initiatives graphic
- ATD project tracking

52



53

Next Steps

- Student Success Workshops in the Fall
 - Deeper dive into integration
 - DATA extravaganza!

54