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

Christopher Tarman
GCCCD Student Success Framework

Streamlined Student-Centered Pathways

Start Strong
Keep Moving
Complete

Student Equity

Trust, Stewardship, and Service

GCCCD 2016-2022 Strategic Plan

GCCCD Vision, Mission, and Values

GCCCD Educational Master Plan (2012)

Governing Board Strategic Priorities for the District

Districtwide Goals

Goal #1: Create streamlined, student-centered pathways to educational goal completion
Goal #2: Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success
Goal #3: Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service

Site Strategic Plans
Integrated Planning

Integrated District and College planning to ensure funding streams directly support strategic priorities

Strategic Priorities

District Services

Tim Corcoran
Sue Rearic
John Valencia
District Services

Distance Learning

Priority #1: High Quality and Responsive Support for Student Success and Equity

Priority #2: Organizational Excellence

Goal #1: Create streamlined, student-centered pathways to educational goal completion

Goal #2: Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success

Goal #3: Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service

GCCCD Vision, Mission, and Values

GCCCD Educational Master Plan (2012)

Governing Board Strategic Priorities for the District

Districtwide Goals
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

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/warehouse 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)
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
Cuyamaca College

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.

Annual Planning Cycle

- Identify (or Refine) Priorities
- Implement Action Plan
- Program/Service Area Plans
- Committee Work
- Collect Data
- Analyze and Interpret Data
- Evaluate Progress
Spring Planning Retreat

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

Percentage of Students Placed into Transfer Math

- Fall 2015:
  - Asian: 36%
  - African American: 9%
  - Latino: 21%
  - White: 27%
  - Overall: 24%

- Fall 2016:
  - Asian: 90%
  - African American: 73%
  - Latino: 85%
  - White: 84%
  - Overall: 84%
Reflections: Accelerated Basic Skills

Tripling Math Throughput in 2016:
First-Time Student Enrollment and Success in Transfer Math

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<th>Enrollments</th>
<th>Successes</th>
<th>Success Rate</th>
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<td>Fall 2014</td>
<td>84</td>
<td>106</td>
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<tr>
<td>Fall 2015</td>
<td>154</td>
<td>214</td>
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<tr>
<td>Fall 2016</td>
<td>257</td>
<td>380</td>
<td>68%</td>
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Reflections: Accelerated Basic Skills

Increasing English Throughput by 37% in 2016:
First-Time Student Enrollment and Success in Transfer-Level English

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<tr>
<td>Fall 2014</td>
<td>147</td>
<td>177</td>
<td>83%</td>
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<tr>
<td>Fall 2015</td>
<td>156</td>
<td>192</td>
<td>81%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>201</td>
<td>254</td>
<td>79%</td>
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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

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%
- 2011: Persist 75%
- 2012: Complete 30+ Units 71%
- 2015: Complete 42%
- 2016: Complete 26%

1,670 Students in 2010/11 Cohort
705 Students Completed
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

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

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
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**

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

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
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

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
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

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

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
Reflections: Retention

Traditional Sequence

Accelerated Sequence

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
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)

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
Next Steps

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