

Strategic Planning Discussion

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

April 21, 2015

Focusing on the STRATEGIC in Strategic Planning

- Strategizing is not planning, nor is it simply goal-setting
- Strategy involves a **coherent, cohesive response to a challenge or problem.**
- Strategy requires that we not only concretely identify problems, but also actively divert your attention away from other areas in order to deal with them.
- Good strategy should be uncomfortable and apprehensive because it requires making hard choices about where to focus resources.

What is Bad Strategy?

- Ignores the power of choice and focus and instead, accommodates a multitude of conflicting demands and interests
- Fails to face the problem
- Mistakes goals for strategy
- Creates fuzzy objectives
- Contains “fluff” – superficial restatements of the obvious, replete with jargon and buzzwords

What is Good Strategy?

- Simple, clear, and concise - **FOCUSED**
- Not about perfection
- Contains three major components:
 1. Diagnosis of the challenge: judgment about the meaning of facts (i.e., “what’s going on here?”)
 2. Guiding Policy: directs & constrains action (method of dealing with the diagnosis)
 - Good policy tackles the challenge by creating or drawing upon sources of advantage
 3. Coherent Actions: should coordinate and build upon one another, focusing organizational energy

What are the top problems?

- Student Achievement
 - Less than half of our cohort of first-time, “degree-seeking” students earn a degree/certificate, transfer to a university, or become transfer-prepared within six years.
 - About 80% of our students begin in remedial math or English (i.e., “unprepared”)
 - Prepared students’ completion rates are 20+ percentage points higher than the completion rates of unprepared students
 - Only about a third of unprepared GCCCD students completed college level math in six years; 43% complete transfer level English
 - **Disproportionate impact** by race/ethnicity in all of these areas

What are the top problems?

- Declining Projected Enrollment of 18-24 year olds
 - Service area population trends show decrease of about 8%
 - Since 18-24 year old students generate two-thirds of the FTES, revenues would decline if current capture rates remain static
 - GCCCD currently captures only about 30% of recent GUHSD graduates
- Fixed Costs Rising Faster than Increases in Revenues
 - Utility costs, health care costs, employee retirement contributions

Breakout #1: Diagnosis

- What does your table believe is the MOST important challenge facing the District?

Current Strategies

- East County Education Alliance
 - Increasing college and career readiness by:
 - Aligning curriculum
 - Communicating with students, parents, and counselors about how best to prepare for college well before high school graduation
 - Increasing concurrent enrollment programs
 - Capturing more GUHSD students through “promise” scholarships
- SSSP Plans & Student Equity Plans
- GCCCD Organizational Enhancement Initiative
 - Strategic staffing plans
 - Enrollment management
 - Organizational leadership & efficiency

Breakout #2: Guiding Policies

- How do we integrate and focus these policies?
- Are we missing anything?

Strategic Goals

- Once problems are diagnosed and guiding policies have been identified, goals can be created
- Good goals name targets that we can reasonably be expected to hit
- **Feasibility** resolves ambiguity and gives the organization energy and focus

Breakout #3: Goals

- What one, single *feasible* goal, when accomplished, would make the biggest difference?