

# Strategic Planning Discussion:

Piecing together the puzzle of Student and Institutional Access,  
Equity and Success

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

April 21, 2015

# Agenda

- Introduction (5 min)
- Constructing Good Strategy (20 min)
- Breakout #1 (20 min)
- Vote (5 min)
- Current Things We Are Doing (5 min)
- Breakout #2 (20 min)
- Vote & Conclude (10 min)

# Focusing on the STRATEGIC in Strategic Planning (Rumelt 2011)

- Strategizing is not planning, nor is it simply goal-setting
- Strategy involves a **coherent, cohesive response to a challenge or problem.**
- Strategy selects the path, identifying *how*, *why*, and *where* the response will be applied.
- 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**
- Contains three major components:
  1. “What’s going on here?”  
Diagnosis of the challenge: judgment about the meaning of facts
  2. “What are we going to do?”  
Method of dealing with the diagnosis: directs & constrains action
    - Tackles the challenge by creating or drawing upon sources of advantage
  3. **Coherent and Coordinated Actions**  
Build upon one another, focusing organizational energy; need to achieve proximate objectives

# Example: Odessa College

- **Challenges:**
  - Low completion rates
  - Low college readiness
  - Open access (“we get the students we get”)
  - Non-traditional students: older, years removed from school
  - Majority Hispanic (and first generation college students)
  - Labor market constraints
- **Barriers to solving challenges**
  - “Not our problem”
  - “Our job is to teach; the student’s job is to learn”

# Example: Odessa College

- Method of dealing with the challenges:

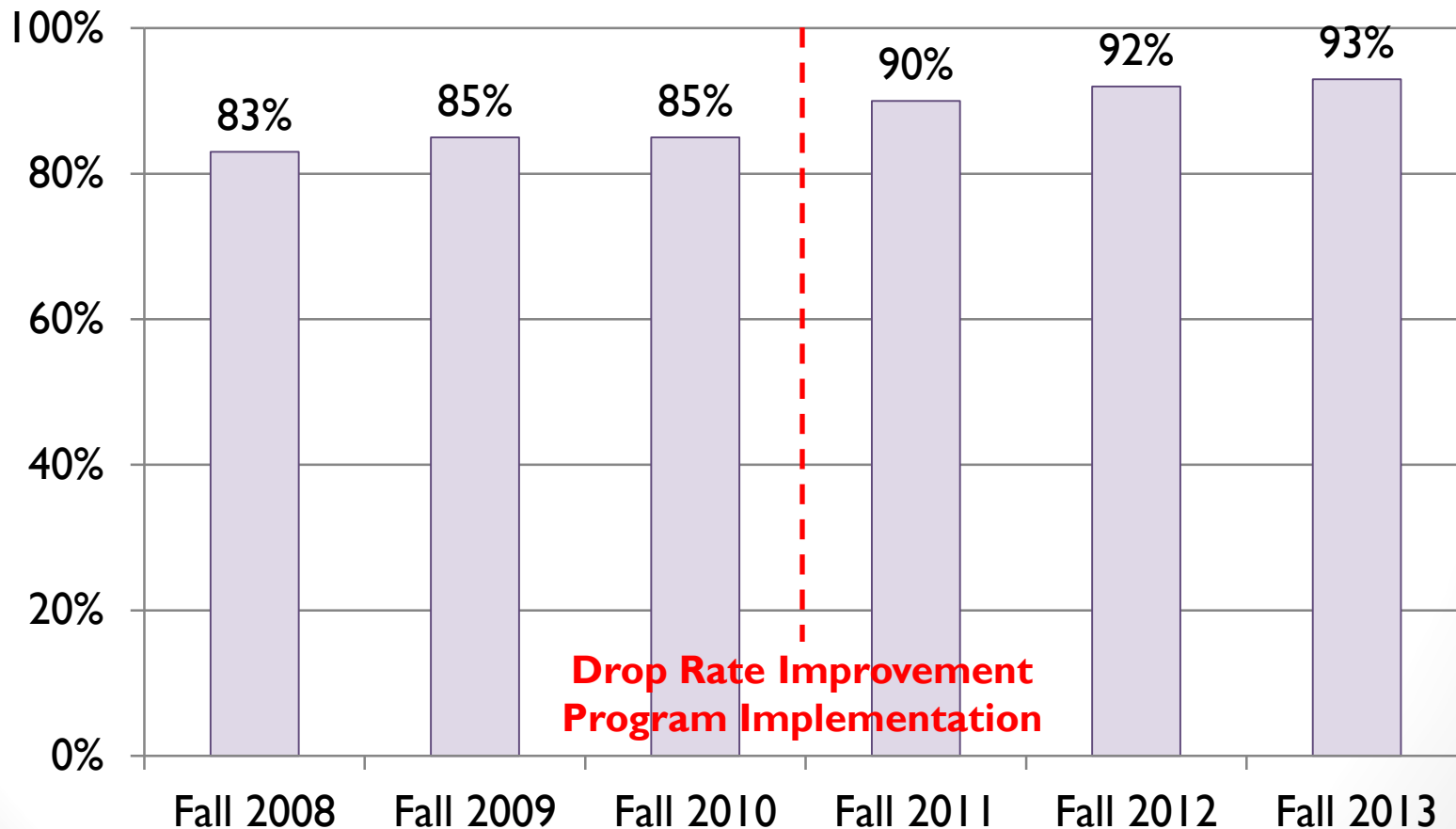
Class Retention → Program Persistence → Completion

“Keep Students in class...by showing you want them to be there.”

- Coordinated Actions:
  - Drop Rate Improvement Program (2011-12)
  - Staff Mentoring Teams (2012-13)
  - Increase in College Success Courses (2012-13)
  - Accelerated math courses (2012-13)

# Example of Good Strategy

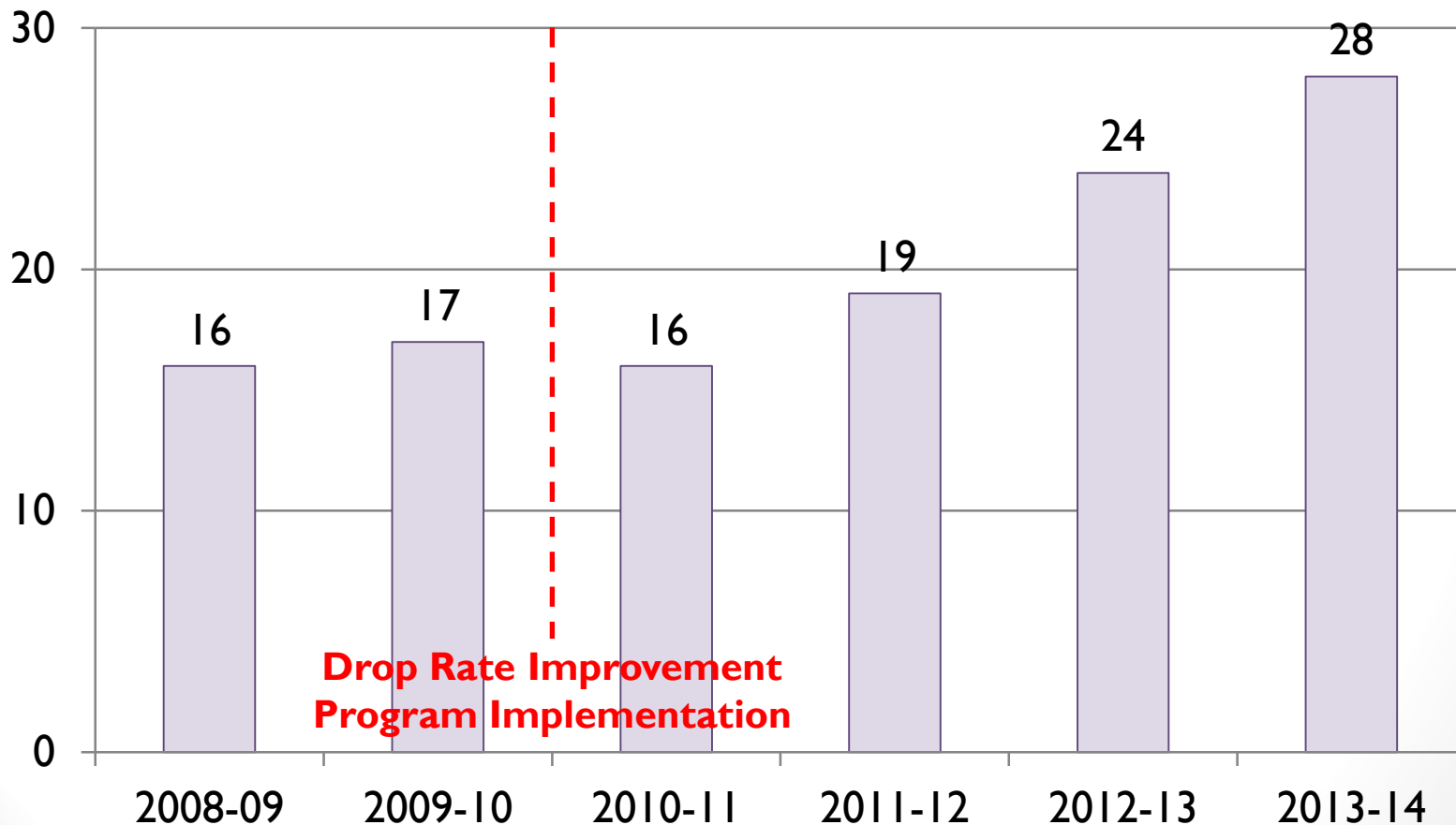
## Odessa College Retention Rate





# Example of Good Strategy

## Odessa College Degrees Per 100 Students



# 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

- What does your table believe is the **MOST** important challenge facing the District?
- **Why do you think it is happening?**  
(acknowledge things we cannot control, but focus on those things we can impact)

# Things We Are Doing

- 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

- Are we doing the right things (big picture) **to address the diagnosis** of the challenge/problem?
- If so, how can we better integrate and **focus** what we are doing?
- If not, what should we be doing?

# Next Steps

- Vote for the top approach for dealing with the challenge from Breakout #2
- Strategic Planning Workgroup will collate the responses and bring back to DSP&BC in May
- Overall District planning approach for 2016-2022 will be finalized prior to fall 2015 planning activities at the sites