

GCCCD 2016-2022 Strategic Plan Implementation

2017-18 Reflections & 2018-19 Opportunities

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

June 19, 2018

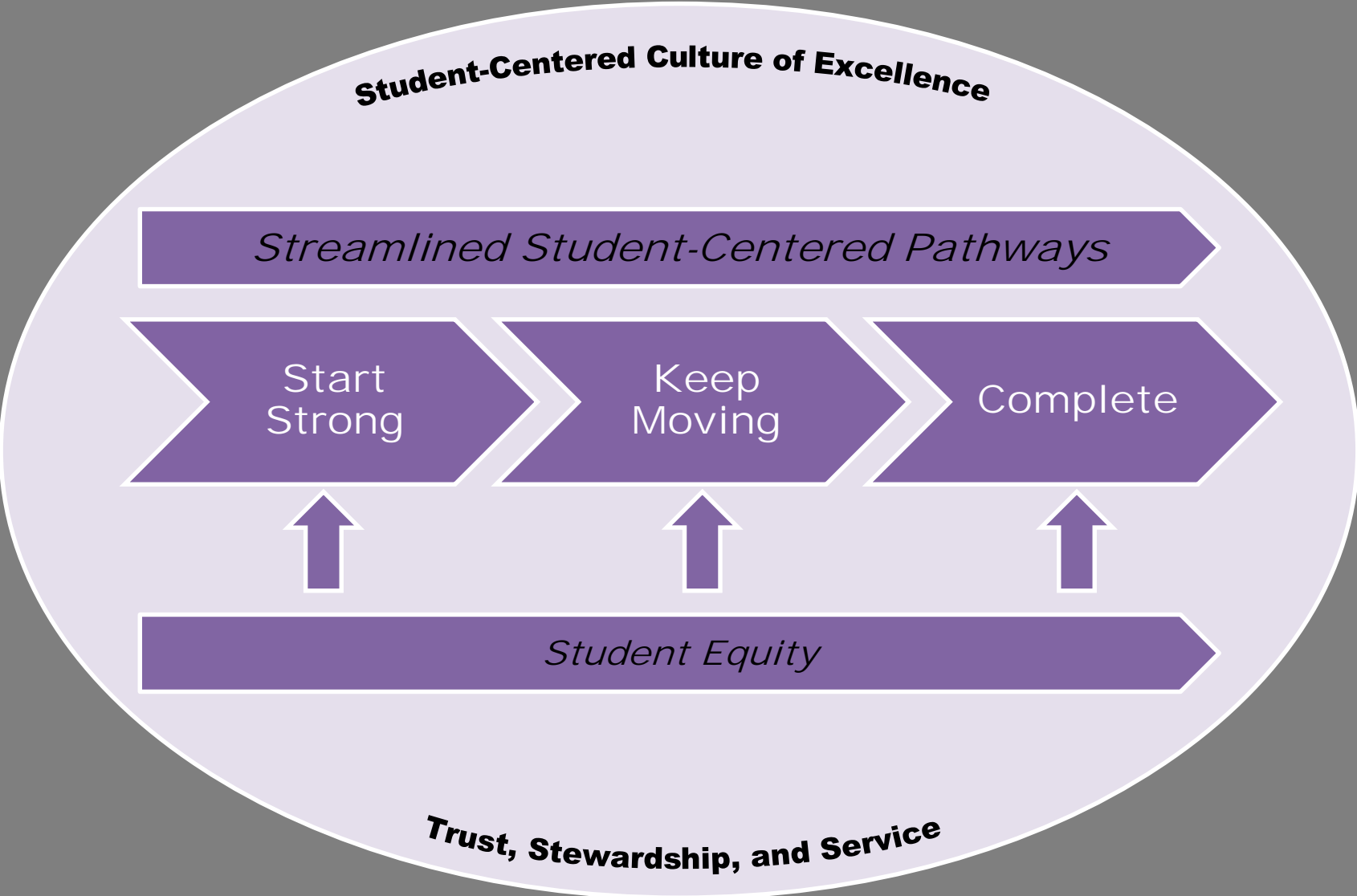
GCCCD Strategic Planning Model



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Christopher Tarman

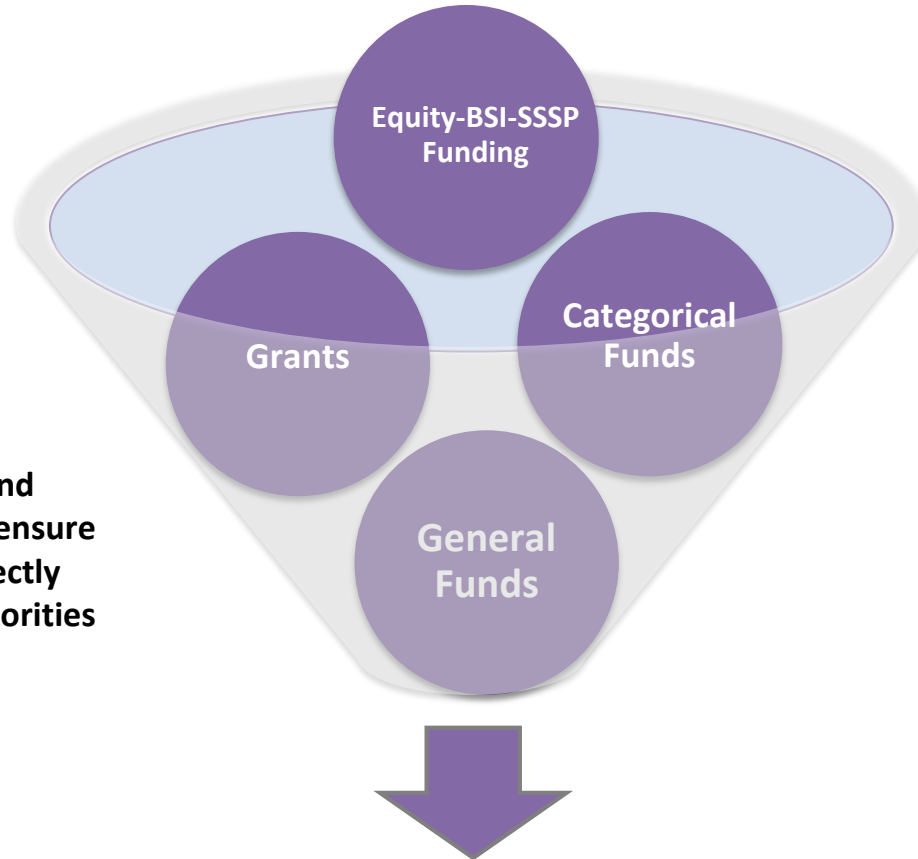
GCCCD STUDENT SUCCESS FRAMEWORK



GCCCD 2016-2022 Strategic Plan



Integrated Planning



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

Strategic Priorities

District Services



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Tim Corcoran
Sue Rearic
Christopher Tarman

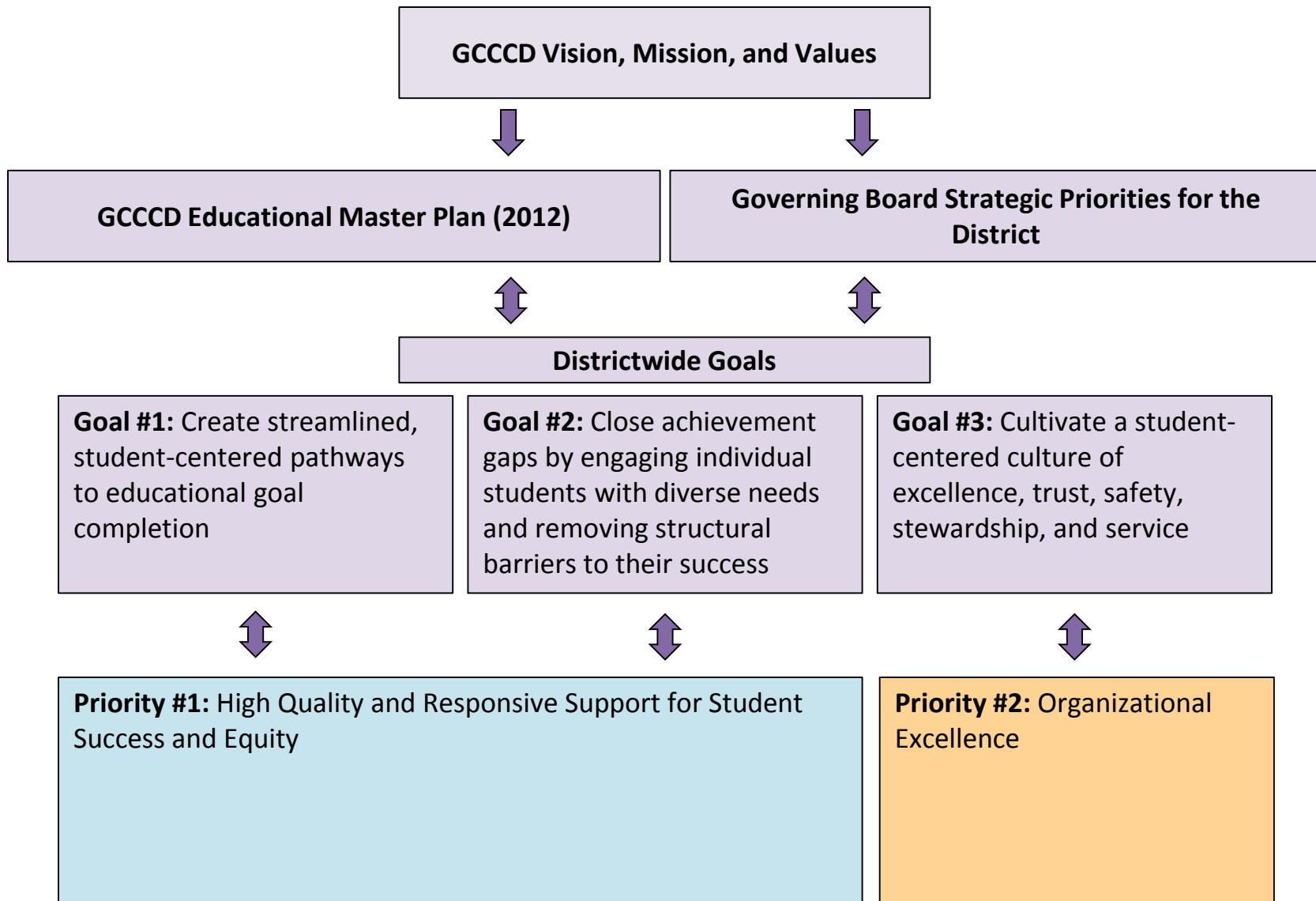
District Services



SUPPORTING PLATFORM



District Services Strategic Plan





Student & Institutional Success

Reflection: 2017-18 Action Steps

- East County Education Alliance – College Promise Program
- Marketing: DW marketing plan
- Research: Strategic Plan Dashboard with Targets
- Technology: New Colleague user interface (Self-Service), Workday electronic time entry, BoardDocs, technology infrastructure projects

Opportunities: 2018-19 Action Steps

- Grossmont-Cuyamaca College Promise fundraising campaign
- Dual Enrollment GUHSD
- Research: New program review reports, integration of planning and student learning/achievement outcomes
- Technology: Colleague Ed Plan Software, outreach software (CRM Recruit), new Workday modules, and Colleague Upgrades

Business Services

Reflection: 2017-18 Action Steps

- Workday training for fiscal users
- Finalized transition of on-site/warehoused stores
- Paperless and automated accounts payable
- Finalized short-term plans for facilities improvements

Opportunities: 2018-19 Action Steps

- Continue Workday training
- Improve fiscal and budget reporting
- Streamline budget development
- Enhance districtwide safety and security measures

Human Resources

Reflection: 2017-18 Action Steps

- Workday self service for benefits open enrollment
- Significant improvement for processing hourly worker forms (3 days vs. 4 weeks)
- HR and Payroll employee files converted to electronic files
- Payroll Department under HR
- New Employee Orientation ready for Fall 2018

Opportunities: 2018-19 Action Steps

- Workday Implementations: Recruiter, New Hire Onboarding, Performance Management
- Expanding Employee On-Boarding
- New positions: AVC of Human Resources, Director of Payroll
- Enhance EEO efforts: EEO Plan, professional development programs, and EEO data analytics

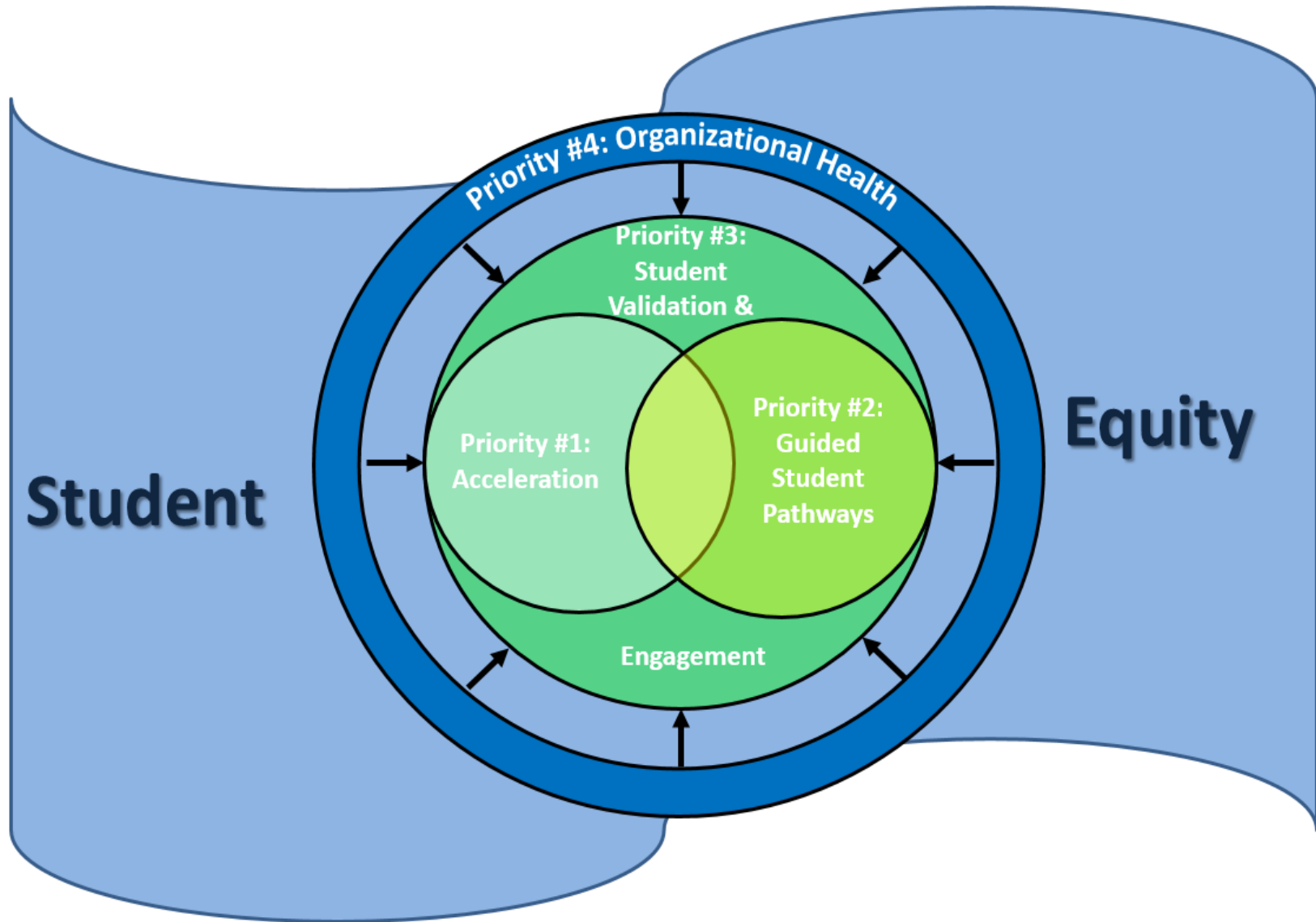
Cuyamaca College



C U Y A M A C A
· C O L L E G E ·

Julianna Barnes
Brianna Hays

Strategic Goals



Members of the Cuyamaca College Community at Our Spring Planning and Evaluation Retreat



2018



Our “Why”



Accelerated Basic Skills

- **ESL**

- New **ESL-50 and 50G courses** and materials
- New **multiple measures for placement** into ESL

- **English**

- **Removed prerequisite** for ENGL-020
- **Eliminated** ENGL-90, 90R, 98, 98R
- Implemented **multiple measures placement**

- **Math**

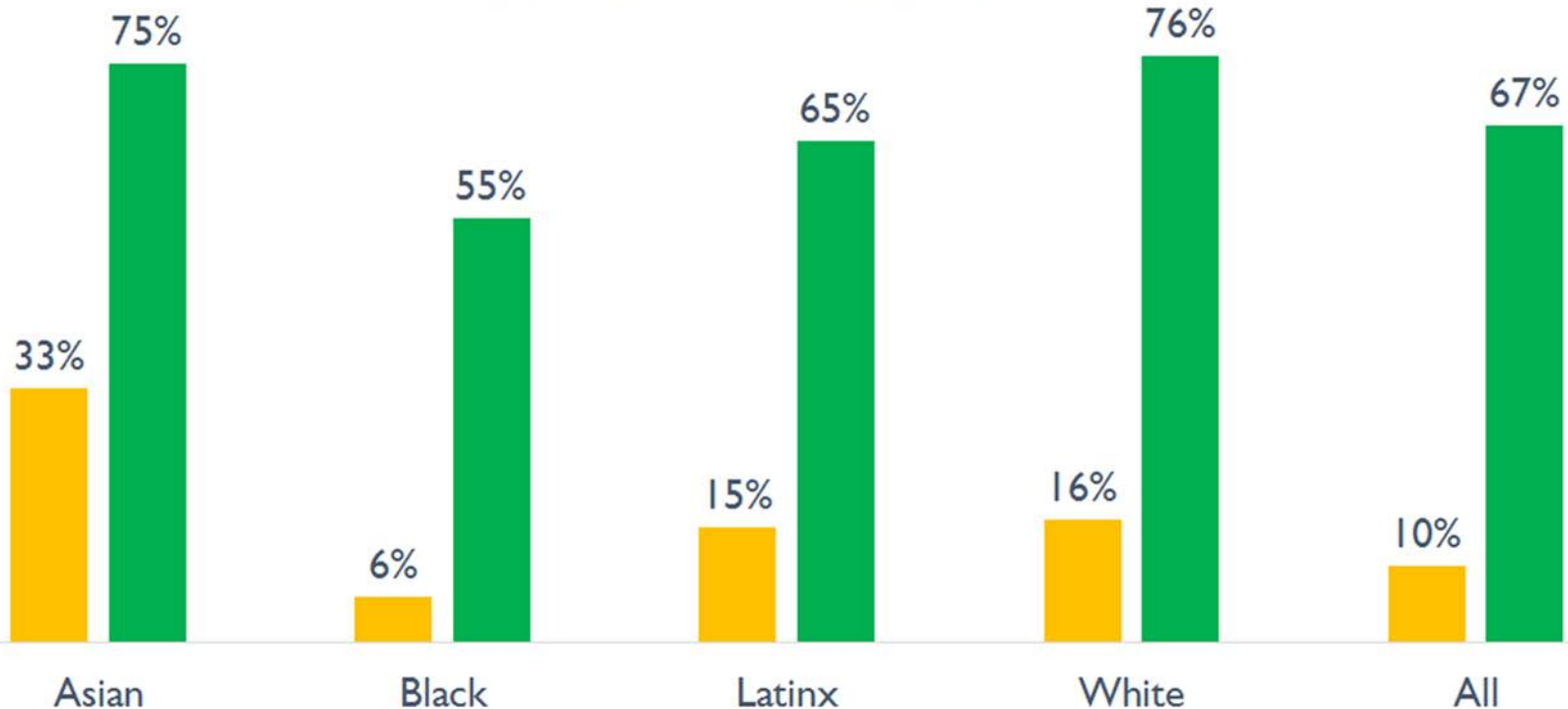
- Enhanced **multiple measures placement**
- Work with Counseling, Chemistry, other departments to ensure **continuous improvement** in student placement and math pathways

Impact of Multiple Measures + Corequisite Support: **Math**

Transfer -level math completion increased for all groups and equity gaps diminished

Transfer-Level Math Completion (“Throughput”)

■ Fall 2013 Cohort (2 years) ■ Fall 2016 Cohort (1 year)



Impact of Corequisite Support: English

More first -time students are eligible for transfer -level English...

Fall 2011



1 in 10

Fall 2015



2 in 10

Fall 2017



5 in 10

And more are succeeding!

For Fall 2011 First -Time Students...

Only **272** students completed transfer-level English *in their first year*

For Fall 2016 First -Time Students...

We more than *doubled* that number -

725 students completed transfer-level English *in their first year*

2018-19 Accelerated Basic Skills Opportunities

- Extend Math, English and Math supports to other courses that involve math, reading, writing, etc. Do more to support “basic skills” learning in all classes
- Leverage ECEA to better communicate acceleration efforts to high schools, and align so that high schools can better prepare students
- Institute Faculty Learning Communities to better understand how our work intersects
- Share college success stories through high-quality media to advertise successes to the community

2017-18 Reflections

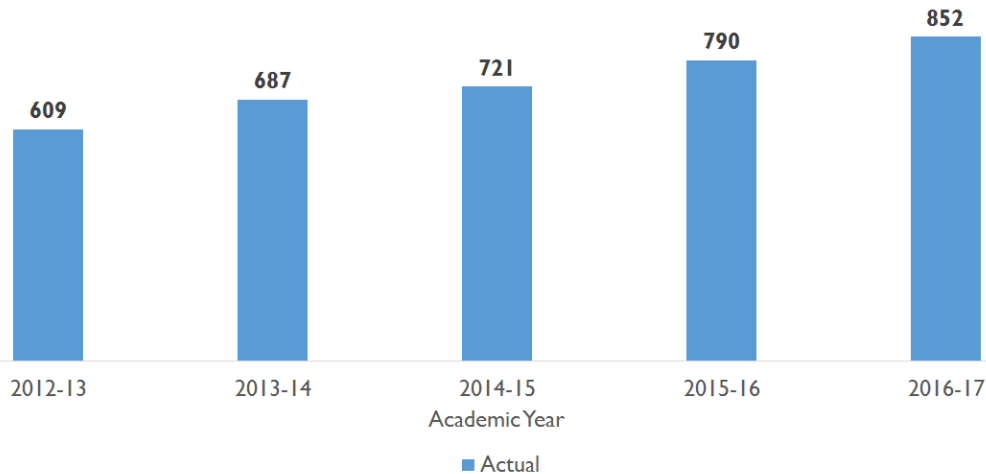
Guided Student Pathways

- Developed the **first -year work plan** for CCC GP
- Developed **structure for inquiry, design, and implementation** teams
- **Piloted various pathways approaches** through HSI Title III and Title V grants
- Incorporated **guided pathways metrics** into our KPIs



Guided Student Pathways

Number of Associate Degrees Awarded (Duplicated)

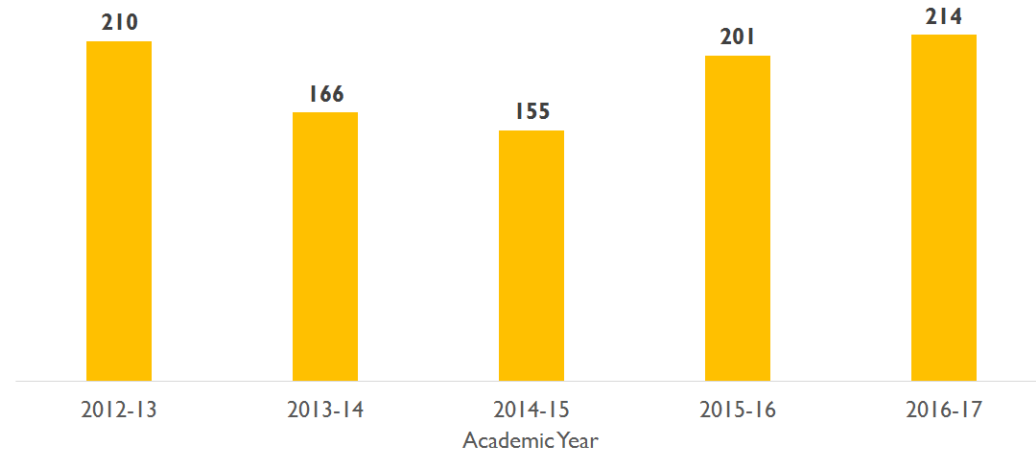


Each year, we have increased the number of degrees awarded - and this year, we topped these figures, with **over 1,000 degrees conferred!**

Last year, we hit a 5-year peak for certificates awarded. This year, we awarded **over 250 certificates!**



Number of Certificates Awarded (Duplicated)



2018-19 Guided Student Pathways Opportunities

- Leverage technology to advance guided pathways work
- Launch inquiry-design-implementation groups
- Continue work to develop meta-majors
- Integrate pathways into governance structure
- Increase support services for prospective transfer students (workshops, etc.)

2017-18 Reflections

Student Validation & Engagement

- Piloted integrated **equity -focused inquiry and professional development** (English)
- Increased campus-wide **equity and diversity focused engagement events** (3,603 students participated)
- Launched **Dreamers campaign**
- Introduced **Culturally Relevant Pedagogy**

2018-19 Student Validation & Engagement Opportunities

- Strengthen presence and support with Kumeyaay and Latino Communities
- Increase student exposure to existing college services and programs
- Expand and align campus equity and diversity focused engagement events and activities
- Create Undocumented Support Center

Organizational Health

- Developed the **2017-19 CCCCO Integrated Plan** centered on **guided pathways**
- Launched **Accreditation 2019** efforts
- Developed **IEPI Innovation and Effectiveness Plan** and obtained **\$200,000 in IEPI funding** to implement
- Launched **college -wide governance redesign** efforts

2018-19 Organizational Health Opportunities

- Expand team-building activities for College personnel
- Enhance online teaching and learning tools
- Expand and improve campus marketing to the community
- Continue to improve infrastructure for meaningful SLO assessment

Thank You!

Grossmont College



Dr. Nabil Abu-Ghazaleh

Dr. Michael S. Reese

19 June 2018

Goals:

1. Increase student success
2. Improve the student experience
3. Produce equitable outcomes

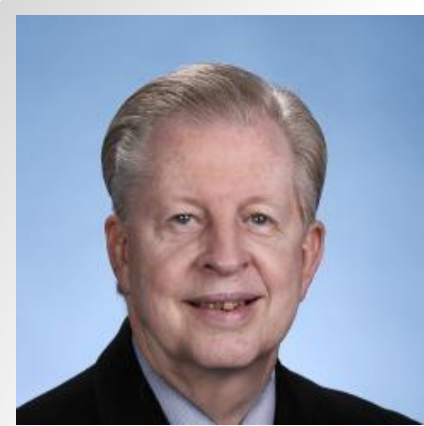
The Grossmont College Story

Achieving the Dream

- Strategic Plan
- Governance, Planning,
and Outcomes
- We're All In!
- Student Equity Plan

Guided Pathways

Planning Goals



Byron McClenney







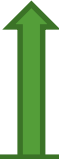
Achieving the Dream™



Ken Gonzalez

- Coaches guided us from fall 2015 through spring 2018
- Assessed our **institutional capacity** to improve student outcomes
- Helped us develop our strategic plan and strategic priorities
 - Outreach
 - Engagement
 - Retention
 - Institutional Capacity
- Led us into Guided Pathways

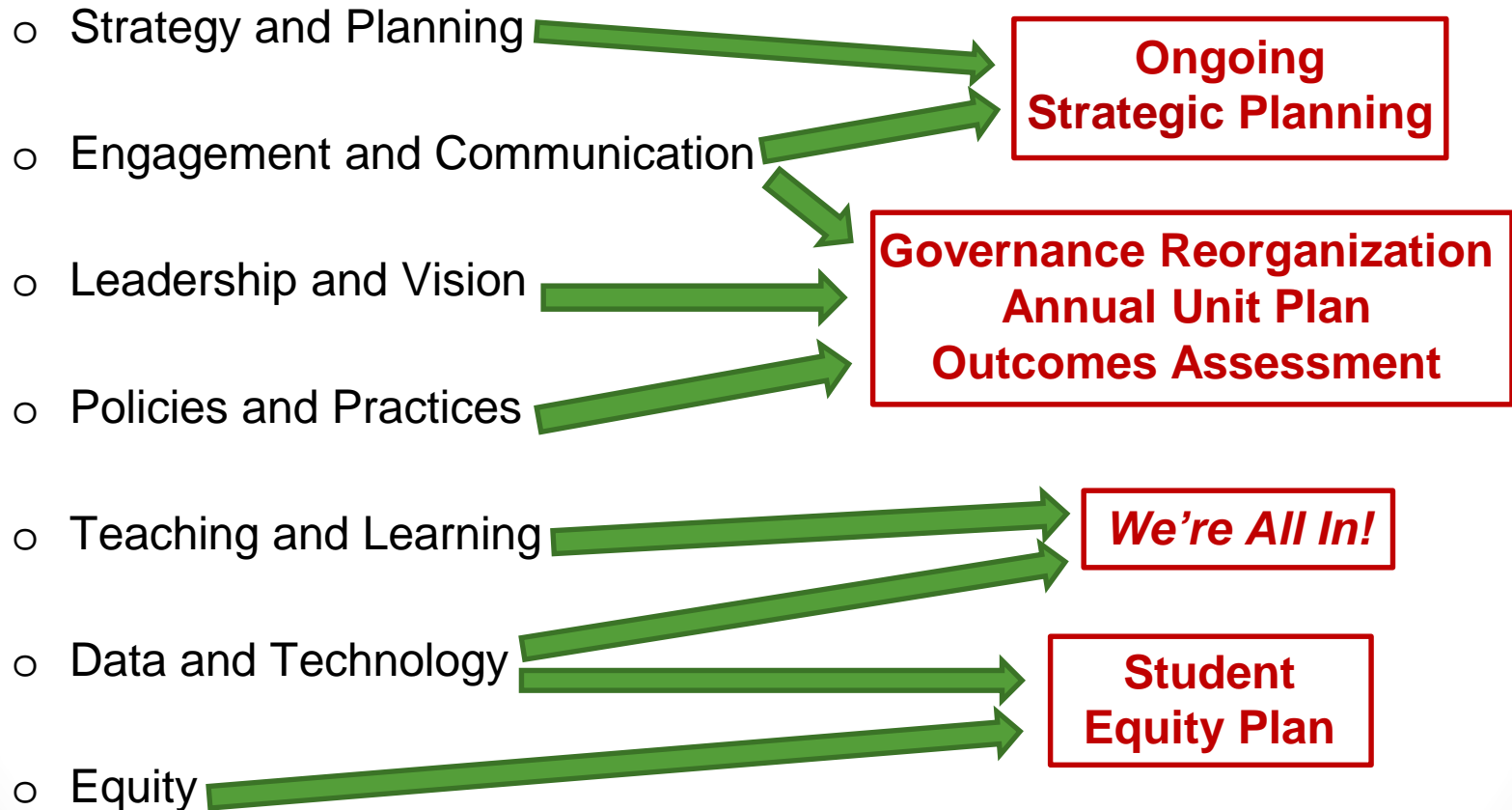


- Outreach  **Outreach Coordinator**
- Engagement  **Student Engagement Coordinator**
- Retention  **Grad Coaches**
- Institutional Capacity  

Developing Institutional Capacity

Institutional Capacities

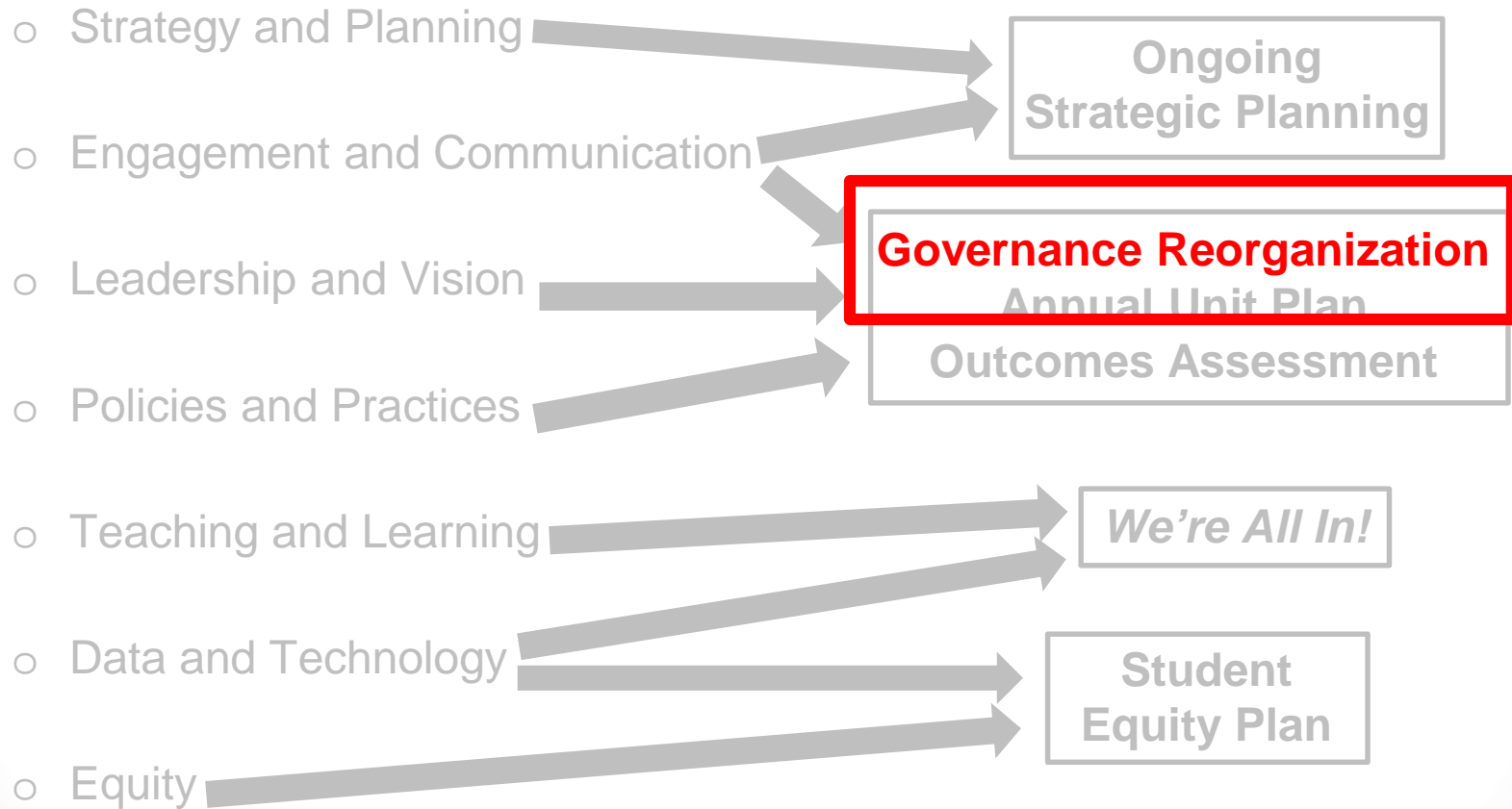
Integrated Projects



Developing Institutional Capacity

Institutional Capacities

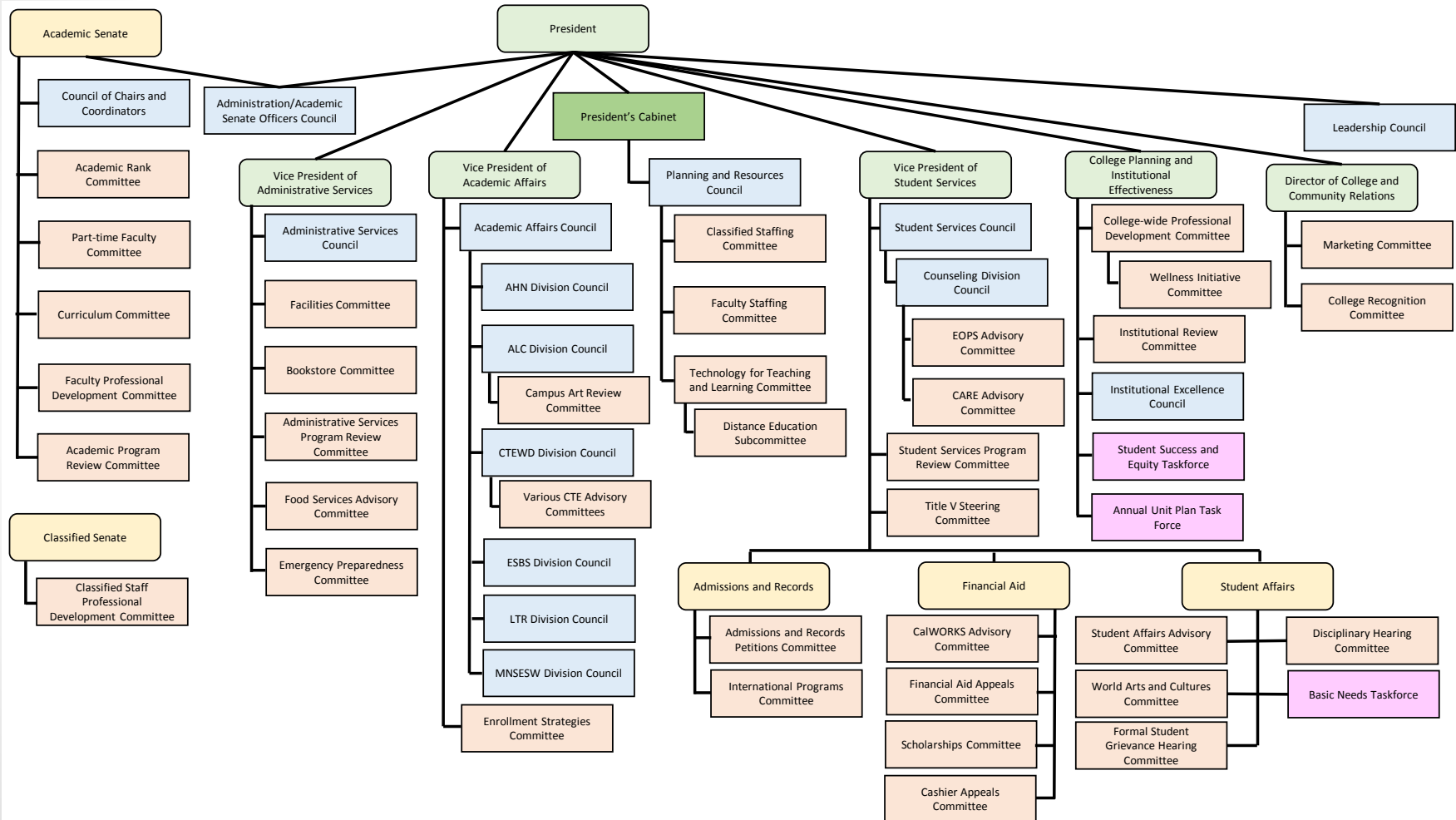
Integrated Projects



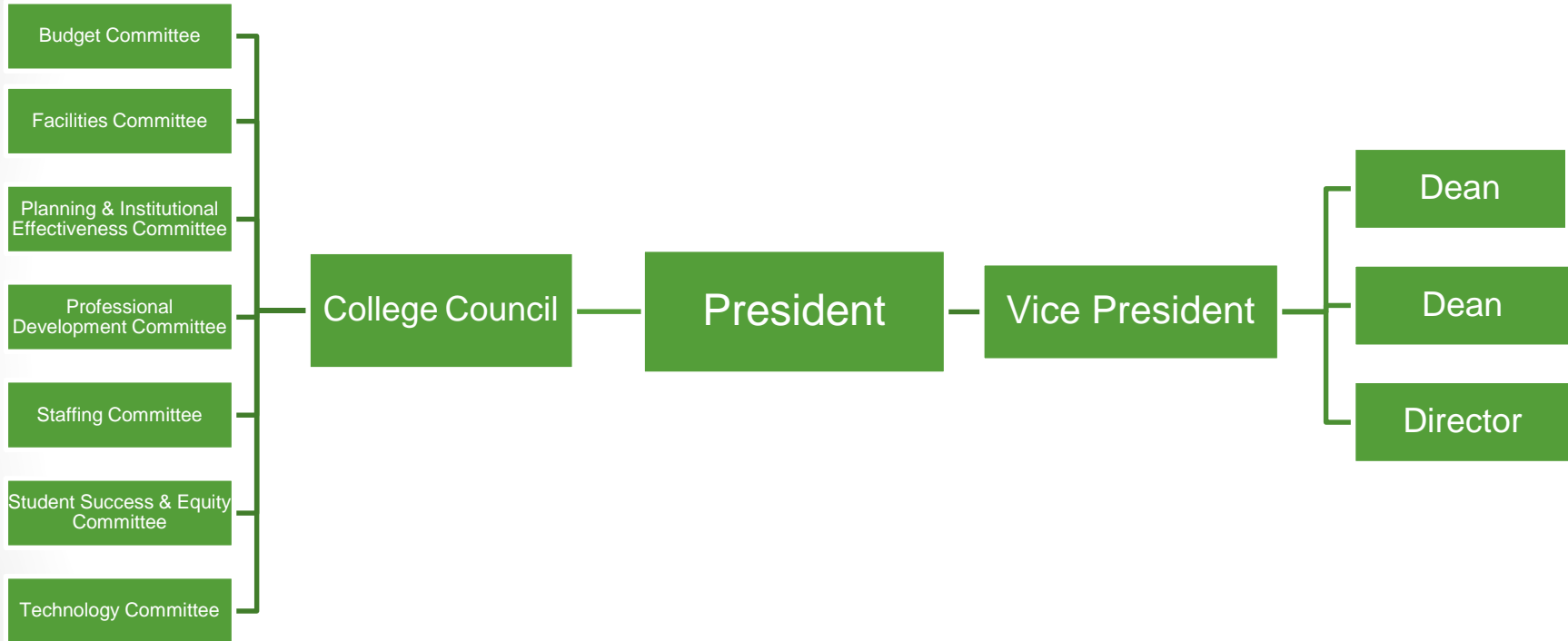
Governance Reorganization

- We asked for help (2017)
 - IEPI Partnership Resource Team
 - **Participatory governance** structures and processes
 - Integrated **annual unit planning** and resource allocation
 - **Outcomes assessment** and incorporation into planning
 - IEPI Grant (\$200k)
- We examined other institutions (2017-2018)
 - Governance structures and processes
 - Governance handbooks
 - Council and committee charges and compositions
- We are designing new structures and processes (2018)
 - Spring and summer work groups
 - Fall vetting, refining, and training
- We will implement in spring 2019
- We will evaluate and refine in spring 2020 (and beyond)

Current Governance Structure



Proposed Governance Structure



Consult

Recommend

Decide

Implement



Developing Institutional Capacity

Institutional Capacities

- Strategy and Planning
- Engagement and Communication
- Leadership and Vision
- Policies and Practices
- Teaching and Learning
- Data and Technology
- Equity

Integrated Projects

Ongoing
Strategic Planning

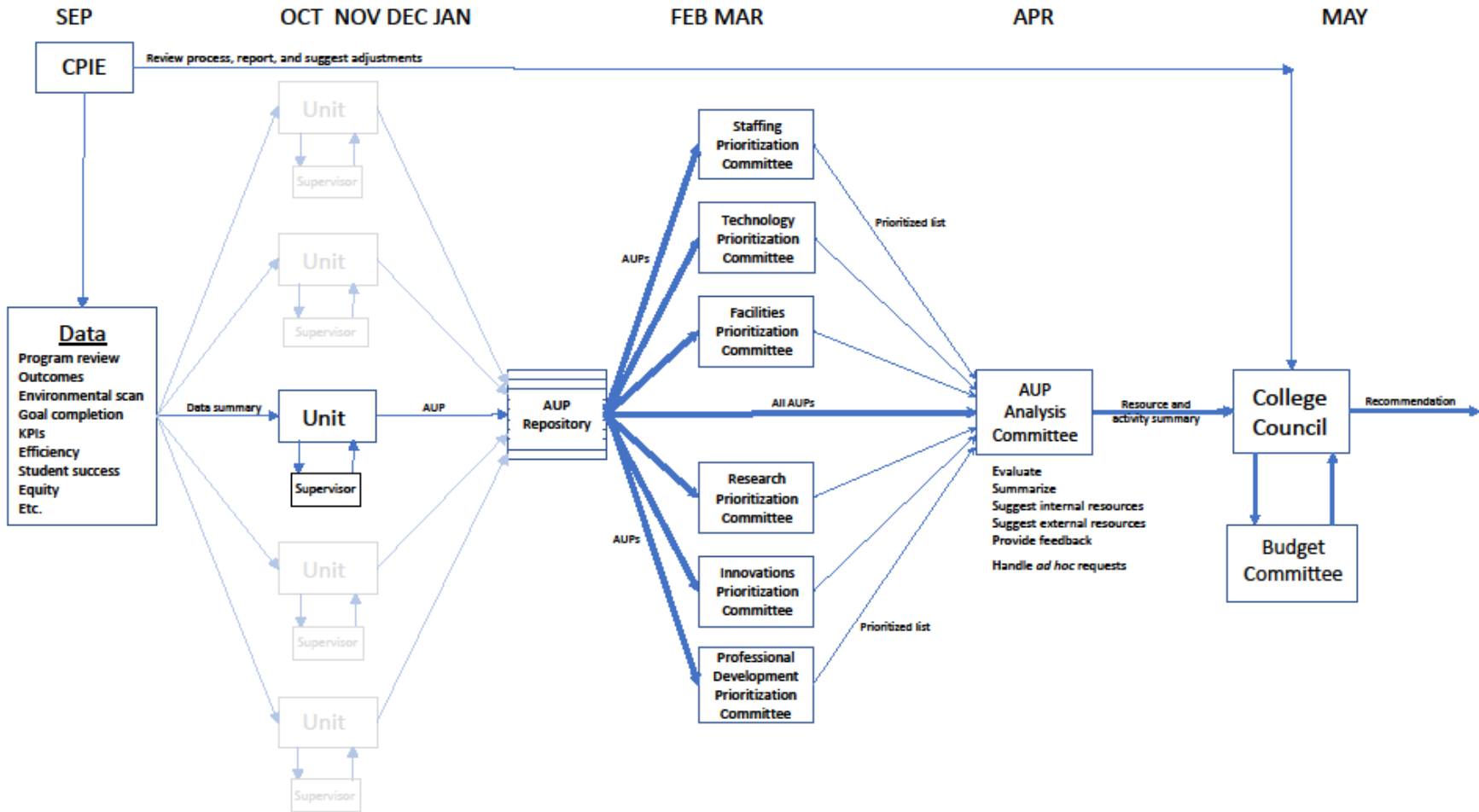
Governance Reorganization
Annual Unit Plan
Outcomes Assessment

We're All In!

Student
Equity Plan

Current Annual Unit Planning Process

Proposed Annual Unit Planning Process



Data Evaluate and Plan Prioritize Summarize Recommend

Developing Institutional Capacity

Institutional Capacities

- Strategy and Planning
- Engagement and Communication
- Leadership and Vision
- Policies and Practices
- Teaching and Learning
- Data and Technology
- Equity

Integrated Projects

Ongoing
Strategic Planning

Governance Reorganization
Annual Unit Plan

Outcomes Assessment

We're All In!

Student
Equity Plan

Outcomes Assessment



- We created the Grossmont Outcomes Assessment Taskforce (GOAT)
- We incorporated outcomes assessment into annual unit planning
- We have requested help from NILOA

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA Coaches

To advance and accelerate campus initiatives to enhance student learning, the National Institute for Learning Outcomes Assessment (NILOA) and Lumina Foundation are pleased to offer a practical, useful resource to improve student learning and assessment processes and practices at your institution - NILOA Coaches.

NANCY QUAM-WICKHAM

CALIFORNIA STATE UNIVERSITY - LONG BEACH



- We consider outcomes assessment to be **action research** to improve our **decision-making** and **integrated planning** processes

Developing Institutional Capacity

Institutional Capacities

Integrated Projects





1. Show your students that you care
2. Connect your students to each other
3. Set your students on “fire”
4. Connect your students to campus support services, resources, and engagement opportunities
5. Identify and offer additional support to those students who may need it



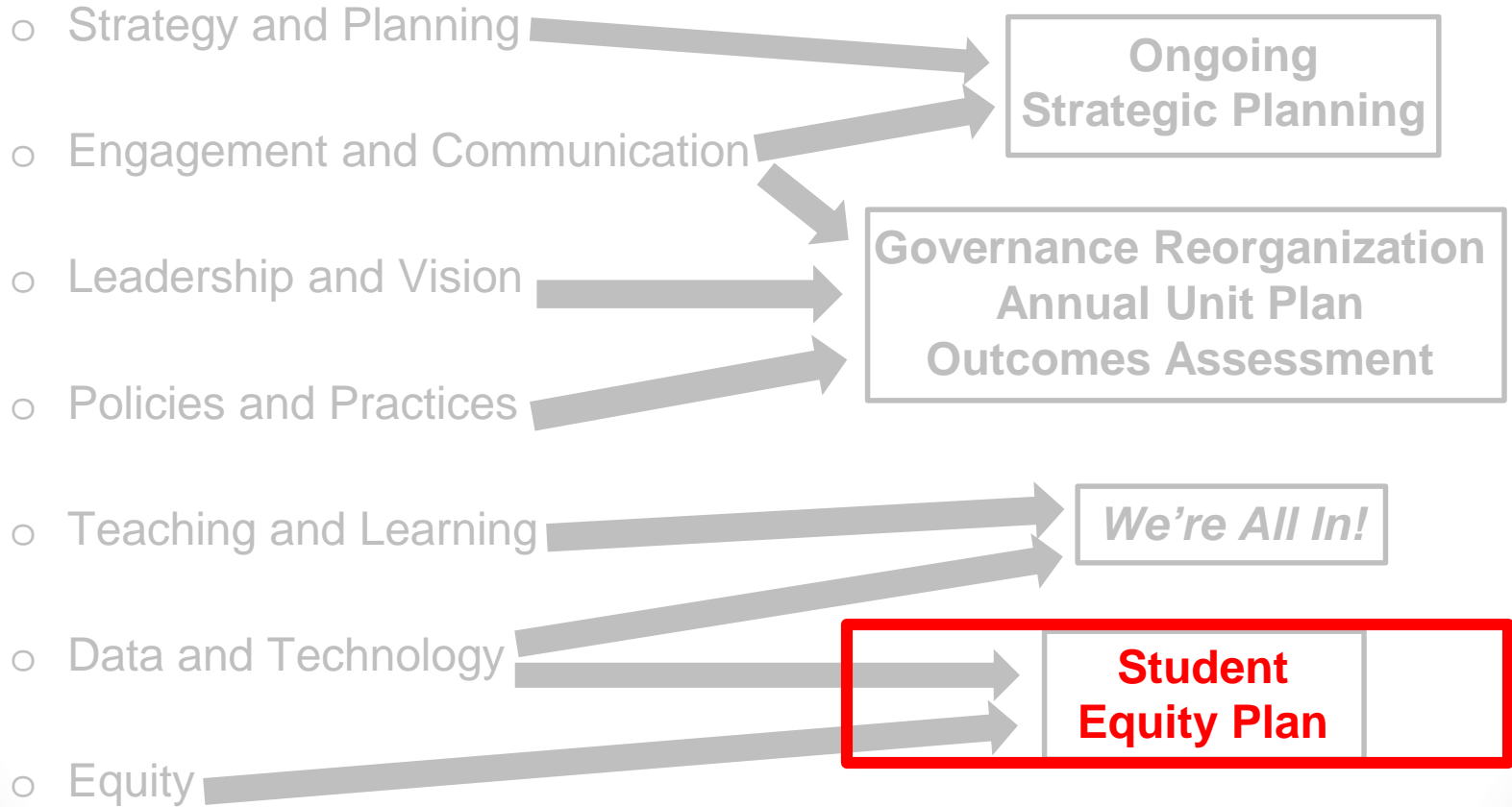
6. Facilitate students' partnership in their learning
7. Introduce students to campus life
8. Champion learning beyond the classroom
9. Teach students, not just subjects
10. Show your Grossmont College pride
11. Lead by example to create a positive college climate



Developing Institutional Capacity

Institutional Capacities

Integrated Projects



Student Equity Plan

Student Success and Equity Taskforce defined broad integrative planning goals based on the following

- Strategic priorities
- Guided Pathways
- Shared definition of equity

Equity is **not about equal treatment** of all students. Rather, it is about **equal outcomes achieved by individualizing the instruction and support** for each and every student.

Equity is about **all students succeeding**, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background, and so on.

Building equity in education **shifts the focus of responsibility** for academic achievement from the students **to the professional administrators and teachers** who are the educators in the school.

Students have to do their part, but the adults in the building need to teach in a way so that **all students can succeed**.

Equity Gaps

	African-American/Black	American Indian/Alaskan Native	Asian	Filipino	Hispanic/Latino	Pacific Islander	White	Foster Youth	Male	Female	20-24 Years	25-29 Years	30-39 Years	40+ Years	Disability Status
Access			X		X				X				X	X	
Course Completion	X							X							
ESL and Basic Skills Completion	X	X			X	X					X	X	X		
Degree and Certificate Completion	X	X		X	X	X			X		X	X	X		
Transfer	X	X			X	X					X	X	X	X	X

12 Gateway Courses vs Subgroups

	African American/ Black			American Indian/ Alaskan Native			Asian			Filipino			Hispanic			Pacific Islander			White			Foster Youth		
	% Non Success	# Non Success	Course Headcount	% Non Success	# Non Success	Course Headcount	% Non Success	# Non Success	Course Headcount	% Non Success	# Non Success	Course Headcount	% Non Success	# Non Success	Course Headcount	% Non Success	# Non Success	Course Headcount	% Non Success	# Non Success	Course Headcount	% Non Success	# Non Success	Course Headcount
Total	43.8%	5,843	13,344	34.4%	166	482	25.3%	3,406	13,452	29.6%	2,301	7,774	36.1%	25,397	70,375	43.4%	437	1,008	25.2%	20,840	82,598	55.6%	563	1,013
ENGL-120	37.4%	151	404	43.5%	10	23	29.8%	131	439	35.2%	107	304	37.3%	1,031	2,766	30.3%	10	33	26.9%	758	2,813	57.7%	15	26
PSY-120	60.4%	233	386	40.0%	4	10	33.9%	83	245	37.2%	90	242	47.9%	1,001	2,090	62.1%	18	29	32.4%	612	1,891	62.2%	23	37
MATH-090	64.5%	225	349	55.6%	10	18	35.7%	41	115	40.6%	54	133	50.9%	862	1,693	52.4%	11	21	37.6%	555	1,475	71.4%	25	35
MATH-110	56.5%	113	200	66.7%	4	6	35.4%	63	178	41.4%	48	116	50.4%	728	1,444	61.1%	11	18	35.8%	502	1,401	61.5%	8	13
SOC-120	48.2%	200	415	12.5%	1	8	26.0%	50	192	26.2%	56	214	40.3%	679	1,686	42.3%	11	26	23.5%	432	1,838	55.3%	21	38
ENGL-110	40.9%	144	352	25.0%	2	8	24.4%	38	156	27.7%	53	191	36.7%	763	2,078	57.1%	16	28	29.2%	431	1,478	56.4%	22	39
MATH-160	58.6%	123	210	62.5%	5	8	29.3%	84	287	37.2%	70	188	44.8%	593	1,323	44.4%	8	18	34.0%	448	1,316	66.7%	6	9
MATH-103	48.6%	105	216	11.1%	1	9	31.6%	24	76	42.2%	43	102	47.0%	619	1,317	40.0%	6	15	36.0%	400	1,112	78.9%	15	19
HIST-109	48.1%	89	185	42.9%	3	7	23.4%	62	265	36.4%	44	121	39.4%	455	1,155	57.1%	12	21	27.0%	440	1,628	56.3%	9	16
BIO-120	55.2%	101	183	33.3%	2	6	36.7%	51	139	37.7%	57	151	49.0%	539	1,101	33.3%	4	12	30.4%	354	1,165	33.3%	3	9
COMM-120	41.4%	101	244	50.0%	3	6	32.4%	69	213	27.6%	29	105	35.3%	454	1,285	47.8%	11	23	20.5%	300	1,460	66.7%	8	12
HIST-108	44.4%	64	144	50.0%	2	4	26.7%	69	258	31.9%	30	94	39.0%	371	952	62.5%	5	8	27.3%	388	1,422	70.6%	12	17
SPECIAL NOTE:	Shaded cells indicate, for each subgroup, that a course was in that subgroup's "Top 12 courses" with a large number of non-successes (raw counts) in the time period. It does not necessarily suggest that there is disproportionate performance among the subgroup compared to the overall population or to a reference group; rather, these findings suggest that each highlighted course is one where a large number of students may be struggling.																							

Summary of 12 Gateway Courses

- 12 high-enrollment courses
- **Shaded cell:** Course is one of subgroup's 12 least successful courses
- These courses comprise **one-fourth** of all college enrollments
 - Biology 120
 - Communication 120
 - English 110
 - English 120
 - History 108
 - History 109
 - Mathematics 090
 - Mathematics 103
 - Mathematics 110
 - Mathematics 160
 - Sociology 120
 - Psychology 120
- **Goal:** Within six years, close equity gaps of 10% or less and reduce larger gaps by 10 points

Student Success Initiatives Integrated Planning Framework



Guided Pathways

Achieving the Dream taught us that **strategic planning** based in **data** puts us in an **equity-minded** frame that allows us to **institutionalize** Guided Pathways.



G R O S S M O N T
C O L L E G E

WE'RE ALL IN!

PROMOTE THE PATH

CLARIFY THE PATH

ENTER THE PATH

STAY ON THE PATH

ENSURE LEARNING

Outreach

Engagement

Retention

Institutional Capacity

Broad Integrative Planning Goals

1. Increase number of students by streamlining onboarding and deepening collaborations with community partners to reflect our service population.
2. Reduce number of excess units completed and time to complete.
3. Reduce time for students to successfully complete college-level coursework in math, English, and ESL.
4. Improve course success rates and decrease equity gaps in 12 gateway courses.
5. Reduce proportion of students on academic or progress probation and increase semester-to-semester persistence.

These efforts and others have already led to Grossmont College giving out the **most degrees and certificates** of any college in SDICCCA this spring.

Activities for 2018-2019

- Address broad integrative planning goals through a variety of activities
- Complete IEPI strategic enrollment management academy
- Develop remaining curriculum maps for guided pathways
- Establish multiple measures and refine acceleration work
- Gather student engagement data from SENSE and CCSSE
- Implement technology to improve student registration experience
- Institute new annual planning and resource allocation process
- Provide dual enrollment for over 1000 high school students
- Streamline participatory governance structures and processes

Activities Support Guided Pathways

	Promote the Path	Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning
Address broad integrative planning goals through various activities	X	X	X	X	X
Complete IEPI strategic enrollment management academy			X	X	X
Develop remaining curriculum maps for guided pathways		X	X		
Establish multiple measures and refine acceleration work			X	X	
Gather student engagement data from SENSE and CCSSE			X	X	
Implement technology to improve student registration experience		X	X		
Institute new annual planning and resource allocation process	X	X	X	X	X
Provide dual enrollment for over 1000 high school students			X		
Streamline participatory governance structures and processes	X	X	X	X	X

Why We Do What We Do



spring 2018 all-campus
CONVOCATION



OUR STUDENTS: FACES • VOICES • NUMBERS

Speech and Debate Team



Student Poetry Reading

GCCCD 2018-19 Budget



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Sue Rearic

2018-19 Planning Reflected in Budget Priorities

- **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.

	Grossmont College		Cuyamaca College	
Guided Pathways	\$	792,741	\$	457,674
Integrated Student Support		0		0
• Student Success & Support Program		3,909,289		1,588,275
• Student Equity Plans		1,713,202		653,197
• Basic Skills		682,333		248,249
Title V		724,978		671,019
Strong Workforce		991,882		556,343
Total	\$	8,814,425	\$	4,174,757

- **Goal #3** Cultivate student-centered culture of excellence.

	DS & District-Wide		Grossmont College		Cuyamaca College	
Institutional Effectiveness (IEPI)	\$	0	\$	200,000	\$	200,000
Capital Projects & Prop V (Series A)		5.1M		18.6M		17.5M
EEO & Diversity Funds		146,995		0		0
Total	\$	5.3M	\$	18.8M	\$	17.7M