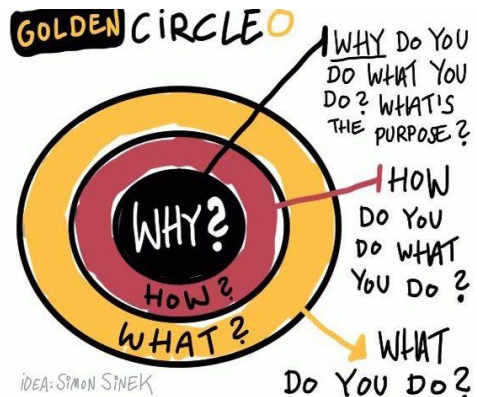# Welcome! Spring 2022 Strategic Planning Workshop

Strategic Planning Steering Committee

March 25, 2022   1:00 – 3:30 PM

Agenda

- President's Welcome
- Overview of Planning Process & Context
- Review Fall 2021 Workshop Feedback
- GC 2022-2028 Strategic Goals
- Breakout Group Activity: Strategies
- Breakout Group Activity: Eliminating Equity Gaps
- Overview of Facilities Master Planning
- Report Out

GOLDEN CIRCLE
WHY DO YOU DO WHAT YOU DO? WHAT'S THE PURPOSE?
HOW DO YOU DO WHAT YOU DO?
WHAT DO YOU DO?
WHY? HOW? WHAT?
IDEA: SIMON SINEK

Remember *Our Why*

Overview of Planning Process

Implementation and Alignment — 06

Getting Started — 01 — **Spring 2021 Annual Planning Forums**

Where We are Today: Review of Objectives & Brainstorm Strategies — 05 — **Objectives, Tasks, Metrics**

Environmental Scan — 02 — **Summer/Fall District-wide Collaboration**

Vision, Mission, Strategic Goals — 04

SWOT Analysis — 03 — **Fall 2021 Planning Workshops**

Steering Committee Retreat February 2022: Drafted Strategic Goals

STRATEGIC PLANNING PROCESS

Alignment of CCCCO Initiatives & Metrics

Vision for Success, Student Equity & Achievement Program, Guided Pathways, Strong Workforce, & SCFF

The Student's Journey

- Connection
- Entry
- Progress
- Completion
- Employment/Transfer

Student Success Metrics

➤ Successful Enrollment

➤ Learning Progress (e.g., course success rate, Math/English completion)

➤ Momentum (e.g., 9+ CTE units, FA to SP retention, etc.)

➤ Success (e.g., course, awards, transfer)

➤ Employment (in field related to field of study)

➤ Earnings (e.g., median change in earnings upon completion)

Fall 21 Planning
Workshop Feedback

Keeping our vision, mission, & values in mind, what are our *strengths* and *weaknesses* as a college?

<u>Strengths</u>

- High Quality Programs
- Reputation as Transfer Institution
- Passion for our Community
- Emphasis on Equity
- Student-centered Culture of Caring
- High Standards

<u>Weaknesses</u>

- Staffing, Enrollment, Budget
- Laborious Processes/Inability to be Nimble
- Website/Registration Obstacles
- Students often feel lost
- Accountability & Transparency for: Processes, Procedures, Goals, Antiracism Efforts, Equity gaps
- Communication

How can we use our strengths as a college to address some of our challenges/areas for growth?

Listen to & regularly check in with students

Need better infrastructure

- Communication
- Centralized Student Services
- Clear pathways
- Financial efficiency
- Teaching & Learning Center
- More support for online courses

Follow through on vision, mission, plans

More great events! And more awareness of/encouragement for them

Better communication & collaboration between instructional services & student services

How do we want students to experience our college, ideally?

Student Experience	Student Feeling	Student Support Needs
• Students' needs are met • Easy navigation, user-friendly pathways, & ability to utilize their phone • Sense of community & connection • Flexibility • Consistent and transparent messaging	• Welcomed, supported, connected, & safe • Students feel like they have a voice/feel heard • Empowered to navigate the college • Take joy & ownership in the learning experience • Validated, Challenged, Acknowledged, Engaged, & Encouraged	• Decisions centered around students' needs & not institution • More PD for Faculty/Staff to better understand programs and paths to further support student needs in addition to counseling • Need better defined pathways • Integration of Systems

Fall 2021 Planning Forum

What external factors will most impact the College over the next 6 years?

STUDENT PREFERENCES

- **Desire for more online options**

COVID

- **Impact on enrollment**

LABOR MARKET

- Need to prepare students for high-demand (possibly remote), living wage jobs

Fall 2021 Planning Forum

What outcomes would we like to see for students?

- Equity gaps eliminated (in access and outcomes)

- Resources are accessible, easy to find

- Strong community & culture

- Adequate preparation for the workplace

- When student profile mirrors demographics of the area, then we are serving our area

- Cohort models and persistence

- Basic needs for refugees

Participants' Suggestions for Responding to External Factors & Achieving Desired Student Outcomes

- Focus on system changes & institutional processes, avoid deficit mindset

- Address persistence – shorter term lengths, support beyond FYE, follow-up with those who don't persist, rethink grading, qualitative "success" factors

- Bring resources to the students

- Embedded tutors that reflect student demographics

- Tutoring Center – reduce barriers

- Student Success Center

Definition of Terms

The GOST Framework

Goal	What	General
Objective	What	Specific
Strategy	How	General
Tactic	How	Specific

GOST FRAMEWORK

Grossmont College 2022-2028 Strategic Goals

- Educational Excellence
- Completion Culture*
- Innovation & Effectiveness
- Operational Excellence
- Community Collaboration

[Draft Plan](#)

*Completion by Design (Guided Pathways)

Breakout Room #1: Brainstorming Strategies/Action Items

- Educational Excellence (Kelly M., Heriberto, Niko)

- Completion Culture (Pearl, Tate)

- Innovation & Effectiveness (Natalie, Dr. Fulbright)

- Operational Excellence (Aaron, Courtney)

- Community Collaboration (David, Sara)

Use We and not They

Pathway Focus Area: Connection
Goal: Improve Enrollment, Retention, and Completion Rates
Objective: Tailor degree and certificate programs to meet the needs of students
Strategy: Increase efforts . . .

Sample
Plan: Compton
College

(Note: This goal is applied to
multiple Pathway Focus Areas)

Connection

Key Action Step	Plan	Status
STRATEGIC INITIATIVE 1: IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS		
Objective: Tailor degree and certificate programs to meet the needs of our students		
1. Increase efforts to attract students from the community and beyond through better advertisement of course offerings and programs and enhance College branding opportunities, public relations. Develop strategic marketing plan, which aligns with diversity and inclusion plans and focuses on disproportionately impacted student groups and targets messaging around programs of study, including recently unemployed students. DI groups include American Indian, Black or African American, Pacific Islander, White, Disabled, Foster Youth, LGBT, and Veterans. Develop culture-specific information strategies, which include multilingual translations of key college information, including Oliver W. Conner Compton College Promise Program Increase the number of inquiries for each targeted audience.	Compton College 2024 Comprehensive Master Plan (CC 2024), Human Resources Staffing Plan (HR), Enrollment Management Plan (EMP), Equity	*Lead: Director of Community Relations* Status: *In Progress*. Planning to create new Future Student webpage to help direct prospective students to the necessary information for successful enrollment. Marketing materials available for distribution (print and digital). Utilization of Community Colleges of Los Angeles (CCLA.com) prospective student capture system for CTE that directs leads to Call Center for connection to College representative and follow up (Career Pathways Coordinator) Who else is contributing: Outreach and Marketing Sub-Committee, Institutional Effectiveness, Faculty, Counselors, Outreach & School Relations, Articulation Officer, Strong Workforce Who else needs to know: Guided Pathway Divisions, Tartar Success Teams, high school counselors Timeline: Based on the annual course catalog (publis enrollment cycles; coordinate with registration perio Anticipated challenges: Low staffing to create and ex Need a full-time web developer and social media coo Recruit to fullest advantage. Identifying current stud groups to be brand ambassadors for the College. Measuring success: Increase in enrollment Closing the loop: As part of a comprehensive market include targeted campaigns for the DI groups. Learn to leverage lead capture and contact protocol from V Development.

The GOST Framework

Goal — What | General
Objective — What | Specific
GOST FRAMEWORK
Strategy — How | General
Tactic — How | Specific

Goal **Operational Excellence--** Ensure excellence in student learning by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development.

Objective: Manage systems, processes, and resources efficiently and effectively to maximize organizational effectiveness.

Strategy:

The GOST Framework

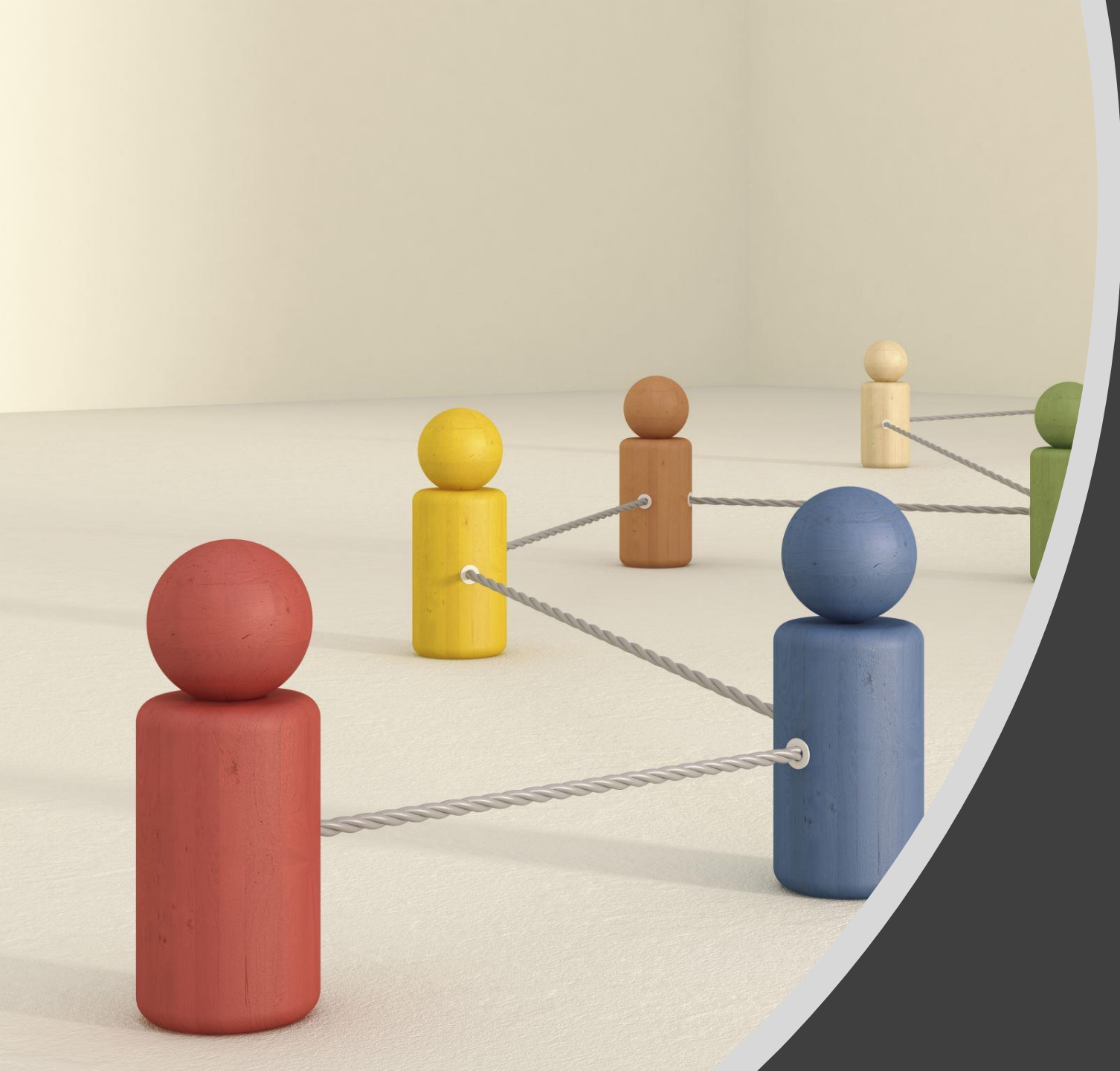| Strategic Goals & Objectives	Vision/Mission	The Student's Journey* (With Vision for Success Student Success Metrics)				
		Connection Completion of onboarding process (including application for financial aid)	**Entry** Completion of Math & English in 1st year/Choosing ACP in 1st year	**Progress** Course Retention/Success, Persistence, & Unit Completion	**Completion** Degree & Certificate Rates	**Employment Transfer** Living Wage, Employed in Field of Study, & Transfer Rates
Operational Excellence Ensure excellence in student learning by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development. ▪ Manage systems, processes, and resources efficiently and effectively to maximize organizational effectiveness. ▪ Strengthen college collaboration, communication, and continuous learning.	●	●	●	●	●	●

Discussion Questions

- What other objectives, if any, are needed to ensure that each goal can be met?

- What activities should the college prioritize in the first year to meet one or more of the strategic goals?

- What multi-year activities does the college need to conduct in order to meet each strategic goal by the end of the six-year cycle?

The GOST Framework

Goal — What | General

Objective — What | Specific

GOST FRAMEWORK

Strategy — How | General

Tactic — How | Specific

Report Out (if time permits)

Breakout Room #2: Eliminating Equity Gaps

Grossmont College 2022-2028 Strategic Goals

- Educational Excellence
- Completion Culture*
- Innovation & Effectiveness
- Operational Excellence
- Community Collaboration
- **Equity & Antiracism**

*Completion by Design (Guided Pathways)

Grossmont College 2022-2028 Strategic Goals

- Educational Excellence
- Completion Culture*
- Innovation & Effectiveness
- Operational Excellence
- Community Collaboration
- ~~Equity & Antiracism~~

Equity & Antiracism should be the foundation of our work

Vision: Empowered through a culture of inclusivity, Grossmont College strives to maintain our student-centered philosophy while working to support the ever-changing needs of our students. Along with ensuring student success, *Grossmont College continues to advance our antiracism and equity work as we venture further into the 21st century.*

Equity & Antiracism

Ensure excellence in student learning by prioritizing equity and anti-racism.

- Close equity gaps for disproportionately impacted student populations.

- Advance racial and socioeconomic equity through by increasing transfer/employment rates.

Educational Excellence

Ensure excellence in student learning by prioritizing equity and anti-racism through quality academic programs and support services.

- Close equity gaps for disproportionately impacted student populations.
- Provide clear information, reliable access, and intentional support at the onset.
- Support all students in their course success and progress toward their goals.
- Ensure learning and timely completion of students' educational goals.

Completion Culture*

Ensure excellence in educational outcomes by providing programs, resources, and services that empower students to achieve their educational goals.

- Remove barriers that interfere with completion of degrees/certificates/transfer.
- Increase 3-year graduation rates.
- Advance racial and socioeconomic equity for institutionally marginalized students by expanding educational pathways leading directly to careers earning a livable wage.

Review of Baseline Data

CONNECTION
Application to Enrollment: What percentage of students enroll?

Enrollment Rate

37%   41%   40%   41%   43%

2015-2016   2016-2017   2017-2018   2018-2019   2019-2020
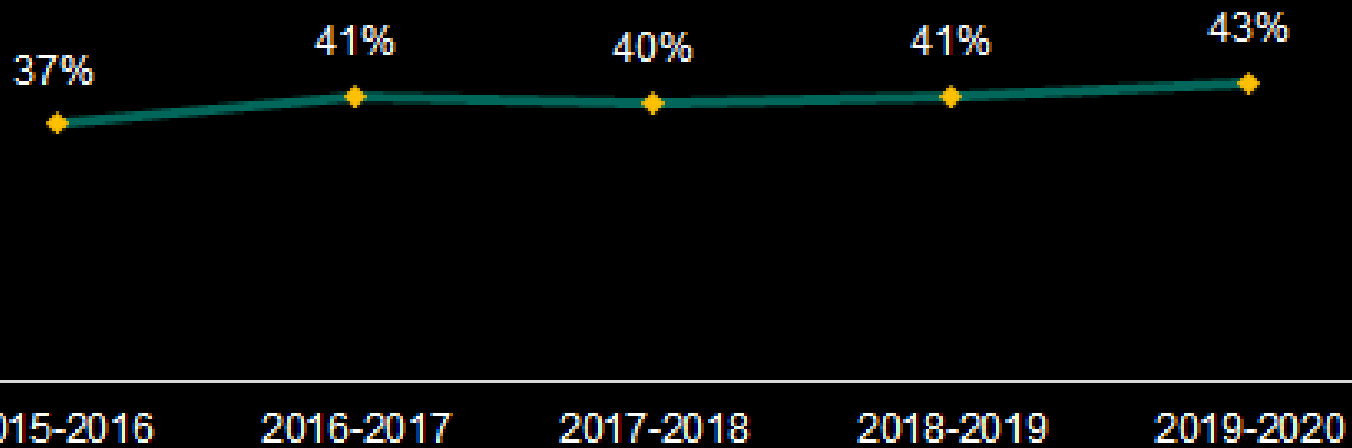
*We lose **over 50%** of the students who apply before they ever enroll in one of our classes*

Equity gaps exist for our:
-Black and African American students
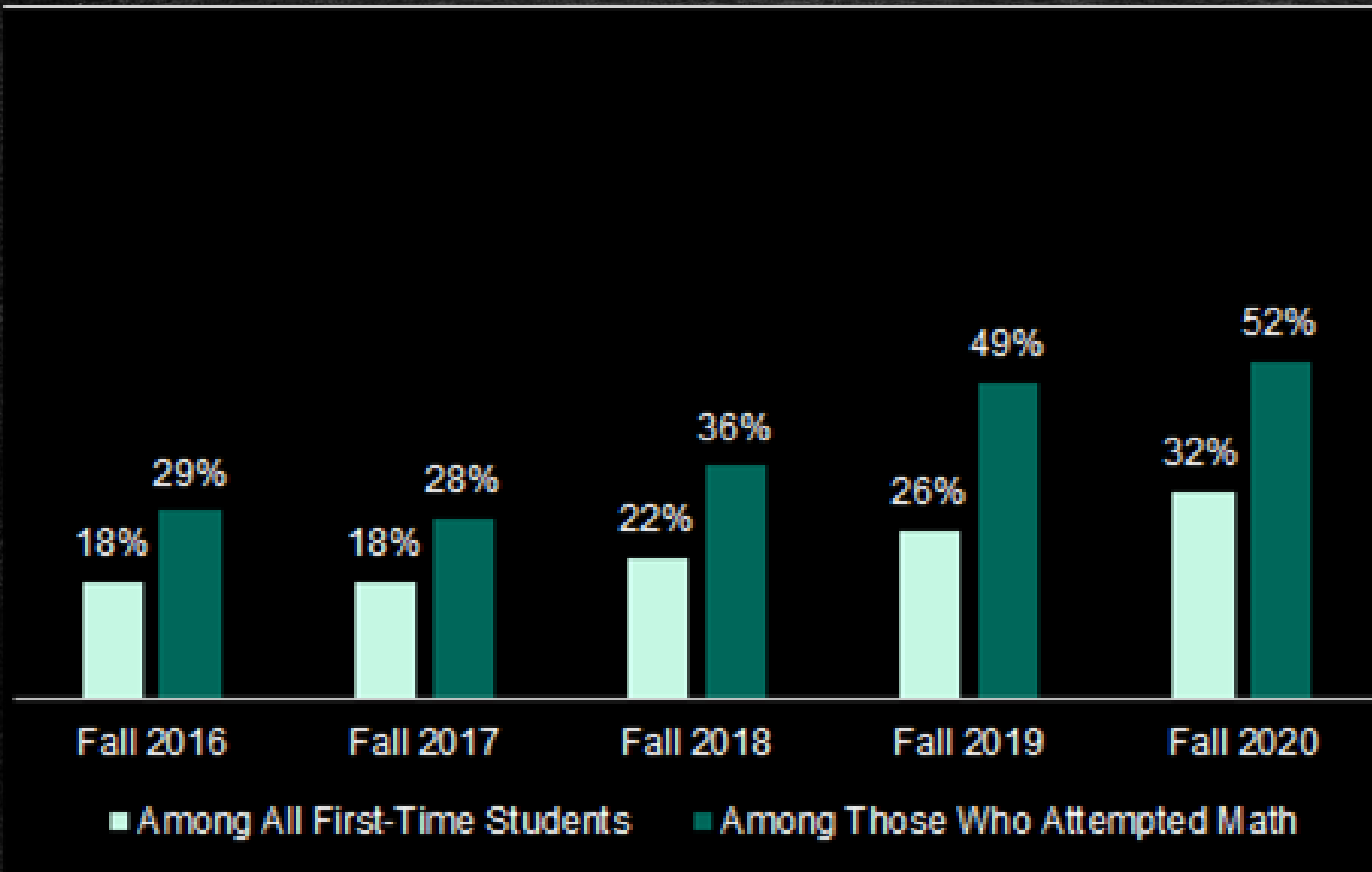-Native American students
-Pacific Islander students

ENTRY

1-Year Math Throughput (Transfer Course Completion) has increased significantly over the past 5 years, but equity gaps persist

Chart: 1-Year Math Throughput by Fall term

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Among All First-Time Students	18%	18%	22%	26%	32%
Among Those Who Attempted Math	29%	28%	36%	49%	52%

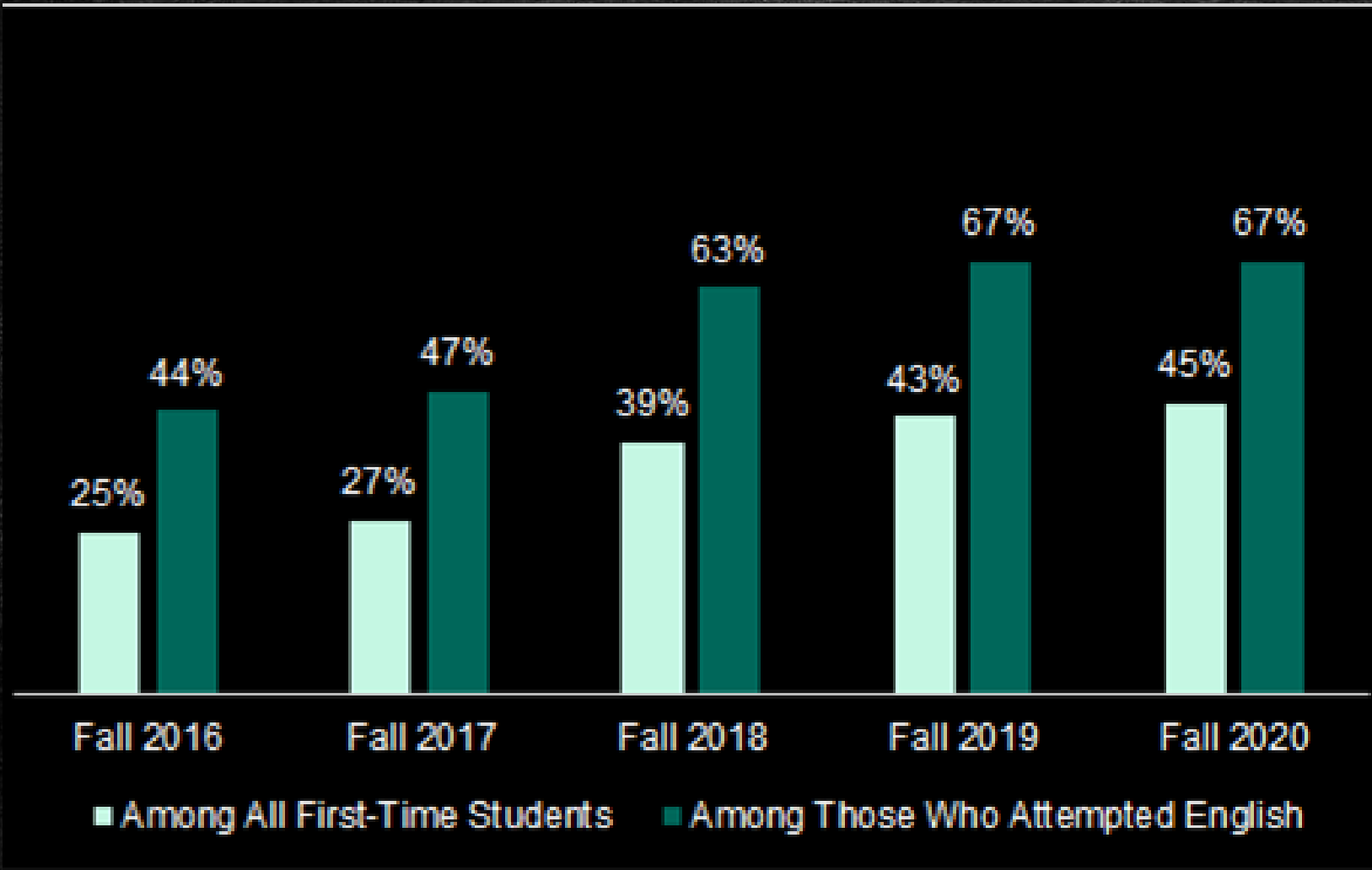**+23% & +14%**
from FA 2016
to FA 2020

Equity gaps persist for our:
- Black and African American students
- Latinx students
- Native American students
- Pacific Islander students
- Multiracial students

ENTRY

1-Year English Throughput (Transfer Course Completion) has increased significantly over the past 5 years, but equity gaps persist
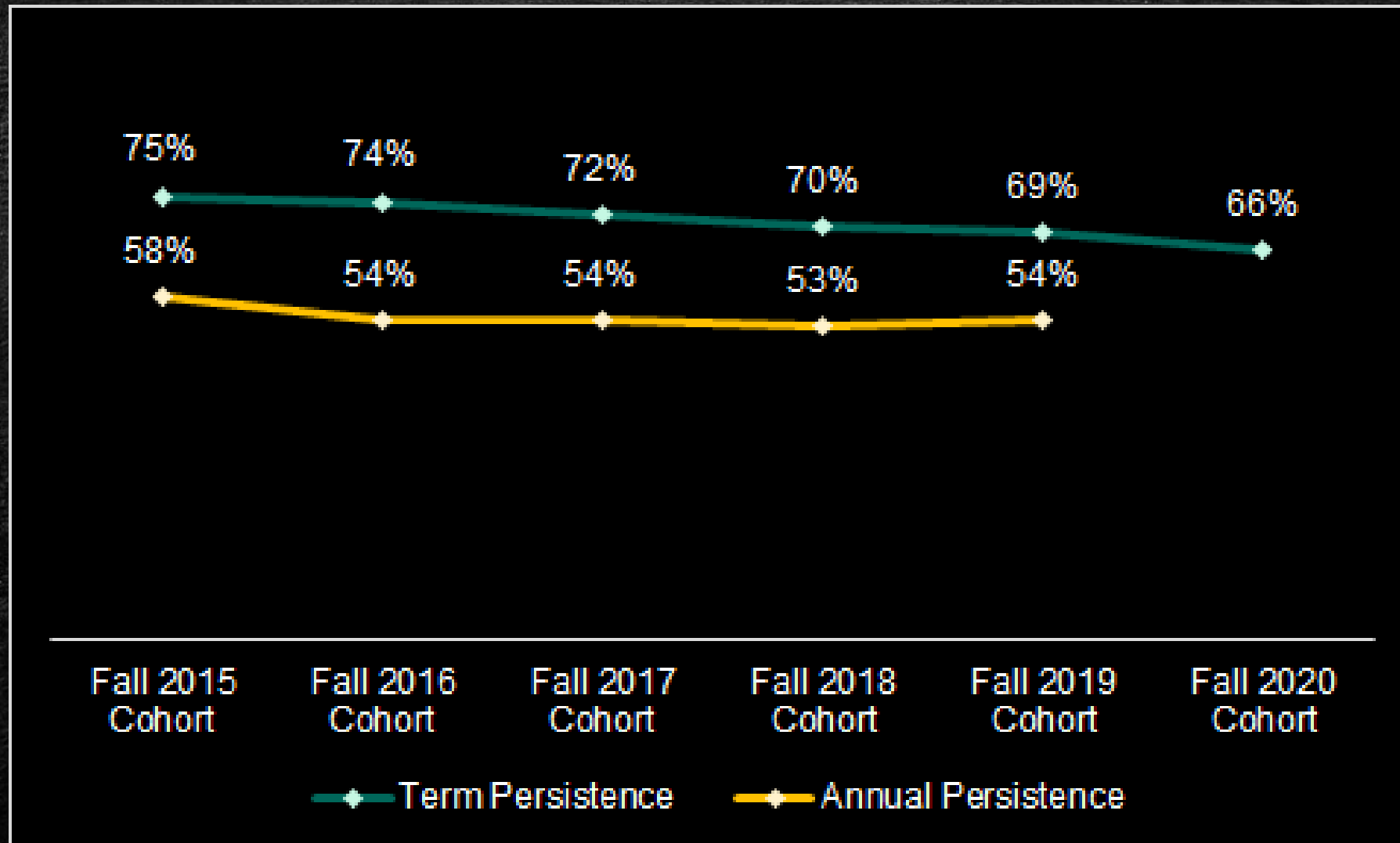

+23% & +20%
from FA 2016
to FA 2020

Equity gaps persist for our:
-Black/African American students
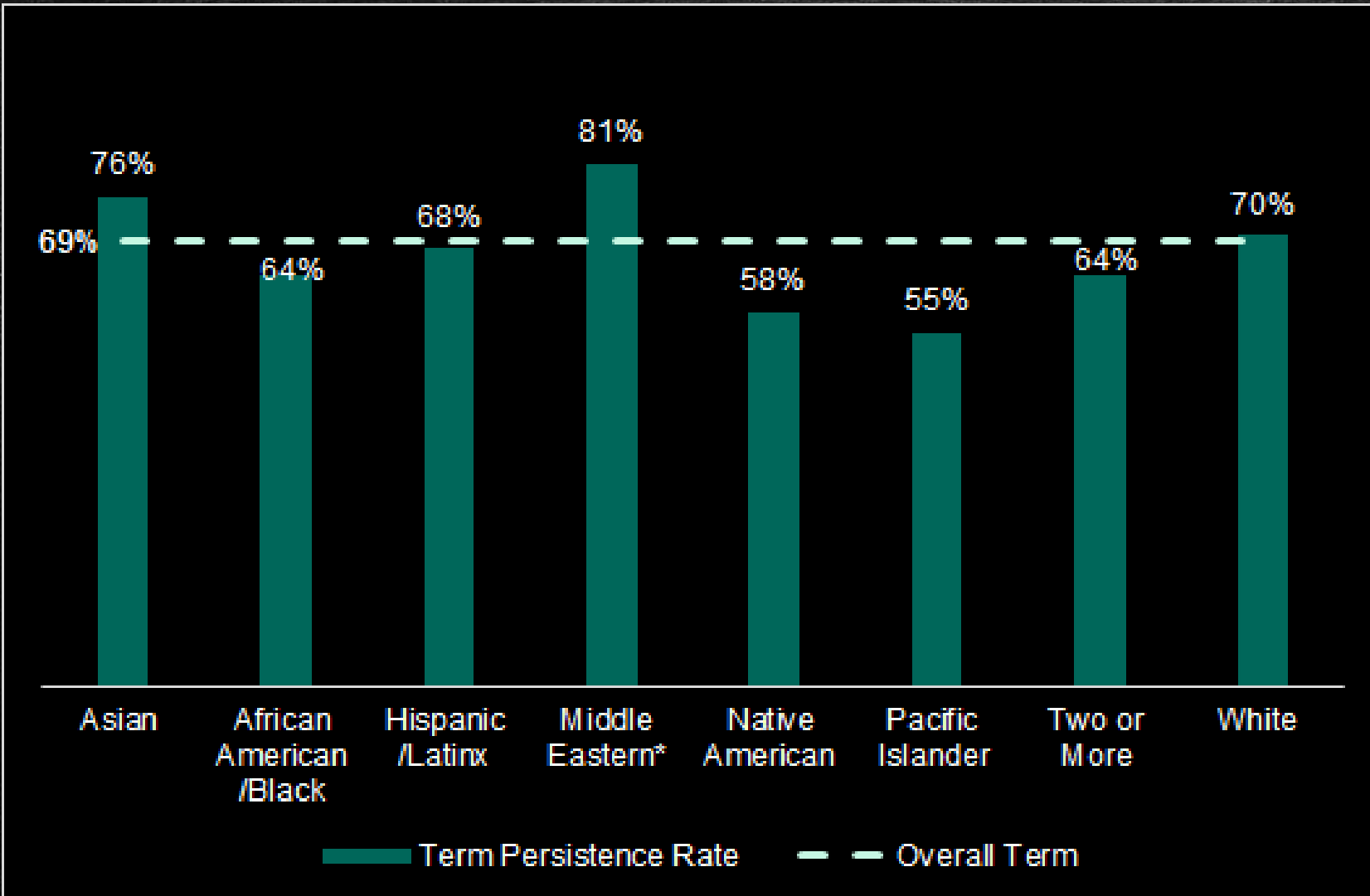-Native American students
-Pacific Islander students

PROGRESS
Term and **Annual** Persistence Rates for First-Time Students
Are in Decline & Were Declining **Pre-Pandemic**

PROGRESS
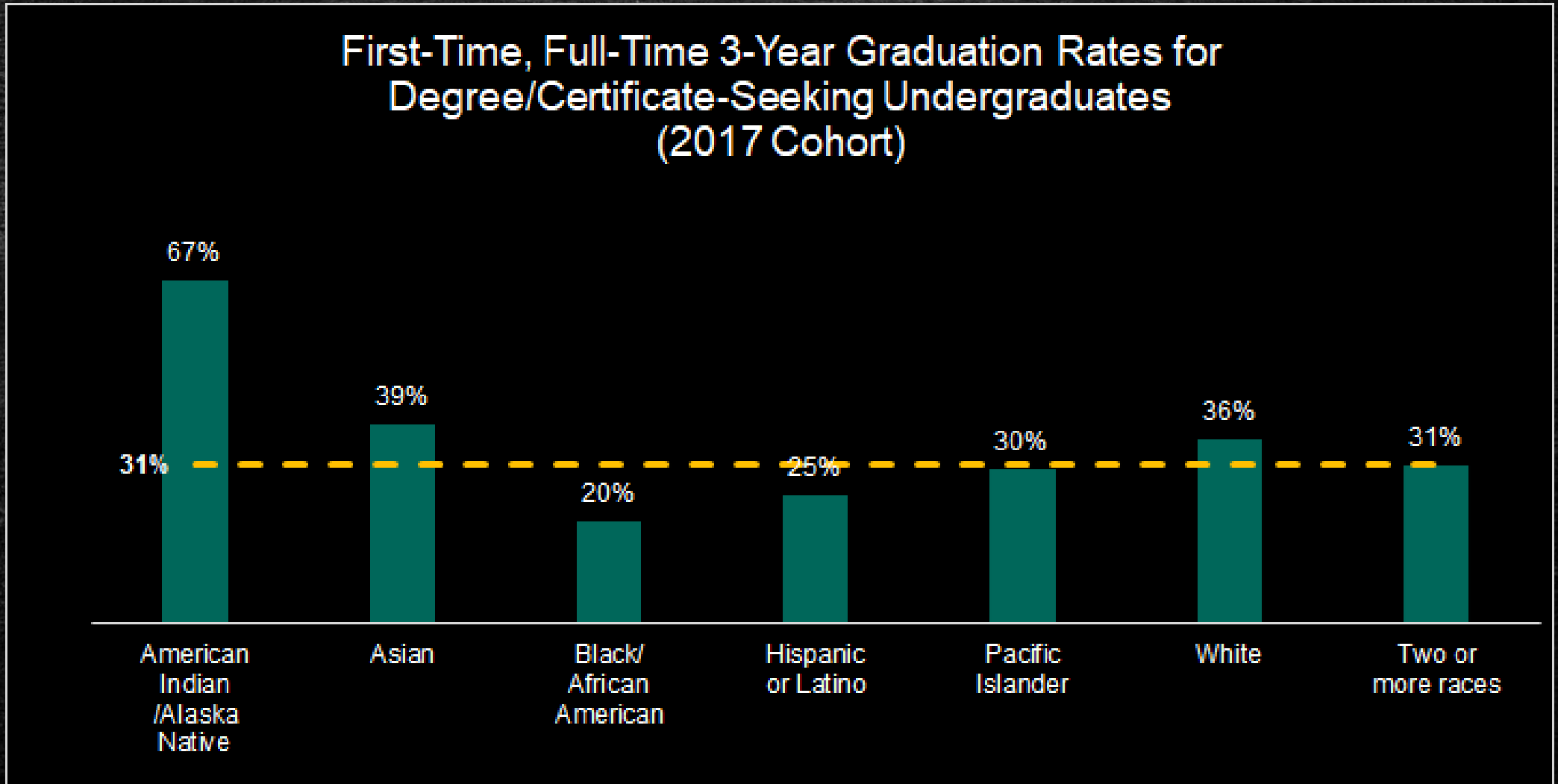## Fall 2019 Equity Gaps in Persistence

Equity gaps persist for our:
-Black/African American students
-Native American students
-Pacific Islander students
-Multiracial students

COMPLETION
Fall 2017 Cohort Equity Gaps in 3-Year Graduation Rates

First-Time, Full-Time 3-Year Graduation Rates for
Degree/Certificate-Seeking Undergraduates
(2017 Cohort)

- American Indian/Alaska Native: 67%
- Asian: 39%
- Black/African American: 20%
- Hispanic or Latino: 25%
- Pacific Islander: 30%
- White: 36%
- Two or more races: 31%

Average line: 31%

EMPLOYMENT/TRANSFER
Transfer Rates for CSU/UC 2020-21

CSU totals: 937
UC totals: 145

Chart — Transfer Rates by racial/ethnic category:

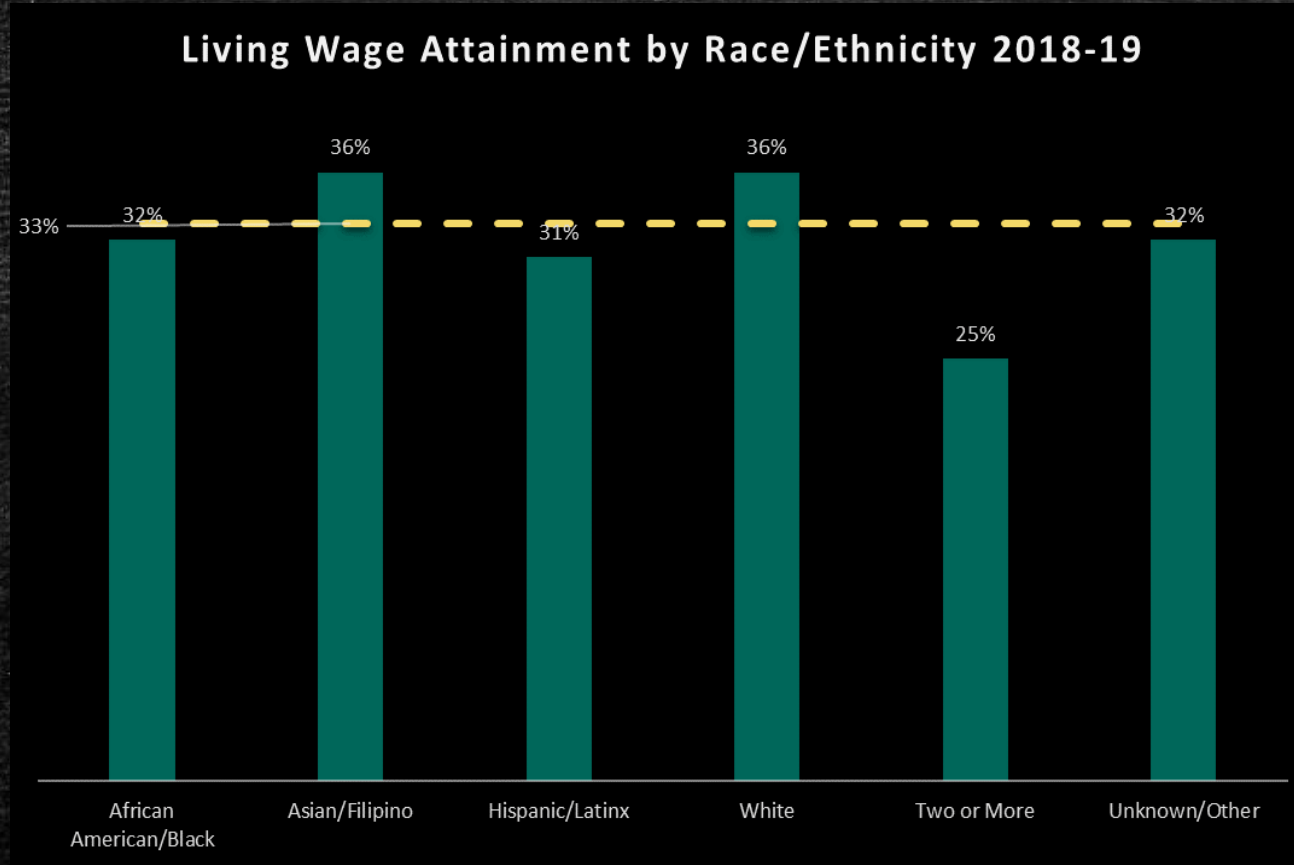| Category	Transfers CSU	Transfers UC	Population
African American/Black	4%	9%	6%
Asian	9%	18%	8%
Hispanic/Latinx	34%	29%	37%
White	38%	34%	40%
Two or More Races	6%		7%
Unknown/Other	9%	6%	2%
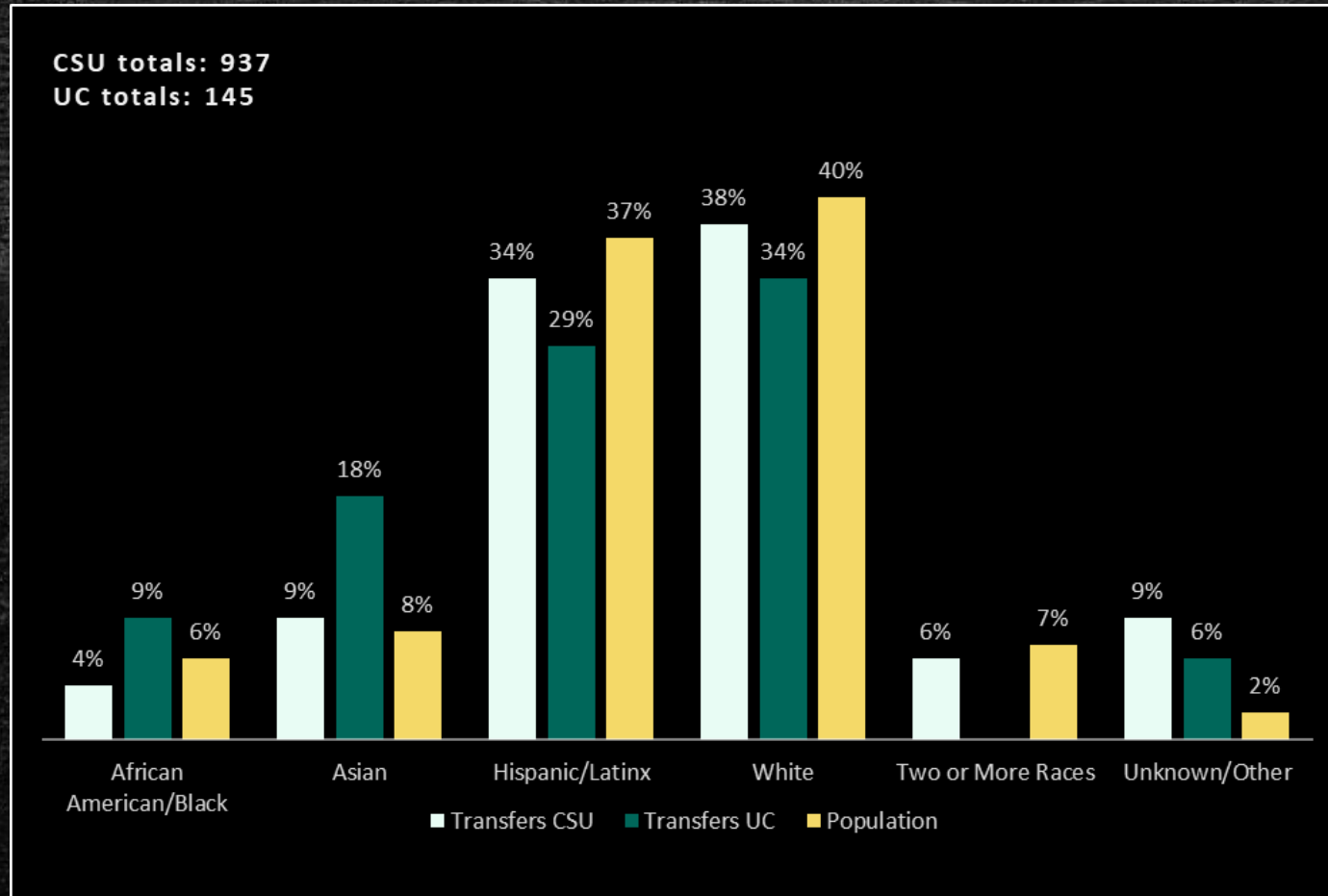
- Among CSU transfers, Black/African-American and Hispanic/Latinx students were underrepresented.
- Among US transfers, Hispanic/Latinx students were underrepresented.
- No data on Native American or Pacific Islander students available.

Note: Racial/ethnic categories at CSU and UC are different. There is no Middle Eastern category so the proportion of white students in our population is potentially inflated.

EMPLOYMENT/TRANSFER
Living Wage Data

Living Wage Attainment by Race/Ethnicity 2018-19

33%

African American/Black	Asian/Filipino	Hispanic/Latinx	White	Two or More	Unknown/Other
32%	36%	31%	36%	25%	32%

- Overall only 33% of our past students from the 2018-2019 cohort have reported attaining a living wage.
- Multiracial students were the least likely to have attained a living wage.
- Living wage in 2018 was $36,705.

Note: Racial/ethnic categories that are here are the ones that the UC campuses use. There is no Middle Eastern category so the proportion of white students in our population is potentially inflated.

5 Year Distance Education Trends

Enrollment (duplicated) in distance education courses was on the rise even before the pandemic, increasing by 30% in four years

Distance Education Status	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Hybrid	1,478	1,709	1,632	1,459	435
On Campus	42,813	40,387	38,652	35,794	366
Online	7,971	8,724	9,520	10,356	40,271
Total	52,262	50,820	49,804	47,609	41,072

Source: GCCCD Information System

30% increase in distance education enrollment

from Fall 2016 to Fall 2019, even as our overall enrollment declined by nearly 9%

5 Year Distance Education Trends

Similarly, **before the pandemic**, headcount of students (unduplicated) enrolled exclusively in online classes also increased by 28%, even as overall college headcount declined.

	Fall 2016		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**	
On Campus and Online	4,383	23%	4,644	25%	4,935	27%	5,267	31%	493	3%
On Campus	12,762	68%	12,128	65%	11,287	62%	9,833	57%	64	0%
Online	1,672	9%	1,833	10%	1,968	11%	2,147	12%	15,061	96%
Total	18,817	100%	18,605	100%	18,190	100%	17,247	100%	15,618	100%

Source: GCCCD Information System

43% of **students** were enrolled in at least one distance education class in Fall 2019, even **before the pandemic.**
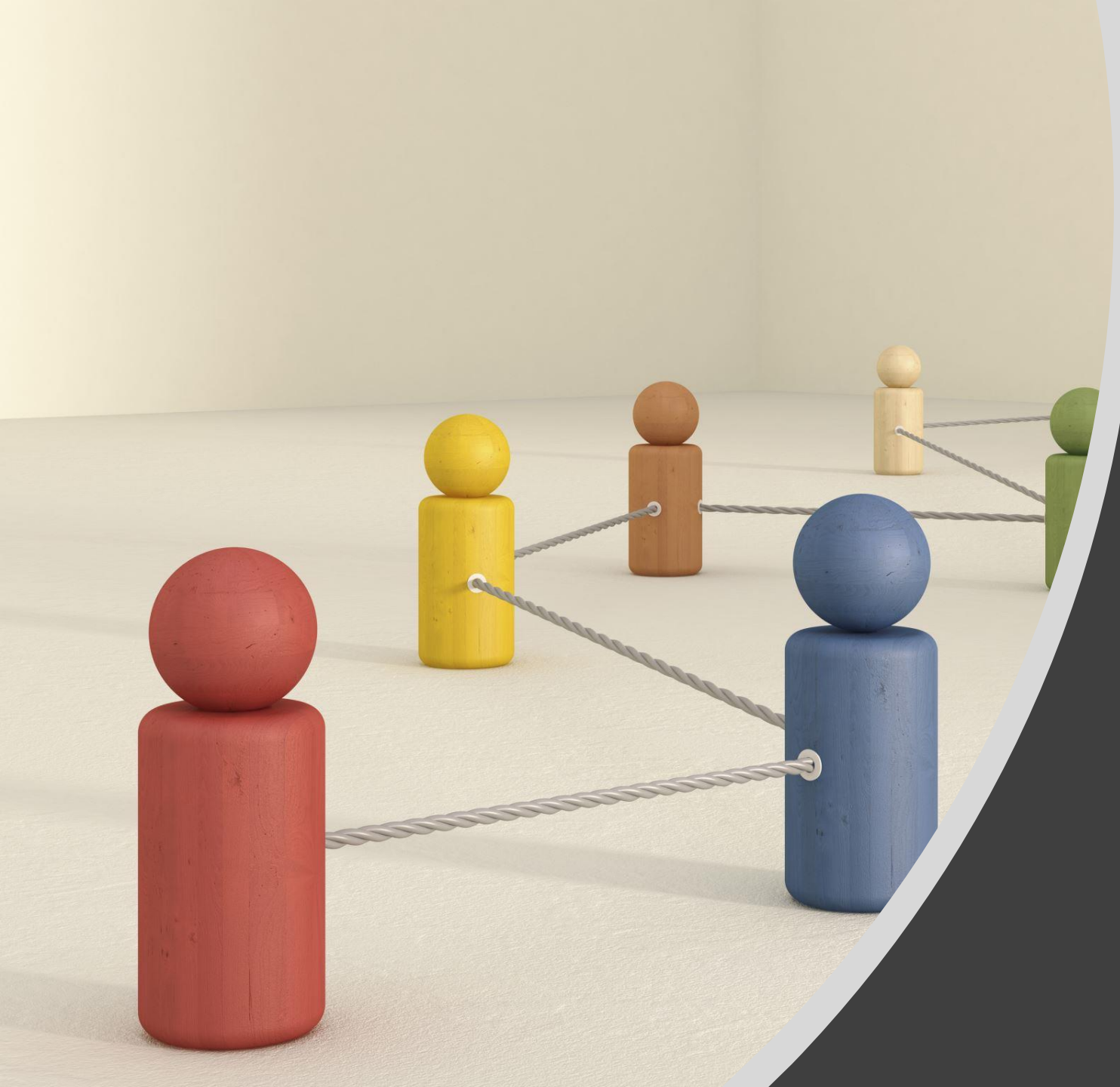
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- Community Collaboration (David, Sara)

Discussion Questions

1

Have we addressed ways to eliminate equity gaps in our current objectives and strategies so far? If not, how can we?

2

What strategies (activities) should the college prioritize in the first year to meet our equity and antiracism vision?

3

What are we currently doing as a college to address equity and anti-racism? What more do we need to do to eliminate equity gaps?

4

How can we demonstrate to ourselves, our students, and our community that we have met the equity/anti-racism imperative described in our vision statement?

Report Out (if time permits)

Plans Informed by the Strategic Plan

Facilities Master Planning

Gensler (architects) have listened in on our strategic planning forums and noted the recurring feedback about how we want students to experience our campus:

- Welcomed
- Supported
- Guided
- Connected
- Represented
- Part of a Community

EXISTING PEDESTRIAN EXPERIENCE

SURFACE PARKING

PARKING STRUCTURE

PEDESTRIAN ENTRANCE

Next Steps

CPIE team drafts a strategic action plan informed with today's feedback

Strategic Plan goes to the Governing Board for approval

April

Today

May

Strategic Action plan goes to governance committees for review