Grossmont College

Strategic Plan 2016 - 2022

Dr. Nabil Abu-Ghazaleh, President

I am pleased to present Grossmont College's new six-year Strategic Plan 2016 - 2022. This strategic plan represents over a year of thoughtful and concerted effort by more than 125 faculty members, staff, students and community leaders who committed themselves to capturing the college's values, vision, and potential in the goals and activities of our strategic plan.

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential. The values that underpin all that Grossmont College does include learning and student success, creativity and innovation, pursuit of excellence and continuous improvement, integrity, civility, balance, and a commitment to the power of diversity and inclusion. By pursuing these values, we believe we will achieve our mission of developing enlightened leaders and thoughtful citizens for local and global communities.

This Strategic Plan supports the key goals of the Grossmont-Cuyamaca Community College District plan: (1) Create streamlined, student-centered pathways to educational goal completion; (2) Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success; and (3) Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service.

The goals contained in this plan focus on several priority areas that the college community developed through its work with Achieving the Dream, a national reform network dedicated to student success and completion at their community college. Grossmont College has engaged in a year-long planning process that identified the key strategic priorities for the college to address to help students succeed and that forms the foundation for this strategic plan. The four key priority areas identified include outreach, student engagement, retention and development of our institutional capacity.

I encourage you to read our plan closely, and I thank the members of the Strategic Plan Steering Committee for their fine work in producing an excellent strategic plan for Grossmont College.

Sincerely,

Nabil Abu-Ghazaleh, Ed.D.
President

Grossmont College has served the educational needs of San Diego's East County since 1961. With more than 150 certificate and Associate degree programs, Grossmont College provides workforce training, career development and transferable college-level coursework to about 19,000 students. Specialized programs include administration of justice, nursing and allied health, culinary arts and theatre arts.

Vision

Grossmont College - Changing lives through education

Mission

Our mission is fulfilled by providing the people of East San Diego County with

- Transfer, degree and certificate programs
- Career technical education and workforce development
- Basic skills
- Student support services that promote student access and achievement
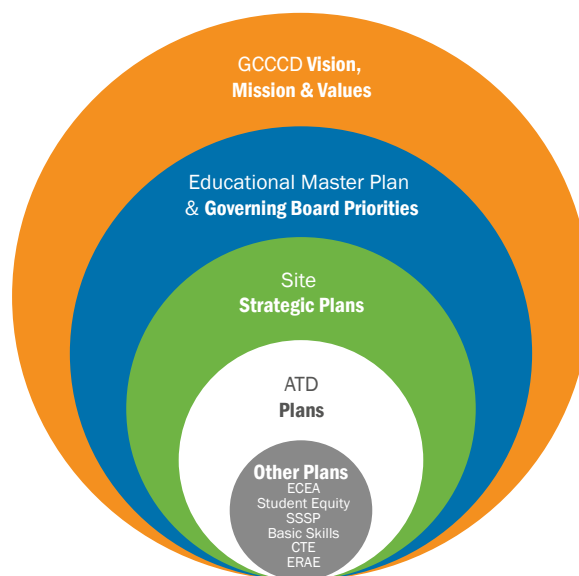- Community education

Relationship of **Plans**

The districtwide mission and strategic goals provide a framework that ensures Grossmont College approaches future services to the community in a similar manner, and with a common sense of purpose. Grossmont College, through its collegial planning processes, developed its own goals and strategies to reflect the most current assessment of needs and opportunities facing the communities it serves.

Integral to this strategic plan are a number of college plans that guide the college's efforts and activities in student equity, student services (SSSP), provision of instruction and support services in basic skills, career technical education (CTE), the East County Education Alliance (ECEA), and East Region Adult Education (ERAE). These plans are described in more detail in Appendix 1.

The relationship of the site strategic plans to the District vision, mission and values, the educational master plan, and other plans guiding the implementation of college programs is presented below.

GCCCD **Vision, Mission & Values**

Educational Master Plan & **Governing Board Priorities**

Site **Strategic Plans**

ATD **Plans**

Other Plans
ECEA
Student Equity
SSSP
Basic Skills
CTE
ERAE

Relationship among Key Priorities

In response to the analysis of challenges and opportunities and the review of evidence, the Grossmont College community identified three key priorities to enhance student success: enhanced outreach, student engagement, and comprehensive retention. The Grossmont College community also determined that institutional capacity to support these three priorities is critical.

The figure below identifies the relationship among the key priorities, and how institutional capacity supports them.

4 Institutional Capacity

1 Outreach

3 Retention

2 Engagement
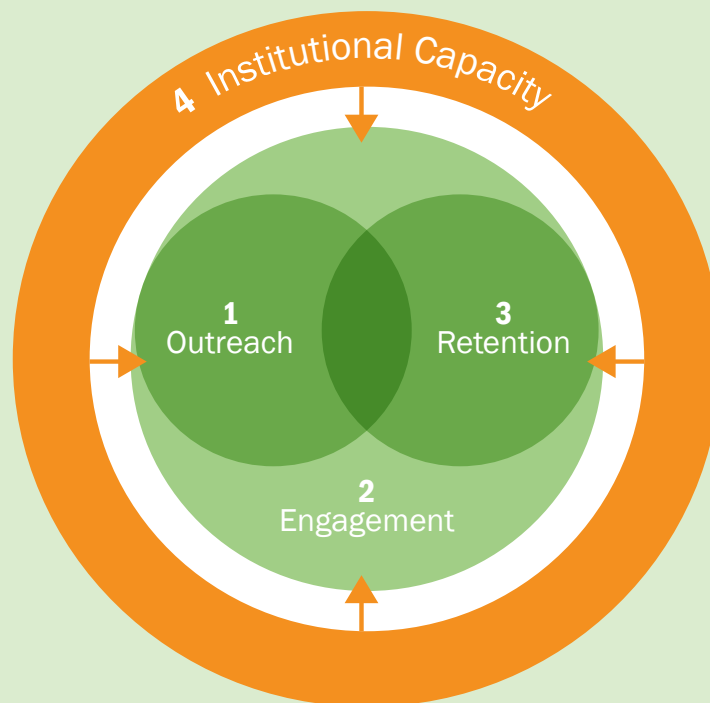
1

Outreach

High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

Major Action Steps

- Create a centralized Outreach Office that will:
  - Conduct outreach to prospective Grossmont students and their families
  - Recruit academically or financially disadvantaged students
  - Serve as a liaison between campus departments and the District, local high schools, and the community
  - Create information, marketing and communication materials for prospective and incoming students
  - Provide student, faculty/staff, and community ambassadors to help reach prospective students
  - Conduct a wide range of outreach events such as open houses, workshops, participation in community cultural events, and activities to help new students prepare for assessment into courses

Indicators

- Enrollments at Grossmont College
- Comparison of student and community demographics to identify groups of potential students that the college is not reaching
- First-time student cohort assessment test participation
- First-time student cohort placement levels in English, ESL
- First-time student cohort enrolled in English, ESL, or math within the first year
- First-time student cohort completes transfer-level English/math in two years

2

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

Major Action Steps

- Develop a Student Engagement Center that will
  - Provide structured opportunities for faculty, staff and students to engage face-to-face
  - Help faculty develop activities within their courses designed to help engage students in their learning
  - Offer student leadership development programs
  - Undertake student focus groups and surveys to assess students' opinions about the campus climate

Indicators

- Percentage of students participating in engagement activities as compared to the benchmark survey results from the Community College Survey of Student Engagement (CCSSE)
- Percentage of students reporting on the CCSSE survey that they developed meaningful connections on campus
- Percentage/number of faculty implementing classroom student engagement professional development training
- Percentage rates/numbers of students successfully utilizing academic support services.
- First-time student cohort persistence rates

3

Retention

A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College

Major Action Steps

- Create a Retention Center
- Hire Retention Specialists who will
  - Coordinate with instructors to implement an early alert program to identify students who are having difficulty in courses early in the semester
  - Coordinate tutoring support and referrals, and utilize mobile apps and social media to provide student access to information about available programs and services
  - Direct students to appropriate resources
  - Identify students who need additional support
  - Advise students on options available to overcome challenges

Indicators

- Student utilization of and satisfaction with support services
- First-time student cohort first semester attempted courses
- First-time student cohort persistence rates
- First-time student cohort second semester attempted courses
- First-time student cohort completion rate of 24 units in the first year
- First-time student cohort degree/certificate completion rate within three years
- Faculty satisfaction with the early alert system

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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

Major Action Steps

- Develop technology-based information collection systems at student access points to gather information about student use of support services

- Ensure that everyone has the software needed to access the data

- Provide professional support to ensure that everyone is able to utilize information when they need it, and provide professional development to help ensure that staff understand how to use information

- Create a clear, well-understood decision-making process and pathway, with clear mechanisms for reviewing information, making decisions, and communicating information back to all campus stakeholders

- Develop and implement a plan to recruit, retain and develop diverse employees

Indicators

- The amount of data available about student use of support services

- The percentage of faculty, staff and administrators who are able to access and use college data

- The percentage of faculty, staff and administrators who report in surveys that they understand the decision-making process and pathways

- Employee diversity by job category

- The percentage of employees who have completed training to enhance student success

- ATD Institutional Capacity Assessment Tool

gcccd.edu

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Grossmont-Cuyamaca
COMMUNITY COLLEGE DISTRICT