GROSSMONT COLLEGE

Strategic PLAN

2010-2016

Welcome Message

Looking into the future, anticipating community needs and devising strategies to lead Grossmont College into the future is a daunting task indeed. However, it is a task that faculty, staff, students and administrators embarked upon in 2008-2009. Through introspection, review of data, analysis, discussions, bench marking, validation and creativity, a road map by which Grossmont College will help lead its community into the future was established.

This document reflects the efforts of hundreds of people working in teams to address changes in population growth, demographics, workforce needs in a stagnant economy, campus development and innovations in teaching and learning. The following pages describe the process, the external and internal factors, opportunities as well as the key areas of focus for the six year timeframe starting in 2010. These areas help focus the college's efforts on effective strategies for enhancing student access and learning success, efficiencies in use of all resources, community and economic development and the recruitment, retention and development of a world-class workforce within the college.

The voices of over 400 people are included in this one comprehensive path into 2016. The great work of the college will continue to transform the lives of individuals through education and contribute in a meaningful way to economic and community development.

Congratulations to all who contributed to this important work!

Sincerely,

Sunny Cooke, Ph.D., Grossmont College President
Chris Hill, Ph.D., Academic Senate President
Pat Murray, Classified Senate Vice President

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Introduction

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The Grossmont College *Strategic Plan 2010-2016 (Plan), presented in the following pages, defines the direction and goals that the college intends to pursue over the next six years in response to the changing educational needs of the East San Diego County region.*

The Plan, based on data, provided by the Grossmont-Cuyamaca Community College District's Institutional Research Office, reflects the changing demographics of the community and of the students. Additional input and analysis from all of the college's constituencies, gathered during discussions and working sessions, were crucial in developing The Plan.

Purpose

As a vital member of the East San Diego Community, Grossmont College is dedicated to creating a richly dynamic educational climate, one that supports students, employees and the community.

The Strategic Plan will continue to focus the college's efforts while encouraging fresh thinking and innovative approaches to address the dynamic educational, economic, civic and workforce needs of region. Anticipating emerging trends as well as current needs, the Plan fosters community contributions and mutually beneficial partnerships in community and economic development.

Approach

The Plan is built upon a framework established by GCCCD in 2009. The foundational framework focuses on five major areas to ensure that the two colleges within the district approach future services to the community in a similar manner and with a common sense of purpose. Each college, through its collegial planning processes, has refined the goals and strategies to reflect the most current assessment of needs and opportunities facing the East San Diego County region.

2 Challenges and Opportunities

Environmental Scan Summary

External Environment

GCCCD is the third largest community college district in the San Diego region, serving approximately 20,000 students. Two other community college districts, two public and six private universities, along with ten private vocational schools, are located within 20 miles of the district.

Approximately 53% of students attending Grossmont College reside within the district boundary *(see district boundary map in the Environmental Scan in Appendix A)**, while 41% live outside the district boundary, but within San Diego County. The remaining 6% of students live outside of San Diego County. By 2010, the college expects to be serving a population within its service area that is aging faster than the rest of San Diego County and consists of a majority of residents who are Hispanic or Asian. Since there will be fewer prospective students falling within the traditional age group of 18-24 years, and the majority of GCCCD's first-year, first-time students have historically come from local high schools, there is likely to be a change in the proportion of that age group enrolling as first-time students. Currently, students in the college's service area come from households with a median income of $40,000 or less; in addition, they come from households which have the largest percentage of people living with one or more persons per room in the county.

The three largest industry clusters within San Diego County are Entertainment and Amusement, Financial Services, and Travel and Hospitality. In the San Diego-Carlsbad-San Marcos Metropolitan area, the five occupations with the fastest growth forecasts from now until 2016 are Network Systems and Data Communications Analysts, Computer Software Engineers, Veterinary Technologists and Technicians, Veterinarians, and Home Health Aides. The five occupations in this same area with forecasts of the most job openings from now until 2016 are Retail Salespersons, Waiters and Waitresses, Cashiers, Office Clerks, and Customer Service Representatives.

*All supporting information and appendices for The Plan can be found at www.grossmont.edu/planning

Internal Environment

During the spring 2009 semester, approximately 90% of Grossmont College students enrolled in credit courses. Of these, 57% were female, 64% were 24 years old or less, and over 68% were either Hispanic or White. Most (85%) students' primary language was English, and approximately 96% were either U.S. citizens or permanent residents. More than half of all enrollees were continuing students with a high school grade point average (GPA) of 3.0 and above. Approximately two-thirds of all new students were assessed into at least one basic skills level course.

Over the past five years, the top five course enrollment areas were English, Math, Exercise Science, History, and Biology. The majority of all courses offered were non-occupational and qualified for transfer. Approximately 55% of students enrolled in Distance Education courses lived within the district's boundary and were mostly First-Time Transfer or Continuing students, between the ages of 20 and 49 years old. Evening courses accounted for approximately 21% of all course enrollments. A significantly higher percentage of male students enrolled in evening courses than did females. Conversely, Saturday courses were attended by a significantly higher number of female students.

Although the majority of students earned a GPA of 3.0 or higher, and almost 80% of all course enrollments ended with a valid grade other than "withdraw," only 50% of all students who attempted 12 or more units in a semester were able to successfully complete 12 or more units. The average student persistence rate was approximately 72% and did not differ significantly between first-time and continuing students.

Almost twice as many GCCCD students met the criteria for being Transfer Directed than did students enrolled at all other California community colleges. Of these, more than a third of the district students transferred to other post-secondary institutions or entered in Transfer Preparation programs. In general, GCCCD students who transferred to California state universities earned GPAs equal to and had continuation rates higher than students from other California community colleges.

*The executive summary and the entire environmental scan document can be found in Appendix A.**

SWOT Analysis Results

In preparing this Plan, Grossmont College constituent representatives engaged in discussion and assessment of institutional strengths, weaknesses, opportunities, and threats (SWOT). The results of the SWOT analysis are summarized here.

Areas of Strength

- Talented, dedicated employees who consider the college as a family
- High level of commitment to serving students
- Quality programs and services
- Strong reputation for transfer education
- Central/accessible location and improved facility infrastructure
- Continued emphasis on integrated planning, budgeting, and review

Areas of Opportunity

- Increased student retention and success rates
- Efficient use of available facilities
- Cultivation of effective communication and timely, data-informed decision-making
- Outreach to diverse student populations through increased accessibility
- Development of external funding sources

The complete SWOT analysis is attached as Appendix B.*

*All supporting information and appendices for The Plan can be found at www.grossmont.edu/planning

3 Strategic Planning Process

The process and timeline for development of the 2010-2016 Grossmont College Strategic Plan were approved by the college Planning and Resources Council in Fall 2008. Implementation began with a review of the 2008 environmental scan completed by the Institutional Research Office of GCCCD. External trend analysis was conducted by teams of scanners focusing on four areas likely to have the most impact on the college and its community (*See Appendix C*)*. These four areas included political/economic trends, education/competition trends, technology/communication trends, and transportation/energy trends.

At the same time, the entire college community was invited to participate in a visioning activity whereby the college reflected on its current successes and set a vision for the college in 2016. Part of this activity involved establishing a set of common values. All of the records of the visioning sessions were reviewed and compiled by the College Leadership Planning Group during its spring 2009 retreat, where areas of critical need and strategic areas were identified *(See Appendix D)*. This college-wide planning group consisted of some 40-50 individuals representing all areas of the college and all constituent groups.

Following refinement by the Institutional Effectiveness Taskforce throughout summer 2009, the Plan itself was submitted in draft form in Fall 2009, and made its way through the college's collegial consultation process. In December 2009, the final form of the Plan went to GCCCD Governing Board for ratification. The official launch of the 2010 Plan was set for the college's spring convocation ceremonies in January 2010.

All supporting information and appendices for The Plan can be found at www.grossmont.edu/planning

4 Plan Framework

Vision

Grossmont College – Changing lives through education.

Mission

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the global community.

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

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

Values

- **Learning and Student Success –** We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation** – We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement** – We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts.
- **Integrity** – We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.
- **Power of Diversity and Inclusion** – We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.
- **Civility** – We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance** – We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

Strategic Planning Priority **5**

Goals
and
Strategies
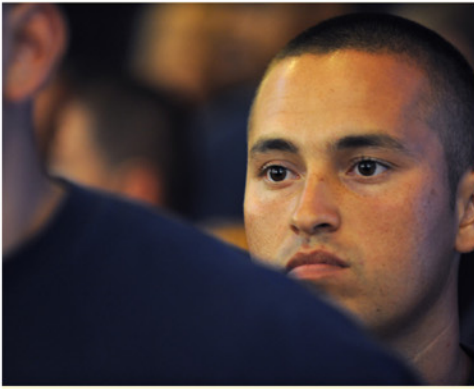
GCCCD has identified five major strategic planning areas of focus *(highlighted in green boxes)* for the next six years. Additionally, Grossmont College has identified strategic priority goals within each of those five areas of focus with strategies to achieve those goals. Progress toward these goals will be measured through a variety of means and tracked via key performance indicators. These indicators will serve as valuable input for future planning. (*See Appendix E for specific indicators related to the goals.)**

STUDENT ACCESS

Emerging Trends

The trend analysis revealed that Grossmont College's service area is experiencing an influx of immigrants, indicating a potential need for programs and services to address accessibility for these students. In addition, appropriate programs and services will be needed for a growing, returning veteran student population. Alternative transportation options may also be needed to help provide increased access for our students.

Goal 1:
Better Serve Students in Historically Under-Served Populations

Strategies:
1.1 Recruit students from historically under-served populations through enhanced, culturally relevant outreach in focused markets
1.2 Increase awareness of services and benefits offered

Goal 2:
Respond to Changing Community Needs

Strategies:
2.1 Manage enrollment to maximize student access via alternate delivery methods, time frames, and locations
2.2 Enhance physical accessibility to campus
2.3 Maximize community access to campus facilities and services

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LEARNING AND STUDENT SUCCESS

Emerging Trends

The number of students requiring at least one basic skills course has been increasing over the past few years. There is a need to explore assessment and placement strategies to aid students in successfully progressing through course sequences. Increased numbers of alignment and articulation agreements with high schools and four-year institutions are needed to smooth opportunities for transfer to the next level. Technology trends indicate a need for a greater integration of technology-enhanced learning opportunities into program delivery.

Goal 3:

Provide an Exceptional Learning Environment to Promote Student Success

Strategies:

3.1 Increase awareness and ease of access to student services to enhance student learning
3.2 Maximize student engagement within the college community
3.3 Enhance successful transition toward student transfer and/or career goal attainment
3.4 Monitor and improve overall student success
3.5 Offer a variety of practical opportunities to extend learning in or beyond the classroom *(i.e., community service learning, collaborative learning, internships)*
3.6 Develop and utilize innovative learning methodologies
3.7 Enhance student success through collaboration of student support services and academic programs

Goal 4:

Promote Student Success for Historically Under-served Populations

Strategies:

4.1 Gather and utilize meaningful data to plan appropriate interventions and support services that will improve student success of under-served populations
4.2 Promote student success by creating a culture of equity and inclusion
4.3 Optimize off-peak or alternate academic programs and support services, within a safe environment

Goal 5:

Promote Student Success for Historically Under-prepared Populations

Strategies:

5.1 Enhance outreach and partnerships with feeder schools
5.2 Gather and utilize meaningful data to plan appropriate interventions and support services that will improve student success of under-prepared populations
5.3 Promote support services to under-prepared populations
5.4 Develop and utilize effective assessment, placement, and course sequencing strategies for students

FISCAL AND PHYSICAL RESOURCES

Emerging Trends

The demand for energy in California is expected to increase over the next few years along with costs for energy. This trend indicates a need for the development of alternative fuels technology and more efficient and sustainable use of energy resources.

Goal 6:

Promote Institutional Effectiveness

Strategies:

6.1 Enhance the use of sustainable technologies and plans

6.2 Ensure fiscal responsibility

Goal 7:

Develop and Maintain an Exceptional Learning Environment

Strategies:

7.1 Optimize facility usage

7.2 Optimize and support instructional technology

7.3 Enhance collaborative learning facilities

Goal 8:

Maximize Revenue from Traditional and Non-Traditional Sources

Strategies:

8.1 Create a culture of innovation and entrepreneurism

8.2 Maximize employee participation in Grossmont College Foundation

8.3 Create an effective mechanism for initiating grant-based programs and extending or transitioning programs that are originally grant-funded

ECONOMIC AND COMMUNITY DEVELOPMENT

Emerging Trends

The current economic slowdown and resulting unemployment rates are expected to continue, resulting in an increase of students returning to school in search of job retraining and other career/technical skills. Opportunities may be available for increasing the numbers of community partnerships that will benefit both the local economy and the returning student.

Goal 9:
Enhance Workforce Preparedness

Strategies:
9.1 Increase capacity and student success within existing programs
9.2 Forecast workforce needs and develop new programs that supply trained people
9.3 Promote off-campus extended learning opportunities to develop practical workplace skills
  (i.e. community service learning, internships, co-ops).
9.4 Develop more fee-based and contract education related to workforce development

Goal 10:
Develop Innovative Partnerships That Meet Long-term Community Needs

Strategies:
10.1 Maximize federal, state, regional and private resource acquisition
10.2 Increase employee engagement within the broader community
  (i.e., organizational membership, speakers' bureau)
10.3 Develop effective community relations and event coordination

VALUE AND SUPPORT OF EMPLOYEES

Emerging Trends

Varied demographic analyses over time have indicated that the college employee population inadequately reflects the demographics of the service area. In addition, the trend analysis shows a human energy crisis resulting from obesity and related health issues.

Goal 11:

Promote Employee Success

Strategies:

11.1 Recruit, develop, and retain an exceptional and diverse group of employees

11.2 Promote cultural proficiency

11.3 Promote employee health and well-being

11.4 Provide comprehensive professional development

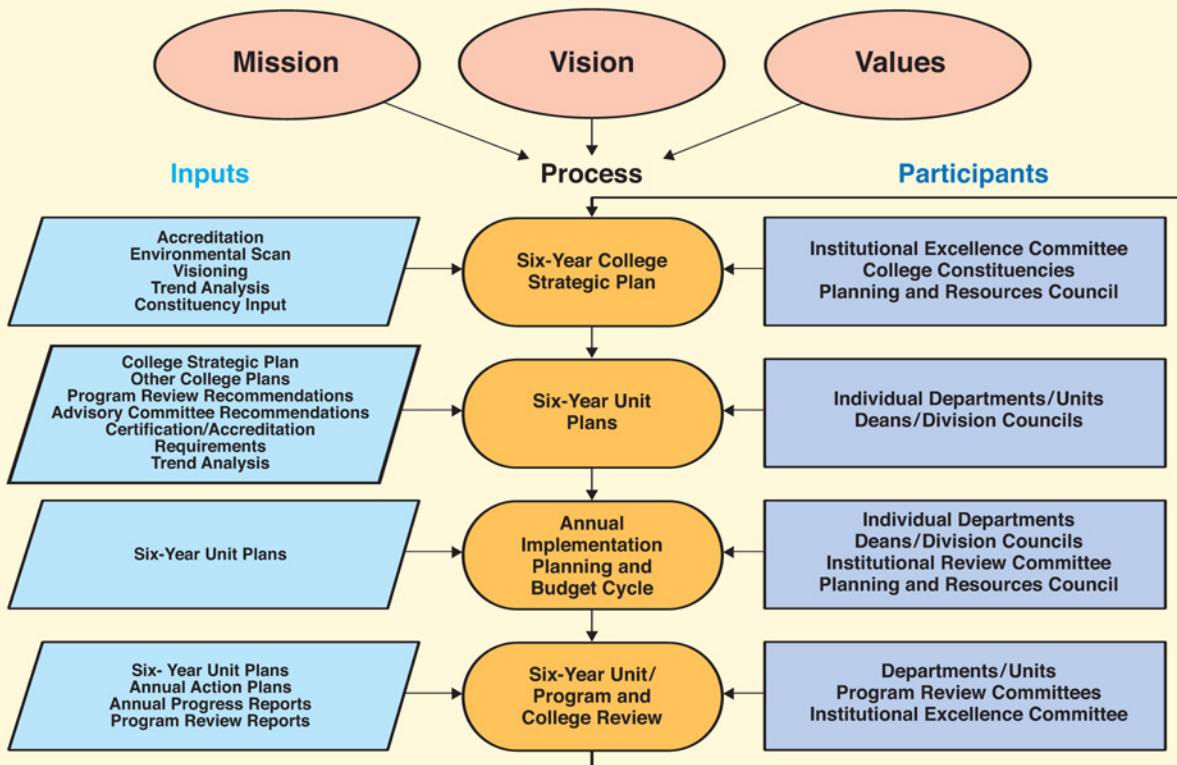# 6
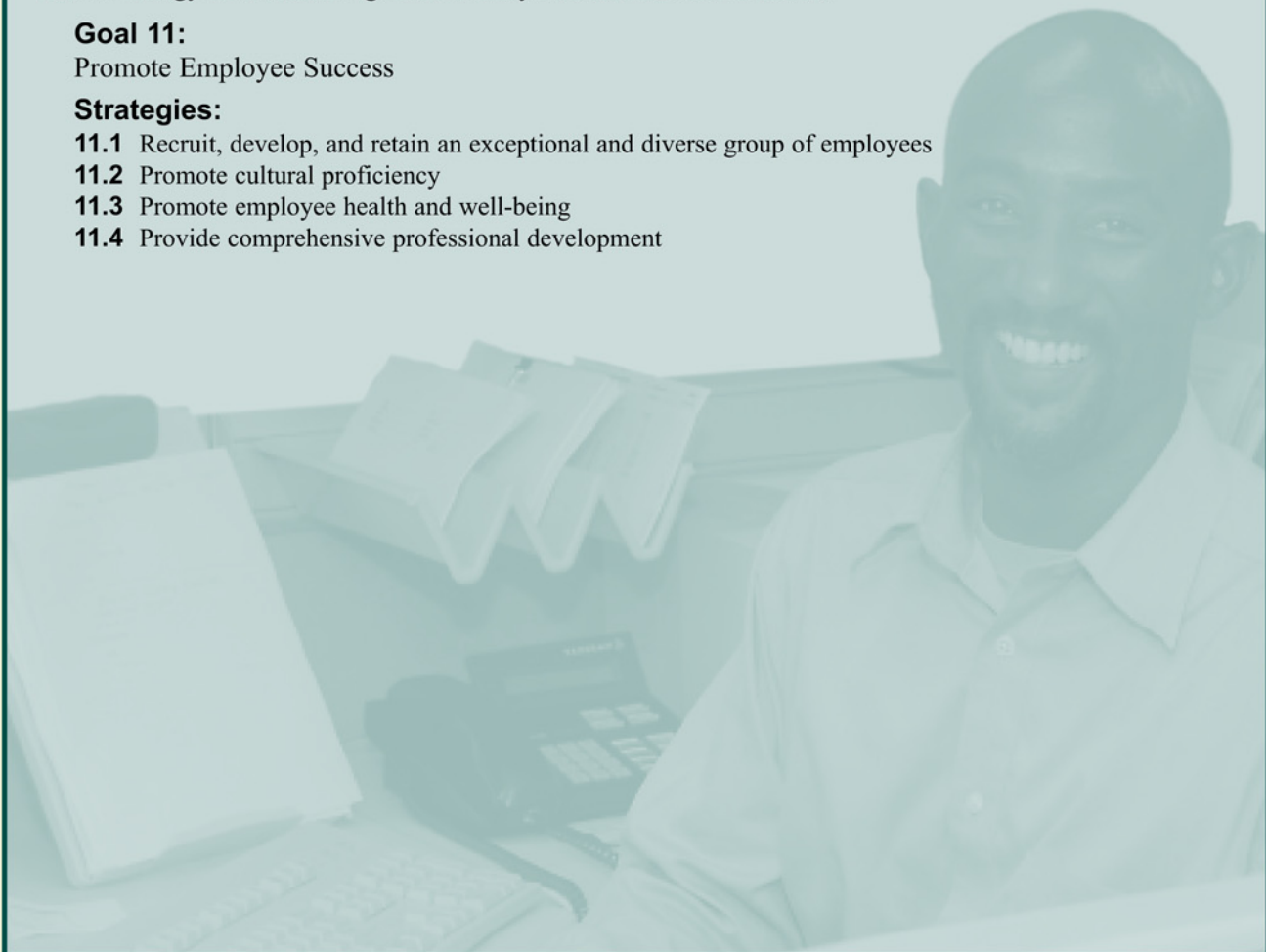
Implementing the Strategic Plan

The college's strategic plan is part of a comprehensive and highly integrated process of planning, implementation, and program review *(see the figure below)*. The 6-year strategic plan outlines planning priority goals and strategies that have been developed through a collegial process involving all campus constituency groups. During the six years following adoption of the strategic plan, college departments and units develop annual unit plans designed to implement the strategies and move the college forward toward the accomplishment of its goals. Through a series of annual progress reports and an integrated six-year program review process, measurements of progress toward and achievement of the goals can be documented. A diagram and explanation of the annual planning and budget cycle is provided in Appendix F.*

Grossmont College
Six-Year Strategic Planning and Implementation Cycle

Mission   **Vision**   **Values**

Inputs   **Process**   **Participants**

Inputs	Process	Participants
Accreditation Environmental Scan Visioning Trend Analysis Constituency Input	Six-Year College Strategic Plan	Institutional Excellence Committee College Constituencies Planning and Resources Council
College Strategic Plan Other College Plans Program Review Recommendations Advisory Committee Recommendations Certification/Accreditation Requirements Trend Analysis	Six-Year Unit Plans	Individual Departments/Units Deans/Division Councils
Six-Year Unit Plans	Annual Implementation Planning and Budget Cycle	Individual Departments Deans/Division Councils Institutional Review Committee Planning and Resources Council
Six-Year Unit Plans Annual Action Plans Annual Progress Reports Program Review Reports	Six-Year Unit/Program and College Review	Departments/Units Program Review Committees Institutional Excellence Committee

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Conclusion

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As Grossmont College approaches its fiftieth year of service to its community, it is clear that the college has evolved and improved over time. The college has consistently fulfilled its mission to provide quality education to the East San Diego County residents, preparing students for further education, workforce success and lifelong learning. Despite the rapidly emerging changes in community demographics, economic trends, multicultural focus and global competition, the college's core mission is similar to that adopted fifty years ago.

During these decades of change, the constancy of the college's commitment and enduring service to its students and community has remained the same. The services delivered and the manner in which they are delivered have rapidly evolved. In order to anticipate, prepare and deliver the necessary services to the community, it is crucial to periodically conduct a comprehensive research and planning exercise such as the one used to establish the Grossmont College Strategic Plan 2010-2016. An annual report to the internal and external community will be prepared, along with a semester report to the internal college community to monitor progress of the plan. This will ensure that the college achieves its mission to serve as the community's college.

GROSSMONT COLLEGE