Why Back to the Future

• Looking Back
  • Review data and progress
  • Review College Initiatives & Outcomes

• Looking Forward
  • What are the emerging issues & gaps
  • How do these align with District wide issues/gaps
  • What do we need to focus on as we begin planning for our next Strategic Plan
Tasks for the Day

- Acknowledgements, introductions, binders
- Update college Scorecard and key performance indicators
- Review initiatives and outcomes to date
- Qualitative Data – Student Focus Group results
- Answer the question: What areas emerge from the data as needing attention?
- Discuss the proposed district strategic goals
- Identify next steps
2010-16 Strategic Goals

**Student Access**
- **Goal 1:** Better serve students in historically under-served populations
- **Goal 2:** Respond to changing community needs

**Learning and Student Success**
- **Goal 3:** Provide an Exceptional Learning Environment to Promote Student Success
- **Goal 4:** Promote Student Success for Historically Under-served Populations
- **Goal 5:** Promote Student Success for Historically Under-prepared Populations

**Fiscal and Physical Resources**
- **Goal 6:** Promote Institutional Effectiveness
- **Goal 7:** Develop and maintain an exceptional learning environment
- **Goal 8:** Maximize Revenue from Traditional and Non-Traditional Sources

**Economic and Community Development**
- **Goal 9:** Enhance Workforce Preparedness
- **Goal 10:** Develop Innovative Partnerships That Meet Long-term Community Needs

**Value and Support of Employees**
- **Goal 11:** Promote Employee Success
Departmental and Unit Planning

For 2015-16

- Use same goals for your activities
- Use same goals for reporting your accomplishments
- Strategic Planning for the college begins Fall 2015
Start Strong

- Application Process
- Assessment/Orientation/Advising
- English and Math in the first year
- Declare long term goal by end of first year

Keep Moving

- Continuous enrollment for 3 consecutive terms
- Complete 30 units of degree applicable work
- Achieve transfer readiness within 6 years

Reach the Goal

- Complete a degree or certificate
- Successfully transfer to a 4-year institution
- Pass licensure or certification exams
START STRONG

### Preparation Rates

<table>
<thead>
<tr>
<th>First-Time Student Cohorts</th>
<th>SD County High</th>
<th>Grossmont</th>
<th>SD County Average</th>
<th>Statewide Average</th>
<th>SD County Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05 to 2009-10 (n = 2,473)</td>
<td>44.5%</td>
<td>31.2%</td>
<td>48.6%</td>
<td>48.6%</td>
<td>48.6%</td>
</tr>
<tr>
<td>2005-06 to 2010-11 (n = 2,327)</td>
<td>46.0%</td>
<td>29.1%</td>
<td>48.6%</td>
<td>48.6%</td>
<td>49.3%</td>
</tr>
<tr>
<td>2006-07 to 2011-12 (n = 2,515)</td>
<td>48.6%</td>
<td>28.7%</td>
<td>48.6%</td>
<td>48.6%</td>
<td>49.3%</td>
</tr>
<tr>
<td>2007-08 to 2012-13 (n = 2,522)</td>
<td>27.9%</td>
<td>27.0%</td>
<td>27.9%</td>
<td>27.0%</td>
<td>27.0%</td>
</tr>
<tr>
<td>2008-09 to 2013-14 (n = 2,639)</td>
<td>26.6%</td>
<td>25.5%</td>
<td>27.0%</td>
<td>25.0%</td>
<td>25.0%</td>
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</tbody>
</table>

*SD County High, Grossmont, SD County Average, Statewide Average, SD County Low*
## First Year Enrollment Patterns

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Five-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in English/ESL Only</td>
<td>11.0%</td>
<td>11.4%</td>
<td>12.2%</td>
<td>14.0%</td>
<td>12.8%</td>
<td>12.2%</td>
</tr>
<tr>
<td>(n = 637)</td>
<td>(n = 591)</td>
<td>(n = 588)</td>
<td>(n = 555)</td>
<td>(n = 616)</td>
<td>(n = 2,987)</td>
<td></td>
</tr>
<tr>
<td>Enrolled in Math Only</td>
<td>14.2%</td>
<td>18.0%</td>
<td>16.7%</td>
<td>13.7%</td>
<td>12.1%</td>
<td>15.0%</td>
</tr>
<tr>
<td>(n = 817)</td>
<td>(n = 937)</td>
<td>(n = 810)</td>
<td>(n = 545)</td>
<td>(n = 582)</td>
<td>(n = 3,691)</td>
<td></td>
</tr>
<tr>
<td>Enrolled in Both English/ESL and Math</td>
<td>32.4%</td>
<td>34.5%</td>
<td>33.2%</td>
<td>32.9%</td>
<td>35.7%</td>
<td>33.7%</td>
</tr>
<tr>
<td>(n = 1,870)</td>
<td>(n = 1,790)</td>
<td>(n = 1,606)</td>
<td>(n = 1,306)</td>
<td>(n = 1,714)</td>
<td>(n = 8,286)</td>
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</tr>
<tr>
<td>Not enrolled in English/ESL or Math</td>
<td>42.4%</td>
<td>36.1%</td>
<td>37.9%</td>
<td>39.3%</td>
<td>39.3%</td>
<td>39.1%</td>
</tr>
<tr>
<td>(n = 2,443)</td>
<td>(n = 1,875)</td>
<td>(n = 1,832)</td>
<td>(n = 1,558)</td>
<td>(n = 1,888)</td>
<td>(n = 9,596)</td>
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</tr>
<tr>
<td>1st Time Cohort</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(n = 5,767)</td>
<td>(n = 5,193)</td>
<td>(n = 4,836)</td>
<td>(n = 3,964)</td>
<td>(n = 4,800)</td>
<td>(n = 24,560)</td>
<td></td>
</tr>
</tbody>
</table>
Success in Math 103/110

All 1st time students who enrolled in math in first year
23% Gap
CTE Completion Rates

First-Time Student Cohorts

- **SD County High**
- **Grossmont**
- **SD County Average**
- **Statewide Average**
- **SD County Low**
# Degrees and Certificates

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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<tbody>
<tr>
<td>A.A. Degree</td>
<td>663</td>
<td>587</td>
<td>580</td>
<td>639</td>
<td>774</td>
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<tr>
<td>A.A.-T Degree</td>
<td>--</td>
<td>--</td>
<td>14</td>
<td>35</td>
<td>146</td>
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<tr>
<td>A.S. Degree</td>
<td>469</td>
<td>575</td>
<td>526</td>
<td>582</td>
<td>629</td>
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<tr>
<td>A.S.-T Degree</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>184</td>
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<tr>
<td><strong>Total Degrees</strong></td>
<td>1,132</td>
<td>1,162</td>
<td>1,120</td>
<td>1,256</td>
<td>1,733</td>
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<tr>
<td>60+ Units</td>
<td>2</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>30.0-59.9 Units</td>
<td>248</td>
<td>368</td>
<td>575</td>
<td>751</td>
<td>985</td>
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<tr>
<td>18.0-29.9 Units</td>
<td>120</td>
<td>117</td>
<td>143</td>
<td>122</td>
<td>157</td>
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<tr>
<td><strong>Total Certificates</strong></td>
<td>370</td>
<td>486</td>
<td>720</td>
<td>873</td>
<td>1,142</td>
</tr>
<tr>
<td><strong>Total Awards</strong></td>
<td>1,502</td>
<td>1,648</td>
<td>1,840</td>
<td>2,129</td>
<td>2,875</td>
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### Student Access

<table>
<thead>
<tr>
<th>Placement</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-109/110 Placement</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>ENGL-120 Placement</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>MATH-103/110 Placement</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>MATH-120 or above Placement</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Preparation Rate (SSS)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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### Student Success Milestones: Developmental

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>1st Year Enrollment</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental English Sequence</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Remedial English Progress (SSS)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>Developmental Math Sequence</td>
<td>Yes</td>
<td>N/A</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Remedial Math Progress (SSS)</td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>N/A</td>
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<td>Course Completion: Developmental</td>
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<td>No</td>
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</table>

### Student Success Milestones: College Level

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Yes</th>
<th>Yes</th>
<th>No</th>
<th>No</th>
<th>No</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td>Course Completion: Overall</td>
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<td></td>
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<tr>
<td>Course Completion: Transfer</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Course Completion: CTE</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Course Completion: DE</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Persistence (Fall to Spring)</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Persistence (Fall to Fall)</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>Persistence (SSS)</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>24+ Units Completion</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>30+ Units Completion (SSS)</td>
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<td>No</td>
<td>No</td>
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### Student Success Outcomes

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<th>Outcome</th>
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<th>Yes</th>
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<tbody>
<tr>
<td>Completion Rate (SSS)</td>
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<td>CTE Completion Rate (SSS)</td>
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<td>No</td>
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<td>No</td>
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<td>N/A</td>
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<tr>
<td>Transfer Rate (SSS)</td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>Student Access</td>
<td>Disability Status</td>
<td>Economically Disadvantaged</td>
<td>Veteran Status</td>
<td>Foster Youth</td>
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<td></td>
<td></td>
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<tr>
<td>ENGL-109/110 Placement</td>
<td>N/A</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL-120 Placement</td>
<td>N/A</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MATH-103/110 Placement</td>
<td>N/A</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>MATH-120 or above Placement</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Preparation Rate (SSS)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Student Success Milestones: Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year Enrollment</td>
</tr>
<tr>
<td>Developmental English Sequence</td>
</tr>
<tr>
<td>Remedial English Progress (SSS)</td>
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<tr>
<td>Developmental Math Sequence</td>
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<tr>
<td>Remedial Math Progress (SSS)</td>
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<tr>
<td>ESL Progress (SSS)</td>
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<table>
<thead>
<tr>
<th>Student Success Milestones: College Level</th>
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<tbody>
<tr>
<td>Course Completion: Overall</td>
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<tr>
<td>Course Completion: Transfer</td>
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<td>Course Completion: CTE</td>
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<tr>
<td>Course Completion: DE</td>
</tr>
<tr>
<td>Persistence (Fall to Spring)</td>
</tr>
<tr>
<td>Persistence (Fall to Fall)</td>
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<tr>
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<tr>
<td>24+ Units Completion</td>
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<td>30+ Units Completion (SSS)</td>
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<table>
<thead>
<tr>
<th>Student Success Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate (SSS)</td>
</tr>
<tr>
<td>CTE Completion Rate (SSS)</td>
</tr>
<tr>
<td>Transfer Rate (SSS)</td>
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</tbody>
</table>
Current Initiatives

- From Sacramento
  - Enrollment
  - SSSP
  - Student Equity
  - Workforce Development
Current Initiatives

- From the district
  - Enrollment
  - Student Success (SSSP)
  - Student Equity
  - Workforce Development
  - East County Education Alliance
  - Achieving the Dream
  - Organizational Enhancement
Current Initiatives For Grossmont

Enrollment Strategies  SSSP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream  Organizational Enhancement

Pathways
Current Initiatives For Grossmont

Enrollment Strategies  SSSP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream  Organizational Enhancement
Pathways

Water Project
Current Initiatives For Grossmont

Enrollment Strategies  SSSP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream  Organizational Enhancement
Pathways  Water Project

Freshman Academy
Current Initiatives For Grossmont

Enrollment Strategies  SSSP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream  Organizational Enhancement
Pathways  Water Project  Freshman Academy

I Am Grossmont College
Current Initiatives For Grossmont

Enrollment Strategies  SSSP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream     Organizational Enhancement
Pathways              Water Project
I Am Grossmont College

Facilities
Current Initiatives For Grossmont

Enrollment Strategies   SSSP   Student Equity
Workforce Development   East County Education Alliance
Achieve the Dream       Organizational Enhancement
Pathways                Water Project
I Am Grossmont College Facilities

Online Teaching
Current Initiatives For Grossmont

Enrollment Strategies    SSSP  Student Equity
Workforce Development    East County Education Alliance  Achieve the Dream
Pathways                 Water Project  Freshman Academy
I Am Grossmont College   Facilities Online Teaching

Professional Development Plan
Current Initiatives For Grossmont

Enrollment Strategies  SSSP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream  Organizational Enhancement
Pathways  Water Project  Freshman Academy
I Am Grossmont College  Facilities  Online Teaching
Professional Development Plan

Technology
Current Initiatives For Grossmont

Enrollment Strategies  SSSP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream  Organizational Enhancement
Pathways  Water Project  Freshman Academy
I Am Grossmont College  Facilities  Online Teaching
Professional Development Plan
Technology

Curriculum Re-packaging
Current Initiatives For Grossmont

- Enrollment Strategies
- SSSP
- Student Equity
- Workforce Development
- Achieve the Dream
- East County Education Alliance
- Organizational Enhancement
- Pathways
- Water Project
- Freshman Academy
- I Am Grossmont College
- Facilities
- Online Teaching
- Professional Development Plan
- Curriculum Re-packaging

Staffing Plan
Current Initiatives For Grossmont

- Enrollment Strategies
- SSSIP
- Student Equity
- Workforce Development
- Achieve the Dream
- East County Education Alliance
- Organizational Enhancement
- Pathways
- Water Project
- Freshman Academy
- I Am Grossmont College
- Facilities
- Online Teaching
- Professional Development Plan
- Curriculum Re-packaging
- Technology
- Staffing Plan

AB 86
Current Initiatives For Grossmont

Enrollment Strategies  SSSP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream  Organizational Enhancement
Pathways  Water Project  Freshman Academy
I Am Grossmont College  Facilities  Online Teaching
Professional Development Plan
Technology  Curriculum Re-packaging
Staffing Plan  Title V Grant  AB86

Guardian Scholars
Current Initiatives For Grossmont

Enrollment Strategies  SESP  Student Equity
Workforce Development  East County Education Alliance
Achieve the Dream  Organizational Enhancement
Pathways  Water Project  Freshman Academy
I Am Grossmont College  Facilities  Online Teaching
Professional Development Plan
Technology  Curriculum Re-packaging
Stafﬁng Plan  Title V Grant  Guardian Scholars  AB86

Umoja
Examples of Successful P-I-E:
Why do we have so many initiatives?
Accuplacer For Assessments

- **Planning** – Data showed that GC level of unprepared students out of alignment with SDICCCA

- **Implementation** – Implemented new assessment tests for English and Mathematics

- **Evaluation** – More students placing into college-level English and Math (more research ongoing); students succeeding in higher placements
Freshman Academy

- **Planning** – CCSSE data indicated that students were not engaged in ways that contribute to success, and students needed to complete English
- **Implementation** – Created Freshman Academy to increase student engagement and success.
- **Evaluation** – Not yet evaluated
Student Resource Handout

- **Planning** – CCSSE data and student focus group results (2014) led to a conversation about compiling resources for students into one document
- **Implementation** – A document exists that explains resources: used during WOW, linked to faculty syllabi, [academic senate webpage](#)
- **Evaluation** – Not yet evaluated
Activity Outcomes

Getting Ahead is getting started
Student Access

- Initiated Freshman Academy program
- Initiated Week of Welcome “WOW”
- Developed 14 Associated Degrees for Transfer and have another 4 in progress
- Initiated new Assessment test (Accuplacer)
- Created new textbook rental program, saving students over $700,000 annually
Student Learning & Success

- Initiated Early Admission Opportunity
- Increased number of Student
- One Book - One Campus/One Theme - One Campus
- Increased Tutoring support, provided over 15,000 additional tutoring hours annually
Value & Support of Employees

- Wellness Initiatives
- Identified ongoing funding to support Campus wide professional development.
- Finalized all bargaining unit contracts, RAF, SET
- Collaborated with faculty and staff on building alterations & new construction
Economic & Community Development

- East County Education Alliance
- CTE/WD Program Successes
  - Strong workforce testing and placement success
- Increased events form 1,536 to 1,869 annually
  - Literary Art Festival, Political Economy
  - Political Economy
  - STEM outreach events such as SeaPerch & Robotics
Fiscal & Physical Resources
Pictures are worth 1,000 words
Sustainability Efforts
Why Focus Groups?

• Using numbers (quantitative data) and student voices (qualitative data) together...
  • The numbers tell you **WHAT**.
  • The student voices tell you **WHY**.

• In all categories the group mirrored the GC population of students.
What are the challenges/barriers for a new student at Grossmont College?

What percent of students do you think encounter each of the identified challenges/barriers?

What knowledge and/or action strategies would you share with future first-year students to help them overcome the identified challenges?

If you could be college president, with control of the budget, what would you change in order to address the identified challenges?

What is currently being done at the college that is effective in addressing the identified challenges?
What did we find out?

Challenges/Barriers

All 6 Groups:
• Transition to college
• Course availability

5 of 6 Groups:
• Counseling (access and communication)
• Personal finances
• Access to college information
• Choosing educational/career goal
• Work/life/school balance
• Instructor expectation and communication

4 of 6 Groups:
• Understanding financial aid
What are we doing that’s effective?

- Freshman Academy
- Week of Welcome
- High quality faculty
- EOPS
- UMOJA
- DSPS
- Career Fair
- Financial Aid
- Admissions & Records
- Tutoring Center
- Mental health counselors on campus
- Health Services information table (outside office)
- New GC website
- Use of Blackboard
- Professional development for faculty
What advice would students share with new students?

- Make appointments with Financial Aid and Counseling first
- Ask questions and build relationships with faculty, campus staff and other students
- Decide on a career path early and have a plan
- Do orientations & supplemental workshops and go out of your way to find out about them
- Study for and take assessment tests
- Visit Career and Transfer Centers and use ASSIST.org
- Take your Math and English classes first
What additional resources do our students suggest?

- Increased directional assistance
- Peer to peer mentoring
- Online resources (ex. counseling, course maps, etc.)
- A pamphlet addressing transition to college/welcome to college roadmap
- Group therapy sessions on campus
- Mandatory 1 credit ‘success’ class for all beginning students
- General in-person orientations for all students
Focus Group Comparison 2014/2015

- Transition to college
  - Transition to college (personal and academic)
  - Knowing correct classes to take
- Choosing educational/career goal
  - Choosing educational/career goal
- Personal finances/Understanding financial aid
  - Financial aid/school expenses
- Instructor expectation and communication
  - Instructor expectation and communication
- Counseling (access and communication)
  - Getting access to counseling early
- Work/life/school balance
  - Work/life/school balance
  - Time management/procrastination
- Course availability
  - Class availability
Focusing on the STRATEGIC in Strategic Planning

- 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.

- Simple, clear, and concise - **FOCUSED**
What are the top challenges?

- **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
Breakout Questions

- What does your table believe is the MOST important challenge(s) facing the College and the District?

- Why do you think it is happening?

- What directions are emerging for us?