

# Welcome to the Virtual Annual Planning Forum Series

Facilitated by the Office of College Planning & Institutional Effectiveness

Session #1 – February 19, 1:00 to 4:00 PM

Session #2 – March 19, 1:00 to 4:00 PM

Session #3 – April 16, 1:00 to 4:00 PM



# Annual Planning Forum Objectives

- To engage our college community in college-wide planning and evaluation
- To collectively assess our progress in achieving our institutional goals by reviewing key performance indicators as well as other data on institutional effectiveness
- To launch preparations for drafting the 2022-28 Strategic Plan



# Agenda

- Welcome—Dr. Marsha Gable, Grossmont College Interim President
- Overview of Forum Series—Dr. Joan Ahrens, CPIE Interim Dean
- Teaching & Learning During a Pandemic:
  - Student Voices: Examining EW Data – Dr. Victoria Christine Rodriguez & Nancy Lopez
  - Fall Listening Series – Dr. Lida Rafia
  - Themes from the Fall Annual Unit Plan Updates – Dr. Ahrens & Dr. Rodriguez
- Break



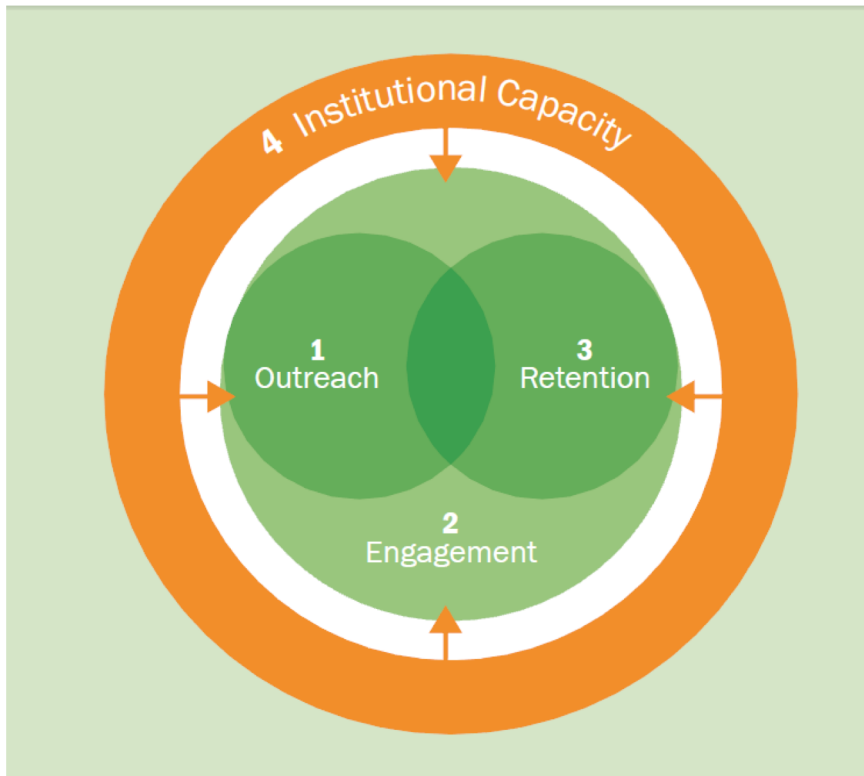
# Agenda (cont.)

- Highlights of College-wide Activities & Accomplishments in Support of Strategic Plan Goals— Dr. Lida Rafia & Courtney Williams
- Examining KPI Data: Assessing our Progress toward Strategic Priorities – Dr. Rodriguez
- Breakout Room Small(er) Group Discussion



# Strategic Planning Cycle 2016-2022

## Current Strategic Priorities



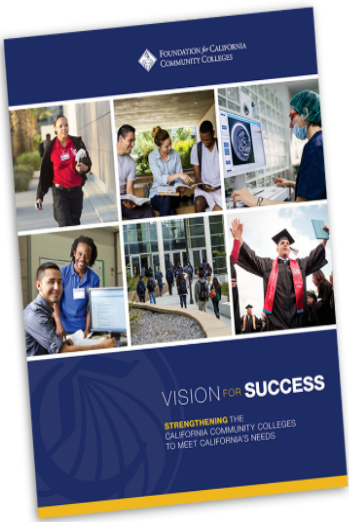
## Preparing for New Cycle

- Review and/or Revise:
  - Mission, Vision, Values & Strategic Priorities
  - Propose New Goals
  - Create an Actionable Plan

## Educational Master Plan

Comprehensive & Long Range

- Technology Plan
- Staffing Plan
- Enrollment Management Plan
- Facilities Plan
- Internal Scan
- External Scan



# Vision for Success and Core Commitments

## Vision for Success

1. Increase degree, certificate, skill set obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment in field of study for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps (living wage)

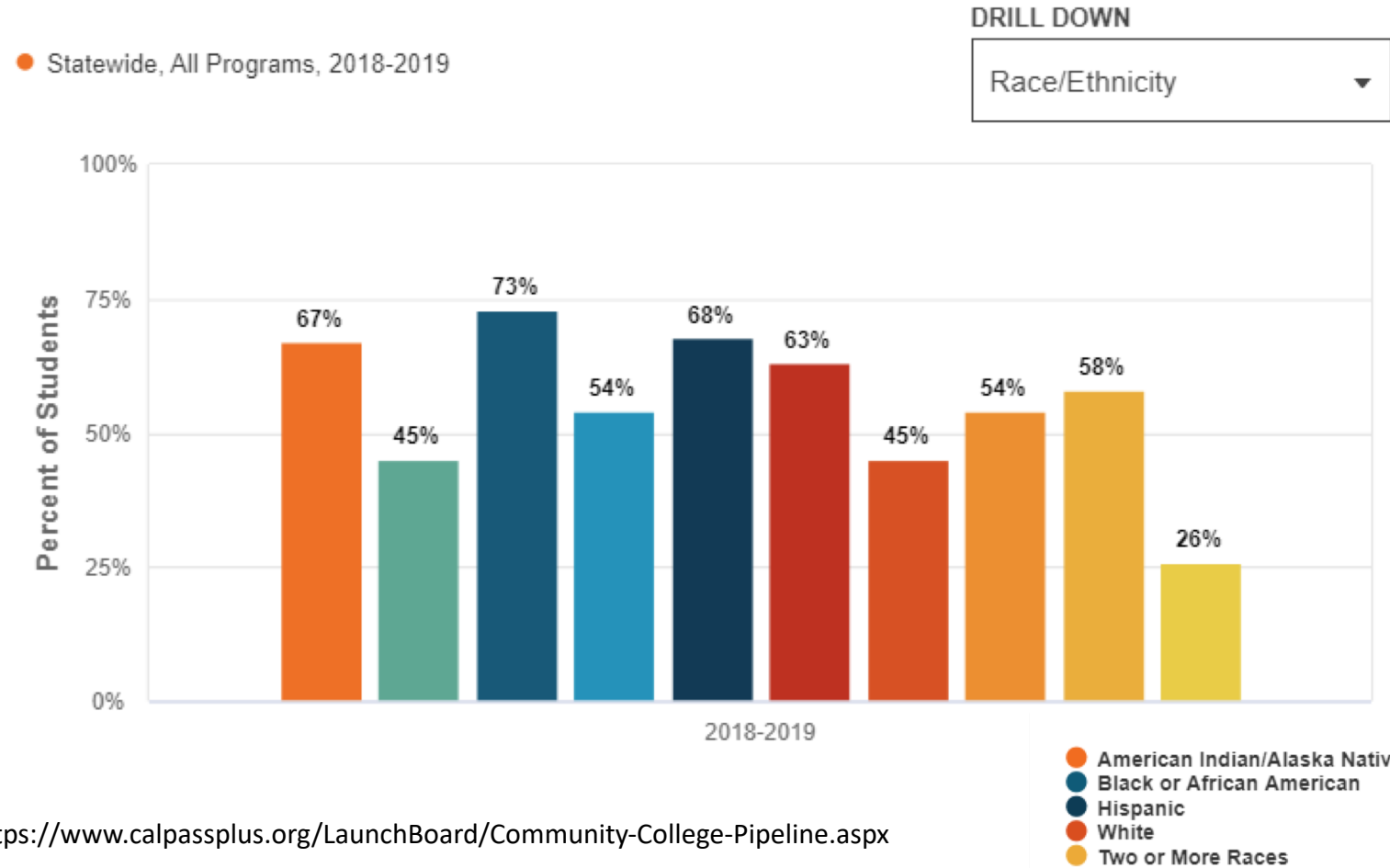
## Core Commitments

1. Focus relentlessly on students' end goals
2. Design and decide with the student in mind
3. Pair high expectations and high support
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance
6. Enable thoughtful innovation and action
7. Engage in cross-system partnership

# Ever Eligible to Receive a College Promise Grant/Board of Governor's Waiver

Students who ever eligible for a College Promise Grant/Board of Governor's Waiver at any college including award amounts of \$0

Grossmont College  
2018-19 (Pre-COVID)  
All Students



AI/AN = 67%  
Asian = 45%  
Black/African  
American = 73%  
Filipino = 54%  
Hispanic = 68%  
Pacific Islander = 63%  
White = 45%  
Two or More = 54%

# Local Feeder Districts (Pre-COVID)

## Grades K-8

School District	Enrollment	Socioeconomically Disadvantaged
Alpine Union	1,612	30.3%
Cajon Valley Union	16,666	68.3%
Julian Union	282	61.7%
Lakeside Union	5,074	43.5%
La Mesa – Spring Valley	12,111	58.9%
Lemon Grove	3,589	73.0%
Ramona City Unified	5,472	42.9%
Santee	6,826	41.3%
San Diego Unified	103,194	58.1%

## High School

School District	Enrollment	Socioeconomically Disadvantaged
El Cajon Valley High	1,689	94%
El Capitan High	1,659	53.8%
Granite Hills High School	2,294	55.7%
Santana High School	1,616	46.4%
West Hills High School	1,730	40.2%

2019

Source: <https://www.caschooldashboard.org/>

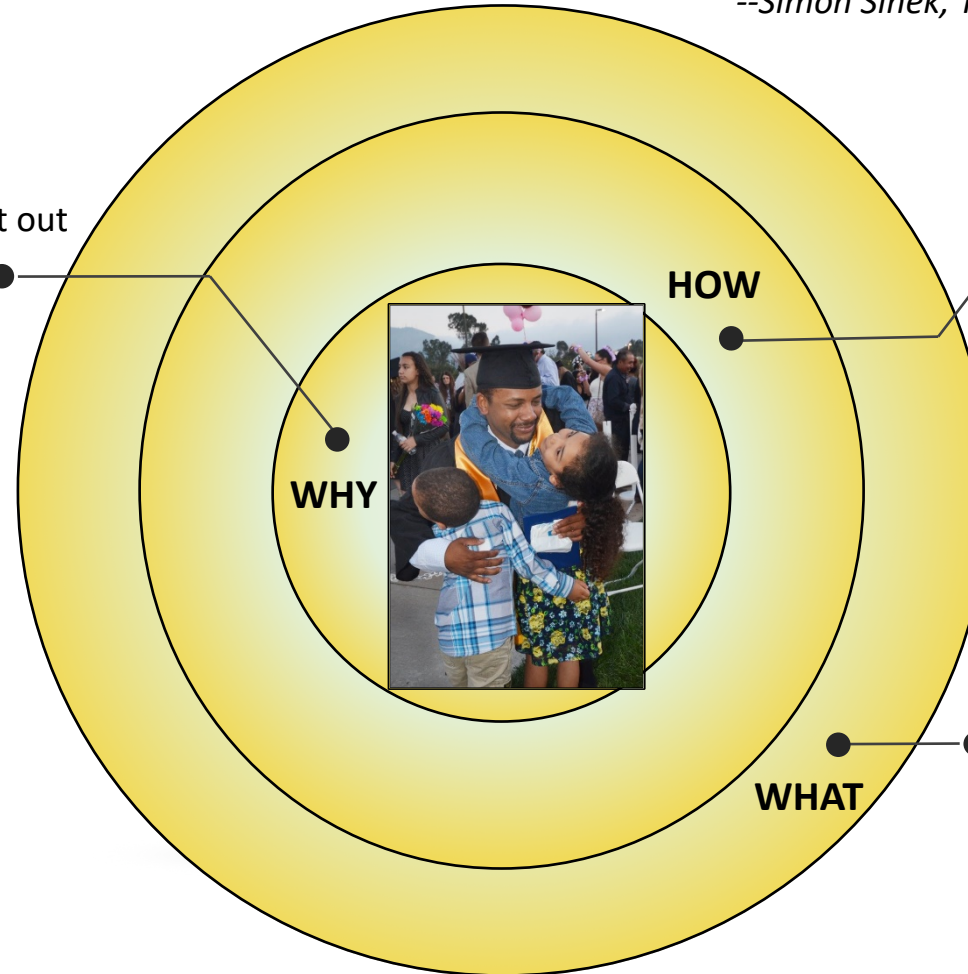


# The Power of WHY

*For great or high performing organizations, The Golden Circle is in balance. They are in pursuit of WHY; they hold themselves accountable for HOW they do it; and WHAT they do serves as the tangible proof of what they value.*  
--Simon Sinek, *The Power of WHY*

## Why– Our Motivation

This is our vision. It is what motivates us to get out of bed in the morning. Starting with WHY involves a lot of introspection, inspiration, and clarity of purpose.



## How – Monitor

Institutional Effectiveness Measures (program review, outcomes assessment, AUP, etc.)

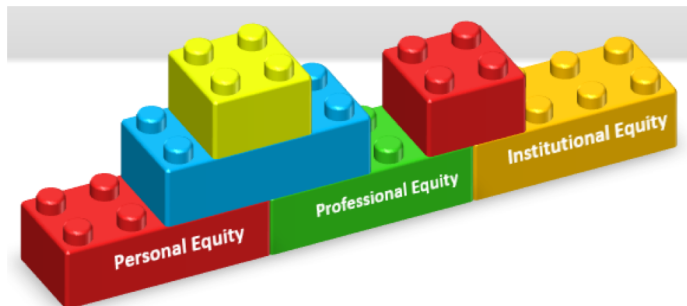
## What – Results

Close Gaps in Equity

# Conditions for Success

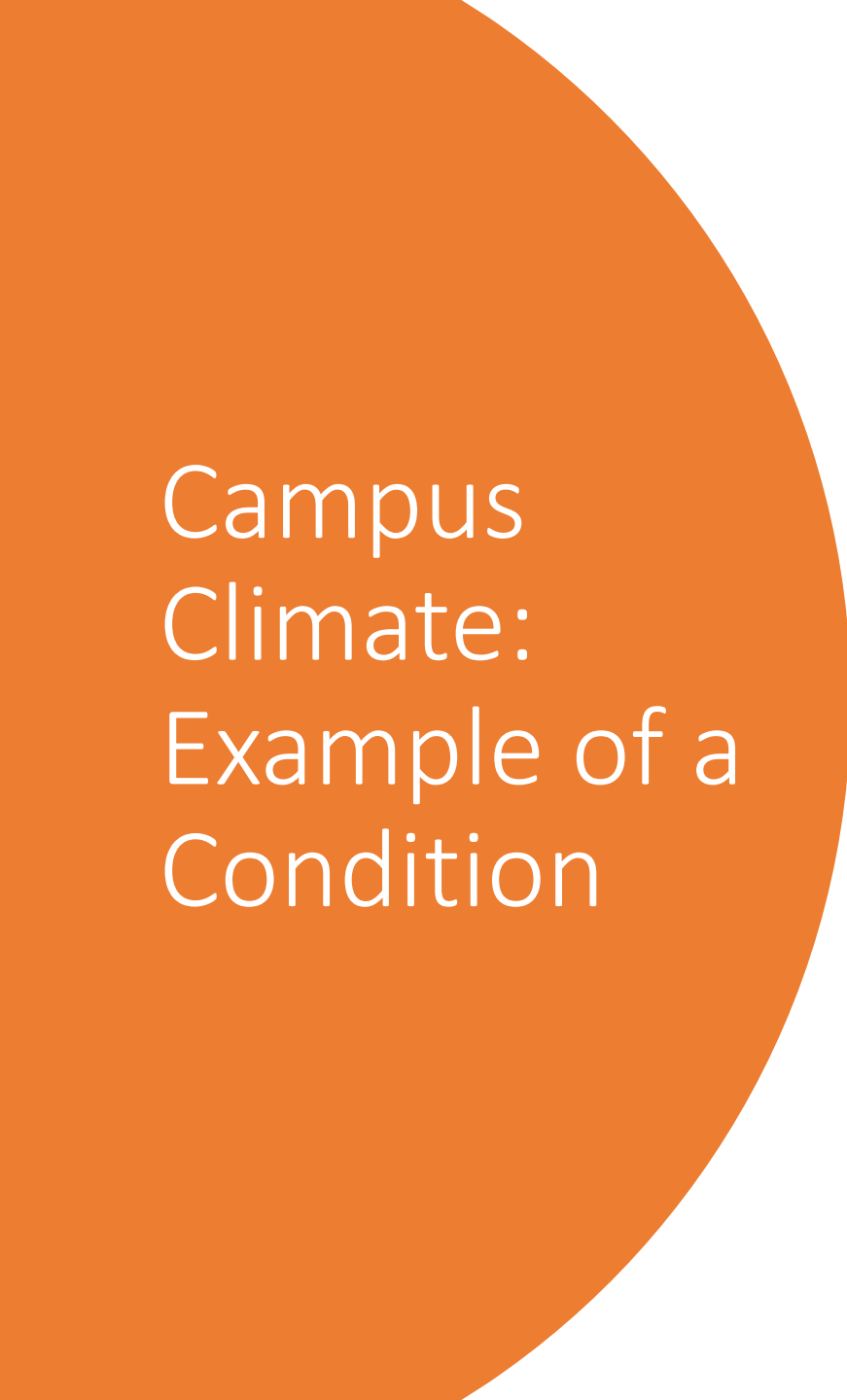
## Leading Indicators

- Proactive – Looking forward
- Go beyond examining student achievement data alone (e.g., completion rates) by measuring important ***conditions*** and/or ***activities*** that are known to be associated with improvement



## Lagging Indicators

- Summative – Looking in the rearview mirror at results
- Lagging indicators don't tell us whether the types of practices, policies, strategies, materials, technologies, etc. help us achieve our outcomes



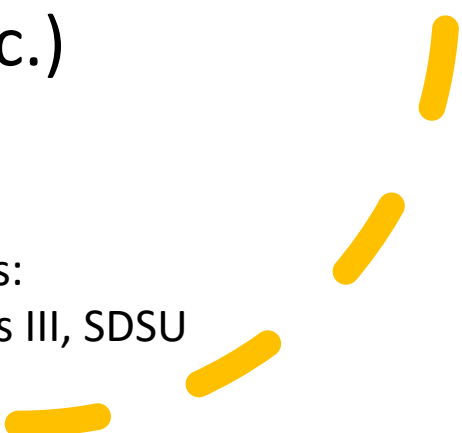
# Campus Climate: Example of a Condition

If a Desired Outcome is an Improved Campus Climate

Leading Indicators May Include:

- ☐ Measures of Student Satisfaction
- ☐ Measures of Employee Satisfaction
- ☐ Measures to Assess Impact of Policies and Practices (e.g., academic probation and dismissal, student complaints, etc.)

“Advancing Racial Equity and Justice on Campus:  
Aligning Culture and Strategy” – Dr. Frank Harris III, SDSU



# How do we begin?



WHERE ARE WE NOW?



WHERE DO WE WANT  
TO BE?



HOW ARE WE GOING  
TO GET THERE?

## Teaching & Learning During a Pandemic

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- Student Voices: Examining EW Data – Dr. Victoria Christine Rodriguez & Nancy Lopez
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# Discussion Questions for Breakout Rooms

- From your perspective, what are the planning implications of the following points from today's session:
- Vision for Success
- External factors such as:
  - Socioeconomic status of students in our local K-12 districts
  - Teaching & Learning During a Pandemic
- Assessment of progress toward meeting our current strategic goals (KPI data)
- Cultivating a Culture of Anti-Racism: Aligning Culture & Strategy