

# Strategic Planning Committee

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Co-Chairs

Roza Ekimyan

Abiodun Osanyinpeju

# Lynwood Summit

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- Friday, September 25, 2015
- Lynwood Community Center  
11330 Bullis Road, Lynwood, CA 90262
- 8:00am-1:00pm



**Planning Summit**  
**Friday, September 25, 2015**

**Agenda**

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- 1. Welcome**
- 2. Planning Assumptions and Goals**
- 3. Objectives and Key Action Steps**
- 4. Strategic Planning Model**
- 5. Next Step**

# Update

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- SPC is working closely with the Institutional Effectiveness Partnership Initiative
- CEC received a grant of \$150,000 for Accreditation/Planning
- Garman Jack Pond and Norval Wellsfry were on campus September 18, 2015
- SPC is now a workgroup reporting to the Planning and Budget Committee

# Purpose Statement

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- Accreditation
- Quality
- Integrity
- Institutional Effectiveness
- Monitoring
- Evaluation
- Feedback
- Integrated Planning



# SPC Mandate

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- **Improve the ECC Compton Center Planning Process:**

Establish an implementation framework that links all aspects of planning, allocates available resources and provides a regular evaluation of the effectiveness of each component.

- **Review and make recommendations on the Campus Committee structure:**

Utilize a collective network of stake holders to generate institutional data and communicate district and programs' activities

- **Develop a vision and mission statement for the ECC Compton Center and the Compton District:**

Emphasize our core values and identify our goals which will dictate our program and institutional planning in both short- and long- ranges

- **Support a campus-wide clean-up day:**

Initiate an 'ownership' culture and improve the work and relations ethics of all stake holders on campus, in order to help maintain the high quality educational programs and student services that we hope to provide.

# Strategic Planning Committee

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- Collection of stakeholders
- Total of 40 members
- Steering Group of 14 members
- Formerly established May 18, 2015
- Meets monthly
- Conducted two summits Compton and Paramount
- Consultant Dr. Cathy Hasson
- Director, Inst. Research and Planning, San Diego CCD

# Compton Summit

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- Friday, April 17, 2015
- Douglas F. Dollarhide Community Center  
301 W. Tamarind, Compton, CA, 90220
- Examined our Environmental Scan/Trends
  - Demographics
  - Education
  - Competitive Landscape
  - Public Policy
  - Technology
  - Workforce



# Compton Summit

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- Educational Master Plan Inputs
  - Strengths
  - Opportunities
  - Aspirations
  - Results

## COMPTON CENTER SOAR ANALYSIS

### Strengths

1. Student Support Services
2. Student Centered – Small Town
3. Excellent, Creative, Nurturing, Dedicated
4. Communications – Students Matter

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### Aspirations

1. Fix and Maintain
2. Upgrade and Modernize
3. Service and Communication
4. Accountability

### Opportunities

1. Facilities and Maintenance
2. Professional Development – All Levels
3. Technology
4. Communication Issues
5. Expansion and Services
6. Course, Programs, Offerings

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### Results

1. Communication – Between Stakeholders
2. Facilities Updates
3. Reciprocity – Between Campus Community
4. Outcomes
5. Matriculation

# Paramount Summit

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- Thursday, May 28, 2015
- West Auditorium of the Progress Park Plaza,  
15500 Downey Ave, Paramount, CA 90723.
- Analyzed Environmental Scan Component
  - Identified Trends
  - Internal Impact Factors
  - External Impact Factors
  - Assumptions
  - Recommended Actions



## PLANNING SCENARIOS & ASSUMPTIONS

Scan Component: \_\_\_\_\_

<b>Targeted Trends</b> <i>What do you believe are the 1-2 major trends that the college should respond to?</i>	<b>Internal Impact Factors</b> <i>What are the top 1-3 internal factors that have the greatest positive or negative impact on the targeted trends?</i>	<b>External Impact Factors</b> <i>What are the top 1-3 external factors that have the greatest positive or negative impact on the targeted trends?</i>	<b>Assumptions</b> <i>Given the impact factors, how will the targeted trend evolve over the next 3-10 years? Describe both a best case scenario (positive impact factors), and worst case scenario (negative impact factors).</i>	<b>Recommended Actions</b> <i>Identify one key action step that addresses each of the targeted trends</i>

# Planning Assumptions

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- **Workforce Trends** Student Success & Support Programs (SSSP) has provided an infusion of funding for the traditional matriculation services (i.e., orientation, placement, counseling, and education planning) for all first time to college students. These mandatory services are intended to improve student retention, and success. The impact on resources of these additional and now mandatory services will be felt largely in the student services areas of the college.

# Planning Assumptions

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- **Educational Trends** The decline in student enrollment and retention results in a loss of revenue, which translates into fewer resources, support services, and course and program offerings. Fewer students (FTES) will mean fewer resources to support remaining students, which will result in fewer students wanting to enroll or continue at Compton. This could result in a downward spiral of fewer students = fewer resources.



# Planning Assumptions

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- **Competitive Landscape** There are an increasing number of students coming from the local high school pipeline who are not prepared for college, which means more students starting at below college level, placing an increased demand for basic skills courses, and making it more difficult or longer path to completion.

# Planning Assumptions

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- **Demographics** Targeted populations (young men of color) are decreasing in the community, but increasing in campus enrollment numbers. Traditional (daytime, full-time, high-unit) student population is growing as non-traditional and skills-building student population is declining.

# Planning Assumptions

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- **Technology Trends** The diverse demographics of the community (e.g., family status, age, violence in the community), impacts students' access to higher education. Students are often struggling with personal commitments, obligations and/or struggles which make it more challenging to attend college, and to complete and education goal of degree, certificate or transfer.



# Planning Assumptions

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- **Public Policy** The changes in BOG fee waiver requirements and restrictions (e.g., loss of financial assistance after completing 100 units), is likely to reduce access to education for many students. Finding new ways to assist students with financial aid will be imperative to the future success of our students.

# SMART Goals

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- **Workforce Trends** In response to the demands for health and manufacturing graduates, the Center will offer excellent programs leading to degrees and certificates in the allied health and technical fields.
- **Public Policy** To address the BoG fee waiver regulations begin the process of changing the status of basic skills courses from credit to non-credit.
- **Educational Trends** In order to understand the impact of Common Core on education establish faculty to faculty partnerships with K-12 feeder schools to better align the curriculum between the two segments.

# SMART Goals

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- **Competitive Landscape** The Center will develop campus-wide strategies to increase enrollment, retention, and progression rates.
- **Technology** In order to raise our retention, completion, and success rates above state and institutional goals, Compton Center will implement an early alert program to identify failing students.
- **Demographics** To address the inequalities in enrollment and disproportionalities in progression patterns, Compton Center will consistently schedule course offerings that provide clear pathways to completion for all students.



# Group Work

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- Review Assumptions and Goals of the group
- Identify 3- 5 Objectives that will lead to the goal of your group
- Identify several Key Action Steps that will help achieve each objective
- Complete the rest of the worksheet

**GOAL:**

<b>Objective/Key Action Step</b>	<b>Activities</b>	<b>Oversight Person/Group</b>	<b>Measure, Performance Criteria, Benchmark</b>	<b>Timeframe (Start/Complete)</b>	<b>Resources Needed</b>
Which major activity, initiative, or strategy will contribute greatly to the goal? This should encompass numerous smaller but interconnected activities.	Which activities comprise the Key Action Step? These can come from across the campus or within a single area of the campus.	Which person, office, or group will have primary oversight for ensuring that the Key Action Step is implemented within the timeframe, as well as resourced and evaluate progress?	How will you measure the progress toward the Key Action Step? What is the expected or desired outcome?	When will the Key Action Step begin and end?	What are the critical resources that will be need in order to successfully implement the Key Action Step.

# LUNCH

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Lunch

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Lunch



# Planning Model

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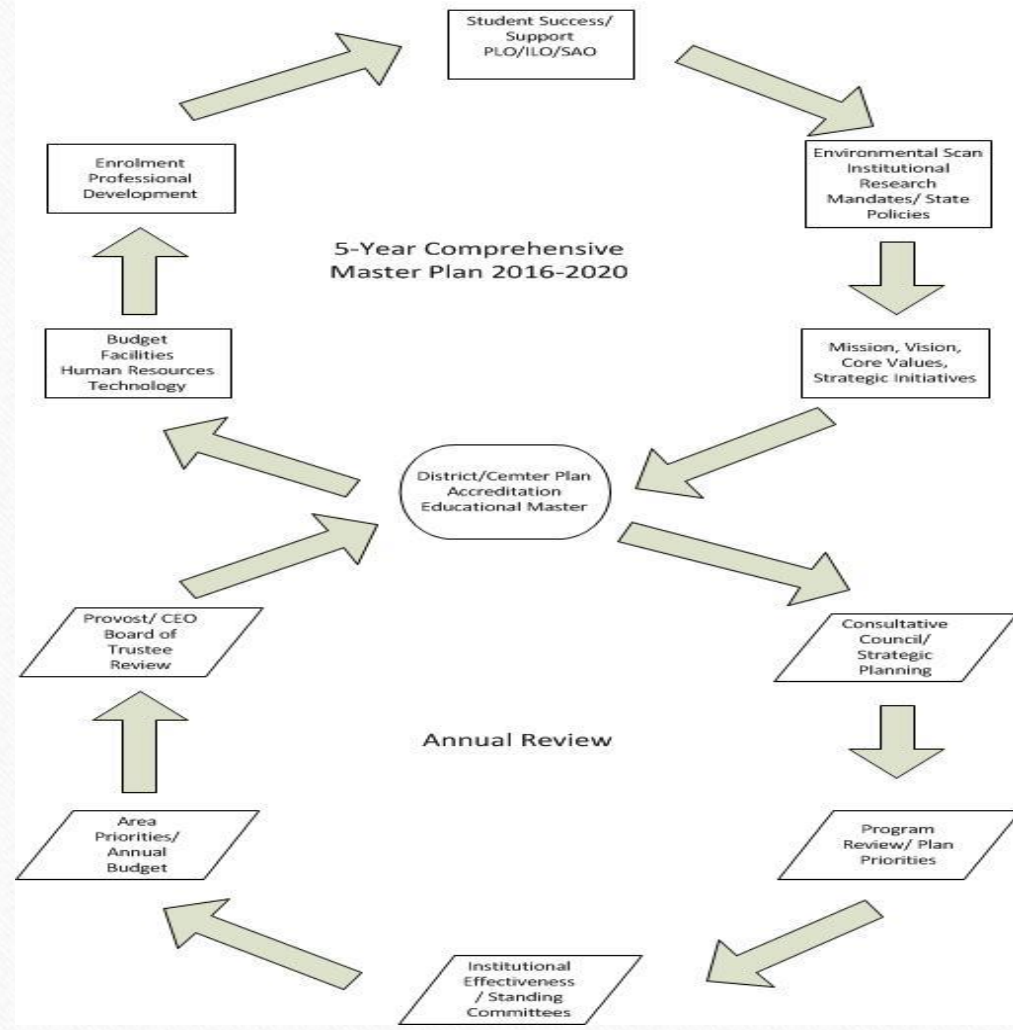
- Data Collection
- Analysis
- Goal Setting
- Planning
- Resource Allocation and Implementation
- Re-Evaluation

# Planning Model

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- A visual depiction of the college's planning cycle
- Inventory of primary and secondary plans and links between the plans
- Well-defined ways in which planning and decision-making processes are linked to budget decisions
- Key performance indicators of success and effectiveness and how these are measured
- How the planning framework and processes will be regularly evaluated

# CEC Strategic Planning





Compton Community College District/  
Compton Center Planning Model

