Grossmont-Cuyamaca Community College District

Strategic Plan

2010-2016

**Grossmont-Cuyamaca
Community College District**

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Introduction

The 2010-2016 Strategic Plan presents the goals and strategic directions the Grossmont Cuyamaca Community College District (GCCCD) will pursue to respond to the changing educational needs of the San Diego East County region. Developed during the 2008-2009 and 2009-2010 academic years, the plan reflects the input of internal and external constituencies throughout the District service area and is informed by data about regional workforce and demographic trends.

The District embraces strategic planning as a critical process that guides the continuous improvement of student learning and overall institutional effectiveness. Planning begins with broad-based, inclusive dialogue. Using internal and external data, plus our collective experience, we set goals aimed at fulfilling our mission to provide learning opportunities to meet present and future educational and training needs of our students and community. Thus, our strategic planning process embraces three central elements:

- Set goals consistent with our vision, mission, and values.

- Assess progress toward achieving our goals and make decisions regarding improvement in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

- Improve the effectiveness of the institution in meeting our mission.

Planning Process

The Strategic Plan was developed with input from broad-based constituencies throughout the GCCCD community. In addition, key data from a number of different sources informed the plan strategies and future directions.

Beginning in 2008, staff, faculty, students, and administrators across the District participated in a variety of discussions, workshops, forums, research projects, benchmarking studies, and surveys that culminated in identification of districtwide strategic areas of focus. Cuyamaca and Grossmont Colleges each followed comprehensive and inclusive planning processes that resulted in college-specific strategic plans for 2010-2016, that follow the same strategic agenda. Throughout this 18-month process, constituents were able to provide feedback through a range of information gathering and planning activities:

Environmental Scan
The 2009 environmental scan, prepared by the District's Office of Planning and Research, offered information about the external and internal communities to be served by the strategic plan. External environmental scan data included population analysis of the service region; local feeder high school enrollments; occupational trends; area higher education providers; and regional, state, and federal opportunities and challenges. Internal scan data included student demographics; course enrollment trends; student success and transfer data; and faculty and staff demographic characteristics. In addition, the scan catalogued emerging social and economic trends. Prepared by the district Office of Institutional Research and Planning, the scan provided important data and trends analysis to inform GCCCD's planning priorities. These data will be updated annually (as available) and distributed for annual strategic plan progress evaluations.

Districtwide Strategic Planning & Budget Council

The 25-member Districtwide Strategic Planning & Budget Council (DSP&BC) is composed of vice chancellors, college presidents, vice presidents, Academic and Classified Senates presidents and representatives, confidential representative, student government presidents, and leaders of the three bargaining units. DSP&BC met regularly during the 2008-2009 and 2009-2010 academic years to provide input and oversight for the strategic planning process.

Governing Board Involvement

As part of the June 2009 GCCCD Governing Board retreat, the chancellor and board members reviewed and discussed the progress to date on the district strategic plan. In July 2009, DSP&BC and the GCCCD Governing Board held a first-ever joint session to review and prioritize the district strategic areas of focus for 2010-2016. This foundational session also provided the framework for the final integration of all elements of the strategic planning process. An annual Governing Board/DSP&BC strategic plan progress evaluation workshop is planned to provide trustees and institutional leaders consistent and regular opportunities to monitor progress toward district strategic priorities.

Integrated Approach

Strategic planning processes throughout GCCCD share four common approaches:

1. Establish *Areas of Focus* that reflect organizational values of higher education, as well as local values.
2. Formulate goals based on mission, vision, and values of the institution, with key performance indicators.
3. Develop/modify annual plans based on available resources, educational and facility master plans, and changing student and community needs.
4. Implement strategies to evaluate progress toward goals.
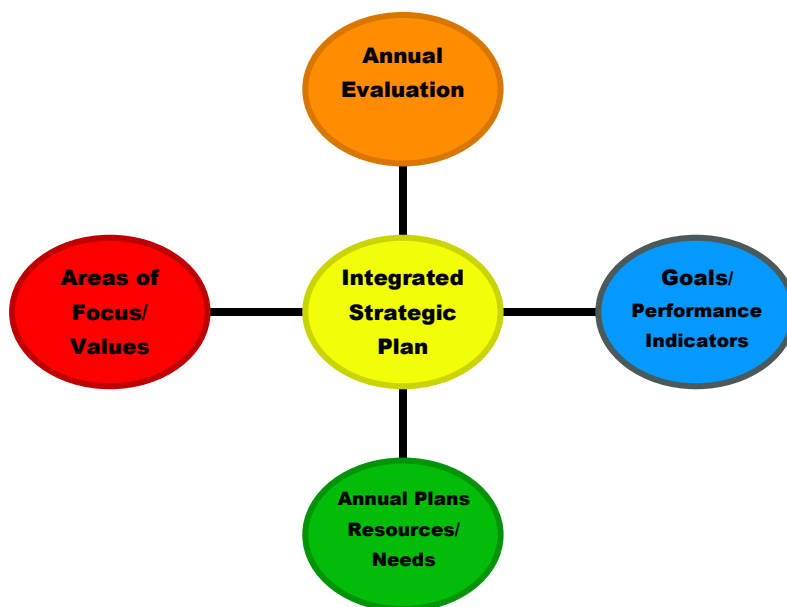
This multi-staged, dynamic planning process has resulted in a document that will be subject to ongoing evaluation, modification, and updating.

The 2010-2016 GCCCD Strategic Plan offers a comprehensive roadmap for addressing the five areas of focus—*student access, learning and student success, value and support of employees, economic and community development,* and *fiscal and physical resources.*

The major purpose of both strategic and annual planning at GCCCD is to prepare for future challenges and to promote positive change focused on our mission. In planning, we strive to match external demands and opportunities, the internal values of the college, and available resources. This approach ensures that the entire district plans for, provides, and evaluates the effectiveness of learning services for our San Diego East County community with a common sense of commitment and purpose.

2010-2016 Strategic Planning Leadership Teams

Hundreds of employees, students, trustees, and community members contributed to our strategic planning efforts, but we offer special thanks to the following leadership team members who shepherded the work at each of their respective sites:

Cuyamaca College
Teresa McNeil, Student Services Faculty
Henri Migala, Administration
Gwen Nix, Classified Staff
Michael Wangler, Instructional Faculty

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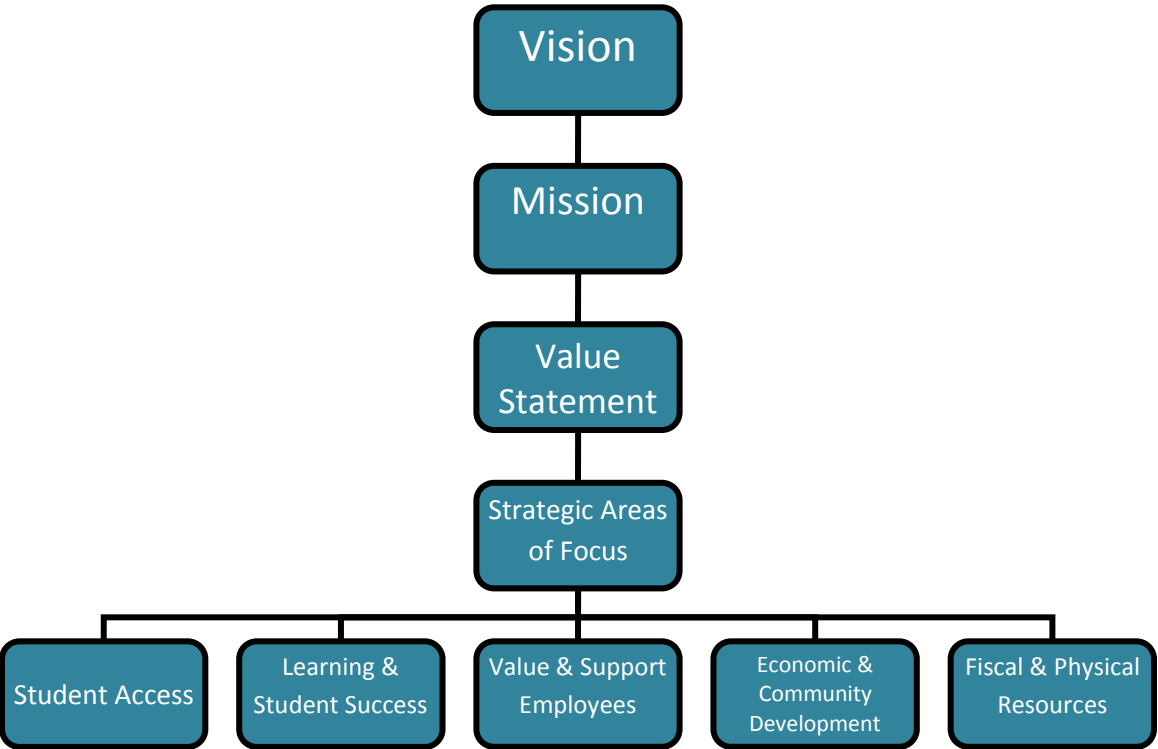Pat Murray, Classified Senate Vice President

District Services
Cindy L. Miles, Ph.D., Chancellor
Sue Rearic, CPA, Vice Chancellor Business Services
Jerry Buckley, Acting Director Research Services
Amber Green, Director, Employment Services
Joel Javines, Director, Public Safety
Linda Jensen, District Accounting Manager

Plan Framework

The Strategic Plan incorporates the district's vision, mission, and values to shape goals and strategies and direct long-term planning for the Grossmont-Cuyamaca Community College District. The plan includes four elements, as illustrated in the following chart:

- **Vision:**   Our inspired sense of the future direction for the district.
- **Mission**:   The purpose of the district.
- **Values:**   Qualities and principles that guide implementation of our strategic plan.
- **Strategic Areas of Focus:** Five broad priorities provide the framework for the plan.

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                        │Strategic Areas│
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Student Access	Learning & Student Success	Value & Support Employees	Economic & Community Development	Fiscal & Physical Resources

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Vision, Mission, and Value Statement

VISION: Transforming lives through learning.

MISSION: Provide outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society.

Grossmont-Cuyamaca Community College District fulfills its mission by providing

➢ Outstanding undergraduate education leading to certificates, associate degrees, and transfer;

➢ Excellent career and technical education programs that prepare students for workforce entry and advancement;

➢ Comprehensive student development and support services that help students succeed in meeting their educational goals;

➢ Engaging educational services that meet learners needs in basic skills, English language proficiency, and lifelong learning; and

➢ Responsive social and economic development programs and community partnerships.

VALUE STATEMENT: Cultivate a student-centered culture of excellence, trust, stewardship, and service.

Vision, Mission, and Values

VISION: Learning for the Future

MISSION: The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- Community education programs and services
- Programs that promote economic, civic and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following areas of focus, which form the foundation of the 2010-2016 Strategic Plan:

- Student Access
- Learning and Student Success
- Value and Support of Employees
- Economic and Community Development
- Fiscal and Physical Resources

Values: Our Mission is reflected in the college's six core values:

- Academic Excellence
- Student Access and Success
- Environmental Stewardship
- Strong Community Relations
- Innovation and Creativity
- Diversity and Social Harmony

GROSSMONT COLLEGE

Vision, Mission, and Values

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 Areas of Focus

The Grossmont-Cuyamaca Community College District has identified the following strategic areas of focus to guide establishment of a supportive learning environment that encourages innovation and provides opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and a global society. Specific goals within these areas of focus, and the strategies for accomplishing them, are developed within the individual unit plans of Cuyamaca College, Grossmont College, and District Services.

STUDENT ACCESS

Ensure that all prospective students have an opportunity to benefit from the programs and services provided.

CORE INDICATORS OF SUCCESS:

- ➢ Increased proportion of high school graduates enrolled at GCCCD
- ➢ Increased number of students applying for financial aid
- ➢ Student demographics representative of our service area

LEARNING AND STUDENT SUCCESS

Provide programs and services that enable students to progress in a timely fashion toward the achievement of their identified educational goals. Promote a culture that values students, fosters academic excellence, and cultivates an environment that is conducive to sustained continuous improvement of learning.

CORE INDICATORS OF SUCCESS:

- ➢ Improved retention (top third in the state)
- ➢ Increased Degree/Certificate Completion Rates (top third in the state)
- ➢ Improved transfer rate (top third in the state)
- ➢ Closure of the achievement gap
- ➢ Achieve and maintain Sustainable Continuous Quality Improvement Level for Student Learning Outcomes (AACJC-WASC)

VALUE AND SUPPORT OF EMPLOYEES

Value and commit to fostering an inclusive, diverse, and professional environment where employees are encouraged to pursue and reach their potential.

CORE INDICATORS OF SUCCESS:

- ➢ Increased employee retention rates
- ➢ Workforce demographics representative of our service area
- ➢ Enhanced opportunities for employees to contribute to fulfillment of our mission
- ➢ Enhanced professional development opportunities

ECONOMIC AND COMMUNITY DEVELOPMENT

Pursue opportunities and partnerships that enhance college programs, promote a vibrant economy, and benefit the local community.

CORE INDICATORS OF SUCCESS:

- ➢ Increased placement rate in the workforce
- ➢ Increased licensure/certification pass rates
- ➢ Increased number of collaborative activities with the community
- ➢ Increased local employer/business satisfaction
- ➢ Increased economic impact to community

FISCAL AND PHYSICAL RESOURCES

Enhance District fiscal and physical resources with strategic and transparent stewardship.

CORE INDICATORS OF SUCCESS:

- ➢ Increased non-traditional revenue streams
- ➢ Increased contributions to Foundations and Auxiliary
- ➢ Improved Facilities Condition Index
- ➢ Updated Educational and Facilities Master Plans
- ➢ Procurement of resources for new Master Plan implementations

Goals, Strategies, Indicators, and Timelines

Strategic Area 1: Student Access

Ensure that all prospective students have an opportunity to benefit from the programs and services provided.

DISTRICT SERVICES

Goals:	Key Performance Indicators:
Goal 1: Provide enhanced technology services to support student access	• Increased student and employee satisfaction with online information and services • Increased outreach to underserved populations
Goal 2: Improve district processes that support student access	• Increased student perception of campus safety • Increased satisfaction with campus way-finding

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Implement additional web-based registration and student payment processes.	✓	✓	✓			
1.2 Update and enhance District website.	✓	✓		✓		✓
2.1 Improve financial aid disbursement processes.		✓				
2.2 Improve facilities, signage, and campus safety.	✓	✓	✓	✓	✓	✓
2.3 Include student access as a focus in hiring process.	✓					

GROSSMONT COLLEGE

Goals:	Key Performance Indicators:
Goal 1: Better serve students in historically under-served populations	• Demographic trend of entering student populations • Number of students attending outreach and financial aid workshops • Number of students registered with EOPS/CARE/and CalWorks
Goal 2: Respond to changing community needs	• Student capacity in workforce training programs • Number of new degrees and certificates offered to meet identified community needs • Number of emerging-needs populations served • Enrollment rate

* Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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.						
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.						

* According to their individual strategic planning process, Grossmont College constituencies meet each spring to identify the goals on which to focus institutional resources for the upcoming academic year.

CUYAMACA COLLEGE	
Goals:	**Key Performance Indicators:**
Goal 1: Ensure and facilitate student access to college instruction and Student Development and Success services	• Breadth and depth of student services offered • Number of students entering classes • Number of students served by categorical programs • Number of students accessing online services • Number of students applying for financial aid
Goal 2: Increase early awareness of the community college as an option, and the need for K-12 students and parents to prepare for college success	• Number and type of marketing and outreach activities to high schools and the community • Number of students contacted and entering college • Number of outreach events and activities
Goal 3: Increase awareness of Cuyamaca College as a lifelong learning option to all demographic groups in the post-high school age population ("hidden tidal wave")	• Number and type of marketing and outreach activities for credit, non-credit, and workforce training courses and programs • Number of outreach events and activities focused on adults and post-high school age population • Demographic trends of entering student populations

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Provide students with an email confirmation of their successful application and registration and a reminder of when classes begin.	√					
1.2 Use email alert or pop ups to communicate course information to students when they register for a course with "notes". Such as "you have registered for a class with a lab"; "you have registered for a class that has an orientation" (and give time and date of orientation).		√				
2.1 Provide a greater presence in our feeder district such as instructors at Cuyamaca communicating with the same department in the high schools; better communication with colleagues in same program in the high schools.				√		
3.1 Develop an adult re-entry program.					√	
3.2 Provide clearly defined career pathways that encourage and support lifetime of educational career opportunities.						√

Strategic Area 2: Learning and Student Success

Provide programs and services that enable students to progress in a timely fashion toward the achievement of their identified educational goals. Promote a culture that values students, fosters academic excellence, and cultivates an environment conducive to continuous improvement of learning.

DISTRICT SERVICES

Goals:	Key Performance Indicators:
Goal 1: Assist colleges in facilitating compliance with use of categorical funding	• Improved compliance requiring less college staff time
Goal 2: Improve emergency management and facilities to support student learning and success	• Improved safety statistics • Improved student satisfaction with learning and support facilities
Goal 3: Develop of data-informed processes for instruction and student services	• Increased efficiency of use of limited resources • Increased satisfaction with information and services provided to support college decision making
Goal 4: Provide leadership and support for a GCCCD student success initiative to promote student achievement of their identified educational goals	• Increased student achievement and success

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Quarterly meetings with college program managers and business services staff to streamline processes.	✓	✓	✓	✓	✓	✓
2.1 Develop and implement building evacuation procedures and campus readiness for daily operations.	✓	✓				
3.1 Develop and implement a comprehensive institutional research initiative involving all critical stakeholders.	✓	✓	✓	✓	✓	✓
4.1 Develop a Board and college community program to identify student success patterns and support best practices in promoting student achievement.	✓	✓		✓		✓

GROSSMONT COLLEGE

Goals:	Key Performance Indicators:
Goal 1: Provide an Exceptional Learning Environment to Promote Student Success	• Number of students transferring • Retention rates (both transfer- and developmental-level courses) • Success rates (both transfer- and developmental-level courses) • Persistence rates • Number of degrees/certificates awarded • Student satisfaction ratings • Student goal attainment
Goal 2: Promote Student Success for Historically Under-served Populations	• Number of students participating in programs specifically designed to enhance success of under-served populations (i.e. foster youth, Umoja, Puente) • Number of historically underserved students who are transfer-prepared • Demographic trends and retention rates in transfer-level courses
Goal 3: Promote Student Success for Historically Under-prepared Populations	• Success rates in subsequent courses within sequence (include demographic data)

* Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Increase awareness and ease of access to student services to enhance student learning.						
1.2 Maximize student engagement within the college community.						
1.3 Enhance successful transition toward student transfer and/or career goal attainment.						
1.4 Monitor and improve overall student success.						
1.5. Offer a variety of practical opportunities to extend learning in or beyond the classroom (i.e., community service learning, collaborative learning, internships).						
1.6 Develop and utilize innovative learning methodologies.						
1.7 Enhance student success through collaboration of student support services and academic programs.						
2.1 Gather and utilize meaningful data to plan appropriate interventions and support services that will improve student success of under-served populations.						
2.2 Promote student success by creating a culture of equity and inclusion.						
2.3 Optimize off-peak or alternate academic programs and support services, within a safe environment.						
3.1 Enhance outreach and partnerships with feeder schools.						
3.2 Gather and utilize meaningful data to plan appropriate interventions and support services that will improve student success of under-prepared populations.						
3.3 Promote support services to under-prepared populations.						
3.4 Develop and utilize effective assessment, placement, and course sequencing strategies for students.						

* According to their individual strategic planning process, Grossmont College constituencies meet each spring to identify the goals on which to focus institutional resources for the upcoming academic year.

CUYAMACA COLLEGE	
Goals:	**Key Performance Indicators:**
Goal 1: Identify and support "at-risk" students	• Number of comprehensive programs, services and resources for "at-risk" students • Number of at-risk students participating in student support programs and services • Retention rates • Persistence rates • Success rates (for transfer, career technical and basic skills courses)
Goal 2: Develop effective practices for enhancing students' ability to attain degrees and certificates	• Number of students participating in programs specifically designed to enhance success • Success rates in sequential courses • Retention rates • Persistence rates • Number of certificates and degrees offered • Number of courses and programs attaining the sustainable continuous quality improvement level for SLOs
Goal 3: Continue to explore new technologies for student learning and to promote its effective use	• Number of professional development events related to new technologies • Number of courses or programs utilizing new technologies • Number of faculty participating in professional development activities related to new technologies • Number of students taking courses or programs utilizing new technologies • Number of students utilizing online and/or computer lab services

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Maintain basic skills as a major focus.	√					
1.2 Enhance and expand student tutoring programs (including investigating nation-wide programs for tutoring, collaborative learning inside and outside class, training tutors, multi-lingual tutors and recruiting tutors from 4-year institutions).			√			
1.3 Analyze the need for prerequisites for content classes (Math, English, Reading, Writing).		√				
1.4 Offer counseling services more specialized according to academic disciplines.				√		
1.5 Improve collaboration between Financial Aid and Counseling.	√					
1.6 Develop and offer "Return to College" refresher courses in technology and basic study skills (Math, English, study skills).			√			
2.1 Continue to build relationships with 4-year institutions to facilitate articulation and transfer, including field trips to transfer institutions.				√		
2.2 Develop methods to more effectively assess student preparedness levels and to place students in appropriate courses, including online assessment services in English and Math.	√					
2.3 Enhance counselor outreach – early outreach to students to help them know what they need to transfer.		√				
2.4 Research effective textbook options (including 'open source' and online options).					√	
2.5 Develop program(s), including a Blackboard course, and a faculty study group, an annual summer teaching conference, that promote more effective teaching.				√		
3.1 Offer ongoing training to faculty and staff to keep up with new internet and software technologies.					√	
3.2 Provide technical support and training to help incorporate technology in instruction.				√		
3.3 Provide technical help for 508 compliance.		√				

Strategic Area 3: Value and Support of Employees

Value and commit to fostering an inclusive, diverse, and professional environment where employees are encouraged to pursue and reach their potential.

DISTRICT SERVICES

Goals:	Key Performance Indicators:
Goal 1: Enhance district services processes to streamline workflow and reduce workload stress	• Increased employee satisfaction • Better tracking systems
Goal 2: Enhance customer service for employees	• Increased employee satisfaction
Goal 3: Improve campus safety and awareness of emergency preparedness procedures	• Improved safety statistics • Improved employee perception of emergency procedures
Goal 4: Enhance professional development.	• Number and diversity of professional development activities • Participation rates

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Implement automated and/or simplified processes to reduce duplication of effort, shorten turn-around time, and provide better tracking and reporting.	✓	✓				✓
2.1 Improve the quality of print, electronic, and face-to-face communications.	✓	✓	✓	✓	✓	✓
2.2 Increase training opportunities for employees.	✓	✓				
2.3. Enhance web-based self-service information for employees (e.g., GCCCD Employee Intranet, IFAS 7i).	✓	✓				✓
3.1 Develop and implement a GCCCD Safety Enhancement Plan.	✓	✓	✓	✓	✓	✓
4.1 Increase and improve professional development opportunities for faculty, staff, and administrators.	✓	✓		✓		✓

GROSSMONT COLLEGE	

Goals:	Key Performance Indicators:
Goal 1: Promote Employee Success	• Number of professional development events • Tuition and book reimbursement utilization • Number of employees participating in college health and wellness initiative • Number of employees participating in leadership development initiatives

* Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Recruit, develop, and retain an exceptional and diverse group of employees.						
1.2 Promote cultural proficiency.						
1.3 Promote employee health and well-being.						
1.4 Provide comprehensive professional development.						

* According to their individual strategic planning process, Grossmont College constituencies meet each spring to identify the goals on which to focus institutional resources for the upcoming academic year.

CUYAMACA COLLEGE

Goals	Key Performance Indicators:
Goal 1: Increase professional development for faculty, staff, and administration	• Number and diversity of professional development events • Number of faculty participating in professional development events • Number of staff participating in professional development events • Number of administrators participating in professional development events
Goal 2: Increase college staffing to support facilities and departments	• Number and distribution of appropriate college staff to support facilities • Number and diversity of faculty to support departments and programs • Full-time/Part-time faculty ratio

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Support continuing education opportunities for administrators, faculty and classified staff.			√			
1.2 Develop program(s), including a Blackboard course, and a faculty study group, an annual summer teaching conference, that promote more effective teaching.				√		
1.3 Provide support to faculty and staff to enhance department websites.		√				
2.1 Increase full-time/part-time faculty ratio.					√	
2.2 Increase full-time/part-time faculty ratio.					√	

Strategic Area 4: Economic and Community Development

Pursue opportunities and partnerships that enhance college programs, promote a vibrant economy, and benefit the local community.

DISTRICT SERVICES

Goals	Key Performance Indicators:					
Goal 1: Improve service to our local community businesses and industry through data informed decision-making for development of new programs and services	• Number of new and expanded career and technical education programs • Satisfaction of local businesses/industry leaders with workforce preparedness					
Goal 2: Develop relationships with local government, communities, and social service organizations	• Number of community partnerships • Increase the number of hosted GCCCD activities • Enhanced readiness and response to local emergencies					
Goal 3: Develop the GCCCD branding to enhance community recognition and involvement/engagement and understanding.	• Number of employees participating in community activities • Name recognition					
Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Complete a periodic external scan that reviews economic and demographic changes.	✓		✓		✓	
1.2 Perform surveys of local business/industry leaders	✓		✓		✓	
2.1 Improve communication between District public safety and outside agencies.	✓	✓	✓	✓	✓	✓
2.2 Enhanced involvement with the community, e.g. East County Summit, Chambers of Commerce, Community Forums	✓	✓	✓	✓	✓	✓
3.1 Create a GCCCD CARES program (a civic engagement/social responsibility program)	✓	✓				
3.2 Develop and implement a communication plan to enhance awareness and support of GCCCD	✓	✓				

GROSSMONT COLLEGE

Goals:	Key Performance Indicators:					
Goal 1: Enhance Workforce Preparedness	• Placement rate in the workforce • Licensure/certification pass rates					
Goal 2: Develop Innovative Partnerships That Meet Long-term Community Needs	• Number of innovative partnerships • Percent of sustained partnerships					

* Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Increase capacity and student success within existing programs.						
1.2 Forecast workforce needs and develop new programs that supply trained people.						
1.3 Promote off-campus extended learning opportunities to develop practical workplace skills *(i.e. community service learning, internships, and co-ops).*						
1.4 Develop more fee-based and contract education related to workforce development.						
2.1 Maximize federal, state, regional and private resource acquisition.						
2.2 Increase employee engagement within the broader community *(i.e., organizational membership, speakers' bureau).*						
2.3 Develop effective community relations and event coordination.						

* According to their individual strategic planning process, Grossmont College constituencies meet each spring to identify the goals on which to focus institutional resources for the upcoming academic year.

CUYAMACA COLLEGE	
Goals:	**Key Performance Indicators:**
Goal 1: Provide leadership in the area of economic and workforce development	- Faculty and staff participation in CTE community activities - Number of CTE courses and programs - Number of students enrolled in CTE courses and programs - Number of partnerships
Goal 2: Become known as the Gateway to the Health Professions	- Number of Gateway courses offered - Number of students enrolled in Gateway courses - Diversity of students enrolled in Gateway students - Number of students transferring into health professions programs
Goal 3: Establish the college as the center of arts, science and culture in East County	- Policies and practices which facilitate community participation - Number of artistic, scientific and cultural events and activities hosted by the college - Number of partnerships with arts, science and cultural organizations
Goal 4: Enhance college-community relationships	- Participation in activities which link the college and the community - Number of college-community partnerships - Resources gained from community partnerships - Number of community members and/or organizations serving on college advisory committees
Goal 5: Identify appropriate college niche to respond to "green"/sustainable needs	- Number of 'green' / sustainable programs and activities - Number of partnerships related to 'green' and sustainable technologies - Number of students enrolled in 'green and sustainable technology programs - Number of events related to 'green' / sustainable initiatives hosted by the college - Participation by college faculty and staff on 'green' / sustainable initiatives

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Work with industry and other partners to identify workforce development needs to develop new programs, create classes/programs and be current in the programs (maintain certification).	√					
1.2 Facilitate interactions, including internships, apprenticeships and off-campus work study, between students and professionals in their field in interest.			√			
1.3 Increase outreach for CTE programs and include Career Technical Education information in all outreach efforts.		√				
1.4 Encourage more interaction between CTE programs, general education and industries and businesses to coordinate learning experiences (guest lectures, offer on-site classes, hands-on training and site visits).				√		
1.5 Increase CEU's for all the certifications for our CTE programs.				√		
1.6 Become the model site for best practices (proactive in establishing best practices).		√				
2.1 Explore developing appropriate credit, non-credit and fee-based health care/health professions training, degree, certificate programs.					√	
3.1 Host more community events, such as youth camps, farmer's market, summer science fairs, youth theatre, writer's camps, concerts, film festivals, Native American events, annual Earth Day.				√		
3.2 Partner more closely and actively with the Water Conservation Garden, museum and college programs and facilities to enhance the overall educational experience offered by the college and to become the center of arts, culture and science in East County.				√		
4.1 Build and expand community and corporate partnerships.		√				
5.1 Explore various ways of making all college divisions and departments more "green" (reducing waste).	√					
5.2 Develop more instructional programs and career paths for green technologies and green-related industries and issues.			√			

Strategies (Continued)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
5.3 Explore establishing an Energy Conservation Center to discover, implement and champion better energy conservation measures for the college and community.			√			
5.4 Explore the development of a green car technology training program.			√			
5.5 Host an annual "green collar" industry job fair to promote green occupational paths and career opportunities.		√				

Strategic Area 5: Fiscal and Physical Resources

Enhance district fiscal and physical resources with strategic and transparent stewardship.

DISTRICT SERVICES	
Goals:	**Key Performance Indicators:**
Goal 1: Develop an integrated planning and budgeting process to support GCCCD funding allocations	• Increased employee participation in the planning process • Increased employee satisfaction with allocations. • All allocations are linked to strategic goals • Compliance with ACCJC Standard III
Goal 2: Enhance transparency of planning and budgeting processes	• Increased understanding and satisfaction of budget and planning processes • Improved relationships with labor units and • Timely contract negotiations
Goal 3: Update Master Plans	• Updated Plans • Governing Board approval of plans
Goal 4: Enhance technology to support administrative and student learning systems to promote student learning and success	• Increased satisfaction with technology services • Expanded use of technology
Goal 5: Identify and secure non-traditional sources of revenue	• Increased revenues • Decreased reliance on State funding/allocations • Better utilization of Foundations

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Utilize District Strategic Planning & Budget Council (DSP&BC) to develop an integrated planning process through collegial consultation.	✓	✓	✓			
2.1 Develop and implement a Communication Plan on the budgeting process (e.g., employee intranet, workshops/training, Governing Board agenda items/dockets).	✓	✓				
3.1 Complete *Prop R* plans.	✓	✓	✓			
3.2 Update the Facilities Master Plan developed through collegial consultation.	✓					
3.3 Develop and implement comprehensive facility, maintenance, and replacement plans.	✓					
4.1 Replace hardware and technology infrastructure (e.g. 1 Gig to 10 Gig backbone, server virtualization, and upgrade wireless services).	✓	✓	✓	✓	✓	✓
4.2 Enhance technology for self-directed student access to web based services.	✓	✓				
5.1 Attain status as an HSI (Hispanic-serving institution) to maximize federal funding, including Title V and other grants.				✓	✓	✓
5.2 Attain donation goals for the Bernard Osher Foundation to maximize the number of perpetual student scholarships.	✓					
5.3 Create position/office for Institutional Advancement.		✓				

GROSSMONT COLLEGE	
Goals	**Key Performance Indicators:**
Goal 1: Promote Institutional Effectiveness	• Number of cost-saving strategies implemented • Cost per student (headcount) • Number of clean audits • WSCH/FTEF ratio • Financial holding of Grossmont College Foundation • Number of grants and dollars generated
Goal 2: Develop and maintain an exceptional learning environment	• Number of collaborative learning spaces available • Number of programs and services used to engage students (could be athletics, CSL, clubs, learning communities, etc) • Number of new technologies, modalities piloted • Facilities Condition Index • Number of maintenance and facility improvement projects completed
Goal 3: Maximize Revenue from Traditional and Non-Traditional Sources	• Number of grants received • Number of dollars received through Foundation

* Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Enhance the use of sustainable technologies and plans.						
1.2 Ensure fiscal responsibility.						
2.1 Optimize facility usage.						
2.2 Optimize and support instructional technology.						
2.3 Enhance collaborative learning facilities.						
3.1 Create a culture of innovation and entrepreneurism.						
3.2 Maximize employee participation in Grossmont College Foundation.						
3.3 Create an effective mechanism for initiating grant-based programs and extending or transitioning programs that are originally grant-funded.						

* According to their individual strategic planning process, Grossmont College constituencies meet each spring to identify the goals on which to focus institutional resources for the upcoming academic year.

CUYAMACA COLLEGE	
Goals:	**Key Performance Indicators:**
Goal 1: Develop Educational Facilities Master Plan II that maintains a commitment to a beautiful college environment	• Complete the Educational Facilities Master Plan II • Preservation of a beautiful college environment • Number of instructional programs that incorporate the preserve into its activities
Goal 2: Promote and develop sustainability initiative	• Development of a college-wide Sustainability Master Plan • Resources spent/saved on water and electricity • Number of instructional programs and activities related to sustainability
Goal 3: Develop alternative sources of revenue to reduce overall reliance on state funding	• Number of faculty and staff participating in grant writing • Number of grants received • Amount of funds received through the Foundation • Number of special revenue-generating events • Revenue generated from green and sustainability activities and technologies (recycling, solar energy, wind energy)

Strategies	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.1 Explore ways to make the college more pedestrian friendly (more sidewalks, especially to/from CDC), adding more picnic-like areas, outdoor study areas, making the Grand Lawn sidewalks safer, and creating dedicated pathway to/from Student Center (to protect the landscaping).				√		
1.2 Provide support to faculty and staff to enhance department websites.				√		
1.3 Maintain the college preserve as an educational resource for the college and the community.		√				
2.1 Promote a culture that values energy conservation.	√					
2.2 Model the Water Conservation Garden on campus (to reduce water usage and foster conservation.		√				
2.3 Utilize green technology on campus (facilities), such as solar panels on roofs and parking lots.			√			
2.4 Commit ourselves to developing and maintaining facilities and resources that would support innovative CTE programs (primarily in response to developing technologies).	√					
3.1 Support continuing education opportunities for administrators, faculty and classified staff.			√			
3.2 Hire the grants specialist to assist faculty and staff in identifying, pursuing and securing external funding, and assisting in post-award program coordination.			√			

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Our District

Grossmont College, in northwest El Cajon, adjacent to the cities of Santee, La Mesa, and San Diego

Cuyamaca College, located in Rancho San Diego, just south of the city of El Cajon

Programs

- Comprehensive instructional programs, basic skills coursework, courses leading to university transfer, and courses for retraining or learning new skills

- Almost 200 degree and certificate programs

- Collectively Grossmont College and Cuyamaca College award approximately 2,400 degrees and certificates annually

- Key workforce preparation for automotive technicians, chefs, nurses, hazardous materials managers, web designers, child development professionals, security managers, musicians, paralegals, respiratory therapists

- Cost of enrollment is $26 per unit

Students

- Almost 30,000 students
- 35% full-time; 65% part-time
- 60% are 21 or over
- 56% are female
- 49% of the student population is white; 20% is Hispanic
- 81% of the enrollment is in transfer-level coursework, 19% in vocational courses, and 15% in basic skills
- Well over 1,000 Grossmont and Cuyamaca students transfer to California universities each year, and hundreds more to universities out of state

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT GOVERNING BOARD MEMBERS:
Rick Alexander, Greg Barr, Bill Garrett, Mary Kay Rosinski, Deanna Weeks
STUDENT MEMBERS: Christopher Enders, Charles Taylor III
CHANCELLOR: Cindy L. Miles, Ph.D.
GROSSMONT COLLEGE PRESIDENT: Sunita V. Cooke, Ph.D.
CUYAMACA COLLEGE PRESIDENT (INTERIM): Ronald D. Manzoni