

# FOCUS

on Equity-Minded Student Success



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT



GROSSMONT  
COLLEGE



CUYAMACA  
COLLEGE



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

DISTRICT SERVICES

Strategic Plan  
2016 - 2022



GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

# Strategic Plan 2016 - 2022

# Introduction



*GCCCD Governing Board  
From left: Bill Garrett, Debbie Justeson,  
Edwin Hiel, Mary Kay Rosinski, Chancellor  
Cindy L. Miles, Greg Barr*

## **District Strategic Planning & Budget Council:**

Nabil Abu-Ghazaleh  
Sahar Abushaban  
Ariane Ahmadian  
Niveen Almezory  
Julianna Barnes  
Jamail Carter  
Michael Copenhaver  
Tim Corcoran  
Kaitlin Feagin  
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Jeff Lehman  
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Chris Tarmen  
Scott Thayer  
Paula Tillery  
John Valencia  
Katrina VanderWoude  
Kim Widde

The educational needs of East County have been growing and evolving since the District was approved by voters in 1960. The District has addressed these ever-changing needs through an integrated planning process that identifies key challenges along with potential solutions to best serve the 30,000 students attending Grossmont and Cuyamaca Colleges each year.

This 2016-2022 Strategic Plan is the result of an extensive process beginning with a January 2015 Governing Board workshop, in which trustees outlined visionary priorities for the District's strategic planning process. Working together with members of the District Strategic Planning & Budget Council, the Governing Board identified three overarching District goals:

- Create streamlined, student-centered pathways to educational goal completion
- Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success
- Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service

A key aspect of the planning process has been the District's membership in Achieving the Dream (ATD), a national network of community colleges developed to close achievement and equity gaps and to accelerate student success by creating evidence-based institutional change. Using ATD resources to integrate goals and activities from their Student Success & Service Plans (SSSP) and Student Equity Plans (SEP), both colleges developed key priorities using an equity-minded approach to improve student outcomes.

Grossmont College's areas of focus are as follows:

- Outreach
- Student Engagement
- Retention
- Institutional Capacity

Cuyamaca College's "big bets" are as follows:

- Acceleration in English, Math and ESL
- Student Validation and Engagement
- Guided Student Pathways
- Organizational Health

Also included in this plan are efforts to better prepare high school graduates for college and a career through the East County Education Alliance, the District's partnership with the Grossmont Union High School District. Goals of the Alliance are to better align high school and college curricula, provide a more seamless transition between high school and college, and improve college completion rates and workforce preparation.

The 2016-2022 Strategic Plan reflects comprehensive engagement and the voices of all key District stakeholders, including the Governing Board, faculty, staff, administrators, students and the community. With this plan the District will continue to fulfill its vision of Transforming Lives through Learning.

# About the District

The Grossmont-Cuyamaca Community College District, which serves a 1,138-square-mile area in eastern San Diego County, is comprised of two colleges, Grossmont College in El Cajon and Cuyamaca College in Rancho San Diego. Three out of four adults in East County have taken classes at Grossmont or Cuyamaca College.

## Vision

Transforming lives through learning.

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## Mission

Provide outstanding diverse learning opportunities that prepare students to meet community needs, promote a global responsibility, and foster opportunities for all.

Grossmont-Cuyamaca Community College District fulfills its mission by providing:

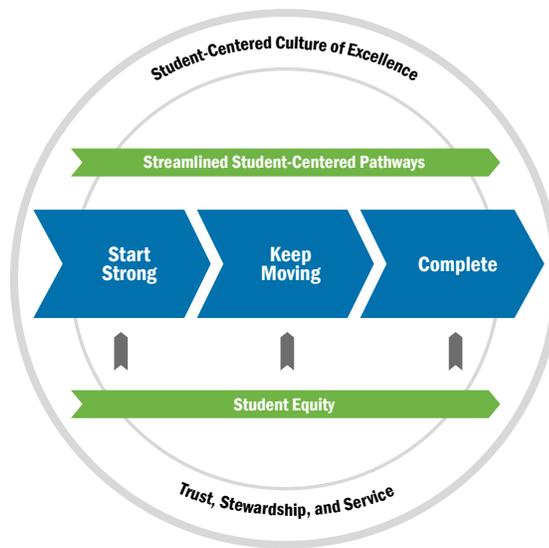
- Outstanding undergraduate education for students seeking certificates, associate degrees, and university transfer
- Excellent career and technical education programs that prepare students for workforce entry and advancement
- Engaging educational services that meet learners' needs in basic skills and English language proficiency
- Comprehensive student development and personal support services that contribute to student learning and achievement
- Partnerships and programs that promote the social and economic development of the region
- Community education for personal, professional, and lifelong learning



# Relationship of Plans



Developed by a collegial districtwide process in 2013-14, the Student Success Framework provides guidance and structure to the strategic planning process. The Framework is based on a student pathways model for student achievement grounded in a student-centered culture of excellence, trust, stewardship, and service.



*Student Success Framework*

## The Strategic Planning Process

The 2016-2022 Strategic Plan is the result of an extensive process that began with the Governing Board creating an overarching vision for the planning process. During an April 2015 joint workshop, the Governing Board and the DSP&BC focused on strategic approaches for improving student success outcomes.

A DSP&BC workgroup reviewed the District's Education Master Plan, as well as emerging national, state, and local trends. In June 2015, the District joined ATD, a nationally renowned reform network developed to help close achievement and equity gaps and accelerate student success by engaging the community to create evidence-based institutional change. ATD activities helped to establish districtwide goals that are the foundation of each site's strategic plans. These strategic goals were approved by the Governing Board in February 2016. Specific goals, activities, and indicators of progress were developed for each college and District Services through comprehensive and inclusive planning activities at each site.



## Relationship of Site Strategic Plans to District Plans

Cuyamaca College, Grossmont College, and District Services each developed a strategic plan that defines the direction and goals they intend to pursue over the next six years. Each plan is built upon the framework of the Grossmont-Cuyamaca Community College District’s mission and the three strategic goals established by the Governing Board, as illustrated below.



# 1

## **Create streamlined, student-centered pathways to educational goal completion.**

In its 2012 report, "Reclaiming the American Dream," the 21st Century Commission on the Future of Community Colleges challenged colleges across the nation to increase completion rates of students earning community college credentials (certificates and associate degrees) by 50 percent by 2020. The California Community College system responded with its 2013 Student Success Initiative. With a goal of 227,247 additional degree or certificate completions over the next ten years, California colleges are called to an annual 2.5 percent increase in completions. Best practice research on guided pathways for student success include highly structured student experiences with proven positive impact on student progress and completion in four areas:

- 1) Clarify paths to student end goals
- 2) Help students choose and enter a pathway
- 3) Help students stay on path
- 4) Ensure that students are learning.



## Governing Board Strategic Priorities

- Maintain District focus on access and student success
- Implement CTE programs and workforce training to meet business and industry needs
- Advance the East County Education Alliance and East Region Adult Education
- Encourage cooperative, integrated opportunities for students at both colleges

## Indicators

- First-time student cohort enrollment by high school
- First-time student cohort enrollment adult re-entry
- First-time student cohort English/math placement levels
- First-time student cohort matriculation rates
- First-time student cohort comprehensive education plan completion rates
- First-time student cohort transfer-level English/math completion rates within two years
- First-time student cohort persistence rates
- CCCCO Scorecard completion rates
- Degree/certificate completion
- Job placement rates

# 2

## **Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success.**

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With the increasing diversity of California's population, and the national focus on increasing the number of college graduates by 2020, the statewide focus on equitable student outcomes has never been more important. With the passage of the Student Success Act of 2012, the State of California renewed its emphasis on student equity and provided significant resources to support college and district efforts to become more inclusive learning institutions.

To close achievement gaps, California's community colleges are addressing long-standing structural inequities through evidence-based practices such as multiple measures student placement; accelerated developmental pathways; professional development for faculty centered on inclusive teaching, learning, and service delivery; and improved accountability related to equity in student access and success.



## **Governing Board Strategic Priorities**

- Maintain district focus on student equity
  - Promote efforts emerging from Achieving the Dream and Diversity, Equity, and Inclusion plans (e.g., Student Equity Plans, EEO Plan)
  - Increase cultural competency of employees

## **Indicators**

- Disproportionate impact analyses of key performance indicators
- Student engagement measures from the Community College Survey on Student Engagement (CCSSE)
- Employee diversity by job category

# District Goal #3



# 3

## **Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service.**

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Improving student success on a substantial scale requires bold, holistic, sustainable institutional change. In order to support the institutional change necessary for the District to promote its student success agenda, it is critical to build the institutional capacity to cultivate and sustain that change. The District must provide the financial, human, technological, and informational resources that will nurture a student-centered culture of excellence.



## Governing Board Strategic Priorities

- Promote institutional quality and effectiveness
  - Review progress toward meeting key performance indicators for annual strategic plan implementation
  - Monitor compliance with accreditation standards
  - Monitor implementation of comprehensive plans (e.g., Education, Facilities, Technology, Human Resources, and EEO plans)
  - Participate in joint Board/District Strategic Planning & Budget Council planning meetings
- Promote collegiality and trust among all District constituents
  - Promote consistent, equitable relations with all employees
  - Provide meaningful professional development opportunities for all employees
  - Provide competitive compensation for all employees
- Maintain safe and secure learning and work environments
- Provide equitable, transparent, strategic resource allocations between all sites
- Increase District fiscal security and stewardship
  - Expand Board reserves to cover one month of compensation costs
  - Expand fundraising/grant development via Foundation for Grossmont & Cuyamaca Colleges
  - Implement Proposition V in keeping with the Education Master Plan, Facilities Master Plan, and commitments to the community
  - Set an example for the sustainable use of resources
  - Expand the District's community presence as the cultural and educational hub for East County

## Indicators

- Employee retention data
- Enrollment efficiency measures
- Energy efficiency measures
- Professional development (number of opportunities per year and/or percentage of employees who participate)
- Alternative revenue streams (e.g., percentage and number of international students or revenue in dollars)



GROSSMONT  
COLLEGE

# Strategic Plan 2016 - 2022

# Introduction



*Dr. Nabil Abu-Ghazaleh, President*

I am pleased to present Grossmont College's new six-year Strategic Plan 2016 - 2022. This strategic plan represents over a year of thoughtful and concerted effort by more than 125 faculty members, staff, students and community leaders who committed themselves to capturing the college's values, vision, and potential in the goals and activities of our strategic plan.

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential. The values that underpin all that Grossmont College does include learning and student success, creativity and innovation, pursuit of excellence and continuous improvement, integrity, civility, balance, and a commitment to the power of diversity and inclusion. By pursuing these values, we believe we will achieve our mission of developing enlightened leaders and thoughtful citizens for local and global communities.

This Strategic Plan supports the key goals of the Grossmont-Cuyamaca Community College District plan: (1) Create streamlined, student-centered pathways to educational goal completion; (2) Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success; and (3) Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service.

The goals contained in this plan focus on several priority areas that the college community developed through its work with Achieving the Dream, a national reform network dedicated to student success and completion at their community college. Grossmont College has engaged in a year-long planning process that identified the key strategic priorities for the college to address to help students succeed and that forms the foundation for this strategic plan. The four key priority areas identified include outreach, student engagement, retention and development of our institutional capacity.

I encourage you to read our plan closely, and I thank the members of the Strategic Plan Steering Committee for their fine work in producing an excellent strategic plan for Grossmont College.

Sincerely,

Nabil Abu-Ghazaleh, Ed.D.  
President

# About Grossmont College

Grossmont College has served the educational needs of San Diego's East County since 1961. With more than 150 certificate and Associate degree programs, Grossmont College provides workforce training, career development and transferable college-level coursework to about 19,000 students. Specialized programs include administration of justice, nursing and allied health, culinary arts and theatre arts.

## Vision

Grossmont College - Changing lives through education

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## Mission

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

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



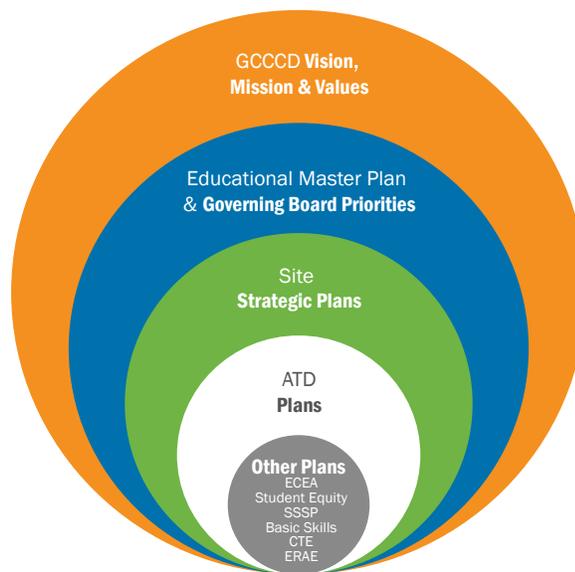
# Relationship of Plans



The districtwide mission and strategic goals provide a framework that ensures Grossmont College approaches future services to the community in a similar manner, and with a common sense of purpose. Grossmont College, through its collegial planning processes, developed its own goals and strategies to reflect the most current assessment of needs and opportunities facing the communities it serves.

Integral to this strategic plan are a number of college plans that guide the college's efforts and activities in student equity, student services (SSSP), provision of instruction and support services in basic skills, career technical education (CTE), the East County Education Alliance (ECEA), and East Region Adult Education (ERAE). These plans are described in more detail in Appendix 1.

The relationship of the site strategic plans to the District vision, mission and values, the educational master plan, and other plans guiding the implementation of college programs is presented below.

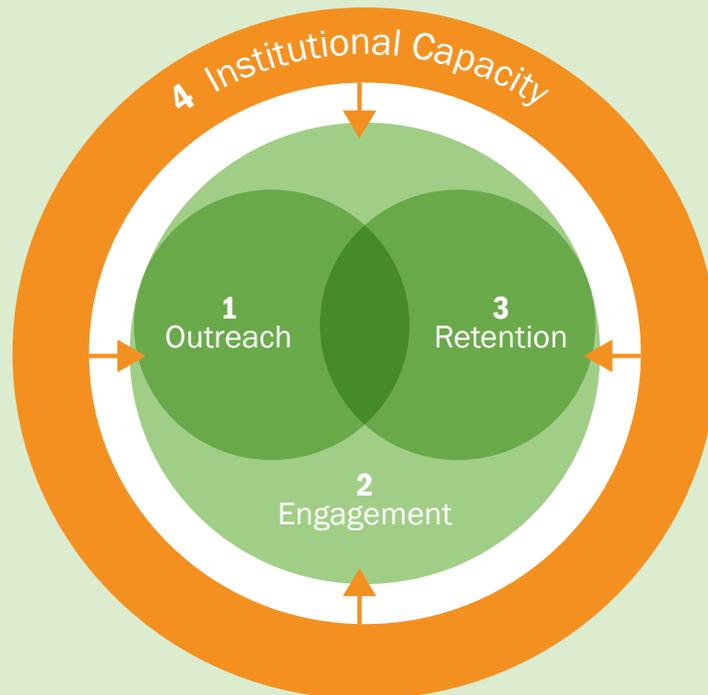




## Relationship among Key Priorities

In response to the analysis of challenges and opportunities and the review of evidence, the Grossmont College community identified three key priorities to enhance student success: enhanced outreach, student engagement, and comprehensive retention. The Grossmont College community also determined that institutional capacity to support these three priorities is critical.

The figure below identifies the relationship among the key priorities, and how institutional capacity supports them.



# Grossmont College Priority #1



# 1

## Outreach

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High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.



## Major Action Steps

- Create a centralized Outreach Office that will:
  - Conduct outreach to prospective Grossmont students and their families
  - Recruit academically or financially disadvantaged students
  - Serve as a liaison between campus departments and the District, local high schools, and the community
  - Create information, marketing and communication materials for prospective and incoming students
  - Provide student, faculty/staff, and community ambassadors to help reach prospective students
  - Conduct a wide range of outreach events such as open houses, workshops, participation in community cultural events, and activities to help new students prepare for assessment into courses

## Indicators

- Enrollments at Grossmont College
- Comparison of student and community demographics to identify groups of potential students that the college is not reaching
- First-time student cohort assessment test participation
- First-time student cohort placement levels in English, ESL
- First-time student cohort enrolled in English, ESL, or math within the first year
- First-time student cohort completes transfer-level English/math in two years

# 2

## Engagement

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A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy



## Major Action Steps

- Develop a Student Engagement Center that will
  - Provide structured opportunities for faculty, staff and students to engage face-to-face
  - Help faculty develop activities within their courses designed to help engage students in their learning
  - Offer student leadership development programs
  - Undertake student focus groups and surveys to assess students' opinions about the campus climate

## Indicators

- Percentage of students participating in engagement activities as compared to the benchmark survey results from the Community College Survey of Student Engagement (CCSSE)
- Percentage of students reporting on the CCSSE survey that they developed meaningful connections on campus
- Percentage/number of faculty implementing classroom student engagement professional development training
- Percentage rates/numbers of students successfully utilizing academic support services.
- First-time student cohort persistence rates

# 3

## Retention

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A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College



## Major Action Steps

- Create a Retention Center
- Hire Retention Specialists who will
  - Coordinate with instructors to implement an early alert program to identify students who are having difficulty in courses early in the semester
  - Coordinate tutoring support and referrals, and utilize mobile apps and social media to provide student access to information about available programs and services
  - Direct students to appropriate resources
  - Identify students who need additional support
  - Advise students on options available to overcome challenges

## Indicators

- Student utilization of and satisfaction with support services
- First-time student cohort first semester attempted courses
- First-time student cohort persistence rates
- First-time student cohort second semester attempted courses
- First-time student cohort completion rate of 24 units in the first year
- First-time student cohort degree/certificate completion rate within three years
- Faculty satisfaction with the early alert system

# 4

## **Institutional Capacity**

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The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness



## Major Action Steps

- Develop technology-based information collection systems at student access points to gather information about student use of support services
- Ensure that everyone has the software needed to access the data
- Provide professional support to ensure that everyone is able to utilize information when they need it, and provide professional development to help ensure that staff understand how to use information
- Create a clear, well-understood decision-making process and pathway, with clear mechanisms for reviewing information, making decisions, and communicating information back to all campus stakeholders
- Develop and implement a plan to recruit, retain and develop diverse employees

## Indicators

- The amount of data available about student use of support services
- The percentage of faculty, staff and administrators who are able to access and use college data
- The percentage of faculty, staff and administrators who report in surveys that they understand the decision-making process and pathways
- Employee diversity by job category
- The percentage of employees who have completed training to enhance student success
- ATD Institutional Capacity Assessment Tool



C U Y A M A C A  
· C O L L E G E ·

## Strategic Plan 2016 - 2022

# Introduction



*Dr. Julianna Barnes, President*

I am pleased to present Cuyamaca College's new six-year Strategic Plan 2016 - 2022. This strategic plan represents a year of thoughtful and concentrated effort by more than 125 faculty members, staff, students and community leaders who committed themselves to capturing the college's values, vision and potential in the goals and activities of our strategic plan.

This Strategic Plan clearly links to and supports the key goals of the strategic plan of the Grossmont-Cuyamaca Community College District: (1) Create streamlined, student-centered pathways to educational goal completion; (2) Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success; and (3) Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service.

The values that underpin all that Cuyamaca College does include equitable access, individual student success, academic excellence, innovation and creativity, diversity and social harmony, environmental stewardship and sustainability, and strong community relations. By pursuing these values, we believe we will help students develop the intellect, character, and skills required for ethical and productive lives in the global community of the 21st century.

The goals contained in this plan focus on several priority areas that the college community developed through its work with Achieving the Dream, a national reform network dedicated to student success and completion at their community college. Cuyamaca College has engaged in a year-long planning process that identified the key strategic priorities for the college to address to help students succeed and that form the foundation for this strategic plan. The four key priority areas identified include accelerated basic skills in math, English and ESL, guided student pathways, student validation and engagement, and organizational health.

I encourage you to read our plan closely and I thank the members of the Strategic Plan Steering Committee for their fine work in producing an excellent strategic plan for Cuyamaca College.

Sincerely,

Julianna Barnes, Ed.D.  
President

# About Cuyamaca College

Cuyamaca College, which opened in 1978, provides transformational education opportunities to students who are just starting college, planning to transfer to a university, or picking up new skills. The college offers more than 140 degrees and certificates to about 10,000 students. Specialized programs include automotive technology, ornamental horticulture, water/wastewater technology and business and professional studies.

## Vision

Learning for the Future

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## 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, success and equity, the college provides

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

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach, access, student success and equity 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 priorities, which form the foundation of the 2016-2022 Strategic Plan:

- Acceleration
- Guided Student Pathways
- Student Validation & Engagement
- Organizational Health



# Relationship of Plans



This mission and strategic goals provide a framework that ensures 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, refines the goals and strategies to reflect the most current assessment of needs and opportunities facing the communities they serve.

Integral to this strategic plan are additional plans that guide the college's efforts and activities in student equity, student services (SSSP), provision of instruction and support services in basic skills, career technical education (CTE), the East County Education Alliance (ECEA), and the East Region Adult Education (ERAE). These plans are described in more detail in Appendix 2.

The relationship of the Cuyamaca College strategic plan to the district vision, mission and values, the educational master plan, and other plans guiding the implementation of college programs is presented in below.

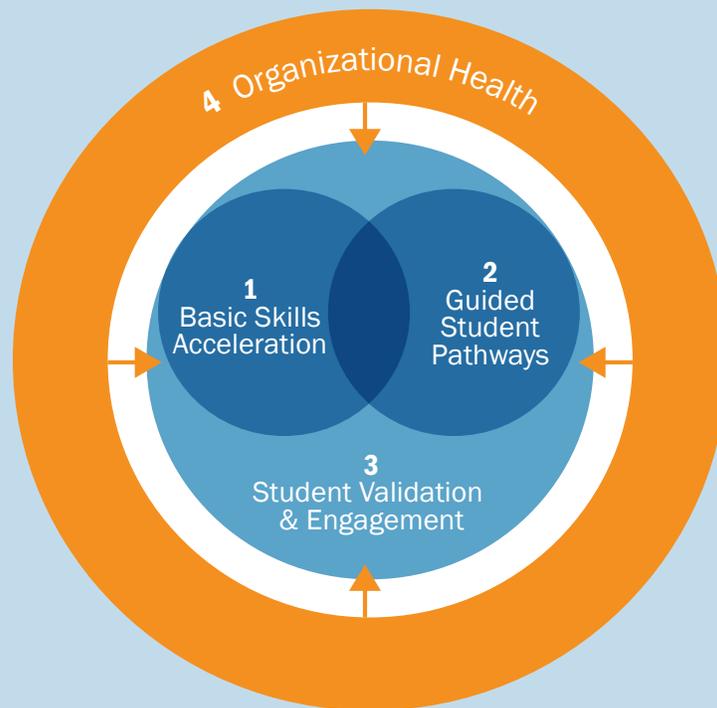




## Relationship among Key Priorities

In response to the review of evidence and student outcomes, the Cuyamaca College community identified four key priorities to enhance student success: accelerated basic skills in math, English and ESL; guided student pathways; student validation and engagement; and organizational health.

The figure below identifies the relationship among the key priorities, and how organizational health supports them.



# 1

## **Accelerated Basic Skills in Math, English, and ESL**

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The Cuyamaca College approach to acceleration is based on the five core principles of the California Acceleration Project: backwards design from college-level courses; relevant, thinking-oriented curriculum; just-in-time remediation; collaborative practice; and support for students' affective needs. Accelerated basic skills courses in math, English, and ESL represent a structural and cultural change in traditional approaches to developmental education. Acceleration is a structural change in that it eliminates "exit points" for students who are identified as underprepared for college-level work by replacing multi-course developmental sequences with single semester basic skills courses and concurrent-enrollment basic skills support for transfer-level gateway courses.



## Major Action Steps

- Accelerate remediation: Replace the traditional multi-level remedial pipeline in English, ESL, and math
- Implement concurrent-enrollment support models
- Change placement policies: To allow more first-time students to enroll directly in college-level courses
- Engage in ongoing qualitative and quantitative research to monitor and refine implementation efforts and student success outcomes

## Indicators

- Success rates in gateway courses in Math, English, and ESL (completion of courses with a C or better) for students identified as academically underprepared
- 1st-time student cohort transfer-level English/math completion rates within two years
- Equity gaps in first-time student cohort transfer-level English/math completion rates and gateway English, math, and ESL course completion



## **Guided Student Pathways**

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Cuyamaca Guided Student Pathways integrates academic and student services together in a coherent and intentional system of curricular and co-curricular experiences that guides a student into and through college to the successful completion of a credential and the transition to a baccalaureate program or the labor market. All guided pathways will be clarified for students to follow and will facilitate completion of students' educational goals at Cuyamaca in a timely manner, while also providing engagement opportunities outside of the classroom.



## Major Action Steps

- Develop equitable and accessible structured matriculation processes that provide students with clear, actionable, and usable information
- Create academic maps detailing the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market
- Provide advising from start to completion and/or transfer, with assigned point of contact at each stage with interventions and resources to help students persist, progress, and complete
- Establish robust pathway activities that enhance student validation and engagement

## Indicators

- Percentage of students enrolled, disaggregated by demographics, as compared to the service area population
- Percentage of first-time students who complete a Comprehensive Education Plan within one year of enrolling at the College
- Fall-to-spring and fall-to-fall persistence rates of first-time students
- CCCCO Scorecard Completion Rates: Percentage of first-time students transferring, earning an associate degree or certificate, or becoming “transfer-prepared” within six years
- Median time to degree for associate degree completers
- Number and percentage of certificate programs with published, clear, course sequences

# 3

## **Student Validation and Engagement**

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Student validation and engagement integrates culturally appropriate theoretical and practical foundations to effectively address the needs of our diverse student population. These curricular and co-curricular opportunities are designed to validate and engage students and create a meaningful connection and sense of campus community. Cuyamaca College is committed to developing a culture and learning environment that supports student success through validation and engagement.



## Major Action Steps

- Advance culturally relevant curricular and co-curricular opportunities for students and facilitate connections with students, staff, and faculty
- Strengthen student support service and campus activities that validate students' social and cultural experiences
- Provide robust professional development opportunities focused on culturally competent curriculum and cultural awareness
- Promote and foster a campus culture of student validation and engagement

## Indicators

- Percentage of students, disaggregated by demographics, participating in engagement activities as compared to the benchmark survey results from the Community College Survey of Student Engagement (CCSSE)
- Percentage of students reporting on the CCSSE that they developed meaningful connections on campus
- Percentage rates/numbers of students, disaggregated by demographics, who utilize and are satisfied with support services
- Student and campus employee perceptions of campus climate



## **Organizational Health**

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Cuyamaca College effectively uses its human, physical, technology, and financial resources to achieve its mission and strategic priorities. The College will assess and refine its structures, processes, and practices to improve effectiveness and foster student success and equity.



## Major Action Steps

- Establish a robust professional development program for faculty and staff
- Support and empower employees to advance the mission and strategic priorities
- Maximize the impact of resources on student success and equity through college decision-making structures and processes
- Optimize college practices, policies, and procedures to advance strategic priorities

## Indicators

- Professional development offerings: number of professional development opportunities offered per academic year
- Professional development participation: percentage of employees participating in college professional development activities per academic year
- College scores on the ATD Institutional Capacity Assessment Tool seven core areas (leadership and vision; data and technology; equity; teaching and learning; policies and practices; strategies and planning; and engagement and communication)
- College performance on key indicators, including CCCCO Student Success Scorecard, ACCJC Institution-Set Standards, and other college-identified indicators of performance
- Campus employee perceptions of college decision-making structures and processes that advance effectiveness and foster student success and equity

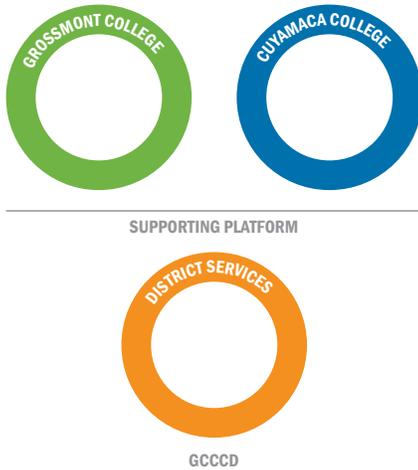


GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

DISTRICT SERVICES

# Strategic Plan 2016 - 2022

# Introduction



The 2016-2022 Grossmont-Cuyamaca Community College District (GCCCD) strategic planning process began at the 2015 annual Governing Board workshop, during which trustees reviewed District outcomes and priorities and created a vision for the new strategic plan. The Governing Board established several aspirational goals for District Services to address in its six-year strategic plan:

- **Workforce and Economic Development:** Establish GCCCD as the key workforce solution for East County and the region, and monitor the effect of workforce programs in lowering the region's unemployment
- **Organizational Strength:** Establish a culture of cooperation and collaboration, rather than competition, between colleges; develop comprehensive, integrated and user-friendly information systems; and meet District workforce goals (including culturally competent employees whose diversity reflects student diversity).
- **Facilities and Finances:** Implement Proposition V as promised to voters, with attractive, useful, energy-efficient facilities for colleges and District Services; expand sources of income through donations, endowments, and a strong and vibrant grants program; strengthen reserves, foster/increase energy efficiency and sustainability, and develop independent fiscal processes.
- **Community Support & Engagement:** Maintain strong community support for the Colleges, and ensure that GCCCD has positive economic and social impact on the local service area.

These four major areas of focus are reflected in the District Services goals in this plan.

We thank all of the District Services employees for their contributions to developing and implementing this plan, which advances our mission of making a positive difference in students' lives.

Sincerely,



Tim Corcoran  
*Vice Chancellor  
Human Resources*



Sue Rearic  
*Vice Chancellor  
Business Services*



John Valencia  
*Vice Chancellor  
Workforce &  
Organizational  
Development*

# About District Services

District Services provides a supporting platform for Grossmont and Cuyamaca Colleges and district employees. District Services includes more than 100 employees in Accounting and Payroll, Purchasing and Contracts, Business and Fiscal Services, Information Systems, Facilities Planning and Development, Human Resources, Marketing and Communications, Public Safety, and Research, Planning, and Institutional Effectiveness.

## Vision

Leadership that enables and supports educational excellence

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## Mission

To provide leadership, facilitation, and support of districtwide educational, fiscal, facilities, and human resource services that meet student, college, and community needs



# 1

## **High quality and responsive support for student success and equity**

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District Services departments play a critical role in supporting the student success and equity work of the colleges.

### District Services Departments:

- Accounting
- Budget and Fiscal Services
- Campus and Parking Services
- Facilities Planning, Development and Maintenance
- Human Resources
- Information Systems
- Marketing and Communications
- Payroll
- Purchasing, Contracts and Warehouse
- Research, Planning and Institutional Effectiveness



## District Services Goals

- Enhance research and planning services to support college student success and equity goals
- Enhance and streamline technological solutions that achieve student success and equity goals
- Collaborate with colleges on essential professional development focused on student success and equity
- Provide effective, flexible and secure, student-ready learning environments
- Promote equity-minded advancement and communications
- Advance student-centered partnerships with colleges, local high schools and adult/workforce education

## Indicators

- Monitor quality and quantity of services that support student success and equity
- Professional development (number of opportunities per year and/or percentage of employees who participate)
- Progress on implementation of funded facilities plans
- Participation rates in diversity, equity, and inclusion activities
- Number of student-centered partnerships

# District Services Priority #2



## **Organizational Excellence**

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To promote institutional change and excellence, District Services departments are committed to sustainable, quality improvement by assessing and refining their structures, processes, and practices. Effective use of financial, human, physical, technological, and informational resources supporting the District's mission and strategic priorities.



## District Services Goals

- Improve quality and effectiveness of services and relationships
- Enhance policies, procedures, and practices through process analyses and improvement
- Promote a culture of environmental stewardship and sustainability
- Promote District Services engagement in districtwide diversity, equity, and inclusion and initiatives
- Provide a comprehensive and meaningful system for recruiting, hiring, onboarding, supporting and developing employees
- Develop a system of individualized career development plans for all District Services employees

## Indicators

- Monitor quality and quantity of services delivered (research, planning, technology, business services, human resources, advancement, marketing and communications)
- Energy efficiency measures
- Implementation of comprehensive hiring and professional development plans
- Percentage of employees with individualized career development plans



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