

# 2013–2014 Progress Report

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Year Three of the 2010-2016 Strategic Plan



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GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

*Office of Research, Planning, and Institutional Effectiveness  
November 19, 2013*

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## Introduction

In the third year of the Grossmont-Cuyamaca Community College District 2010-2016 Strategic Plan, strong progress has been made towards meeting the strategic directions and goals created to respond to the changing educational needs of the San Diego East County region.

GCCCD embraces strategic planning as a critical process that guides the continuous improvement of student learning and overall institutional effectiveness. This is achieved by assessing progress toward achieving our goals which impact the decisions made regarding student learning and institutional improvement in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

This annual report summarizes outcomes and accomplishments for the 2012-2013 academic year by presenting the strategic goals planned for the reported year as well as activities designed to accomplish GCCCD and sites' vision, mission, and goals.



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## 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.

### 1. Student Access

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

### 2. Learning and Student Success

Provide programs and services that enable students to progress in a timely fashion toward 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.

### 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.

### 4. Economic and Community Development

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

### 5. Fiscal and Physical Resources

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

# Strategic Plan Accomplishments

## Grossmont College

<b>Strategic Goal 2:</b> Respond to changing community needs	
<b>Area of Focus:</b> Student Access	
<b>Activity</b>	<b>2012-13 Outcome</b>
Enhance physical accessibility to campus.	<p><b>50s Building Complex</b> – Renovations in this complex included re-roofing buildings 51, 52, 53, 54, and 55 and remodeling of 38 classrooms with fire code upgrades, painting, flooring, and furnishings, including new student desks, adjustable ADA stations, faculty podiums, tables, and stools.</p> <p><b>Additional ADA upgrades</b> – Includes the installation of automated doors in the Griffin Center student restrooms and the ceramics yard upgrades which provide clear paths of travel and removed ADA obstructions in that area.</p> <p>According to the faculty and staff survey, 75.7% of faculty and staff were satisfied with the responsiveness of the facilities office to meet ADA needs in 2011-12, which increased to 95.5% in 2012-13.</p>
Maximize community access to campus facilities and services.	<p><b>Deaf Deaf World</b> – 192 students from 10 colleges and universities, as well as community members participated in a spring 2013 event where verbal speaking is prohibited and participants interact in various social situations to better understand Deaf culture, Deaf community, and Deaf language. Participating community organizations included UCSD and Deaf Community Services.</p> <p><b>Got Plans</b> – The college hosted more than 5,000 high school students from east San Diego County at a college and career fair where the students and their parents interacted with more than 90 public and private universities, community colleges, vocational schools, and the military.</p> <p><b>San Diego STEM Summit</b> – This inaugural event, sponsored by the San Diego STEM Collaboratory,</p>

	<p>brought 150 K-16 educators to GC to discuss Science, Technology, Engineering, and Math issues and challenges.</p> <p><b>Botball and SeaPerch</b> – Two events that brought middle school and high school students to campus for preparation and regional competition in robotics.</p> <p><b>H.S. Theatre Tech Day</b> – Future students are invited to campus for a hands-on experience in the technology associated with theatre productions.</p> <p><b>Revamped Campus Printing Process</b> – In spring 2013, the printing department went live with a new website and online submission system to streamline the production process for printed materials that support the campus community and its services.</p>
<p>The <b>ASGC</b> strives to represent the interests and concerns to all Grossmont College students through improving the quality of campus life, promoting awareness of issues affecting students, and providing philanthropic support that strengthens partnerships within the campus community.</p>	<p><b>Student Feedback</b> – Designed electronic student feedback form on website.</p> <p><b>Campus events</b> – Hosted Fall Festival, volunteered with Veteran’s Day events, and hosted 9/11 Day of Remembrance activities.</p>

<b>Strategic Goal 3:</b> Provide an Exceptional Learning Environment to Promote Student Success	
<b>Area of Focus:</b> Learning and Student Success	
<b>Activity</b>	<b>2012-13 Outcome</b>
<p>Maximize student engagement within the college community.</p>	<p><b>SafeZones</b> – Key members of the College Diversity, Equity and Inclusion Committee, along with faculty LGBTQ leaders, began discussions about SafeZones training and resources available to our campus to serve the mental health needs of our students. Discussions have also included our capacity to implement training modules available on the three topics: LGBTQ, Veterans, and general at-risk signs of suicide or mental health issues. The SafeZones trainings are designed to “train the trainers” for improved cultural competency and an improved safe campus for all students.</p>

<p>Enhance successful transition toward student transfer and/or career goal attainment.</p>	<p><b>Associate Degrees for Transfer</b> – The Curriculum Committee approved 11 transfer degrees, bringing the total to 14 such degrees offered by the college.</p> <p><b>Total Awards</b> – The college awarded a total of 2114 degrees and certificates, a ten-year high.</p> <p><b>Student Success Scorecard</b> – 70% of GC students in the tracked cohort enrolled in three consecutive terms and 67% accumulated 30 units, both measures which are positively correlated with success and completion.</p>
<p>Offer a variety of practical opportunities to extend learning in or beyond the classroom.</p>	<p><b>Outdoor Educational Zones</b> – Through the combined efforts of faculty and staff from maintenance, biology, earth sciences, and art, drought tolerant education zones were designed to replace grass and provide accessible, outdoor educational experiences for students.</p> <p><b>Curriculum Mini-Series</b> – "Taking it to the Streets," a professional development mini-series, offered faculty the opportunity to develop assignments involving students in discipline- and career-specific community service projects.</p> <p><b>One Book One Campus</b> - The Silent Spring Project was our second Common Read Program. It involved a robust collaboration among several academic and community partners including UCSD, SDSU, Point-Loma Nazarene, Cal State San Marcos, the San Diego Center for Ethics in Science and Technology, the Fleet Science Center, the Voice of San Diego, and UCTV. In addition to the inclusion of the book and its themes in courses across our campus, campus-wide events were hosted by a range of departments including culinary arts, political science, English, biology, philosophy, art, and communication. We also coordinated a regional essay contest in which a Grossmont student was awarded third prize. SLO-based surveys handed out at selected events demonstrated that students overwhelmingly felt that the project was a powerful and positive learning experience.</p>

<p>Enhance student success through collaboration of student support services and academic programs.</p>	<p><b>Freshman Academy (FA)</b> – This program targets first-year college students, particularly those coming directly out of high school, ensuring they are fully matriculated and provided with all the support within and outside the classroom to succeed. In 2012-13, FA included ~140 students in 5 learning community cohorts with contextualized instruction in AOJ, Child Development, Communication, Math, English, Sociology, Psychology, and Allied Health. Preliminary data for fall 2012 reveal a retention rate of 92% and a success rate of 90% for Freshman Academy students.</p>
<p>Employ sustainable technologies and practices.</p>	<p><b>Green Cleaning Products</b> – Custodial services switched to green cleaning products and implemented green cleaning equipment.</p> <p><b>HVAC automation</b> - Expanded the building automation system to control HVAC systems campus wide to increase the comfort level of college interior spaces and to reduce utility costs.</p>
<p>The <b>ASGC</b> strives to represent the interests and concerns to all Grossmont College students through improving the quality of campus life, promoting awareness of issues affecting students, and providing philanthropic support that strengthens partnerships within the campus community.</p>	<p><b>ASGC grants</b> – Provided grant support for departments throughout the college including items for the child development cupboard, equipment purchases for exercise science and chemistry, and van rental funds for theatre arts' outreach to local schools.</p> <p><b>Support of student needs</b> – Provided food bank and grooming supplies; through the benefit sticker provide free coffee, soup, copy services (40 copies), and discounts at local retailers and restaurants.</p>



<b>Strategic Goal 9: Enhance Workforce Preparedness</b>	
<b>Area of Focus: Economic and Community Development</b>	
<b>Activity</b>	<b>2012-13 Outcome</b>
Increase capacity and student success within existing programs.	<p><b>Nursing Licensure</b> – For the third year of four we had a 100% pass rate on the NCLEX examination.</p> <p><b>Orthopedic Technology Licensure</b> - 100% of the summer orthopedic technology 2013 graduating class passed their certification examination.</p> <p><b>Performing and Media Arts curriculum design</b> – Departments designed curriculum in which students in production classes develop and practice skills that mirror those that they would employ in community and industry jobs.</p> <p><b>Health Professions Pathways</b> - In the effort to prepare students for the rigors and expectations of our health professions programs, as well as the prerequisites that are the gatekeepers to entry, we partnered with high schools in the region through the following activities:</p> <ul style="list-style-type: none"> <li>• development and dissemination of curricular resources that infuse health and medical themes and applications into traditional science courses;</li> <li>• coordination of career exploration activities such as internships, hospital tours, and guest speakers for students enrolled in health pathway science courses;</li> <li>• visiting high school health pathway classes to share college program information and assist with educational planning; and</li> <li>• providing college tours of health professions program facilities.</li> </ul> <p><b>Allied Health Workshop</b> – Developed Men in Nursing Workshop for students, faculty, and incumbent workers in June 2013.</p>

Forecast workforce needs and develop new programs that supply trained people.	<b>Workforce Needs</b> - HWI Director Ann Durham was project lead for performing a DACUM job analysis for medical assistants, and for revising the statewide model curriculum for medical assistants [available on the HWI website at <a href="http://www.ca-hwi.org">www.ca-hwi.org</a> ]. The updated job analysis and curriculum reflect the emerging and enhanced roles of the medical assistant in light of the Patient Protection and Affordable Care Act.
Promote off-campus extended learning opportunities to develop practical workplace skills.	<b>Allied Health Workshop</b> – Presented a Creative Teaching Strategies Workshop for nursing and allied health faculty in January 2013.
Develop more fee-based and contract education related to workforce development.	<b>Welcome Back Center</b> - The GC-hosted program provided: <ul style="list-style-type: none"> <li>• Two (2) 10-week NCLEX review courses to prepare 30 foreign-trained nurses for the nursing exam so they can be licensed to work in California. To date, five have taken and passed the exam.</li> <li>• A certified Emergency Nurse Review course with 37 attendees.</li> </ul>

## Cuyamaca College

<p><b>Strategic Goal I:</b> Develop and implement systems and services that promote access, equity and opportunities for academic success, professional development and individual growth that serve the diverse needs of the community.</p>	
<p><b>Area of Focus:</b> Student Access</p>	
Activity	2012-13 Outcome
<p>Develop and implement online new student orientation and advising programs to facilitate greater student access to these core services</p>	<p>Majority of work with Cynosure on script and video completed in spring 2013 for online orientation/advising in GCCCD. Implementation to begin in fall 2013.</p> <p>In addition, traditional online counseling increased services in 2012-2013:</p> <p>“Ask A Counselor” continues to be an increasingly popular choice for students to conveniently access counseling services online. Through this service, students can develop a one-semester educational plan, get a degree or certificate audit, get referrals to other appropriate student services departments, and/or clarify academic policies and processes. The majority of the students’ inquiries are completed within 24 to 48 hours. In 2011-12, the department increased the number of students using this service:</p> <ul style="list-style-type: none"> <li>• 2009-2010: 1941</li> <li>• 2010-2011: 2204</li> <li>• 2011-2012: 2817</li> <li>• 2012-2013: 2950</li> </ul>
<p>Prepare non-native English speakers, refugees, asylees, and immigrants in East San Diego County for entry-level employment through vocational ESL as the recognized educational partner with Department of Health &amp; Human Services, County of San Diego (contract education)</p>	<p>Completed year-long contract with the San Diego County of Department of Health &amp; Human Services which provided entry-level employment through vocation ESL. Fifty four students attended 150 hours each of instruction.</p>

<p>Maintain discipline-based “gear-up for success”, after class workshops, and tutoring that have proven to produce statistically significant improvement in student retention, course completion, and preparation for college-level or next course in program of study sequence. Disciplines include in English, Reading, math, ESL (credit and non-credit), STEM disciplines.</p>	<p>Maintained Gear Up for Success Workshops for Math and Chemistry</p> <p>Added Gear Up for Success Workshop in Math 180</p> <p>Coordinated with Tutoring to have tutors available in all the Gear Up for Success Workshops</p> <p>Coordinated with FYE to make Gear Up for Success Workshops mandatory</p> <p>Maintained AfterMath Workshops for Math</p> <p>Increased attendance of Gear UP for Success Workshops by 57%</p>
<p>In collaboration with First Year Experience Program, pilot program of study for students in one STEM discipline (Biology/Pre-Allied Health) and CTE discipline (Automotive).</p>	<p>Collaboration between Pre-Allied Health Program and First Year Experience (FYE) led to successful pilot of Pre-Allied Health cohort in 2012-2013; cohort of 15-20 interested students selected from FYE students.</p>

<p><b>Strategic Goal 2:</b> Support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.</p>	
<p><b>Area of Focus:</b> Learning &amp; Student Success</p>	
<p><b>Activity</b></p>	<p><b>2012-13 Outcome</b></p>
<p>Implement an enhanced proactive, degree-outreach program to facilitate an increase in the number of degrees and certificates awarded each year.</p>	<p>Outreach to targeted students (45 + units) led to significant increase in certificates and degrees in 2012-2013.</p>
<p>Enhance existing academic supports in tutoring and supplemental instruction in Writing Center, STEM Center, discipline-based laboratories/classrooms. Expand number of subjects in which tutoring is provided.</p>	<p>Offered tutoring to additional CTE disciplines.</p> <p>Added a CIS lab tutor.</p> <p>Created a “Gear Up for Finals” event to help prepare students to be more successful in their final exams.</p> <p>Created more discipline specific group workshops.</p> <p>Enhanced collaboration between tutoring and academic</p>

	<p>disciplines.</p> <p>Created more discipline specific Writing Tutoring, such as Science Writing</p> <p>Embedded tutors in a science lab for the first time.</p> <p>Embedded tutors in the lowest levels of English and ESL three levels below transfer.</p> <p>Expanded the STEM Center hours until 7:00 pm to be available for evening students.</p> <p>Worked with the Math and Chemistry Departments to provide tutors during the Gear Up for Success Workshops.</p> <p>Worked with FYE program to provide better tutoring opportunities for these at risk students.</p>
<p>Make the culture of innovation and excellence in teaching and learning more obvious through college-wide discussions about student achievement and promotion of findings from learning outcome assessment.</p>	<p>Reviewed and revised the process for program review &amp; planning and through a task force made recommendations to improve the planning process. Support services in LTRC division developed and assessed learning outcomes.</p> <p>Implementation of TracDat.</p> <p>Created a Learning Outcomes internet website.</p> <p>Revised the format of the course outline of record to facilitate assessment of SLOs.</p> <p>Increased transparency through posting of information on the internet/intranet websites.</p>
<p>Continue multiple strategies for instructional delivery including distance education, acceleration, and compression. Explore feasibility of greater use of compression and acceleration beyond current use in Automotive, English, ESL, and mathematics.</p>	<p>Curriculum approval of ESL Accelerated course. Offering of accelerated pathways in Math, English and ESL.</p> <p>Offering of compressed pathways for English.</p> <p>Offer multiple pathways for students in Math, English, and ESL.</p> <p>Decision made to offer intersession Spring 2014. Academic Senate endorsed recommended criteria for faculty preparation prior to teaching an online class.</p> <p>CEWT partnered with Ed2Go to provide a variety of online not-for-credit training options.</p> <p>Reassigned time for faculty serving as Writing Center Coordinator and Reading Coordinator were determined</p>

	<p>to be ongoing. Basic Skills Coordinator, as reassigned time position, was continued as previously agreed through 2012-13.</p> <p>The Tutoring and Study Skills Coordinator position, vacated through retirement, was recruited and filled with full-time employee. The Tutoring and Study Skills Coordinator rapidly reorganized tutorial services, cultivated collaborative relationships with faculty and staff throughout the college, developed mutually respectful and beneficial working relationships with STEM Center, Writing Center, General Tutoring, and student services.</p> <p>In 2012-2013 more than 70% of the BSI budget and approximately 5% of Workforce Development Budget was allocated to discipline-based tutoring. The First Year Experience Program and Athletics programs mandate participation of their students in weekly tutoring.</p>
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<p><b>Strategic Goal 3:</b> Value and support our employees in their efforts to provide leadership in response to the growing needs of the college and community, by ensuring sufficient resources and promoting a healthy and nurturing work environment.</p>	
<p><b>Area Of Focus:</b> Value and Support of Employees</p>	
Activity	2012-13 Outcome
<p>Review and analyze appropriate classified for critical department needs.</p> <ul style="list-style-type: none"> <li>• Review department request for personnel needs.</li> <li>• Request emergency hires upon staffing retirements, resignations, and promotions.</li> </ul>	<p>Funded and hired critical staff for the college based on Critical Hire criteria and program review plans.</p>
<p>Each semester, coordinate at least one professional development activity with a focus on team-building and camaraderie.</p>	<p>In Fall 2012, professional development provided for all student services areas on the development &amp; assessment of Student Learning Outcomes</p>

Participate with the District Human Resources in a business process analysis for the hiring process.	Worked with the District regarding the hiring practices.
<p>Work with District Human Resources regarding an on-boarding packet for all new employees.</p> <ul style="list-style-type: none"> <li>• Developing new hire checklist</li> <li>• Working on inter-departmental requirements for new employee needs.</li> </ul>	Worked with district regarding on-boarding activities for new employees. District with the colleges began a business process analysis regarding the hiring process that is addressing new employee needs.
Invite the participation and sharing of expertise by employees and materials developed by Workplace Learning and Resource Center in design of professional development activities for all employee groups.	Workplace Learning Resource Center shared resources to expand professional development opportunities for employees.

<b>Strategic Goal 4:</b> Anticipate and respond effectively to the economic and developmental needs of the community through strategic partnerships, community activities and innovative educational programs.	
<b>Area of Focus:</b> Economic and Community Development	
<b>Activity</b>	<b>2012-13 Outcome</b>
Support workforce development through budget, finance, procurement and reporting.	<p>Timely reporting</p> <p>New grants/awards</p> <p>Improved customer service through trainings</p>

Strengthen high school participation in matriculation services, including assessment, orientation, and advising.

Increased number of FYE students to approximately 180; The First Year Experience program is a comprehensive and intentional approach to the first year of college. The goal of the program is to ensure that students learn and persist through their first year by employing a number of effective practices. The second cohort started in 2012-2013, and success rates are highlighted below:

- 100% participation in matriculation
- 95.6% full time enrollment (fall); 85.4% (spring)
- 93.7% course retention (fall); 85.7% course retention (spring)
- 91.1% persistent for their second semester (spring)

In addition, the first cohort (2011-2012), 64% persisted for their fourth semester at Cuyamaca (spring 2013).

New program implemented: Friday FastTrack, whereby 1170 high school participated in all matriculation services have better registration time.

Additional events sponsored by the High School & Community Relations served many students:

Event	2012-2013
High School Advising	1413
Large Scale Campus Tours	219
High School and Community Presentations	1561
College/ Community Fairs	866
On Campus Information Tables	1213
Got Plans?	0 (held at GC in 2012-2013)
Application Workshops	580
Counseling Class Tours	30
Friday FastTrack	1170
FYE	753
<b>Total Students Served</b>	<b>7805</b>



<p>Promote visibility and resources of Cuyamaca College to employers throughout the region through membership and participation in the Global Corporate College.</p>	<p>Joined Global Corporate College  Outreach to college community about resources available through Global Corporate College.  Increased contract education revenues by \$40,000.</p>
<p>Develop educational programming and plan for the east County Workforce Solutions and Training Center through CEWT Advisory, Global Corporate College, and economic and workforce development stakeholders.</p>	<p>Developing marketing plan for CEWT Facility Master Planning,  Expanded Advisory Committee membership and participation for annual planning processes.</p>
<p>Encourage participation and networking of Cuyamaca faculty with colleagues in neighboring universities and to the extent feasible, develop and implement all approved AA/AS-Transfer Degrees.</p>	<p>New ADTs developed by faculty and approved by Curriculum Committee: Studio Arts, English, Mathematics, Kinesiology, Political Science, and Business Administration.</p>
<p>Provide regional leadership and direction for the state-wide “Doing What Matters Initiative”</p>	<p>Participating in the implementation of the state-wide initiative in collaboration with the Regional Consortium.</p>
<p>Incubate leading edge, high demand programs in Continuing Education and Workforce Training Division.</p>	<p>Joined the Global Corporate College.  Implemented \$1.8 million in workforce development grants in leading edge-high demand areas.  Transition of Grant-funded courses/programs into non-credit.</p>
<p>Implement branding campaign of Community Education &amp; Workforce Development so that community members and regional employers are aware and choose Cuyamaca College as a place for life-long learning, training and development of employees.</p>	<p>Developing branding and marketing campaign for CEWT.</p>

<b>Strategic Goal 5:</b> Enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding, and manage existing resources to maximize efficiencies and productivity.	
<b>Area of Focus:</b> Fiscal and Physical Resources	
<b>Activity</b>	<b>2012-13 Outcome</b>
Establish a Veteran's Resource Center (VRC) in existing location in Student Services Center to support veteran students in the area of wellness, academics, and camaraderie.	Veteran's Resource Center established in Student Center: a safe, comfortable place for veterans to network, visit, and study.
Develop Sustainability Strategic Plan 2012-18.	Completed draft of sustainability plan. Ready for review.
Improve water management system to reduce water use.	Decrease water usage by utilizing the Calsense water monitoring system.
Pursue capacity-building grants in support of economic and workforce development programs, enhancement to existing credit programs, and that target industries in which there is demand.	Pursued and awarded grant funding to enhance existing programs and target industries in which there is demand.  In February 2013, Cuyamaca College submitted the Application for Designation as a Hispanic Serving Institution (HSI). The designation was granted, allowing the college to be eligible for federal grant funds under Title V to strengthen institutional capacity to provide greater access and support success for Hispanic and other populations of students.
More actively pursue rental of facilities.	Increase in rental agreements for large venue activities, i.e., imagination destination, band festivals, youth theater, and other similar events.

## District Services

<b>Strategic Goal:</b> Provide information about District programs and events to potential and current students	
<b>Area of Focus:</b> Student Access	
Activity	2012-13 Outcome
Meet with deans and department heads to strengthen communication	Met with 1) GC VP for Student Services to discuss social media 2) GC Dean Arts & Humanities, to discuss marketing for GC Music and Theater events 3) GC Associate Dean of Athletics, to discuss providing info about athletes and events, 4) CC Performing Arts Chair, to discuss promoting CC Music events and 5) participated in CC Social Media Taskforce.  Will be further coordinating GC marketing efforts when GC selects new college's Community Relations Director.
Update district calendar with upcoming events	Developed process to update district calendar daily

<b>Strategic Goal:</b> Improve financial aid disbursement process	
<b>Area of Focus:</b> Learning and Student Success	
Activity	2012-13 Outcome
Implement additional Colleague mnemonics for entering ACH information	Most ACH returns are the result of an incorrect account number entered by a student on his/her paperwork, or a closed account. Need to take a closer look at streamlining and clarifying the ACH/EFT form to possibly make it easier for students to fill out. Provide a clearer understanding to students of their responsibility to provide accurate account numbers and fill out a new form if they change/close their account.
Assist IT and A&R in identifying bad, missing, or incomplete student addresses	This will continue to be an on-going process, but has decreased in volume as students have become more aware of the need to change/update address information on Web Advisor.

<b>Strategic Goal:</b> Monitor District's efforts to improve diversity	
<b>Area of Focus:</b> Value and Support of Employees	
<b>Activity</b>	<b>2012-13 Outcome</b>
Create a diversity, equity, and inclusion council	<p>Monthly DEIC meetings: 2011/12 eight meetings held, 2012/13 eight meeting held.</p> <p>Site committees were formed for all three sites with established action plans.</p> <p>The EEO Plan was updated and Board-approved.</p> <p>DEIC Strategic Plan was created to provide the framework to carry out the goals of promoting a welcoming environment.</p>
Training that encourages greater opportunities and diversity	2012-13 Chancellor/Student Leaders meeting: 7 Chancellor/Student leaders meetings and in Spring 2013 a standing agenda item was added for Conversations about Student Success.
Promoting a culture of collegiality, diversity, and inclusion through events, workshops, and training	<p>Developed, launched or established the following:</p> <p>District Services: Employee Spotlight; Cuyamaca: Diversity Dialogues; Grossmont: Anatomy of Hate: A Dialogue to Hope film; Gender-neutral restrooms; Contemplation rooms on both campuses; Safe Spaces Program for LGBT students; DEI websites; Cuyamaca: presentations of World Music; and bulletin boards highlighting DEI in both District Services buildings.</p>

<b>Strategic Goal:</b> Develop and implement new planning and data tools by spring 2014	
<b>Area Of Focus:</b> Value and Support of Employees	
<b>Activity</b>	<b>2012-13 Outcome</b>
Identify dimensions and measures for enrollment cube	<p>Variable list has been created in Word.</p> <p>While progress has been slow, creation of the data warehouse has continued and the analytic cubes should be available in fall 2013. Data validation will be ongoing throughout 2013-14.</p> <p>Strong effort by all members of the RPIE team will be necessary in the coming year to validate data as well as identify, document, and develop dimensions and measures in the data warehouse.</p>
Implement TracDat software for District Services planning	TracDat was installed and configured for GCCCD in June 2013. All District Services departments have existing plans entered into TracDat and managers will be trained on the software in spring 2014. Training manuals need to be developed in preparation for training sessions in spring 2014.

<b>Strategic Goal:</b> Improve Human Resources process and staffing to improve services	
<b>Area Of Focus:</b> Value and Support of Employees	
<b>Activity</b>	<b>2012-13 Outcome</b>
Assess staffing structure	Based on the assessment, proposed reorganization was developed and presented in spring 2013.
Propose staffing plan	VCHR was hired and the restructure completed.

<b>Strategic Goal:</b> Provide key information electronically to interested vendors and potential bidders	
<b>Area of Focus:</b> Economic and Community Development	
<b>Activity</b>	<b>2012-13 Outcome</b>
Enhance online posting of bid documents	Some bid documents are provided in their entirety on the District's website. Other bid documents are offered to bidders through an outside agency. Will continue to review how best to address this issue with the upcoming construction projects under Prop V.
Post bid results online	All bid results have been posted on the District's website under Purchasing & Contracts for approximately one year.

<b>Strategic Goal:</b> Communications that encourage community support of the District and the colleges	
<b>Area of Focus:</b> Economic and Community Development	
<b>Activity</b>	<b>2012-13 Outcome</b>
Write more frequent press releases about the District, including brief releases about upcoming events	Wrote 77 press releases in 2012-13, compared to 74 in 2011-12
Write a new monthly column for the Chancellor in the East County Herald	Column began in March 2012, with 11 published

<b>Strategic Goal:</b> Full implementation of web-based finance system (IFAS 7i)	
<b>Area of Focus:</b> Fiscal and Physical Resources	
<b>Activity</b>	<b>2012-13 Outcome</b>
Provide user training on District finance system	Now offer regularly scheduled quarterly training

<b>Strategic Goal:</b> Enhance student Accounts Receivable collection processes	
<b>Area of Focus:</b> Fiscal and Physical Resources	
<b>Activity</b>	<b>2012-13 Outcome</b>
Develop and implement increased collection techniques, possibly using collection services	Send out 3-4 collection emails per semester/term, plus 3 DREG notifications prior to drop for non-pay. Participate in the Chancellor's Office Tax Offset Program (COTOP). Will continue to work with Date Impacts Team to determine need and wording for targeted collection emails.
Explore additional student payment options	The current Nelnet fee payment options seem to be meeting student needs. We will continue to collect vendor information regarding student payment plan options and collections for student non-payments, in addition to COTOP.  Non-payment drops no longer an issue with DREG wait list process. Out-of-State bad debts remain a problem. Very few student complaints (to Accounting).

<b>Strategic Goal:</b> Assess public safety and police services	
<b>Area of Focus:</b> Fiscal and Physical Resources	
<b>Activity</b>	<b>2012-13 Outcome</b>
Contract with San Diego Sheriffs to assist with operations and assess emergency preparedness	Readiness evaluation completed May 2013
Establish a public safety transition taskforce	Taskforce evaluated and recommended details for the transition in summer 2013

<b>Strategic Goal:</b> Improve payroll check processing	
<b>Area of Focus:</b> Fiscal and Physical Resources	
<b>Activity</b>	<b>2012-13 Outcome</b>
Develop Direct Deposit communication plan	Created and implemented on-going email communication plan
Identify check processing cost savings	Maintained spreadsheet to keep track of full-time and part-time percent of participation in Direct Deposit versus checks. Increased full-time employee participation in Direct Deposit to greater than 85%. As a result the check processing costs have decreased.

<b>Strategic Goal:</b> Improve District Service offices professional image and value to colleges	
<b>Area of Focus:</b> Fiscal and Physical Resources	
<b>Activity</b>	<b>2012-13 Outcome</b>
Develop new Facilities Master Plan tied to Education Master Plan	The Board approved the new Facilities Master Plan on February 19, 2013.
Place facilities bond measure on 2012 general election ballot	Prop V ballot measures were passed by voters on the November 2012 general election ballot.
Develop a districtwide Technology Plan integrated with Facilities Master Plan	Completed and approved

<b>Strategic Goal:</b> Enhance transparency, participation, and ownership of the GCCCD budget	
<b>Area of Focus:</b> Fiscal and Physical Resources	
<b>Activity</b>	<b>2012-13 Outcome</b>
Provide budget workshops and post budget information to the Intranet	Two budget workshops completed. All current and prior years budget information including the Income Allocation Formula and backup are posted on the Intranet



<b>Strategic Goal:</b> Improve linkages to budget and planning	
<b>Area of Focus:</b> Fiscal and Physical Resources	
<b>Activity</b>	<b>2012-13 Outcome</b>
Link planning resource requests to department strategic planning	2013/2014 Adoption Budget includes planning resources requests that are linked to the strategic planning for three District Services departments.
Link District Services staffing request to budget	Streamline staffing requests for District Services and link them to budget