

# 2014–2015 Progress Report: Strategic Plan Outcomes for 2013-2014

## Measuring Our Success

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*Year Four of the 2010-2016 Strategic Plan*



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GROSSMONT-CUYAMACA  
COMMUNITY COLLEGE DISTRICT

*Office of Research, Planning, and Institutional Effectiveness  
December 9, 2014*

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## Introduction

In the fourth 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 2013-2014 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.

# Governing Board Strategic Priorities

## Refocus the District on Student Success, Equity, and Access

- Support student success, equity, and access initiatives and programs
- Monitor progress via disaggregated student success/completion data

## Promote Civility, Collegiality, and Trust between all District Constituents

### Provide Affordable, Quality Healthcare

- Reduce healthcare costs and eliminate funding risks
- Provide appropriate health care for adjunct faculty (regular, half-time workers)

### Provide Competitive Salaries for all Employees

- Implement findings of *Salary Equity Taskforce* (SET)
- Goal: All salary schedules at median level relative to benchmark districts

### Promote Consistent, Equitable Relations with all Employee Units

- Close all contracts via open, fair negotiations
- Implement Resource Allocation Formula (RAF)

### Implement Integrated 21st Century Technology Systems

- Adopt efficient, effective, automated processes throughout the District
- Implement integrated *Enterprise System* (HR/Payroll, Finance, Student, Financial Aid)

## Implement CTE Programs and Workforce Training to Meet Business and Industry Needs

## Strengthen K-12 Partnerships to Promote College and Career Readiness and Success

## Increase District Fiscal Security and Stewardship

- Minimize effects of budget volatility on students and employees
- Expand Board reserves to cover one full-term month's compensation costs
- Establish and fund irrevocable OPEB trust
- Expand fundraising/grant development via *Foundation for Grossmont & Cuyamaca Colleges* and *GCCCD Auxiliary*
- Implement Prop V in keeping with the Education Master Plan (EMP) and the Facilities Master Plan (FMP) and commitment to community

## Provide Equitable, Transparent, Strategic Resource Allocations between all Sites

- Implement recommendations of *Budget Allocation Taskforce* (BAT)
- Implement a strategic staffing plan consistent with mission and strategic goals

<input type="checkbox"/> (Lavender)	District Strategic Area of Focus 1 and 2: Student Access, Learning and Student Success
<input type="checkbox"/> (Pink)	District Strategic Area of Focus 3: Value and Support of Employees
<input type="checkbox"/> (Green)	District Strategic Area of Focus 4: Economic and Community Development
<input type="checkbox"/> (Blue)	District Strategic Area of Focus 5: Fiscal and Physical Resources

\*Reviewed and updated August 23, 2013, Annual Governing Board Workshop

## Key Performance Indicators

Reviewed and revised in 2013-14, the Key Performance Indicators (KPIs) for student achievement will serve to measure progress in meeting GCCCD and college strategic goals in the areas of student success, equity, and access. The metrics follow a student pathways model, with measures beginning with enrollments from the community and college readiness, progressing to intermediate indicators of success (e.g., course success rates, persistence rates, and unit completion rates), and ending with completion and transfer rates. The KPIs incorporate outcomes from the Student Success Scorecard as well as outcomes identified within GCCCD. A full report will be published in spring 2015.

KPI Data on Student Achievement: Success, Equity, and Access <sup>1</sup> (DRAFT)			
STUDENT ACCESS			
KPI & Research Question	Data Description	Data Source(s)	Technical Notes
<b>Student Demographics &amp; Service Area</b> <i>How do student demographics compare to the college service area demographics?</i>	Comparison of college service area and GCCCD boundary demographics to student demographics (e.g., gender, age, and ethnicity) by year.	SANDAG & GCCCD Research Database	<ul style="list-style-type: none"> <li>- Service areas are derived for each college by identifying the zip codes which represent 90% of the enrolled students for a given year.</li> <li>- The GCCCD boundary is defined by the state and is generally less representative of the students served.</li> </ul>
<b>Assessment Rates &amp; College Readiness</b> <i>What are the assessment rates and placement levels of first-time students?</i>	Number and percent of first-time students (fall cohorts) that took a GCCCD English, ESL, or math placement test, and the number and percent that placed at each level.	GCCCD Research Database	<ul style="list-style-type: none"> <li>- Some students are exempt from the assessment process.</li> <li>- Students must have assessed during or before their first enrolled term.</li> <li>- If data available, include assessment exemptions.</li> </ul>
<b>First Year Enrollment Patterns</b> <i>What percent of first-time students enroll in English or ESL and math within their first year?</i>	Number and percent of first-time students (fall cohorts) that enrolled in English, ESL, or math within their first year. Data will be presented in four categories: a) enrolled in English/ESL only, b) enrolled in math only, c) enrolled in English/ESL and math, or d) not enrolled in English/ESL or math.	GCCCD Research Database	<ul style="list-style-type: none"> <li>- Enrollments can be completed anywhere in the district, not limited to only at the college.</li> <li>- First year enrollment consists of the cohort fall term, and subsequent spring and summer term.</li> </ul>

STUDENT SUCCESS			
KPI & Research Question	Data Description	Data Source(s)	Technical Notes
<b>Success Rates</b> <i>What are the course success rates for students overall, and by transfer-level, developmental, CTE, and distance education courses?</i>	Fall term success rates overall, as well as in transfer-level courses (English, ESL, and math), developmental courses (English, ESL, and math), CTE courses, and distance education courses.	GCCCD Research Database	
<b>Retention Rates</b> <i>What are the course retention rates for students overall, and by transfer-level, developmental, CTE, and distance education courses?</i>	Fall term retention rates overall, as well as in transfer-level courses (English, ESL, and math), developmental courses (English, ESL, and math), CTE courses, and distance education courses.	GCCCD Research Database	
<b>Units Attempted &amp; Units Completed</b> <i>How many units were attempted and completed by all students and by first-time students?</i>	Fall term categories and average units attempted and completed by all students and by first-time students, respectively. Units attempted and completed will reflect units districtwide for the categories, and both districtwide and collegewide for the averages.	GCCCD Research Database	- Units completed are grade notations A, B, C, D, and P.
<b>Unit Completion Rates</b> <i>What percent of first-time students completed 24 units within their first year, and 30 units within six years?</i>	Number and percent of first-time students (fall cohorts) completing 24 units within their first year. Scorecard Outcome: Number and percent of first-time students with a minimum of 6 units earned who attempted any math or English course in their first 3 years and completed 30 units in the CCC system within 6 years.	GCCCD Research Database & CCCCCO Scorecard Data	- Units can be completed anywhere in the district.- Scorecard Outcome: Units can be completed anywhere systemwide.
<b>Persistence Rates</b> <i>What are the persistence rates for all students and for first-time students?</i>	Number and percent of all students and first-time students (fall cohorts) that persist from fall to spring and from fall to fall.  Scorecard Outcome: Number and percent of first-time students with a minimum of 6 units earned who attempted any math or English course in their first 3 years and attempted a credit course OR completed a degree, certificate, or transferred to a 4-year institution within the first three consecutive major terms.	GCCCD Research Database & CCCCCO Scorecard Data	- Fall-to-spring persistence is tracked from fall at each college to spring districtwide, and fall-to-fall persistence is tracked from fall at each college to the subsequent fall districtwide.

<b>GPA</b> <i>What are the average GPAs among students?</i>	Categories and average collegewide GPAs among all students and first time students for fall terms.	GCCCD Research Database	
<b>Math, English, and ESL Progress Rates</b>	<p>Percent of first-time students that enrolled in developmental English/ESL or math and successfully completed the developmental sequence within two years.</p> <p>Percent of first-time students who enrolled in college level in English/ESL and math and completed a transfer level course in the same discipline.</p> <p>Scorecard Outcome: Number and percent of students that first attempted a math or English/ESL course below transfer level who completed a transfer level course in the same discipline.</p>	GCCCD Research Database & CCCCCO Scorecard Data	- Enrollments can be completed anywhere in the district, not limited to only at the college.
<b>Degrees and Certificates</b> <i>How many students earn a degree or certificate?</i>	<p>Number of students that earned a degree or certificate by year.</p> <p>Scorecard Outcome: Number and percent of degree and/or transfer seeking students that earned a degree, certificate, or transferred.</p> <p>Scorecard Outcome: Number and percent of CTE students that earned a degree, certificate or transferred.</p>	GCCCD Research Database, CCCCCO Scorecard Data	
<b>Transfers</b> <i>How many students transfer to a four year university?</i>	<p>Number of students that transferred to a four year institution by year.</p> <p>Scorecard Outcome: Number and percent of students are transfer prepared (60 transfer units and GPA 2.0 or higher).</p> <p>Scorecard Outcome: Number and percent of students that transferred without earning a degree or certificate.</p>	NSC, CCCCCO Scorecard Data	



# Strategic Plan Accomplishments

## Grossmont College

<p><b>Area of Focus:</b> Student Access</p> <p><b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access</p>	
<p><b>Strategic Goal 2:</b> Respond to Evolving Needs of the Community</p>	
Activity	2013-14 Outcome
<p>Provide outreach to the community, especially to populations that are underserved or underrepresented at the college</p>	<p>The American Sign Language Department hosted the 5<sup>th</sup> annual Deaf World Event including 400 participants.</p> <p>The Disabled Students Programs and Services office provided 11.8% more test accommodations in 2013/14 than in the prior year.</p> <p>Launched the first-ever digital marketing campaign for Grossmont College and developed 1350 new “friends”.</p> <p>Provided outreach, curriculum development, teacher training, and teaching kits to teachers in over 15 high schools serving approximately 5000 students in the Health and Science Pipeline Initiative (HASPI).</p> <p>Conducted outreach, orientation, and introductory advisement to over 12,000 potential students. The “Got Plans?” event provided access to another 4000 potential students and their families.</p>

<b>Area of Focus:</b> Learning & Student Success	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<b>Strategic Goal 3:</b> Provide an Exceptional Learning Environment to Promote Student Success	
<b>Activity</b>	<b>2013-14 Outcome</b>
Maintain academic standards and program integrity	<p>Accreditation as an instrument of continuous improvement was achieved by the following programs: American Collegiate English (ACE), Cardiovascular Technology Program, and the Nursing Program. The chemistry department completed a self-study for Two Year Community College Chemistry (2YC3) association allowing them to compare themselves with other peer programs.</p> <p>Met the target of 14 associate degrees for transfer resulting in 100% compliance. The number of associate degrees for transfer awarded to students increased 10 fold from last year (from 32 to 323); the total number of associate degrees awarded increased from 1249 in 2012-13 to 1725 in 2013-14. The number of transfers to CSU increased from 665 the previous year to 689 in 2013-14.</p> <p>Outdoor education zones were expanded to offer access to native plants and rock samples for over 500 students per semester and were recognized by ACCJC as well as the League for Innovation as exemplary.</p>
Improve placement processes to reduce student resources dedicated to basic skills instruction	Through a district-wide effort initial assessment in English and math is now done using Accuplacer. Early results indicate that approximately 35% of students appear to place at higher levels in English thus reducing the semesters of remediation required. The math department is offering pre-assessment workshop and also has modularized a developmental course to customize a student's remediation.
Improve access to tutoring and learning centers	Increased student access to tutoring services and open lab centers in chemistry, physics, psychology, basic skills math, ESL as well as for student athletes
Increase support for student well-being	The second annual mental health awareness day served over 600 people with discussions related to mental health and well-being.
Improve access to learning outside of the	Sodexo, our food service partner, provides hands-on

classroom	training to culinary arts, business and child development students. Of all Sodexo staff, 31% are current GC students.
Reduce textbook costs to students	As a result of the 40% increase in book titles available through the Barnes & Noble dynamic book rental program, students saved approximately \$722,135.
Increase facilitation of academic success and customer service to students	Faculty and staff attended 57 professional development conferences and events.

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal II:</b> Promote Employee Success	
<b>Activity</b>	<b>2013-14 Outcome</b>
Demonstrate value of adjunct faculty	Hired six full time faculty, five of whom served as an adjunct faculty for the college.
Recognize honors and promotions	Nine employees were promoted to new positions. Coach Doug Weber (men's basketball) was named Coach of the Year 2013 by the Pacific Coast Athletic Conference.
Demonstrate support for employees who contribute to a positive work environment	Awarded 86 KUDOS awards to administrators, faculty and staff. The KUDOS Award is designed to thank and recognize a member of the Grossmont College community who represents teamwork and service.
Recognize contributions by faculty to academic fields of study	Faculty provided more than 22 invited presentations and contributed over 10 publications in their fields.

<p><b>Area of Focus:</b> Economic &amp; Community Development</p> <p><b>Board Strategic Priority:</b> Implement CTE Programs and Workforce Training to Meet Business and Industry Needs</p>	
<p><b>Strategic Goal 9:</b> Enhance Workforce Preparedness</p>	
Activity	2013-14 Outcome
<p>Connect students to potential employers</p>	<p>Culinary arts faculty and students participated in the Celebrate the Craft at the Lodge at Torrey Pines and also Iron Chef cook-off sponsored by SDG&amp;E.</p> <p>Graduates of the AOJ programs have been recently employed by Chula Vista, San Diego, and Escondido Police Departments, only three of more than 50 agencies and companies located in the county who hire graduates of the program on a regular basis. Many of these agencies serve on advisory boards for the program where they help shape the curriculum and programs.</p>

<p><b>Area of Focus:</b> Fiscal &amp; Physical Resources</p> <p><b>Board Strategic Priority:</b> Increase District Fiscal Security and Stewardship</p>	
<p><b>Strategic Goal 6:</b> Promote Institutional Effectiveness</p>	
Activity	2013-14 Outcome
<p>Seek grants and external funding</p>	<p>Successfully received \$3.06 million in solicited and competitive grants.</p>
<p>Maintain exceptional learning environments</p>	<p>The following renovations and construction projects were completed: Veterans Resource Center; tutoring center upgrades; campus-wide lighting and controls; and campus signage.</p>
<p>Use facilities and expertise to showcase the college and its resources</p>	<p>Hosted professional conferences and discipline-specific events on campus such as:</p> <ul style="list-style-type: none"> <li>• The American Psychological Association Teaching of Psychology Conference to share innovative teaching techniques and improve student success</li> </ul>

	<ul style="list-style-type: none"><li>• The 7<sup>th</sup> annual fall curriculum conference for over 100 science teachers and industry professionals</li><li>• Over 50 political economy lectures</li><li>• San Diego Science Educators Association conference of 500 science educators</li><li>• STEM outreach activities hosted at the college served over 250 students in two robotics events: one for LEGO and one for SeaPerch</li><li>• Hosted approximately 1869 events open to members of the community at-large</li></ul>
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## Cuyamaca College

<b>Area of Focus:</b> Student Access	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<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.	
<b>Activity</b>	<b>2013-14 Outcome</b>
<p>Identify hours of operation to meet students' needs. (Military/veterans students, refugees, etc.)</p> <ul style="list-style-type: none"> <li>Review Hours of operation; communicate hours on voicemail, website, and extended hours during peak times.</li> </ul> <p>Communication to students with up to date information to students. Utilize bulletin board for quick information for students regarding, past due information, parking permits, and fee deadlines.</p>	<p>Improved service based on satisfaction survey. Identified additional hours during registration times and purchasing of parking permits.</p> <p>Created a board that indicated hours of operation in front of the cashier's window. Created additional flyers to the bulletin board regarding deadlines and purchasing parking permits.</p>
<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>Develop and implement online new student orientation and advising programs to facilitate greater student access to these core services</p>	<p>Contract signed with Cynosure for online orientation/advising in GCCCD; completion of script and video in spring 2013.</p> <p>Majority of work with Cynosure on script and video completed in spring 2013 for online orientation/advising in GCCCD. Implementation began fall 2013. In addition, traditional online counseling increased services in 2013-2014:</p> <p>"Ask A Counselor" continues to be an increasingly popular choice for students to conveniently access counseling services online. Through this service, students</p>

	<p>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 2013-14, 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> <li>• 2013-2014: 2479</li> </ul> <p>This decline is most likely related to hiring 5 additional adjunct counselors.</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>Offered discipline-based ‘gear-up for success”, after class workshops, and tutoring. Disciplines include in English, Reading, Math and ESL, STEM disciplines.</p> <p>These have continued into the current academic year</p> <ul style="list-style-type: none"> <li>• Maintained Gear Up for Success Workshops for Math &amp; Chemistry</li> <li>• Coordinated with Tutoring to have tutors available in all the Gear Up for Success Workshops</li> <li>• Coordinated with FYE to maintain Gear Up for Success Workshops</li> <li>• Maintained AfterMath Workshops for Math</li> </ul> <p>Offered discipline-based ‘gear-up for success”, after class workshops, and tutoring. Disciplines include in English, Reading, Math and ESL, STEM disciplines.</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>This program continued into 2013-14 and the program will be sharing Data via program review</p> <p>Collaboration between Allied Health Program and First Year Experience (FYE) led to successful pilot of Allied Health cohort in 2012-2013; cohort of 15-20 interested students selected from FYE students</p>

<b>Area of Focus:</b> Learning & Student Success	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<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.	
<b>Activity</b>	<b>2013-14 Outcome</b>
Implement an enhanced proactive, degree-outreach program to facilitate an increase in the number of degrees and certificates awarded each year.	Outreach to targeted students (45 + units) led to significant increase in certificates and degrees.
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>Have continued to fund CTE tutoring with Basic Skills funding</p> <p>Offered tutoring to additional CTE disciplines</p> <ul style="list-style-type: none"> <li>• Math Field Day (7<sup>th</sup> Annual)</li> <li>• Sustainable &amp; Urban Landscape Conference (2<sup>nd</sup> Annual)</li> <li>• Music Concert Series (Monthly throughout the academic year)</li> <li>• Coyote Music Festival (Annual)</li> </ul> <p>Garden Festival (More than 7,000 in attendance)</p> <ul style="list-style-type: none"> <li>• Maintained offerings to additional CTE disciplines</li> <li>• Maintained the "Gear Up for Finals" event to help prepare students to be more successful in their final exams.</li> <li>• Maintained discipline specific group workshops</li> <li>• Continued enhanced collaboration between tutoring and academic disciplines</li> <li>• Maintained more discipline specific Writing Tutoring, such as Science Writing</li> <li>• Maintained embedded tutor in science lab</li> <li>• Maintained embedded tutors in the lowest levels of English and ESL three levels below transfer</li> <li>• Embedded tutors in the accelerated ESL and English classes</li> <li>• Continued working with the Math and Chemistry Departments to provide tutors during the Gear Up for Success Workshops</li> <li>• Continued working with FYE program to provide better tutoring opportunities for these at risk students</li> </ul>
Make the culture of innovation and excellence in teaching and learning more	Link to <a href="#">outcomes</a> from college website.



<p>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.</p> <p>Support services in LTRC division developed and assessed learning outcomes.</p> <p>Continue use by the college of TracDat.</p> <p>Revised the format of the course outline of record to facilitate assessment of SLOs through Curriculum Committee.</p> <p>Continue increase of transparency through posting of information on the internet/intranet websites.</p> <p>Adopted a 5-year review cycle for all course outlines to ensure currency in instructional strategies and materials. Generated SLO Assessment reports in TracDat to assist the deans in monitoring SLO assessment schedules. The college became the first California Community College to have implemented accelerated pathways in all three developmental disciplines including Math, English, and ESL so as to improve student retention and program completion as one of the top 15 fastest growing community colleges in the nation in 2014.</p> <p>Professional Development Survey and the Institutional Effectiveness Surveys were discussed the results in the Professional Development committee. This data and discussions helped shape future workshop offerings.</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. Offer multiple pathways for students in Math, English, and ESL.</p> <p>Decision made to offer intersession Spring 2015.</p> <p>Decision made to offer intersession Spring 2014.</p> <p>Academic Senate endorsed recommended criteria for faculty preparation prior to teaching an online class.</p> <p>Acceleration courses expanded as more part-time instructors receive training in the accelerated curriculum</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</p>

	<p>Coordinator and Reading Coordinator were determined to be ongoing. Basic Skills Coordinator, as reassigned time position, was continued as previously agreed.</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>The First Year Experience Program and Athletics programs mandate participation of their students in weekly tutoring.</p> <p>iPads for students were purchased and are in a pilot phase of implementation.</p> <p>In the Instructional Design Technology area, we provided numerous workshops and individual training in support of Blackboard and specifically the new version of Blackboard. Numerous video and .pdf tutorials for the new version of Blackboard were also updated.</p> <p>In 2013-2014 more than 58% of the Basic Skills Initiative budget and approximately 15.4% of Workforce Development Budget was allocated to discipline-based tutoring.</p> <p>By conducting 14 faculty evaluations of online courses, the Dean of the LTR division provided faculty with substantive feedback and recommendations for improvement of the course design and delivery in the Fall of 2013.</p>
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<p><b>Area of Focus:</b> Value &amp; Support of Employees</p> <p><b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents</p>	
<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>	
Activity	2013-14 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>Fund and hire critical staff based on strategic 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>A workshop entitled “The Happiness Advantage” was offered in the spring of 2014. It focused on how being happy improves productivity, creativity, and ability to learn. Team building activities were scheduled around bicycling and stress management, as well as golf.</p> <p>In Fall 2012, professional development provided for all student services areas on the development &amp; assessment of Student Learning Outcomes</p>
<p>Participate with the District Human Resources in a business process analysis for the hiring process.</p>	<p>At the business process analysis, facilitated by the district office, the stakeholders offered their input regarding the hiring practices.</p>
<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>	<p>Continue to work with the district regarding on-boarding activities for new employees.</p>
<p>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.</p>	<p>Workplace Learning Resource Center shared resources to expand professional development opportunities for employees.</p>

<b>Area of Focus:</b> Economic & Community Development									
<b>Board Strategic Priority:</b> Implement CTE Programs and Workforce Training to Meet Business and Industry Needs; Strengthen K-12 Partnerships to Promote College and Career Readiness and Success.									
<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>Activity</b>	<b>2013-14 Outcome</b>								
Support workforce development through budget, finance, procurement and reporting.	Continued timely reporting. Continue to seek new grants/awards. Continue to improve customer service through trainings.								
Strengthen high school participation in matriculation services, including assessment, orientation, and advising.	<p>The First-Year Experience program is currently in its fourth year of existence, it is specifically designed to provide historically disadvantaged and non-traditional incoming college students with a uniquely structured holistic first-year college experience, whose purpose is to ensure participants are not only successful, but are involved, supported, and validated through the process. The program strives to empower participants to create and complete their short and long term educational and personal goals, and to learn how they can become positive and contributing members of society.</p> <table border="1"> <thead> <tr> <th colspan="2">FYE Cohorts</th> </tr> </thead> <tbody> <tr> <td>Fall 2011</td> <td>131</td> </tr> <tr> <td>Fall 2012</td> <td>135</td> </tr> <tr> <td>Fall 2013</td> <td>173</td> </tr> </tbody> </table> <p>Here are the outcomes for the 173 FYE participants in 2013-14</p> <ul style="list-style-type: none"> <li>• 100% participation in matriculation</li> <li>• Persistence: spring 2014: 96%</li> <li>• Success Rates: fall 2013: 69.2% spring 2015: 59.6%</li> <li>• Retention: fall: 95% spring: 87.9%</li> </ul> <p>Fall to fall persistence rates for previous two cohorts:</p> <ul style="list-style-type: none"> <li>• 2011-12 Cohort: 75.6%</li> <li>• 2012-13 Cohort 68.9%</li> </ul>	FYE Cohorts		Fall 2011	131	Fall 2012	135	Fall 2013	173
FYE Cohorts									
Fall 2011	131								
Fall 2012	135								
Fall 2013	173								
Promote visibility and resources of Cuyamaca College to employers throughout the region through	Continue to participate in Global Corporate College  Continued Outreach efforts for the college to the								

membership and participation in the Global Corporate College.	community about resources available through Global Corporate College.
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.	Continue to utilize marketing plans for CEWT facility master planning.  Successful involvement of Advisory Committee membership and participation for annual planning processes.
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.	Continued approval of ADTs through Curriculum Committee.  All the required ADTs were accepted locally and submitted to the State Chancellor's Office for approval.
Provide regional leadership and direction for the state-wide "Doing What Matters Initiative"	Continued participation in the implementation of the state-wide initiative in collaboration with the Regional Consortium.  Dean of CTE serves as the Designated Dean in the regional Workforce Development Council and is participating in the Sector Selection Work Group; information about the DWM framework and related resources (e.g., navigators, Launchboard) is shared at College workforce and committee meetings
Incubate leading edge, high demand programs in Continuing Education and Workforce Training Division.	Continue to support the Global Corporate College.  Implemented \$1.8million in workforce development grants in leading edge-high demand areas.  Transition of Grant-funded courses/programs into non-credit and fee-based offerings
Implement branding campaign of Community Education & 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.	Developed branding and marketing campaign for CEWT.

<b>Area of Focus:</b> Fiscal & Physical Resources	
<b>Board Strategic Priority:</b> Increase District Fiscal Security and Stewardship	
<b>Strategic Goal 4:</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>Activity</b>	<b>2013-14 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.	2012-2013: Completed draft of <a href="#">sustainability plan</a> .
Improve water management system to reduce water use.	Decrease water usage by utilizing the Calsense water monitoring system.  2013-2014: 24,217,074 2012-2013: 23,040,721 An increase of .05% due to record heat in southern California during 13-14.
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.	Continue to pursue 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.  In February 2014, Cuyamaca College reapplied and received the HSI designation.
	Continued increase in rental agreements for large venue activities, i.e., imagination destination, band festivals, youth theater, and other similar events.

## District Services

<b>Area of Focus:</b> Student Access	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<b>Strategic Goal:</b> Monitor District's efforts to improve diversity, equity, and inclusion for all students and employees	
<b>Activity</b>	<b>2013-14 Outcome</b>
Promoting a culture of collegiality, diversity, and inclusion through events, workshops, and training	A number of items were completed including the following: <ul style="list-style-type: none"> <li>-Adopted the Diversity, Equity &amp; Inclusion Strategic Plan</li> <li>-EEO Plan updated with information on hiring practices, DEI Council and the EEO Advisory Committee</li> <li>-Hiring Smart Training</li> <li>-DEI Summit</li> </ul>

<b>Area of Focus:</b> Student Access	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<b>Strategic Goal:</b> Greater awareness of programs that are helping students to succeed	
<b>Activity</b>	<b>2013-14 Outcome</b>
Hold pre-board meetings focusing on student success	Pre-board meeting workshops are regularly held and seven were held during 2013/14 highlighting Diversity, Equity & Inclusion Initiatives, Student Success Committee Update, English as a Second Language, Community College Baccalaureate and Workforce Training Demands in Nursing, Short-term and Long-term Goals, Priorities, and Benchmarks for Student and Institutional Success, Joint Board/DSP&BC Strategic Goal and Planning alignment Workshop, and Regional and Local Career Technical Education Efforts.

<b>Area of Focus:</b> Learning & Student Success	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<b>Strategic Goal :</b> Student engagement with campus activities	
<b>Activity</b>	<b>2013-14 Outcome</b>
Post information about activities on District and college Facebook pages and Twitter accounts	New events and news releases are posted daily on the district website. The district blog, Re: Fresh, also is updated 3-4 times a week. New posts are added regularly on the district Facebook and Twitter pages. As of 5/30/2014, the district Facebook page has 482 followers, Cuyamaca has 2,732 and Grossmont's page has 5,272 followers. The district Twitter feed has 845 tweets to 422 followers.

<b>Area of Focus:</b> Learning & Student Success	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<b>Strategic Goal :</b> Develop facilities that support learning and student success	
<b>Activity</b>	<b>2013-14 Outcome</b>
Develop design standards	Completed

<b>Area of Focus:</b> Learning & Student Success; Value & Support of Employees	
<b>Board Strategic Priority:</b> Implement Integrated 21 <sup>st</sup> Century Technology Systems	
<b>Strategic Goal:</b> Provide better service to our constituents (staff, faculty, students)	
<b>Activity</b>	<b>2013-14 Outcome</b>
Develop IS reorganization strategy	An IS Reorganization plan was developed and approved by the District through the shared governance process. Implementation of the re-org is ongoing.



Hire additional staff	As reflected in the IS Re-Org, the Director of Technical Services hiring is in progress, we now have an interim Director of Computer Services. Changes in direct reports for IS staff was accomplished. In addition the hiring process for IS Business Analysts has also begun.
Implement IS HelpDesk software	The evaluation process for a HelpDesk software product to meet the goals of the District Information Systems, and both Grossmont & Cuyamaca ICS (Instructional Computing Services) is ongoing.

<b>Area of Focus:</b> Learning & Student Success; Value & Support of Employees	
<b>Board Strategic Priority:</b> N/A	
<b>Strategic Goal:</b> Improve training, awareness and communication of emergency readiness	
Activity	2013-14 Outcome
Assist with annual emergency preparedness exercises	Deputies encouraged participation in The Great California ShakeOut during the fall 2013 semester in order to enhance earthquake safety awareness

<b>Area of Focus:</b> Learning & Student Success	
<b>Board Strategic Priority:</b> N/A	
<b>Strategic Goal :</b> Improve Annual Safety Report	
Activity	2013-14 Outcome
Develop safety and awareness training to be presented by Sheriff Deputies.	Implemented incident reporting system using Microsoft Excel spreadsheet system to enhance data entry and search capabilities. Deputies also developed and presented over twenty training events related to a variety of safety and awareness topics.

<b>Area of Focus:</b> Learning & Student Success; Value & Support of Employees	
<b>Board Strategic Priority:</b> N/A	
<b>Strategic Goal:</b> Reduce speeding across campuses	
<b>Activity</b>	<b>2013-14 Outcome</b>
Communicate speed limits and traffic enforcement on campus to students	Deputies conducted regular traffic stops and used the opportunities to inform students regarding speed laws and driving safety

<b>Area of Focus:</b> Learning & Student Success; Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Improve communication by increasing satisfaction with effective communication by five percentage points by Spring 2015	
<b>Activity</b>	<b>2013-14 Outcome</b>
Develop and publish annual research agenda	Annual research agendas are developed through a defined process and uploaded to the IRPC intranet site
Develop customer feedback mechanism	A Short electronic "customer" feedback questionnaire has been developed and will be implemented in fall 2014 by sending the questionnaire to the requester of each completed research project
Develop more user-friendly RPIE website	The RPIE internet site cleanup is about mid-way to completion; old reports and webpages have been updated and/or deleted. The website needs to be populated with new reports and a description of the new research request process.
Implement an IRB and external research review process	IRPC has put developing an IRB on hold until other important projects are completed. An external research request process and corresponding forms have been implemented as an intermediate step.

<b>Area of Focus:</b> Learning & Student Success	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<b>Strategic Goal:</b> Improve overall satisfaction with the office by five percentage points by Spring 2015	
<b>Activity</b>	<b>2013-14 Outcome</b>
Hire Hanover Research to complete enrollment projections for the BAT	RPIE worked with Hanover Research in 2013-14 to produce several reports related to information requested by BAT
Hire Hanover Research to complete an analysis of GCCCD Student Success Scorecard cohorts	Data for this project was sent to the consultants in June 2014. Preliminary results have been received on July 8, 2014. RPIE will continue to collaborate with the consultants to guide the finished report which will be completed in fall 2014.
Develop and implement a new Key Performance Indicators report that maintains consistency across the District and addresses reporting requirements for strategic planning and accountability metrics.	Discussions of the new KPIs and their technical measurements have occurred in IRPC throughout 2013-14. RPIE has created a summary report of the KPIs which will reviewed by IRPC at the beginning of fall 2014. These new KPIs will be used by both colleges in spring 2015.

<b>Area of Focus:</b> Learning & Student Success	
<b>Board Strategic Priority:</b> Implement Integrated 21 <sup>st</sup> Century Technology Systems	
<b>Strategic Goal:</b> Develop and implement new planning tools and analytic data warehouse by Spring 2014	
<b>Activity</b>	<b>2013-14 Outcome</b>
Validate data imported into the data warehouse	RPIE spent several weeks in December and January validating key data elements for the new data warehouse. Once the data warehouse becomes operation in late fall 2014, then RPIE will work with IS to continue the development of additional dimensions and measures.
Design and develop student success database	This activity will be on hold until the enrollment phase of the data warehouse has been completed (estimated December 2014)
Develop data element dictionary, including definitions and sourcing	RPIE implemented an Excel spreadsheet to begin creating the data element dictionary. RPIE will begin documenting the fields contained within the ODS tables on an on-going basis in the coming year.
Implement TracDat software for District Services planning	TracDat software for District Services planning has been implemented fully, a training guide was created and posted, and a training session was offered in spring 2014.

<b>Area of Focus:</b> Learning & Student Success	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<b>Strategic Goal:</b> Create videos about district programs and students	
<b>Activity</b>	<b>2013-14 Outcome</b>
Create three videos during 2013-14	Created video to promote Give the Dream program; video for donor thank you breakfast. Also created iPad videos for internal use highlighting Grossmont chili cook-off and at Family Fun Day showing trustee Greg Barr being dunked.

<b>Area of Focus:</b> Learning & Student Success; Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Improve communication between District Services and college program managers to help maximize use of categorical funds	
<b>Activity</b>	<b>2013-14 Outcome</b>
Quarterly meetings to clarify and improve categorical proposal and reporting processes	The Program Specialist had several meetings with the colleges to improve the reporting process of the grants

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Enhance Payroll website to provide comprehensive information to users	
<b>Activity</b>	<b>2013-14 Outcome</b>
Evaluate website configuration and determine recommendations	Reviewed Payroll website in Spring 2014. Continuing to determine recommendations.
Update website configuration based on recommendations	Completion is contingent upon Activity #10.1 which is currently in progress. Update website in 2014/2015.

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Streamline operations and improve services to the colleges and District Services departments	
<b>Activity</b>	<b>2013-14 Outcome</b>
Improve communication on completed tasks	The Budget & Admin Services department sends out communication/and or provide information during meeting: 1- FTES reporting including 320 reports filled with the State 2- Status on year end closing, POCO, budget, 50% Law, FON 3- Updates to the Org Charts
Reduce paper use by scanning and saving documents electronically	The department will continue the effort to reduce paper use but with the implementation of Workday, that process will become more achievable as the new system will minimize the use of paper
Reduce manual processes as part of implementing Workday	As part of implementing Workday, the department will evaluate all manual processes and will reduce the time and effort it takes to get some of the jobs done.

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal :</b> Develop new and improved methods of communication	
<b>Activity</b>	<b>2013-14 Outcome</b>
Add additional information and resources to board and chancellor web pages	The Chancellor and Governing Board website pages are regularly updated to include new information, updated policies and procedures, and Chancellor messages.

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Promote staff appreciation through messages, events, and trustee and office staff involvement at college events and activities	
<b>Activity</b>	<b>2013-14 Outcome</b>
Regular Chancellor employee appreciation communications	The Chancellor's messages regularly communicate appreciation and thanks to employees. During 2013/14 there were 7 strategic messages and 3 notes of recognition and appreciation. Among other events, Chancellor and Governing Board members attended college commencements and convocations, student events including scholarship award ceremonies, OPT and Middle College High School graduations, musicals and plays, and Culinary Arts dinners.

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Increase Internal and External Customer Service	
<b>Activity</b>	<b>2013-14 Outcome</b>
Create updates of CGBO services and activities	Facebook, Twitter, Refresh/District blog, news releases, Chancellor messages, Annual Reports to the Community, Chancellor's column in East County Herald, Courier are all communications regularly utilized to get our messages out to the internal and external communities.
Communicate board policy and administrative procedures updates	Districtwide communications are prepared and distributed following Governing Board meetings where board policies are adopted and administrative procedures are reviewed by the Board.
Develop Annual Report to the Community	Annual Reports to the Community are distributed annually in August
Develop strategic communications strategy that provides information about the District	Chancellor messages are distributed regularly

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Redesign the hiring processes to increase efficiency and ensure a consistent process	
<b>Activity</b>	<b>2013-14 Outcome</b>
Provided diversity, equity and inclusion training for potential members of hiring committees	Hiring Smart workshops were established in 2014. Eleven (11) workshops were provided with 202 participants to date. A special workshop was provided for all supervisors and managers. Presentations started in February of 2014 and will continue throughout the remainder of the year.
Streamlined the strategic hiring process.	In 2014 the "Critical Hire" form was updated to a Strategic Hire form and new processes were put in place
Establish new categories for temporary employees	Worked with a staffing task force comprised of individuals from each of the representative groups to identify new categories of workers and also benchmarked with other districts to establish best practices
Implementing new processes via board policies, operating procedures, quick reference documents, new hiring forms, and trainings district-wide.	Created (NANCE) Non-Academic Non-Classified Employees, Short-Term Hourly, Student Workers, and Professional Expert job categories and correlating forms for distribution during the 2013-2014 academic year. Conducted several training sessions with various user groups to roll out new procedures.



<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Implement Integrated 21 <sup>st</sup> Century Technology Systems	
<b>Strategic Goal:</b> Participate in Selection Process for an Enterprise Business System that addresses HR functions/needs	
<b>Activity</b>	<b>2013-14 Outcome</b>
Participated in the business process analysis to identify the needs of the Human Resources Department	Participated in BPA's (Business Process Analysis) in Payroll, On-boarding, and Benefits to identify the needs of the departments and how they interact for streamlining processes
Human Resources ERP Committee met, discussed and developed criteria and specific questions for the potential vendors to address the needs of the Human Resources Department.	Vice Chancellor of Human Resources asked for participation from groups to identify requirements of the new system through questions of participants
Participated in and evaluated vendor demonstrations	Vendor demonstrations took place January 6-10, 2014, and February 3-7, 2014

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Provide Competitive Salaries for all Employees	
<b>Strategic Goal:</b> To have competitive compensation combined with excellent healthcare and retirement benefits	
<b>Activity</b>	<b>2013-14 Outcome</b>
Complete a comprehensive compensation study of nine (9) comparable districts	Utilized the salary study conducted by previous consultant and verified and updated the data for the nine (9) comparable districts to create the comprehensive and accurate study. Met with all representative groups to verify and reach consensus on data.
Establish a Salary Equity Task Force (SET)	Through discussions at the Districts Executive Council, established a task force with representatives from all groups, including Academic Senate and Students
Implement recommendations from SET	SET developed criteria and recommended implementation plans, met with individuals from all constituency groups to come to consensus on implementation of processes

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Consistent, Equitable Relations with all Employee Units	
<b>Strategic Goal:</b> Streamline and improve the performance evaluation process of employees	
<b>Activity</b>	<b>2013-14 Outcome</b>
Developed a tracking mechanism to identify when evaluations are due	Established a robust tracking mechanism for all CSEA, Managers and Supervisors, Confidential Administrators and Confidential Staff, and Chancellor's Cabinet groups. Process includes timely reminders sent to supervisors and managers prior to evaluation due dates.
Develop a new evaluation tool for supervisors and managers	New evaluation tool Pilot Program is in the process of being negotiated with Managers and Supervisors

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Implement Integrated 21 <sup>st</sup> Century Technology Systems	
<b>Strategic Goal:</b> Maintain training and currency of staff knowledge regarding their job skills and requirements	
<b>Activity</b>	<b>2013-14 Outcome</b>
Develop a training plan to insure currency with technologies used in Information Systems	We identified technology projects for the year and resources to train staff on needed skills to complete the projects. Two projects, Network Management and Hardware/Software Inventory Reporting, are still in progress with training scheduled for the month of August.
Identify training classes and participants	Technical Staff now have access to Microsoft's Knowledge Library and have completed various modules such as PowerShell, and Configuration Manager. Access to the library will continue for years to come as technology keeps changing.

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> N/A	
<b>Strategic Goal:</b> Continue to integrate Law Enforcement into District Services and the overall GCCCD Family	
<b>Activity</b>	<b>2013-14 Outcome</b>
Develop safety and awareness training to be presented by Sheriff Deputies	Deputies developed and presented over twenty training events covering the topics of personal safety, cyber-safety, crime prevention, active shooter, campus evacuation, Internet and identify theft protection.
Participate in District Services Manager and DSL Meetings	Sergeant Perry participated in DSM and DSL meetings on a regular basis

<b>Area of Focus:</b> Value & Support of Employees	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Streamline coordination of Law Enforcement assistance at special events	
<b>Activity</b>	<b>2013-14 Outcome</b>
Streamline review of facilities requests for law enforcement assistance.	Deputies monitored weekly email updates regarding activities on both campuses. Deputies also maintained contacted with staff members responsible for facility reservations to evaluate needs for law enforcement presence. Deputies also responded to informal requests for assistance at various sporting events during the year.

<b>Area of Focus:</b> Economic & Community Development	
<b>Board Strategic Priority:</b> N/A	
<b>Strategic Goal:</b> Develop and improve relationships with East County leaders	
<b>Activity</b>	<b>2013-14 Outcome</b>
Create a chancellor's advisory committee and hold meeting(s) with members	Chancellor's advisory breakfast was held in July 2013 with more than 50 representatives from the community. A second meeting is scheduled for September 2014.

<b>Area of Focus:</b> Economic & Community Development	
<b>Board Strategic Priority:</b> N/A	
<b>Strategic Goal:</b> Grow community relations	
<b>Activity</b>	<b>2013-14 Outcome</b>
GCCCD leadership representatives to attend community meetings and events	Attendance at community meetings/events: Governing Board - 7 Chancellor - 20 Chancellor's Extended Cabinet members are designated representatives for their local chambers and service clubs and regularly attend meetings and events.
Annual Chancellor Community Advisory Council meeting	Chancellor held the first annual Chancellor's Community Advisory Council meeting in December 2013. Another is scheduled for fall 2014.
Publish a Chancellor's column in the East County Herald	Six Chancellor columns were published in the East County Herald
Further develop the Office of Advancement & Communications	During the satisfaction rating for 2013 reflects an increased satisfaction rating for the Office of Advancement & Communications. The increase was up from 3.97% in 2011 to 4.22% in 2013.

<p><b>Area of Focus:</b> Fiscal &amp; Physical Resources  <b>Board Strategic Priority:</b> Increase District Fiscal Security and Stewardship</p>	
<p><b>Strategic Goal:</b> Move PEAR plan to County's 3121 plan</p>	
Activity	2013-14 Outcome
<p>Transfer all participant assets related to the PEAR plan to the County Office of Education ARS 3121 Plan</p>	<p>Transferred PEAR assets to the County Office of Educations ARS 3121 Plan. Prepared and issued final PEAR statements to all plan participants.</p>

<p><b>Area of Focus:</b> Fiscal &amp; Physical Resources  <b>Board Strategic Priority:</b> N/A</p>	
<p><b>Strategic Goal:</b> Improve the professional appearance of Budget &amp; Fiscal area</p>	
Activity	2013-14 Outcome
<p>Be more organized by eliminating clutter</p>	<p>Organized the back file room. Added new cabinet and organized files and purged some old file.</p>
<p>Eliminate unnecessary files</p>	<p>Purged old files. Personnel are mainly using the "S" drive to share files on the computer only.</p>

<p><b>Area of Focus:</b> Fiscal &amp; Physical Resources  <b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents</p>	
<p><b>Strategic Goal:</b> Enhance the timing of receiving information from the colleges</p>	
Activity	2013-14 Outcome
<p>Develop a budget and fiscal calendar</p>	<p>Developed 2014-2015 budget calendar but need to add additional timelines to enhance the timing of receiving information from the colleges.</p>

<b>Area of Focus:</b> Fiscal & Physical Resources	
<b>Board Strategic Priority:</b> Promote Civility, Collegiality, and Trust between all District Constituents	
<b>Strategic Goal:</b> Improve coordination, collaboration, and standardization of grants reporting with the colleges and Auxiliary	
<b>Activity</b>	<b>2013-14 Outcome</b>
Establish grant reporting procedures with the Foundation and Auxiliary offices	The department will work on this goal during 2014-2015 fiscal year
Develop a standard grant reporting format to be used by both colleges	Continue to work with both colleges to standardize the grant reporting format

## Districtwide

<b>Area of Focus:</b> Student Access, Learning & Success	
<b>Board Strategic Priority:</b> Refocus the District on Student Success, Equity, and Access	
<b>Strategic Goal:</b> Support student success, equity, and access initiatives and programs	
<b>Activity</b>	<b>2013-14 Outcome</b>
Hold pre-board meetings focusing on student success.	Pre-board meeting workshops are regularly held and seven were held during 2013/14 highlighting Diversity, Equity & Inclusion Initiatives, Student Success Committee Update, English as a Second Language, Community College Baccalaureate and Workforce Training Demands in Nursing, Short-term and Long-term Goals, Priorities, and Benchmarks for Student and Institutional Success, Joint Board/DSP&BC Strategic Goal and Planning alignment Workshop, and Regional and Local Career Technical Education Efforts.
Hold DEI Summit	DEI Summit involving all members of the DEI site committees and other invited guests was held in spring 2014 to interact with a student panel, receive cultural competency training, and review EEO and student equity data, and update the DEI strategic plan.
Apply for Higher Education Excellence in Diversity Award	GCCCD applied for the HEED Award in spring 2014 and received the national honor for outstanding commitment to diversity and inclusion along with 82 other recipients in September 2014.

<b>Area of Focus:</b> Value & Support for Employees	
<b>Board Strategic Priority:</b> Promote Consistent, Equitable Relations with all Employee Units	
<b>Strategic Goal:</b> Close all contracts via open, fair negotiations	
Activity	2013-14 Outcome
	All contracts have been signed and closed in 2013-14.

<b>Area of Focus:</b> Value & Support for Employees	
<b>Board Strategic Priority:</b> Implement Integrated 21 <sup>st</sup> Century Technology Systems	
<b>Strategic Goal:</b> Implement integrated Enterprise System	
Activity	2013-14 Outcome
Conduct Business Process Analyses.	In fall 2013, Business Process Analyses (BPA) were conducted by an outside consultant for human resources, finance, and payroll in order to inform the process of selecting an Enterprise Resource Program vendor for a new integrated software system to improve processing and information access for students and employees. Over 50 employees participated in the BPAs.
Identify vendor demonstration scripts.	Informed by the BPAs, IS Department and the Finance & Purchasing and HR/Payroll Steering Committee and Evaluation Teams identified key processes for potential vendors to demonstrate how their software products could effectively run these processes.
Select enterprise software vendor.	After a thorough review of vendor demonstrations in spring 2014, Workday was selected and a subscription for the ERP system was signed in August 2014.



<p><b>Area of Focus:</b> Economic &amp; Community Development</p> <p><b>Board Strategic Priority:</b> Strengthen K-12 Partnerships to Promote College and Career Readiness and Success</p>	
<p><b>Strategic Goal:</b> Establish Alliance with GUHSD</p>	
Activity	2013-14 Outcome
Create internal GCCCD planning team	Internal GCCCD planning team met in December 2013 as well as throughout the spring and summer of 2014.
Create joint planning committee with GUHSD to identify goals and outcomes of the alliance.	An internal GCCCD K-14 Alliance team met in fall 2013 and spring 2014 to research potential strategies for the Alliance, catalog existing and prior partnership activities, and identify possible decision-making structures to carry out Alliance activities. A joint GCCCD/GUHSD steering committee meeting took place in June 2014 to finalize decision-making structures, identify areas of focus for Alliance activities, and plan for a joint Summit in fall 2014 to codify and launch the Alliance.

<p><b>Area of Focus:</b> Fiscal &amp; Physical Resources</p> <p><b>Board Strategic Priority:</b> Increase District Fiscal Security and Stewardship</p>	
<p><b>Strategic Goal:</b> Implement Prop V in keeping with the Education Master Plan (EMP) and the Facilities Master Plan (FMP) and commitment to community</p>	
Activity	2013-14 Outcome