

CUYAMACA COLLEGE
ANNUAL IMPLEMENTATION PLAN 2007 - 2008
FINAL Report

1) Academic Excellence and Program Dev.; 2) Student Success; 3) Facilities and Physical Environment.; 4) Community Relations; 5) Resource Dev.

	Strategic Plan		Primary Contact	Specific Activities	UPDATE of ACTIVITIES
1	Academic Excellence and Program Development	None for 2007-2008 from the 2004-2010 Strategic Plan.	Vice Pres. Instruction (VPI), Vice Pres. Student Development and Services (VPSDS)	1.A.1. Student Services and Instruction will implement a Basic Skills taskforce to assess existing programs and services, and develop and implement an action plan for improvements.	A Basic Skills Committee has been proposed and approved by the college Innovation and Planning Committee (effective Fall 2008) after extensive review by the Academic Senate and the Basic Skills Retreat Workgroup. The Committee is charged with providing direction and input into the implementation of the college's Basic Skills plan as submitted to the State Chancellor's Office. The college's Basic Skills plan emphasizes supplemental instruction and support services, professional development activities, enhanced assessment and placement services, and other related activities. The Committee includes representatives from both Instruction and Student Services.
1.A. New goal in response to state mandate: Basic Skills Initiative.		VPI, VPSDS		1.A.2. Based on the Planning Agenda submitted by the college for Student Learning Outcomes, a systematic cycle for evaluating the effectiveness of SLO evaluation measures will be developed. This will entail the collaboration of Student Development and Services, Instruction and the Academic Senate. Components include, but are not limited to: 1) completion of SLO development at course level and continued development of program-level SLO's; 2) continued development of SLO's for support service areas; and 3) development of a procedure to incorporate SLO's into course syllabi.	Based on the Accreditation Self Study report of 2007, both the Divisions of Instruction and Student Development and Services continue the process of completing SLO development for programs. SLO's were included in the 2007/2008 Student Development and Services Master Plan and the 2007/2008 Student Development and Services Program Review. Updating and revisions of SLO's were completed with the 2008/2009 Program Review and Master Plans. Assessment of departmental SLOs will begin in academic year 2008-2009. In Instruction, similar progress is underway; departments will be submitting SLO assessment plans as part of their Academic Master Plan submissions for 2008-2009. As a major accreditation recommendation to the college from WASC, full implementation of SLOs remain a key institutional goal and require ongoing implementation, monitoring and reporting. Therefore, this activity will be continued in 2008/2009.

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2	Student Success	2. A. Develop articulation agreements with four-year institutions to transfer programs rather than individual courses only.	VPSDS	2.A.1. Work with District offices/resources to identify articulation opportunities.	Specific articulation agreements were initially drafted for select private universities but both colleges recommended to the District that a more universal and general articulation agreement applicable for all private universities be developed. Standard articulation agreements already exist for the CSU and UC system institutions.
				2.A.2. Work with Instruction to develop programs that articulate.	Articulation agreements for all CSU and UC system institutions already exist. 2.A.2. is in reference to private institutions only and is contingent upon the completion of 2.A.1. (to develop a general articulation agreement for all private institutions).
				2.A.3. Pursue and secure viable articulation opportunities.	Meetings have been held with select private universities to initiate institution-specific articulation agreements with them. These meetings ceased when it was decided to develop a universal/general articulation agreement applicable for all private universities. Standard articulation agreements already exist for the CSU and UC system institutions.
		2.B. Fully operationalize the new Student Center.		2.B.1. Relocate and establish the offices of Student Development and Services, Student Health Services, High School and Community Outreach, and Associated Students.	These departments have all been relocated to the new College Student Center and are now fully operational.
			2.B.2. Implement the opening of the contracted Food Service operation and College Bookstore.	The Food Service operation and College Bookstore have been relocated to the new Student Center and are now fully operational.	

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		VPSDS, VPAS	2.B.3. Draft initial policies and procedures related to utilization of the Student Center for review by appropriate college planning committee(s).	The opening of the Student Center has resulted in unprecedented and unique opportunities and challenges for the college, both internally and externally (for the community). As a result, a Room Reservation Workgroup, initiated by Administrative Services, has been established to develop policies and procedures related to the utilization of the Student Center. This Workgroup is drafting policies and procedures related to room and facility reservations, and the various costs associated with rental rates, scheduling, staffing, and other hospitality services. At the end of 2007/2008, work continues on these tasks, as a result, this activity will continue into 2008/2009.
	2.C. Realigning Student Services planning timeline to coincide with instructional planning timeline.	VPSDS	2.C.1. Realign Student Services Master Plan timeline to coincide with instructional planning timeline.	The Student Development and Services Master Plan Committee has successfully developed a Master Plan which correlates with the same timeframe as that being utilized by Instruction.
			2.C.2. Realign Student Services Program Review timeline to coincide with instructional planning timeline.	The Student Development and Services Program Review Committee has successfully developed a Master Plan which correlates with the same timeframe as that being utilized by Instruction.
3	Facilities and Physical Environment	3. A. Create ergonomically sound classroom environments for students.	3.A.1. Upgrade classroom furniture in B-G buildings to meet ergonomic standards.	New classroom furniture guidelines and standards were utilized to purchase and replace out-of-compliance furniture in 4 classrooms in the B-G buildings (renamed to F building in January 2008). Review of remaining classroom furniture is ongoing and will be replaced as funds become available.

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		Vice President Administrative Service (VPAS)	3.A.2. All new facilities will meet ergonomic standards for students, staff and faculty.	As of January 2008, all three new buildings (Student Center, Science and Technology Center and the Communication Arts) are equipped with furnishings which are in compliance with the latest ergonomic standards and guidelines. Business/CIS User Group meetings have been held to ensure that all new furnishings in the B/CIS building will meet ergonomic standards for students, staff and faculty.
			3.A.3. Conduct ergonomic audits for staff upon request.	Eighteen ergonomic audits have been requested and completed in 2007-2008. The Administrative Services Division, in conjunction with Risk Management, continues to accommodate ongoing staff requests for ergonomic audits. Needs identified through the audits will be resolved as required.
	3.B. Design and install new campus signage for buildings and classrooms.		3.B.1. Develop campus signage Master Plan.	A Campus Signage Task Force was established to work with a consultant to develop a campus signage master plan. In July 2007, the signage consultant (Hermon Nelson Inc.) completed the Signage Master Plan and submitted it to the Task Force, which approved the plan. The Master Plan included standardized classroom, office and building signage. Additionally, the signage master plan included relettering all the buildings at the college to create a more logical flow of building identification around the campus. In May 2008, Phase 1 of the Signage Master Plan was completed throughout the college (Phase 1 included: lettering all buildings and direction signage for buildings).

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		Vice President Administrative Service (VPAS)	3.B.2. Develop campus signage dissemination plan.	A Campus Signage Dissemination Task Force was created to develop a plan to address the new building relettering and classroom and office renumbering. The Task Force developed and completed the dissemination plan to communicate the new campus signage to the college community and the public. The plan included revising all campus maps to reflect the new lettering, manning information tables at strategic locations throughout the campus during the first week of classes, informing faculty and staff via email of the new lettering and numbering, updating the website maps, and updating syllabi, phone directories and other reference items to reflect the new signage system.
			3.B.3. Implement new campus signage on all buildings and classrooms.	Phase 1 of the Signage Master Plan, which includes all classrooms and offices, as well as building letters, was completed in May 2008. Phase II, which will provide additional directional and reference signage (for parking), and additional building letters, is still in progress and will be carried over into 2008/2009 as funding sources become available.
	3.C. Pursue and develop resource conservation management programs.		3.C.1. Pursue opportunities for water conservation.	All new buildings are in compliance with updated Calsense technology (which incorporates the latest in water conservation technologies). The Facilities Department has received grants to upgrade old irrigation systems in selected part of the college and is pursuing additional grants to upgrade the remaining older areas of the college so that they all are in compliance with Calsense.

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		Vice President Administrative Service (VPAS)	3.C.2. Pursue opportunities for energy (electricity) conservation.	All three new buildings implemented energy cost-saving measures in their design and construction. Additionally, all three buildings were awarded energy-saving rebates. Currently, there is an energy conservation project currently underway for the entire F building consisting of upgrading electrical systems. This project is expected to be completed in December 2008.
			3.C.3. Enhance college's recycling efforts.	Conducted Staff Development workshops on recycling and pursued grants to expand and enhance the college's recycling efforts. All new buildings have been equipped with ample single-stream recycling containers. Cuyamaca College was recognized by San Diego County for being a "model recycling program".
	3.D. Ensure that new buildings are progressing according to schedule.	Vice President Administrative Service (VPAS)	3.D.1. Identify and respond to critical needs to ensure the new buildings are operational.	Conduct weekly meetings with key administrators of each new building to follow-up on operational issues. Meetings are used to identify and respond to critical needs related to the operations of all buildings. As a result of these meetings, an "outstanding issues" matrix has been developed to track all identified needs and ensure they are appropriately resolved. Major issues have been resolved and ongoing follow-up efforts continue to address the few remaining issues.
			3.D.2. Ensure that design and planning of Business/CIS building is on-schedule and responsive to building and funding guidelines.	Routine meetings are being held with user groups to ensure that plans are responsive to the needs of the college. Additionally, interior design specifications have been finalized. A new access road was completed in December 2007 for the upper staff and faculty parking lots. Demolition of old building A was completed in May 2008 to prepare for the construction of B/CIS.

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	3.E. Incorporate the nature preserve into the campus environment.	Executive Dean (ExD)	3.E.1. Integrate the preserve into the curriculum where appropriate.	Initial discussions have been held with the science department integrating the preserve into the college curriculum, and to identify possible funding sources for such efforts. A full-time Biology instructor position has been approved and will be filled to lead the development of this and other Botany-related projects. This objective remains a priority and will be carried over into 2008/2009.
			3.E.2 Develop the preserve as a community resource.	Initial discussions have been held with the science department to develop the nature preserve as a community resource and build it into the college curriculum, as well as identifying possible funding sources for such efforts. A full-time Biology instructor position has been approved and will be filled to lead the development of this and other Botany-related projects. This objective remains a priority and will be carried over into 2008/2009.
4	Community Relations	ExD	4.A.1. Develop and implement community survey with District research office.	The Executive Dean of Institutional Advancement and the Vice President of Student Development and Services are serving as liaisons with the District Research Office to develop a thorough and detailed community survey. Two drafts of the survey have been completed. Additional refining of the survey still needs to be completed before the survey is ready for implementation. This objective remains a priority and will be carried over into 2008/2009.
			4.A.2. Assess results to identify potential program development areas.	Pending revision and implementation of community survey with the District Research Office. This objective remains a priority and will be carried over into 2008/2009.
			4.A.3. Develop instructional and/or student services programs as appropriate and feasible.	Pending assessment of community survey. This objective remains a priority and will be carried over into 2008/2009.

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	4.B. Develop marketing efforts to promote the college throughout the community.	ExD, Instruction and Student Services Deans	4.B.1. Promote the visibility of Cuyamaca College through letters, newsletters, participating in public events, and other appropriate avenues.	The college is actively involved in promoting the institution throughout the community through a variety of means, including but not limited to, the annual catalogue of courses, the semester course schedules, The Preview (for community learning opportunities), regular and special edition newsletters, direct-mail letters, calling campaigns, public events, promotional messages broadcast via radio, TV and theaters, and active participation in numerous community organizations and initiatives by members of the faculty, staff and administration. Additionally, the members of the College Foundation also actively promote the college through their individual and organizational activities. Finally, the college works closely with the District Office of Public Information to promote the college through both District-wide and college-specific marketing efforts, such as press releases. College marketing and promotion efforts have become institutionalized.
	4.C. Utilize the college's expanded physical capacity to host extra-curricular events.	ExD, VPI, VPSDS	4.C.1. Collaborate with Museum and Water Conservation Garden to develop collective efforts to build community relations.	The Museum and Water Conservation Garden are becoming increasingly more important partners in the college's Spring Garden Festival, which is the largest public event sponsored by the college and one of the largest events in East County. Executive Dean continues to meet with Executive Director of the Water Conservation Garden to plan possible joint programs and explore funding opportunities. Additionally, the growing drought conditions throughout the region is bringing increasing awareness of and interest in the Water Conservation Garden and Cuyamaca College. Ongoing collaborations with the Museum and Water Conservation Garden have become institutionalized.

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				4.C.2. Work with Foundation to develop and host new/innovative fund raising efforts.	The Foundation's annual fund raising event will be hosted by the college on campus for the first time in 2008. The opening of the Communication Arts Center has also resulted in the Foundation considering hosting and/or co-sponsoring fund raising events in the theater. The efforts of the college to work with the Foundation to maximize the college's expanded physical capacity are institutionalized and ongoing.
5	Resource Development	5.A. Explore the prospect of developing a higher education center (UC, CSU collaborative).	ExD	5.A.1. Plan with District to identify appropriate off-site facility.	This initiative was dependent upon the development of a new high school in Alpine (which calls for a higher-education center as part of its facilities). The GUHSD has scaled down plans at this time. Should a collaborative opportunity emerge in the community in the future, the college will revisit this goal.
				5.A.2. Survey underserved areas.	Contingent upon completion of 4.A.1. and 5.A.1.
				5.A.3. Explore and assess feasibility and appropriateness of identified opportunities.	Contingent upon completion of 5.A.2.
				5.A.4. Identify appropriate opportunities and develop recommendations.	Contingent upon completion of 5.A.3.

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		5.B. Pursue and secure external grants and funds.	ExD	5.B.1. Monitor funding opportunities.	The Office of Institutional Advancement actively and continually monitors grant opportunities for the college as well as individual departments by subscribing to grant listserves and actively searching other opportunities. These grant opportunities include federal, state and private funding sources. As feasible grant opportunities are identified, the information is forwarded to administrators, faculty and staff who may be interested in the funding opportunity. This effort has been successfully institutionalized and will be ongoing.
				5.B.2. Work with faculty and administrators to generate and pursue fundable projects to further the mission of the college.	Although the grants office within the Office of Institutional Advancement has not yet been staffed, the Office of Institutional Advancement has successfully worked with college staff, faculty and administrators to pursue and secure funding for developing training programs in water/waste-water, vocational ESL, water conservation (by upgrading irrigation equipment), enhance recycling efforts, developing a children's garden, developing curriculum in water conservation and sustainable urban landscapes, supporting internship programs in OH, establishing a regional Environmental Training Center and a Center of Excellence for workforce development at Cuyamaca College. These funded programs have not only furthered the mission of the college but have also helped establish Cuyamaca College as a regional leader in these efforts. Although the process to work with staff, faculty and administrators to pursue grant programs has been developed and institutionalized, the activities of the grants office in general will become more pronounced upon the hiring of the Grants Coordinator/Manager.

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				5.B.3. Increase level of Foundation-raised funds for the College.	The Foundation was actively involved in organizing, promoting and supporting the annual fundraising celebration with a goal of exceeding the previous year's amount. The amount of funds raised during the night of the Foundation Celebration exceeded all previous records for the event (although the total amount raised for the overall event did not). The Foundation is actively exploring additional fundraising opportunities. Increasing the amount of funds raised by the Foundation is an ongoing effort.