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COMPLETE

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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Office of the President

Q2 Lead Author and Collaborators:

Julianna Barnes, President and Valeri Wilson, Executive Assistant

Q3 Dean/Manager:

Julianna Barnes, President

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

The Office of the President shares the same mission as the institutional mission.

Q5 Describe how your service area supports the College's mission:

The Office of the President provides direction and support to staff, faculty and administrators in meeting the institutional mission by way of the priorities outlined in the Cuyamaca College strategic plan. With an emphasis on the strategic priority of Organizational Health, the Office of the President- in conjunction with members of President's Cabinet- ensures effectiveness in such areas as enrollment, budget, facilities, and personnel. Another critical emphasis which ensures Organizational Health is the establishment and nurturing of a positive campus climate that validates its members social and cultural realities. By focusing on these aspects of the organization, this provides the healthy foundation upon which institutional student success and equity efforts are able to thrive and flourish.

The Office of the President also has a unique role in facilitating effective communication and collaboration among the various constituent groups and across programs, departments and divisions. As part of a multi-college district, the Office of the President must also effectively communicate and collaborate with its sister campus and district services. The President also provides support to the Chancellor who reports to a five-person elected Governing Board of the Grossmont-Cuyamaca Community College District (GCCCD). Outside of the GCCCD, the Office of the President is integrally involved in the building and development of community and industry partnerships. Together with the Director of College & Community Relations, the President meets with civic, community and business leaders and also serves on local, state, and national boards to facilitate positive institutional partnerships. The President also represents the college at state and national conferences which is crucial in the development of high impact practices and policies which advance the mission and strategic priorities of Cuyamaca College.

The Office of the President has ultimate responsibility for participatory governance at Cuyamaca College, with the President serving as a Tri-Chair along with the two Senate presidents of the Cuyamaca College Council (CCC). Three major Councils feed directly into the CCC, including the Institutional Effectiveness Council (IEC), The Student Success & Equity Council (SSEC), and the Resource & Operations Council (ROC). These three Councils make recommendations to the CCC and in turn, the CCC makes recommendations to the President on a variety of institution-wide matters.

Q6 Is the service area description in the current college catalog up to date and accurate? **Yes**

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses? **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Respondent skipped this question**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result.

Respondent skipped this question

Q12 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Respondent skipped this question

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years?

Respondent skipped this question

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%. What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

Q18 How do these steps inform the long-term department or discipline goals that you are setting in this comprehensive program review?

Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses? **Respondent skipped this question**

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? **Respondent skipped this question**

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department? **Respondent skipped this question**

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs? **No, and it does not have PLOs**

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission. **Respondent skipped this question**

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1: **Respondent skipped this question**

Q26 Degree/certificate #2: **Respondent skipped this question**

Q27 Degree/certificate #3: **Respondent skipped this question**

Q28 Degree/certificate #4: **Respondent skipped this question**

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Respondent skipped this question

Q31 Degree/certificate #6:

Respondent skipped this question

Q32 Degree/certificate #7:

Respondent skipped this question

Q33 Degree/certificate #8:

Respondent skipped this question

Q34 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:

Respondent skipped this question

Q36 Degree/certificate #10:

Respondent skipped this question

Q37 Degree/certificate #11:

Respondent skipped this question

Q38 Degree/certificate #12:

Respondent skipped this question

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period? **requirement of Title 5, California Code of Regulations

Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle? **Respondent skipped this question**

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? **Respondent skipped this question**

Q44 Are the PLOs mapped to the course SLOs?If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Respondent skipped this question**

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students? **No**

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all? **Respondent skipped this question**

Q47 How does the service area ensure it is addressing the needs of its student population? **Respondent skipped this question**

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area. **Respondent skipped this question**

Q49 What steps is your service area taking to advance the college's student success and equity goals? **Respondent skipped this question**

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF. **Respondent skipped this question**

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome **Respondent skipped this question**

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

The Office of the President led the implementation of the first three years of Cuyamaca College's six-year Strategic Plan, both leading/supporting efforts across each of the big bets. Some of the highlights include:

- Tackled Developmental Education reform in Math, English, and ESL utilizing both multiple measures and co-requisite instruction. Honored to have had the college recognized as a leader in this arena, culminating with some awards including the John W. Rice Diversity and Equity Award and the national Excelencia award. The President is currently working closely with the faculty chairs and their Deans to further strengthen and institutionalize this work (Acceleration)
- Established Cuyamaca College as one of twenty "demonstration" colleges in the California Guided Pathways movement. Attended state and national workshops with staff, faculty and administrative leaders focused on high impact practices in pathways. Worked closely with the administrative team to establish a robust institutional infrastructure to advance our guided pathways work which included the establishment of four "Inquiry, Design, & Implementation Teams." (Pathways)
- Continued to supported efforts to advance an equity-minded institution for both students and employees. Strengthened process to recruit, hire and retain more faculty of color. Supported efforts in IESE to establish an on-campus "Equity-Minded Teaching & Learning Institute." Strengthened participation in equity-focused organizations and conferences, such as HACU, AHSIE, NCORE, DREAM and NCHCC (Student Validation/Engagement)

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question. **Respondent skipped this question**

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

For the first time in a long time, Cuyamaca College finally has an effective and stable administrative leadership team. The President has been instrumental in establishing and developing this team. This healthy organizational structure has in turn been able to work effectively and harmoniously with one another in advancing the mission and strategic priorities of the college.

Q58 Please describe your service area challenges.

We continue to be a large and complex community. A primary role of the Office of the President is communicating with both internal and external stakeholders. However, there continues to be a need to strengthen communication. While there is a new PIO position at the college, the structure of that unit is skeletal and is already experiencing challenges in meeting the demand.

Another challenge is declining enrollment which is a trend statewide.

With a new paradigm that focuses on student need- including addressing basic needs such as food and housing insecurities- this is posing new challenges and opportunities for our college community.

Q59 Please describe external influences that affect your service area (both positively and negatively).

There is a lot of change in legislation impacting the college and we must keep up to ensure compliance. The new Student Centered Funding Formula is also a major external influence which has implications for our work.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Improved enrollment management plan as per the SCFF.

Improved internal and external communications

Improved campuswide understanding of the student experience including student needs.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

ADVANCE INSTITUTIONAL CULTURE FOCUSED ON STUDENT SUCCESS & EQUITY: Continue to advance a culture of data-informed decisions and illuminate student success and equity efforts and related outcomes.

Q63 Which College Strategic Goal does your service area most directly support? **Organizational Health**

Q64 Please describe how this goal advances the college strategic goal identified above.

As mentioned earlier, the Office of the President provides distinct leadership in advancing an institutional culture focused on success and equity through the institutional strategic priorities of Acceleration, Guided Pathways, Student Validation and Engagement, and Organizational Health. The President is proud to have provided Cuyamaca College with administrative leadership and support in the developmental education reform movement that has resulted in monumental gains in student access to and success in transfer-level math and English. There has also been some gains in the closing of equity gaps for students of color. The President also supports efforts happening in and out of the classroom as a result of Cuyamaca's participation in the California Guided Pathways initiative. For example, our meta-majors or "Academic and Career Pathways" and academic maps recently came to fruition. The Office of the President also continues to value and support campus efforts to strengthen a campus climate focused diversity, equity and inclusion. The President works closely with the Associate Dean of Equity and Engagement, the Sr. Dean of Institutional Effectiveness, Success & Equity, and more recently with the co-chairs of the Student Success & Equity Council, to develop a vision to advance an inclusive campus environment that validates students' and employees' social and cultural experiences.

Q65 Goal status:

In Progress - will carry this goal forward into next year

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q67 Do you have another goal to update?

Respondent skipped this question

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

1. Institutionalize developmental education reform efforts
 2. Engage in Guided Pathways 2.0
 3. Improve campus climate through intentional equity-focused efforts
-

Q69 How will this goal be evaluated?

1. Improved outcomes in developmental education including closing of equity gaps
 2. Improved design efforts as a result of Guided Pathways (e.g. Student Success Teams)
 3. Campus Climate Survey
-

Q70 Do you have another goal to update?

Yes

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

LEAD AND SUPPORT EFFORTS TO MEET STRATEGIC PRIORITIES, WITH A FOCUS ON GUIDED STUDENT PATHWAYS: Foster excellence and innovation among students, staff, faculty and administrators to strengthen and advance the Cuyamaca College strategic priorities, with a focus on Guided Student Pathways.

Q72 Which College Strategic Goal does your service area most directly support?

Guided Student Pathways

Q73 Please describe how this goal advances the college strategic goal identified above.

The President successfully led efforts to apply for Cuyamaca's involvement as one of twenty demonstration colleges to participate in the California Guided Pathways initiative. She served as an active participant in the guided pathways work with students, staff, faculty and administrators at Cuyamaca College and now with Grossmont College and the district. While previously she served as chair of the Guided Pathways committee, this work is now rightfully delegated to faculty co-chairs and the VPs of Instruction and Student Services. The President engages with this team, a coach- Al Solano, and other colleagues and state and national leaders in the guided pathways work bringing high impact practices to the college. In consultation with the Senates, the President established a robust infrastructure at Cuyamaca College by way of cross functional teams (Inquiry, Design and Implementation Teams). The structure to advance guided pathways work is dynamic so a new structure and vision is emerging and aligns more so with the Completion by Design model. One of the biggest achievements in this area other than successfully organizing the work and infrastructure, is that there is buy-in for Guided Pathways and the need we have to look both in and of the classroom to make improvements to the students' experience.

Q74 Goal status:

In Progress - will carry this goal forward into next year

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q76 Do you have another goal to update?

Respondent skipped this question

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

1. Engage in Guided Pathways 2.0
 2. Advance work in development of Student Success Teams
-

Q78 How will this goal be evaluated?

1. Improved design efforts as a result of Guided Pathways (e.g. Student Success Teams)
 2. Overall improvements to the student experience as a result of the guided pathways redesign
-

Q79 Do you have another goal to update?

Yes

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3:

IMPROVE INTERNAL COMMUNICATION & EXTERNAL ENGAGEMENT: Develop more formalized internal communication practices (e.g. newsletter, improved website, etc.) and engage in more external partnerships and activities.

Q81 Which College Strategic Goal does your service area most directly support?

Organizational Health

Q82 Please describe how this goal advances the college strategic goal identified above.

A significant achievement in this area has been the establishment and improvement of a regular, weekly e-newsletter called “The Weekly Digest.” In the Weekly Digest, the Office of the President is able to illuminate college news and events. The President is also able to share changes that might be occurring (e.g. governance redesign), new employees that are joining us, or facilities projects that might be taking place. It took a while for the college community to get used to referring to the newsletter for updates, but generally they know that this is the go-to place if they want to learn about what is happening across campus.

Another significant advancement in this area is that the Office of the President was able to establish a brand new position, the Director of College and Community Relations (PIO). Although this position is still new, she has already made significant contributions to the college (to be outlined in her own program review).

In the area of external engagement, the President serves on some new boards including the CCCCEO Board, the Dean’s Advisory Council of SDSU, and The Garden’s Board of Directors. She also continues to serve on the National Community College Hispanic Council (NCCHC) Leadership Fellow Program National Advisory Board, the Heritage of the Americas Museum Board, and the Journal of Applied Research in Community Colleges (JARCC)- Peer Review board via SDSU. Additionally, she has regular engagement in the region attending a variety of events and activities, including those with the East County Chamber of Commerce and more recently with the Hispanic Chamber of Commerce. Finally, this past year she was able to take steps toward strengthening relationships with the high school principals, having some highly successful meetings with them at their high school sites and most recently through a hosted Principal’s Breakfast.

Q83 Goal status:

In Progress - will carry this goal forward into next year

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q85 Do you have another goal to update?

Respondent skipped this question

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year:

1. Improve internal communication through improved weekly digest & improved inter-governance communication
 2. Expand engagement with communities of color
-

Q87 How will this goal be evaluated?

1. Use survey instrument to assess efficacy of internal communication efforts
 2. Participation in more activities and events with communities of color
-

Q88 Do you have another goal to update? **Yes**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4:

ENSURE THE ORGANIZATIONAL HEALTH OF CUYAMACA, WITH A FOCUS ON ENROLLMENT & FACILITIES MANAGEMENT: Implement an effective enrollment management plan to include regular dialogue with key stakeholders; advance the Facilities Master Plan by engaging closely with key teams on major construction projects.

Q90 Which College Strategic Goal does your service area most directly support? **Organizational Health**

Q91 Please describe how this goal advances the college strategic goal identified above.

Enrollment: In the past year, the President continued to work closely with the college team to strengthen enrollment management at Cuyamaca. A big part of that was providing support to the VP of Instruction when we had to cut low enrolled classes and redirected FTEF to higher demand courses. Managing expectations and communicating out the vision was an important part of the President's role in this. Cuyamaca's enrollment had experienced an increase several years ago, but the enrollment decreased and more recently is flat. While the President worked closely with the instructional team with the CCAP program with 3 charter schools, it'll be important for to continue working with the Chancellor and Grossmont College on a possible MOU with GUHSD. The President has also started exploring expansion of the distance education program as this will be a critical area to strengthen in order to meet student need and to increase enrollment at Cuyamaca College.

Facilities: In the past year, the President continued to work closely with campus and district personnel to advance major capital projects including: Ornamental Horticulture, Student Services & Administration Building (SSAB), Math & Science Building Expansion, Athletics/Exercise Science, and the L-Building Remodel (Water Technology). Additionally, she responded effectively to a number of "water" emergencies on campus which included the completion of the LRC project and numerous building leaks. She played a key role in communicating updates to the college community. Additionally, as part of our governance redesign, the President worked with the CBO to reinvigorate the Facilities Committee.

Q92 Goal status: **In Progress - will carry this goal forward into next year**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year:

1. Work closely with the Chancellor in development of an effective Enrollment Management Plan as per the new Student Centered Funding Formula
 2. Expand and support Distance Education
 3. Successfully advance the Facilities Master Plan construction projects
-

Q95 How will this goal be evaluated?

1. Establishment of an effective Enrollment Management Plan
 2. Expansion and support of Distance Education
 3. Successful progress and/or completion of major construction projects
-

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)? **No**

Page 36: VIII. New Goals

Q97 New Goal 1: **Respondent skipped this question**

Q98 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q99 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q101 Action steps for this year: **Respondent skipped this question**

Q102 How will this goal be evaluated? **Respondent skipped this question**

Q103 Do you have another new goal? **Respondent skipped this question**

Page 37: VIII. New Goals

Q104 New Goal 2: Respondent skipped this question

Q105 Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

Q106 Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

Q108 Action steps for this year: Respondent skipped this question

Q109 How will this goal be evaluated? Respondent skipped this question

Q110 Do you have another new goal? Respondent skipped this question

Page 38: VIII. New Goals

Q111 New Goal 3: Respondent skipped this question

Q112 Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

Q113 Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

Q115 Action steps for this year: Respondent skipped this question

Q116 How will this goal be evaluated? Respondent skipped this question

Q117 Do you have another new goal? Respondent skipped this question

Page 39: VIII. New Goals

Q118 New Goal 4: Respondent skipped this question

Q119 Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

Q120 Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

Q122 Action steps for this year: Respondent skipped this question

Q123 How will this goal be evaluated? Respondent skipped this question

Page 40: IX. Executive Summary

Q124 One-page summary:

The Office of the President provides direction and support to staff, faculty and administrators in meeting the institutional mission by way of the priorities outlined in the Cuyamaca College strategic plan. With an emphasis on the strategic priority of Organizational Health, the Office of the President- in conjunction with members of President's Cabinet- ensures effectiveness in such areas as enrollment, budget, facilities, and personnel. Another critical emphasis which ensures Organizational Health is the establishment and nurturing of a positive campus climate that validates its members social and cultural realities. By focusing on these aspects of the organization, this provides the healthy foundation upon which institutional student success and equity efforts are able to thrive and flourish.

The Office of the President also has a unique role in facilitating effective communication and collaboration among the various constituent groups and across programs, departments and divisions. As part of a multi-college district, the Office of the President must also effectively communicate and collaborate with its sister campus and district services. The President also provides support to the Chancellor who reports to a five-person elected Governing Board of the Grossmont Cuyamaca Community College District (GCCCD). Outside of the GCCCD, the Office of the President is integrally involved in the building and development of community and industry partnerships. Together with the Director of College & Community Relations, the President meets with civic, community and business leaders and also serves on local, state, and national boards to facilitate positive institutional partnerships. The President also represents the college at state and national conferences which is crucial in the development of high impact practices and policies which advance the mission and strategic priorities of Cuyamaca College.

The Office of the President has ultimate responsibility for participatory governance at Cuyamaca College, with the President serving as a Tri-Chair along with the two Senate presidents of the Cuyamaca College Council (CCC). Three major Councils feed directly into the CCC, including the Institutional Effectiveness Council (IEC), The Student Success & Equity Council (SSEC) and the Resource Operations Council (ROC). These three Councils make recommendations to the CCC and in turn, the CCC makes recommendations to the President on a variety of institution-wide matters.

There are four primary goals guiding the work of the Office of the President including:

Goal 1. ADVANCE INSTITUTIONAL CULTURE FOCUSED ON STUDENT SUCCESS & EQUITY: Continue to advance a culture of data-informed decisions and illuminate student success and equity efforts and related outcomes. Strengthen campus efforts for breaking through institutional barriers at the practice, policy and climate levels.

Goal 2. LEAD AND SUPPORT EFFORTS TO MEET THE STRATEGIC PRIORITIES, WITH A FOCUS ON GUIDED STUDENT PATHWAYS: Foster excellence and innovation among students, staff, faculty and administrators to strengthen and advance the Cuyamaca College strategic priorities, with a focus on Guided Student Pathways.

Goal 3. IMPROVE INTERNAL COMMUNICATION & EXTERNAL ENGAGEMENT: Continue to keep internal communication as a focus. Strengthen external communication and engagement in collaboration with the new Public Information Officer.

Goal 4: ENSURE THE ORGANIZATIONAL HEALTH OF CUYAMACA, WITH A FOCUS ON ENROLLMENT & FACILITIES MANAGEMENT: Implement an effective enrollment management plan to include regular dialogue with key stakeholders; advance distance education program; advance the Facilities Master Plan by engaging closely with key teams on major construction projects.

The Office of the President led the implementation of the first three years of Cuyamaca College's six-year Strategic Plan, both leading/supporting efforts across each of the big bets. Some of the highlights include:

- Tackled Developmental Education reform in Math, English, and ESL utilizing both multiple measures and co-requisite instruction. (Acceleration)
- Established Cuyamaca College as one of twenty "demonstration" colleges in the California Guided Pathways movement with redesign improvements (e.g. ACPs) (Pathways)
- Continued to supported efforts to advance an equity-minded institution for both students and employees. (Student Validation & Engagement)
- Effective enrollment management efforts; continued fiscally prudent decisions; progress of major construction projects as per the Strategic Plan; improved diversity in hiring (Organizational Health)

Strategic Plan, improved diversity in hiring (Organizational Health)

The Office of the President looks forward to supporting staff, faculty and administrators in the advancement of the mission and strategic priorities of Cuyamaca College in the coming year.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

No

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)?

Respondent skipped this question

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)?

Respondent skipped this question

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)?

Respondent skipped this question

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?

Respondent skipped this question

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)?

Respondent skipped this question

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next."

I am ready to submit my program review
