



C U Y A M A C A  
· C O L L E G E ·

## Strategic Plan 2016 - 2022

# Introduction



*Dr. Julianna Barnes, President*

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

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

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

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

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

Sincerely,

Julianna Barnes, Ed.D.  
President

# About Cuyamaca College

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

## Vision

Learning for the Future

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## Mission

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, success and equity, the college provides

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

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach, access, student success and equity initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following priorities, which form the foundation of the 2016-2022 Strategic Plan:

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



# Relationship of Plans



This mission and strategic goals provide a framework that ensures that the two colleges within the district approach future services to the community in a similar manner, and with a common sense of purpose. Each college, through its collegial planning processes, refines the goals and strategies to reflect the most current assessment of needs and opportunities facing the communities they serve.

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

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

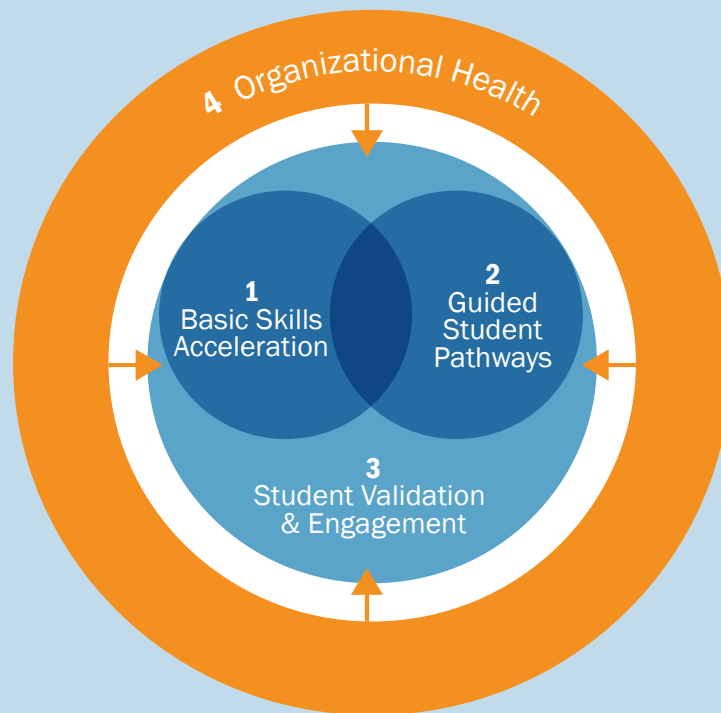




## Relationship among Key Priorities

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

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



# 1

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

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



## Major Action Steps

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

## Indicators

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



## **Guided Student Pathways**

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





## Major Action Steps

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

## Indicators

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

# 3

## **Student Validation and Engagement**

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



## Major Action Steps

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

## Indicators

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



## **Organizational Health**

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



## Major Action Steps

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

## Indicators

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



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College President: Nabil Abu-Ghazaleh, Ed.D.; Cuyamaca College President: Julianna Barnes, Ed.D.