CERTIFICATION OF THE INSITUTIONAL SELF-STUDY REPORT

August 7, 2007

TO: Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

FROM: Cuyamaca College

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

_____**Mr. Rick Alexander**
President, Board of Trustees

_____**Dr. Omero Suarez**
Chancellor

_____**Dr. Geraldine M. Perri**
President, Cuyamaca College

_____**Ms. Jan Ford**
President, Academic Senate

_____**Ms. Maggie Gonzales**
Vice President, Classified Senate

_____**Mr. Sam Farhan**
President, Associated Students

_____**Dr. Cristina Chiriboga**
Accreditation Liaison Officer and
Self-Study Co-Chair

_____**Mr. Michael Wangler**
Self-Study Co-Chair

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Certification of Continued Compliance With Eligibility Requirements

The Accreditation Self Study Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditation. The committee agrees that Cuyamaca College continues to meet each of the 21 eligibility requirements for accreditation set by the Western Association of Schools and Colleges.

Statement of Assurance

We hereby certify that Cuyamaca College continues to comply with the eligibility requirements for accreditation established by the Western Association for Schools and Colleges.

Signed:

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Dr. Omero Suarez, Chancellor
Grossmont-Cuyamaca Community College District

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Mr. Rick Alexander, President, Board of Trustees
Grossmont-Cuyamaca Community College District

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Dr. Geraldine M. Perri, President
Cuyamaca College

COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Cuyamaca College affirms that the institution has remained in continued compliance with the Accrediting Commission for Community and Junior Colleges' twenty-one (21) prescribed eligibility requirements as set forth below:

1. **Authority**

   In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

   For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community College's Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

   Cuyamaca College opened in 1978 as the second college in the Grossmont-Cuyamaca Community College District. Located in San Diego's East County region, Cuyamaca College is a public, two-year community college operating under the authority of the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees for the Grossmont-Cuyamaca Community College District. Cuyamaca College is fully accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC).

2. **Mission**

   The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization and be appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

   Cuyamaca College has a mission statement that defines the institution's broad educational purposes, its intended student population and its commitment to learning. The college's revised mission statement was adopted by the Governing Board in fall 2006.

   Cuyamaca College's mission statement is published in a variety of documents that are available to various college constituencies and the public including, but not limited to, the Cuyamaca College Catalog, the Student Development and Services Master Plan, and the Cuyamaca College website, www.cuyamaca.edu. The mission statement is also stated in the GCCCD Board Policy Manual as Board Policy BP1200 and available on the district website www.gcccd.edu/governingboard.

3. **Governing Board**

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. The board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities.

The governing board must be an independent policy-making body capable of reflecting constituent and public interest in board activities and decision. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

A five-member Board of Trustees elected by the citizens of San Diego's East County region sets policy and direction and provides leadership for the Grossmont-Cuyamaca Community College District. Each Board member serves a term of four years. The Board is an independent policy-making body and ensures that the educational mission of the district and the two colleges is implemented. The Board has two non-voting student members, each representing the two colleges in the district. Meetings are held once per month, alternating between Cuyamaca College and Grossmont College.

4. **Chief Executive Officer**

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district-system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Dr. Geraldine Perri serves as the President and Chief Executive Officer (CEO) for Cuyamaca College. Dr. Perri was hired for this position in 2001. It is her full-time responsibility to lead and administer the institution, and she reports directly to the Chancellor of the Grossmont-Cuyamaca Community College District.

5. **Administrative Capacity**

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The administration at Cuyamaca College consists of a President, a Vice President of Student Development & Services, a Vice President of Instruction, a Vice President of Administrative Services, three instructional deans (Divisions I, II and III), a Dean of Counseling and Matriculation, an Associate Dean of Special Funded Programs, a

Dean of Admissions & Records; an Assistant Dean of Student Affairs, an Associate Dean of Learning Resources, an Assistant Dean of EOPS, and an Executive Dean of Institutional Advancement.

6. Operational Status

The institution must be operational, with students actively pursuing its degree programs.

Cuyamaca College began operations in fall 1978. The college experienced 50% growth from spring1990 to spring 2000, and there are close to 8,000 students currently attending Cuyamaca College, including full-time and part-time students. Cuyamaca College offers 57 associate degree programs and 66 certificates and prepares students for transfer to public and private colleges and universities through its academic programs, as well as for employment opportunities through its wide variety of vocational training programs.

7. Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Cuyamaca College offers 57 associate degree programs and 66 certificates. In keeping with the mission of the California Community Colleges and the *Education Code* of California, non-credit courses are offered in nine designated areas: parenting, elementary and secondary basic skills, English as a Second Language, citizenship, persons with substantial disabilities, short-term vocational education for older adults, home economics, and health and safety education. Fee-based courses complement the non-credit program and provide classes of interest to the community.

A significant proportion of students are enrolled in programs leading to degrees. There are approximately 8,000 students at Cuyamaca College. Forty six percent of the students indicate that their primary educational goal is to obtain an associate degree or transfer to a four-year institution. Twenty five percent of the students are undeclared. Nineteen percent of the students are seeking a vocational degree; seven percent have declared basic skills as their primary education goals; and three percent are seeking to develop or upgrade career skills.

8. Educational Programs

The institution's principal degree programs must be congruent with the mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The associate degree programs at Cuyamaca College reflect the mission of the institution and are based on recognized higher education fields of study. Student

outcomes include meeting lower division transfer requirements, obtaining or upgrading vocational skills and degrees, and improving basic skills in math, English, reading, and English as a Second Language (ESL). A minimum of sixty (60) semester units of college work is required for students to earn the Associate's Degree at Cuyamaca College; thus, the completion of degree programs take at least two academic years. Granting of the AS or AA degree to students indicates successful completion of basic and general educational requirements, plus evidence of proficiency in a specialized field. Certificates are available to those who have attained well-defined levels of competency in specific areas.

9. Academic Credit

The institution must award academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions are governed by statutory or system regulatory requirements.

Cuyamaca College awards credit based on the traditional Carnegie unit, which is the generally accepted standard for degree-granting institutions of higher education. The traditional classroom "lecture" class requires the equivalent of one hour per week for each semester unit awarded. "Laboratory" classes require three hours per week for each semester unit awarded. The traditional semester is sixteen weeks in length. Cuyamaca College also offers short-term classes throughout the year including summer and winter (intersession) that are four, six or eight weeks in length.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Cuyamaca College identifies student learning outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes, and uses assessment results to make improvements. Cuyamaca College identifies student learning outcomes by requiring that all course outlines reflect what students are expected to have learned by the completion of a course or program.

Program level student learning outcomes are established within the regular five-year program review cycle for each program. Program level student learning outcomes include outcomes for all academic programs. Program level student learning outcomes are designed with student learning outcome evaluation measures based on program goals driven by academic master planning, are linked to student learning outcomes as the basis for assessment, apply critical thinking criteria to provide the basis for assessment, and establish long-term planning goals for evaluating and improving program student learning outcomes for the future.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

As stated in the college catalog, for students to meet general education requirements, Cuyamaca College requires that all courses incorporate a minimum of seven outcomes from at least three areas, such as applying thinking, quantitative, and communication skills; interdisciplinary linkages; information competency; writing across the curriculum; learning throughout life; adapting to change; and enhancing personal values. Additionally, to address the areas of social attitudes and cultural diversity, all courses require three outcomes from the following areas: Working Effectively with Persons from Diverse Populations; Demonstrating Respect for Persons from Diverse Populations; and Applying Knowledge of Different Cultures, Abilities, and Life Styles. Together these SLOs are designed to foster the development of students as effective learners and citizens. The programs at Cuyamaca College being closely scrutinized by the college's Curriculum Committee are consistent with levels of quality and rigor appropriate to higher education,

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The Cuyamaca College Faculty Handbook includes the Governing Board Policy on Academic Freedom (#4030, 2.23). The policy states…"the Board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student in freedom in learning. It carries with it duties correlative with rights."

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Cuyamaca College has 100 full-time faculty and administrators. Approximately two-thirds (2/3) of the courses are taught by adjunct faculty. The United Faculty (UF) contract states quite clearly that instructors' responsibilities include the development and review of curriculum. The Academic Senate takes its professional responsibility toward curriculum development and assessment of student learning very seriously. The co-chair of the Curriculum Committee is a faculty member and the position is an ad-hoc Academic Senate officer. The Curriculum Committee is under the purview of the Academic Senate.

14. Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Cuyamaca College provides a wide array of programs and services to support the learning environment of the institution. These include counseling, financial aid, CalWORKs, tutoring, Extended Opportunity Programs and Services (EOPS), Cooperative Resources for Education (CARE), and Disabled Students Programs and Services (DSPS). A Tutoring Center, a Reading & Writing Center, a High Tech Center for the Disabled, and a Math Study Center exist for the support of student learning. All of these services are provided within the context of the institutional mission. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Consistent with Title 5 and district policies, high school graduates, or the equivalent, or students who are over eighteen years of age and have the ability to benefit from the instruction offered may attend Cuyamaca College. High school students in the eleventh or twelfth grades may attend with the approval of the appropriate high school official, appropriate college official, and parental permission. These guidelines are printed in the college catalog.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Cuyamaca College provides access to information and resources to support *student learning* and enhance the mission of the institution including a Library Collection, Computer Laboratories, Instructional Media Services, Tutoring/Learning Centers, the Teaching & Learning Center and a variety of Library Services such as Library Staff Development. There are four Computer Labs located in the LRC, a Multi-Purpose

Lab (L-206), an Open Lab (L-207), an Extended Open Lab (Space L-207E), and an English Lab (L208). The Library subscribes to eleven electronic databases, which can be accessed from the library's website on the "Databases A – Z" page, as well as other useful places on the library's website. Students, faculty, and staff may access these resources on campus, as well as from remote locations.

17. Financial Resources

The institution documents a funding base, financial resources and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial responsibility.

The Grossmont-Cuyamaca Community College District receives the state-allocated monies upon approval of the state legislature and signed into law by the governor. Cuyamaca College then receives its share based on an funding allocation formula. Cuyamaca College has a set of well-defined guidelines and processes for financial planning and budget development based upon the mission, values, and goals of the College. These processes are open and understood by all, and opportunities exist for participation in the process by all college constituencies. Funds are used to support student learning programs and services, to improve institutional effectiveness, and to assure financial responsibility.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate pubic agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

As part of annual district audit, Cuyamaca College undergoes an external financial audit on an annual basis by a certified public accountant or an appropriate public agency, and makes available the audit. For its two most recent fiscal years, Cuyamaca College has submitted with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution, The audits are certified and any exceptions explained. The auditor employs as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decision regarding improvement through an ongoing and systematic cycle of evaluation, integrating planning, resource allocation, implementation, and re-evaluation.

Cuyamaca College has a clearly defined cycle of evaluation, goal setting, resource distribution, implementation, and re-evaluation. Each of the individual processes, i.e. evaluation, planning, and improvement, is interdependent on the other processes, and they are all dependent on quantitative and qualitative measures. This cycle is an essential mode of operation.

The program review and evaluation processes are focused on the success of students. As such, they are strongly linked to available research data on program effectiveness. Instructional and student services work closely with the District's Office of Institutional Research, Planning and Academic Services to obtain, analyze, and utilize data in all reports. The instruments used in the process are developed by the office, and data that is collected is analyzed by the researchers. Representatives from the office serve as ex-officio members of the Program Review and Planning Committees.

The results of program review in the form of commendations and recommendations for enhanced staffing, curriculum development, pedagogical changes, student outreach and support, technology, new facilities, and development of student learning outcomes are forwarded to major academic and student services planning work groups. Once approved and incorporated into institutional plans, these recommendations become the basis for development of annual college budgets. The cycle is recursive and builds on a previous year's accomplishments and shortfalls. In this manner, a systematic cycle of evaluation, integrated planning, research allocation, implementation, and re-evaluation are assured.

There is broad-based participation in the planning, evaluation, and improvement cycle. The quality of the instruction and support services is thus assured. This cycle contributes to student success, the achievement of the college mission, and the integrity of the Cuyamaca College.

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and correct information concerning the following: general information, requirements, major policies affecting students, and locations or publications where other policies may be found.

Cuyamaca College provides a catalog for its constituencies and strives to ensure that information is precise, accurate, and current. The Cuyamaca College catalog is updated and published on an annual basis. The catalog includes the college mission, academic calendar; college and district administration and faculty, including their degrees; names of the Governing Board members; college history, and vision.

In addition the catalog contains descriptions on admissions, services for students, academic policies and regulations, transfer information and degree requirements, associate degree programs and certificates, and course and program information including credit, noncredit and community learning programs. Hard copies of the college catalog are available at the college bookstore. The catalog is also available on the college website at www.cuyamaca.edu. Policies can also be found in other publications including the class schedule which is published every fall, spring, and summer.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates, any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny and or to revoke candidacy or accreditation.

Cuyamaca College adheres to the eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). Cuyamaca College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. A statement of accreditation for Cuyamaca College appears in its catalog.

INTRODUCTION

A.
HISTORY & BACKGROUND

CUYAMACA COLLEGE

HISTORY and BACKGROUND

Cuyamaca College is a mid-sized, comprehensive public, community college that offers the full range of educational programs designed to foster the development of students' personal, social, and intellectual qualities and capabilities. To this end, the college provides:

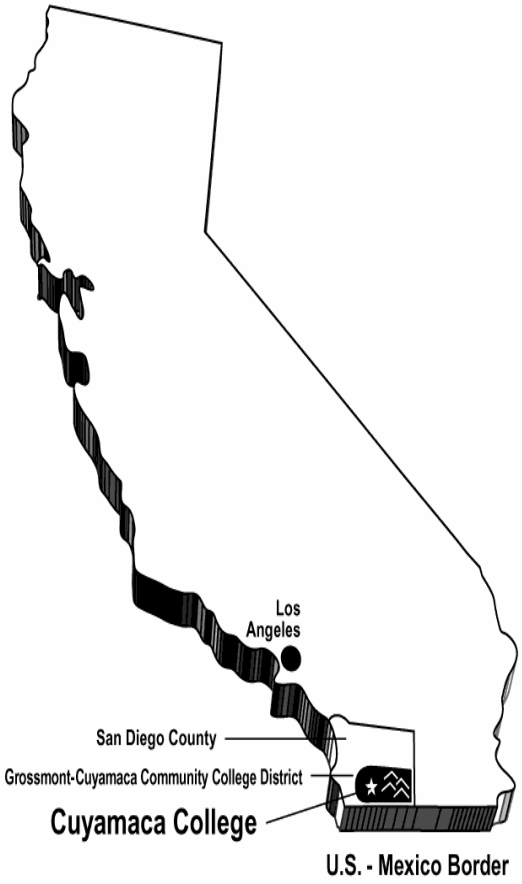
- Transfer courses equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at baccalaureate institutions.
- Vocational and career education to provide technical skills and knowledge for beginning employment, retraining and advancement, and to respond to local business and industry economic and workforce development directions.
- General education courses to broaden knowledge, skills, attitudes and values, to develop analytical ability and critical thinking, and to foster interest in lifelong learning.
- Basic skills and developmental courses in English, Reading, English-as-a-Second-Language, Mathematics, and Personal Development to support student success in college coursework.
- Continuing education and community services to provide for the special educational and training needs of the local community.

Cuyamaca College is located in Rancho San Diego in East San Diego County, California. It is part of the Grossmont-Cuyamaca Community College District, the primary point of access to higher education in San Diego's East County region.

Cuyamaca College opened in 1978 as the second college in the Grossmont-Cuyamaca Community College District with an enrollment of 1,538 students. The name, "Cuyamaca," is an Indian word selected by the Board of Trustees to reflect the region's unique history and heritage. The initial plan was for Cuyamaca College to be primarily vocational and accommodate the special occupational programs for the district. However, rapid growth of the adjacent Rancho San Diego community in the 1990's resulted in greater growth potential than was originally planned. Student growth led to an expansion of the physical facilities and the scope of educational programs. The goal of becoming a fully comprehensive college became firmly established and has become the cornerstone of the college educational master plan ever since.

The first phase of the college construction, which was completed in 1978, comprised the classroom core complex (Buildings A-G) and one warehouse/maintenance building. In 1980, the second phase of construction led to the completion of Buildings N (currently home of the completely remodeled Math Center), Building O designed to house Ornamental Horticulture and the college's first physical education facilities, and Building P, the original automotives complex.

In 1989, the Learning Resources Center (LRC) opened, and in 1995, *Rancho San Diego Parkway*, the main entrance road to the college, was completed, providing easier access. In 1995, the college dedicated a 20.3 acre facility for Exercise Science which included a Fitness Center, gymnasium, tennis and volleyball courts, soccer and ball fields, and Olympic track.



In spring 2001, the college completed and opened its One-Stop Student Services Center, a three-building complex designed to provide one-stop student services ranging from Admissions and Records, Counseling, Financial Aid, Community Learning, Public Safety, Student Development and Services, and several other special program offices and essential services. The same year, the Child Development Center opened its doors to serve a maximum capacity of 75 preschool children in state-of-the-art facilities that offer unique lab school programs. The Math Learning Center opened in fall 2001 and houses an open computer lab, specialized classrooms, faculty offices and a dedicated Math Tutoring Center. Finally, Biology and Chemistry lab facilities underwent a significant remodel, including development of a specialized instrumentation lab.

Following the established college master plan priorities, the Automotive Technology Complex remodel was completed in 2005 and provided significant improvements to the Automotive Technologies Program, which include Ford ASSET and General Motors ASEP Programs.

The college's enrollment grew significantly in the 1990's, increasing 50% in a ten-year period. After reaching its peak at over 8,000 students, and in keeping with the statewide trend, the enrollment declined slightly and remained at approximately 7,500 students for several years. In spring 2007, however, the college once again experienced high growth rates (5.1%) and the headcount has again surpassed 8000. As per *Educational Master Plan 2000*, Cuyamaca College is expected to accommodate an enrollment of approximately 15,000 students by the year 2015.

Construction is occurring incrementally in response to the educational needs in the Grossmont-Cuyamaca Community College District. In spring 2007, the college celebrated the grand opening of a 60,000 square foot Science and Technology Mall

which will provide Computer Information Science, Graphic Design, and an all-discipline open computer lab on the first floor, and much needed laboratory space on the second floor for Biology, Oceanography, Chemistry, Geography, Geology, and Physics. In addition, in various phases of construction in 2007 are an 88,000 square foot Communication Arts building that will house English, English as a Second Language, Reading, Fine Arts, Performing Arts, Music, Humanities, Communication and American Sign Language, and the Student Center that will address the need for enhanced campus life by providing a central hub for student activities and retail services, including food services and the bookstore. Extensive parking lot expansion, roadway, and pathway redesign has also taken place as facility expansion has occurred. A Business/ Professional Studies & Computer Information Science Building is slated to begin construction in 2007, and the Learning Resources Center will also be expanded in the next few years.

The Way Forward was first adopted in 1999 to identify common guidelines and principles for the entire district. Attention to the five areas of unity, standardization, alignment, funding, and facilities, was seen as increasing the colleges' and district's ability to deliver excellence across the district. The themes were discussed widely and endorsed prior to adoption. The five initial themes were: Unity, to focus on cooperation throughout the district; Standardization, to simplify legal responsibilities, and save time, money, and energy; Alignment, particularly in terms of curriculum, in order to assist students in reaching their educational goals efficiently; Funding, with a focus on equitable state funding; and Facilities, with a focus on the completion of educational and facility master plans.

The District-wide Strategic Plan for 2001-2004 pulled together the mission, *The Way Forward* and college plans, goals and objectives to create a comprehensive district-wide Strategic Plan. The Report Card on the District-wide Strategic Plan was completed in 2006 (hampered by some staff vacancies and changes).

In 2003-2004, *The Way Forward* was revised and updated through the governance process. The result was a revision that explicitly incorporated academic excellence and the importance of human and physical resources. (See attached document from 1999 and August 26, 2004 memo from the Chancellor.) The introduction states: "Attention to the five areas of academic excellence, unity, standardization, alignment, and resources will increase our ability to provide an excellent environment for a diverse student body, faculty, and staff. Everything we do is focused on achieving educational excellence."

The 2006 approved revisions of college and district mission statements incorporated *The Way Forward* and re-stated the five elements of The Way Forward as the District's guiding principles, the framework for our values and direction.

A critical decision was made in the 1990's regarding the colleges' budget allocation model. The Governing Board approved a funding formula for Cuyamaca College containing a small college factor that recognized higher costs at the smaller institution. At the same time, an economy of scale factor was incorporated to equalize

the allocation to Grossmont College. Since that time, the state has recognized the need for a small college factor in its system-wide funding model; nonetheless, the budget allocation model has been under review with alternative distribution models under consideration.

As the accreditation surveys reflect, in general there is a high level of satisfaction with both internal college and district communication and shared governance processes. The college has maintained positive working relationships with the district as well as the Governing Board. As is typical of other multi-college districts characterized by small college/large college relationships, differences in interests and perspectives between Cuyamaca and Grossmont Colleges periodically emerge. Two prime examples are the budget allocation model, as mentioned above, and the distribution of the funds from Prop R, a major bond measure that brought $207 million to both colleges.

Cuyamaca College has a faculty, staff and administration committed to academic excellence. The integration of student learning outcomes into the curriculum and into support service areas such as Student Services and Library and Learning Resources, has been embraced. The college had previously restructured its General Education package to include student learning outcomes in areas such as information competency, diversity, writing-across-the-curriculum, interdisciplinary linkages, and others. Thus, the college builds on a history of innovation. New program development has become a hallmark as well. The following list summarizes new program additions since the last accreditation site visit:

NEW INSTRUCTIONAL PROGRAM 2001-2008
2001-2002: Business–General University Transfer Studies
2002-2003: Business: Call Center Customer Service Representative Business Office Technology: Administrative Assistant Executive Assistant Computer & Information Science: Cisco Systems Computer Programming Electronic Commerce Network Servicing Technology Operating Systems Web Design Web Programming Web Server Management

2003-2004:
Computational Science
Water/Wastewater Technology:
  Distribution/Collection Systems
  Wastewater Treatment Operator
  Water Treatment Plant Operators

2004-2005:
Child Development:
  Recreational Leadership–Outdoor Programs
Computer & Information Science:
  Telecommunications Networking Technology
  Telecommunications Networking Technician
  Telecommunications Servicing Technology
Exercise Science:
  Recreational Leadership–School-Based Programs
Water/Wastewater Technology:
  Cross Connection Control Systems
  Wastewater Collection Systems
  Water Distribution Systems

2005-2006:
Business Office Technology:
  Office Software Specialist Level I
  Office Software Specialist Level II
Engineering:
  Civil Engineering
  Electrical and Computer Engineering
  Mechanical and Aerospace Engineering
Graphic Design:
  Digital Photography
  Web Graphics
Music Education

2006-2007:
Business:
  Business Data Management
  Database Administration
Child Development:
  Early Childhood Intervention
Communication

2007-2008:
Social Work

Ninety-three percent of full-time faculty and administrators have at least a Master's Degree, and 26% have earned doctorates. A vibrant Professional Development Program ensures that full and part-time faculty have the means to maintain currency not only in their respective disciplines but also in terms of pedagogy. Since the last accreditation visit, for instance, the college has provided online staff development services to maximize access to these critical services. The district also supports numerous sabbaticals as well as training and participation in academic conferences and other related activities.

Cuyamaca College offers a variety of occupational, transfer and general education programs and has over 700 classes from which to choose. Cuyamaca College prepares students for transfer to both the California State University (CSU) and University of California (UC) systems, as well as to many private colleges and universities. The most sought after degree is the University Transfer Degree. Popular vocational programs include Automotive Technology, Ornamental Horticulture, Graphic Design and Computer Information Science. The number of students transferring to California State Colleges and Universities, the University of California and private institutions rose from 695 in 2001-2002 to 776 in 2004-2005, with the majority of students transferring to San Diego State University. The number of certificates awarded by the college increased from 112 in spring 2004 to 225 in spring 2006.

Since the last accreditation visit, the college has sought to strengthen basic skills offerings in math, English, Reading, and English as a Second Language. A writing center has been created that offers writing assistance to any student enrolled in any college class who can benefit. Supervised Tutoring is available in a variety of disciplines including Biology, Business Office Technology, Computer and Information Sciences, English, Math, Graphic Design, Interdisciplinary Studies, Math, and Personal Development Counseling classes.

Cuyamaca College points with pride to its innovative instructional schedule that offers maximum choice in terms of flexible delivery formats. In addition to regular semester-length course offerings, the College provides alternative formats such as short-term courses, intersession, weekend, day and evening as well as innovative ways to learn including online, hybrid, and open-entry/open exit. Since the last accreditation site visit, distance education has become the fastest growing segment of the instructional program. Courses are offered at several off-campus sites including the Sycuan Indian Reservation and many of the local high schools.

Student support services have made tremendous strides. In addition to centralizing services by moving into its One Stop Student Services Center, student services has strengthened student access and outreach into the community. Library resources have expanded, and the College's technology support has been strengthened; the Teaching & Learning Center is staffed to provide faculty and staff training throughout the year.

In terms of resource development, the Cuyamaca Foundation is thriving; in 2006, its annual dinner dance grossed over $100,000.00, contributing greatly to student success and facilities initiatives at Cuyamaca College. After much data collection and research, the college successfully applied for and received a Title III grant in 2004, the largest grant in its 30-year history—another example of resource development. With an emphasis on student learning, the Title III grant is making an impact on support services targeting the high risk student population by institutionalizing new strategies such as online counseling, learning communities, curriculum development and technology integration. The college has also been successful in obtaining a major National Science Foundation grant in the area of telecommunications technologies and a special Congressional Awards designed to support math, science and engineering education as well as technology development.

Cuyamaca College administers the district's noncredit program. In 2007, Community Learning marks its 30th year of offering lifelong learning opportunities to the residents of East County. In keeping with the mission of the California Community Colleges and the *Education Code* of California, non-credit courses are offered in nine designated areas, including parenting, elementary and secondary basic skills, English as a Second Language, citizenship, classes for persons with substantial disabilities, short-term vocational training, education for older adults, home economics, and health and safety education. In 2004, a major non-credit program; the Professional Development Academy, was developed through special grant funding that provides a range of short term, flexible courses employers and employees need for success in today's work environment, such as planning, time management, supervisory skills and leadership. Fee-based courses complement the non-credit program and provide classes of interest to the community such as gardening and tax preparation.

Cuyamaca College is also the site of the Heritage of the Americas Museum and the Water Conservation Garden. Nearly 30% of the campus is a nature preserve which literally encircles the entire campus, creating a peaceful and natural setting for students to learn and study. In fact, an enduring value at Cuyamaca College is an emphasis on protecting, preserving and enhancing the natural environment. The "Grand Lawn," the park-like setting in the center of campus, serves as the focal point. As the college has grown, a continued commitment exists to preserve the Grand Lawn and to be as noninvasive as possible in developing facilities to protect the college's open spaces and natural environment.

Cuyamaca College works in a purposeful way to reach out to the community it serves. For example, the college has built a strong relationship with its Chaldean community. The Chaldean population in the East County is the second largest in the United States, and it is safe to say that Cuyamaca College is the Chaldean community's college of choice. Faculty and staff have also reached out to the Native American population by providing special academic advising sessions at the Sycuan Indian Reservation and developing curriculum that targets their needs in courses such as language, history and geography.

The faculty, staff, and administration are proud to have developed a culture of collaboration and shared governance, a culture which grew out of a need for people to work together and for faculty and staff to wear many hats during the early years when the college was small. The family-like culture, a spirit of collaboration and a "can do" attitude has persisted throughout the years. Since its last accreditation, there has been a change in presidency. Dr. Geraldine Perri, appointed as president of Cuyamaca College in 2002, has continued its fine academic traditions, planning culture, and effectively strengthened the college in numerous ways.

The college has a sound history of strategic planning based on a systematic and informed process. The college currently functions under its *Strategic Plan, 2004-2010.* In spring 2003, the college's Innovation and Planning Council affirmed the college's core values and identified of needed areas of focus. Subsequently, through a broad-based process characterized by open discussion, faculty and staff prioritized activities in each area of focus, including Academic Excellence and Program Development, Student Success, Facilities and Physical Environment, Community Relations, and Resource Development.

In summary, Cuyamaca College has evolved over the years from a small community college with a vocational emphasis into a comprehensive institution with a basic liberal arts core and a number of vocational education programs. The *Strategic Plan 2004-2010* guides the major activities and areas of focus at Cuyamaca College. Through this strategic plan, the college's vision, "Learning for the Future," and its core values of Academic Excellence, Student Access, the Natural Environment, Strong Community Relations, Innovation & Creativity, and Diversity & Social Harmony, Cuyamaca College is well-situated to continue meeting the ever-changing educational needs of its students and community.

During the time of this accreditation site visit, Cuyamaca College is celebrating its thirtieth year of existence and is in the midst of an exciting transformation. The college is expanding its facilities and transforming the physical appearance of the campus. Courses and policies are being aligned with those at Grossmont College, and a brand new student record system, Datatel-Colleague, is being implemented in the district which will benefit students significantly. The politics inherent in multi-college districts are obvious, but not ruinous. During this time of incredible change, the core processes of teaching and student learning continue to be the main focus.

INTRODUCTION

B.
DEMOGRAPHIC INFORMATION

DEMOGRAPHIC INFORMATION

Introduction to the Use of Data

Cuyamaca College uses data in a purposeful way to provide the best service possible to the community it serves. For decision-making purposes, research is presented to the college community in a variety of ways and formats so that informed decisions can be made. Data are also used to evaluate programs and services for purposes of improvement. Much of the data is collected by the Office of District-wide Academic, Student, Planning and Research Services, commonly known as the District Research Office. A variety of forums are held throughout the year to give individuals access to data; in addition, some types of data are available online.

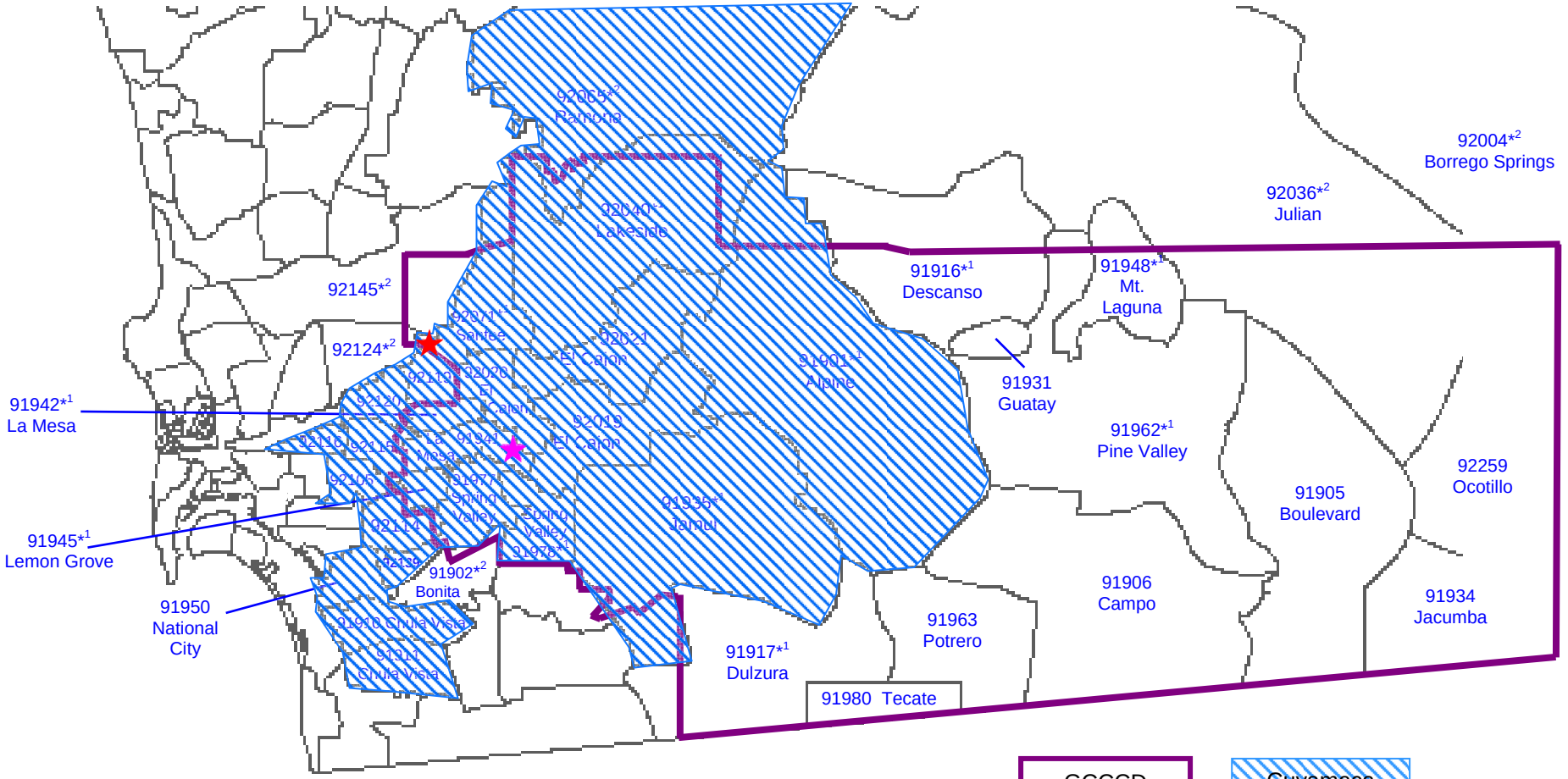
Research is utilized for instructional and student services program review, curriculum development, and grant development. Quantitative information is also studied to enhance student access to the college and to ensure convenient scheduling of courses. Data are used to plan for future offerings, facilities, programs and services to better serve students, like the data that led to the development of a Title III grant. Based on research, the college has also recognized the growing trend of online education, and has consequently expanded the number of online courses, developed a *Manual of Good Practices* for online instructors, and increased support for the Online Help Desk. Data also show that Cuyamaca College is becoming more "traditional" in terms of its student population, and this change has led to a greater focus on younger students while continuing to address the needs of students from other populations, such as older adults.

Geographic Location

Cuyamaca College is part of the Grossmont-Cuyamaca Community College District. The district is the primary point of access to higher education in San Diego's East County region. The East County is as large as the state of Rhode Island; it encompasses 1,138 square miles and has a population of 567,102 (San Diego Association of Governments, 2002). The Grossmont-Cuyamaca Community College District is bordered by Mexico on the south while the eastern portion includes an expansive mountainous region with many isolated communities. The three largest Native American reservations in San Diego County are found in the District's extensive service area, the Barona, Sycuan and Viejas Bands of Kumeyaay Indians, as well as a number of smaller reservations. In addition to .75% Native Americans, the East County is 76% Caucasian, 16% Hispanic, 4.25% Asian/Other, and 3% African-American (U.S. Census, 2000). The district completely or partially encompasses 29 zip codes. The majority of the students reside in the areas surrounding the college. The five most common zip codes for Cuyamaca College students are located in El Cajon, Spring Valley, and La Mesa; more than 53% of students come from these five zip codes. Additionally, students come from zip codes outside the district boundary, most notably from areas on the eastern edge of the city of San Diego, where the nearest four-year transfer institution, San Diego State University, is located.

A map of the region is provided on the following page, showing local zip codes, the GCCCD boundary, and the Cuyamaca service area. The service area is defined as the zip codes in which 90% of the enrolled students reside.

Grossmont-Cuyamaca Community College District Boundary and Cuyamaca College Service Area by Zip Code



Boundary is defined by state law.

Service area is defined as zip codes in which 90% of Fall 2004 enrolled students resided.

Base zip code boundary map provided by SANDAG.

* Zip code area is partially contained within the district boundary

[1] More than half the area falls within the district boundary

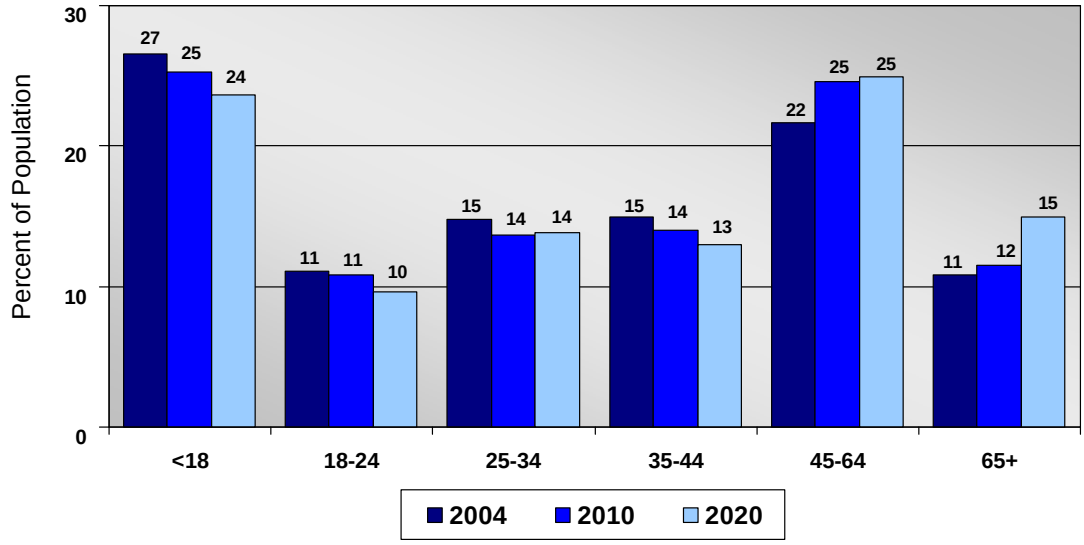
[2] Fewer than half the area falls within the district boundary

Regional Information

Regional Distribution of Age in Cuyamaca Service Area

In 2004, the San Diego Association of Governments (SANDAG) estimated there were 1,028,696 residents in the Cuyamaca service area, with anticipated growth to 1,118,015 (8.7%) by the year 2020. Growth is expected to occur dramatically among older residents from 2004 to 2020, with an increase of more than 100,000 residents over the age of 45 in the Cuyamaca service area. Concurrent to the increase in older residents, there is expected to be a decrease of approximately 15,000 residents ages 18 to 24, as shown in the figure below (D-1).

Figure 1
Regional Distribution of Age in Cuyamaca Service Area



Regional Distribution of Ethnicity in Cuyamaca Service Area

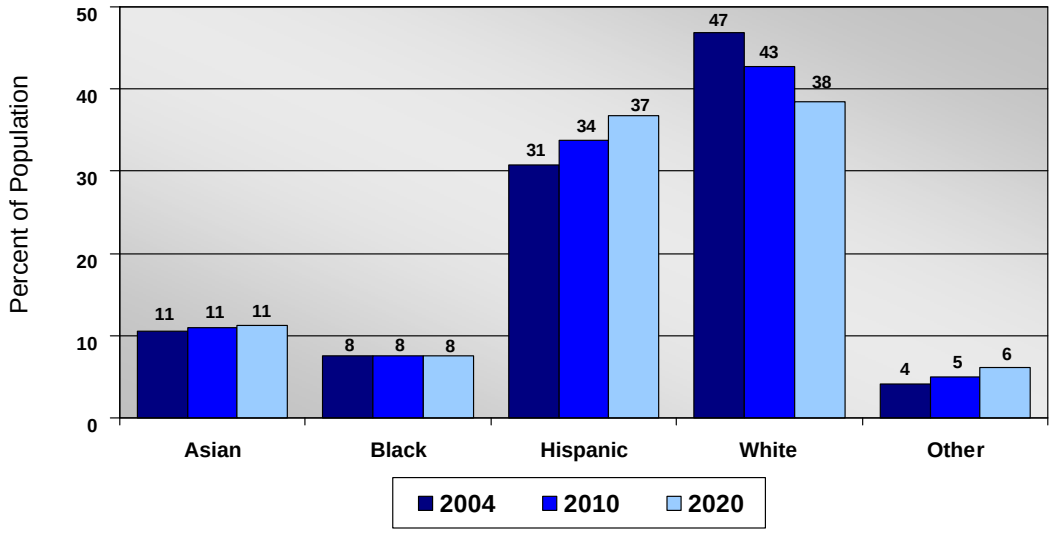
The region is also becoming more ethnically diverse. As presented in the following figure, which shows the ethnicity trends of the Cuyamaca service area, between 2004 and 2020, it is estimated that there will be an increase of nearly 95,000 Hispanic residents in the Cuyamaca service area with a corresponding decrease of more than 50,000 White non-Hispanic residents, and each group will make up slightly less than 40% of the population. The Asian population and the Black population is expected to remain relatively stable during the same time period. There is evidence that the Middle Eastern population in the region is increasing. There was a 34% increase in Californians who reported Arab ancestry between the 1990 Census and the 2000 Census, and San Diego is among the top ten places in the nation with an Arab population, according to Census reports (D-1, D-2).

Cuyamaca College has reached out to the diverse populations in its service area to ensure they receive the quality and quantity of services they need. The Chaldean population in the East County is the second largest in the United States, and there are approximately 15,000 Chaldeans living in the East County (D-9). The college has built a strong

relationship with its local Chaldean community. For example, the college sponsors a large Chaldean Festival each year, has a full-time Chaldean counselor, and offers Aramaic and Arabic language classes (D-10). The Aramaic courses are taught by a prominent member of the Chaldean community.

Faculty and staff have also reached out to the Native American population by providing special academic advising sessions at the Sycuan Indian Reservation and developing curriculum that targets their needs such as language classes (Kumeyaay I, II, III and IV) and an Ethnobotany course (D-10). The Native American history courses were also revised to ensure that they met the American Institutions requirement for student who transfer to the California State University system.

Figure 2
Regional Distribution of Ethnicity in Cuyamaca Service Area



Student Demographic Information (D-3, D-4)

Student Gender
During the fall 2005 semester, 7,577 students were enrolled in credit courses at Cuyamaca College. More than half (56%) were female, a figure that has remained relatively constant over the past five years. The gender distribution for five fall semesters is presented below.

Table 1
Student Gender

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	#	%	#	%	#	%	#	%	#	%
Female	4253	*56*	4608	*57*	4428	*56*	4324	*56*	4259	*56*
Male	3384	*44*	3477	*43*	3387	*43*	3378	*44*	3259	*43*
Unknown	13	*0*	19	*0*	50	*1*	54	*1*	59	*1*
Total	**7650**	***100***	**8104**	***100***	**7865**	***100***	**7756**	***100***	**7577**	***100***

Student Age
As indicated in the following table, the majority of fall 2005 Cuyamaca College students (55%) were under the age of 25. This figure has increased steadily since fall 2001, when 49% were under twenty-five years old. This trend makes the college more "traditional" in terms of age and has led to the development of a more comprehensive curriculum, i.e. a liberal arts core of classes that lead to a degree or transfer.

It should also be noted that approximately 11% of the students at Cuyamaca College are over the age of 50, compared with 7% of community college students in the state overall, according to the California Community College Chancellor's Office *Datamart*. The vast majority of the older students at Cuyamaca College use the fitness center and typically do not enroll in other courses.

Table 2
Student Age

	Fall 2001		**Fall 2002**		**Fall 2003**		**Fall 2004**		**Fall 2005**	
	#	*%*	*#*	*%*	*#*	*%*	*#*	*%*	*#*	*%*
19 or younger	1890	*25*	2047	*25*	2086	*27*	2086	*27*	2043	*27*
20-24	1810	*24*	1970	*24*	1976	*25*	2093	*27*	2130	*28*
25-29	747	*10*	761	*9*	754	*10*	736	*9*	759	*10*
30-49	2245	*29*	2319	*29*	2110	*27*	1947	*25*	1791	*24*
50 or older	958	*13*	1007	*12*	939	*12*	894	*12*	854	*11*
Total	**7650**	***100***	**8104**	***100***	**7865**	***100***	**7756**	***100***	**7577**	***100***

Student Race/Ethnicity
White non-Hispanic students make up the majority of Cuyamaca College's student body, though current enrollment trends indicate that this trend appears likely to change over the next several years. The college continues to become increasingly diverse, particularly with respect to students who identify themselves as Hispanic or who decline to state their race/ethnicity. These trends reflect regional ethnic trends; in fact, Cuyamaca College students are more diverse than residents within the Grossmont-Cuyamaca Community College District boundary, according to Census 2000 figures and 2004 estimates from the San Diego Association of Governments. However, Cuyamaca College students are less diverse than residents within the service area.

Though not reflected in the ethnicity information presented below, various sources of information indicate an increasing population of Middle Eastern students at Cuyamaca College. Many of these students might indicate *White non-Hispanic* or *Other* on their college application, but other indicators yield information about this population. For example, among students who self-identify as White non-Hispanic, the percentage who indicate that English is not the primary language used at home has increased steadily over the past several years, from 6% in fall 2000 to more than 9% in spring 2006.

Additionally, on student surveys administered for academic and student services program review, *Middle Eastern* has been offered as a category of race/ethnicity since 2002. In surveys administered during 2002 and 2003, between 1% and 3% of respondents indicated they were Middle Eastern. In surveys administered more recently, the percentage of Middle Eastern respondents has been higher than 6%. This corresponds with community estimates of a growing Middle Eastern population in San Diego County.

Table 3
Student Race/Ethnicity

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	#	%	#	%	#	%	#	%	#	%
Amer. Indian/Alask. Nat.	94	*1*	127	*2*	102	*1*	103	*1*	106	*1*
Asian	289	*4*	293	*4*	282	*4*	265	*3*	233	*3*
Black non-Hispanic	477	*6*	521	*6*	521	*7*	561	*7*	491	*6*
Filipino	201	*3*	220	*3*	214	*3*	207	*3*	209	*3*
Hispanic	1293	*17*	1374	*17*	1342	*17*	1502	*19*	1482	*20*
Pacific Islander	58	*1*	64	*1*	68	*1*	77	*1*	70	*1*
White non-Hispanic	4660	*61*	4843	*60*	4571	*58*	4268	*55*	4211	*56*
Other	341	*4*	370	*5*	374	*5*	347	*4*	347	*5*
Unknown	237	*3*	292	*4*	391	*5*	426	*5*	428	*6*
Total	**7650**	***100***	**8104**	***100***	**7865**	***100***	**7756**	***100***	**7577**	***100***

Student Educational Goals

Students attend Cuyamaca College for a wide variety of reasons. The percent of students who indicate they are undecided in their educational goals has steadily decreased over the past several years, though it still remains over 20%. Approximately 43% of fall 2005 students indicated on their application that they intend to obtain a Bachelor's Degree. This figure represents an increase from 38% of students with these goals in fall 2001. More than three-fourths of the fall 2005 credit students (80%) obtained a high school degree or equivalent before enrolling at Cuyamaca College; another 10% had already obtained a Bachelor's Degree or higher prior to enrolling at Cuyamaca College.

The increase in students intending to earn a degree and/or transfer, combined with the increase in students below the age of 25, reinforce the belief that the Cuyamaca College student population is increasingly becoming more "traditional." These are students who generally begin college shortly after finishing high school and enroll in a full course load of twelve or more units. Further evidence of an increase in this type of student is the increase in the percentage of students attempting a full course load; this information is presented in the section entitled **Enrollment Trends**.

Table 4
Student Educational Goals

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	#	%	#	%	#	%	#	%	#	%
Obtain BA/BS after AA/AS	2339	*31*	2556	*32*	2432	*31*	2552	*33*	2485	*33*

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	#	%	#	%	#	%	#	%	#	%
Obtain BA/BS without completing AA/AS	565	*7*	609	*8*	691	*9*	728	*9*	743	*10*
Obtain AA/AS without transfer	457	*6*	496	*6*	530	*7*	531	*7*	485	*6*
Obtain two year vocational degree	66	*1*	82	*1*	82	*1*	75	*1*	68	*1*
Earn a vocational certificate without transfer	157	*2*	141	*2*	165	*2*	162	*2*	145	*2*
Discover/formulate career interests, plans, goals	270	*4*	299	*4*	252	*3*	243	*3*	216	*3*
Prepare for a new career	514	*7*	486	*6*	508	*6*	504	*6*	466	*6*
Advance in current job/career	490	*6*	439	*5*	389	*5*	351	*5*	355	*5*
Maintain certificate or license	118	*2*	131	*2*	129	*2*	152	*2*	149	*2*
Educational development	399	*5*	422	*5*	394	*5*	346	*4*	346	*5*
Improve basic skills in English, reading or math	125	*2*	195	*2*	205	*3*	197	*3*	221	*3*
Complete credits for high school diploma or GED	55	*1*	78	*1*	88	*1*	104	*1*	132	*2*
Undecided on goal	2094	*27*	2167	*27*	1995	*25*	1809	*23*	1765	*23*
Uncollected	1	*0*	3	*0*	5	*0*	2	*0*	1	*0*
Total	**7650**	***100***	**8104**	***100***	**7865**	***100***	**7756**	***100***	**7577**	***100***

Community Learning (D-4, D-6)

Cuyamaca College offers many fee-based and noncredit courses through its Community Learning Program. Community Learning students make up approximately 30% of the students served by Cuyamaca College. Community Learning fee-based courses are offered in subjects such as art, music, writing and fitness. As defined by the Education Code, (CEC Section 84757), courses are offered at Cuyamaca College in the following categories of noncredit areas eligible for funding:

- Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships;
- Elementary and secondary basic skills and other classes such as remedial academic courses or classes in reading, mathematics, and language arts;
- English as a Second Language;
- Classes and courses for immigrants eligible for educational services in citizenship, English as a Second Language, and work force preparation classes in the basic skills of speaking, listening reading, writing, mathematics, decision making and problem solving skills, and other classes required for preparation to participate in job-specific technical training;
- Education programs for persons with substantial disabilities;
- Short-term vocational programs with high employment potential;
- Education programs for older adults;
- Education programs for home economics; and

- Health and safety education

Community Learning students differ demographically from the college's credit students. From summer 2002 through spring 2005, 28,389 students enrolled in 70,151 noncredit courses (an average of 2.5 courses each), and 8,832 students enrolled in 14,361 fee-based courses (an average of 1.6 courses each).

An examination of the students in Community Learning courses, presented in the following table, provides information on demographic characteristics of students who enrolled in at least one Community Learning course from summer 2002 through spring 2005. The numbers and percentages provided reflect only those who indicated their demographic information for the characteristic indicated (gender, age, ethnicity, or prior education) upon enrolling in a Community Learning course. Approximately 43% of these students did not report their ethnicity when they completed their enrollment form, 36% did not report their gender, 34% did not provide their age, and 50% did not report their prior educational status.

Table 5
Demographic Characteristics of Community Learning Students

Gender	
Female	*69%*
Male	*31%*

Ethnicity	
Asian	*8%*
Black non-Hispanic	*7%*
Hispanic	*16%*
White non-Hispanic	*69%*

Age	
Under 20	*15%*
20-24	*9%*
25-29	*8%*
30-49	*30%*
50 and older	*39%*

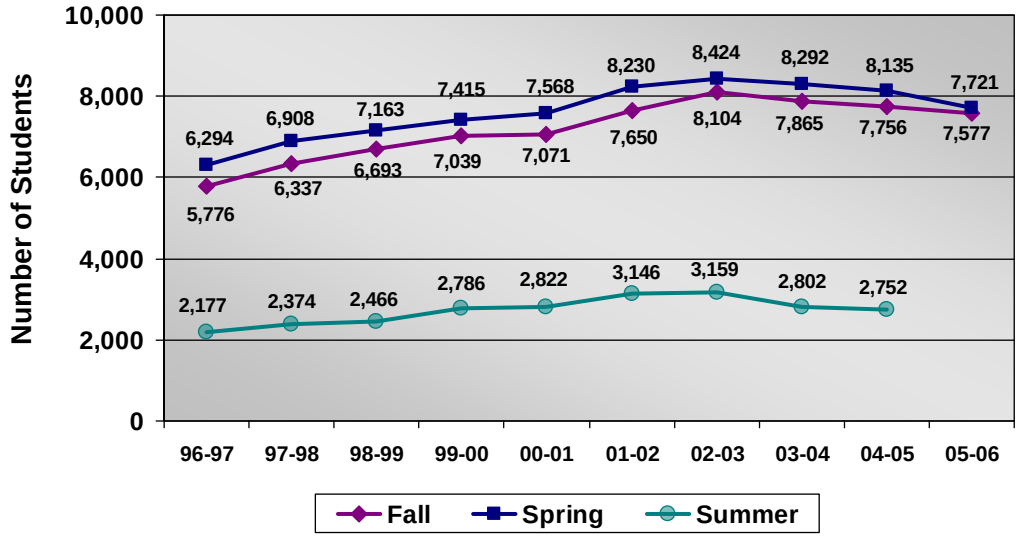
Prior Education	
Not a HS graduate	*11%*
HS graduate	*52%*
AA/AS	*11%*
BA/BS	*26%*

Enrollment Trends (D-3, D-4)
The table and figure below present student headcount for ten academic years. During the past ten years, credit student headcount increased until the 2002-2003 academic year, and since then, has decreased slightly each year. At one point, Cuyamaca College was labeled the fastest growing mid-sized community college in the United States (D-11). The flat trajectory beginning in 2003-2004 mirrors the statewide trend, and it is felt that a turnaround will occur based on regional growth projections.

Table 6
Student Headcount

	96-97	**97-98**	**98-99**	**99-00**	**00-01**	**01-02**	**02-03**	**03-04**	**04-05**	**05-06**
Fall	5,776	6,337	6,693	7,039	7,071	7,650	8,104	7,865	7,756	7,577
Spring	6,294	6,908	7,163	7,415	7,568	8,230	8,424	8,292	8,135	7,721
Summer	2,177	2,374	2,466	2,786	2,822	3,146	3,159	2,802	2,752	N/A

Figure 3
Student Headcount



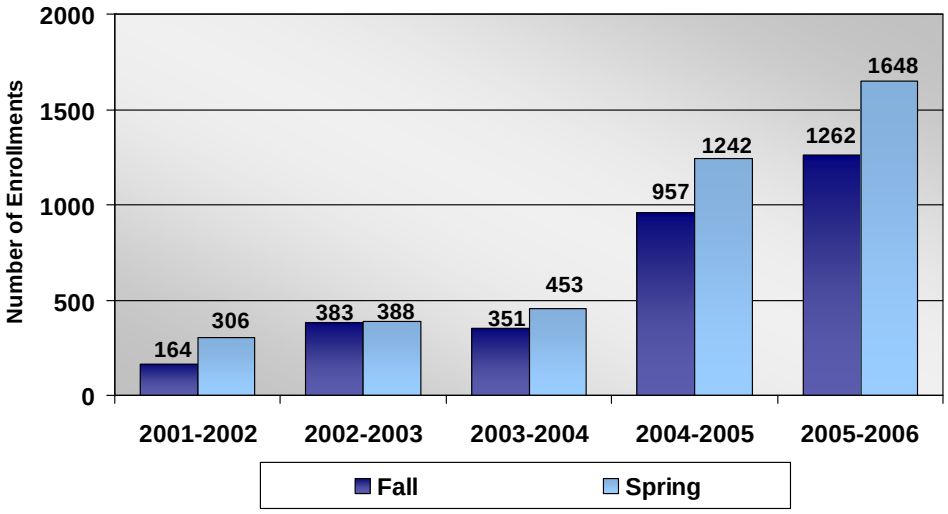
Course Enrollments

Approximately one-fourth (26%) of fall 2005 credit students attempted a full load (12 or more semester units), a figure that has increased steadily from 22% in fall 1998. Nearly half (45%) enrolled in fewer than 6 units. Approximately 39% of Cuyamaca students enroll in one course per semester. They are more likely to be older, female, and/or White non-Hispanic students than students who enroll in more than one course per semester. Students enrolling in only one course most often take Exercise Science or Real Estate courses.

Online Course Enrollments

Online course enrollments continue to increase, particularly in the past two years. Prior to 2004-2005, the college also offered distance courses in the form of telecourses. The following graph shows the increasing enrollment in online courses from 2001 to 2006.

Figure 4
Online Course Enrollments

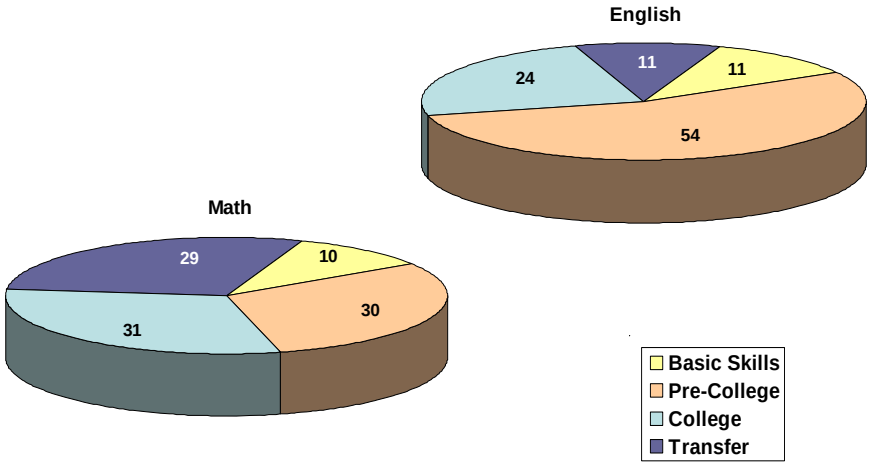


Fall 2005 Placement Rates

Approximately 60% of new students entering Cuyamaca College who participate in the assessment process are prepared for college or transfer-level math courses, and more than one-third are prepared for college or transfer-level English courses. Ten percent of students place into basic skills Mathematics, and 11% place into basic skills English; 30% of students place into pre-collegiate Mathematics, and 54% of students place into pre-collegiate English. Pre-Collegiate is defined as one level below college level coursework in English and Mathematics, and basic skills is defined as any course below that.

This placement data of new students, combined with additional data, led to the development in 2003 of a successful five-year Title III grant targeting young, high-risk students. Placement methods have changed periodically as validation research is made available, and, therefore, comparisons of placement rates over time are not provided.

Figure 5
Fall 2005 English and Math Placement Rates



Enrollments by Subject

Subjects with the most enrollments during the fall 2005 and spring 2006 semesters are presented below. The top five subjects account for 40% of all enrollments in fall 2005 and 37% of all enrollments in spring 2006.

Table 7
Enrollments by Subject

Fall 2005		
Subject	**#**	**%**
Exercise Science	1991	*11.0*
English	1865	*10.3*
Math	1835	*10.1*
History	841	*4.6*
Biology	783	*4.3*
Child Development	617	*3.4*
Psychology	608	*3.4*
Personal Devel. Couns.	606	*3.3*
Business	595	*3.3*
Real Estate	572	*3.2*

Spring 2006		
Subject	**#**	**%**
Exercise Science	1870	*10.4*
Math	1636	*9.1*
English	1588	*8.8*
Biology	883	*4.9*
History	716	*4.0*
Child Development	687	*3.8*
Psychology	657	*3.6*
Business	649	*3.6*
Computer and Info. Sys.	634	*3.5*
Communication	550	*3.1*

Faculty and Staff D-3, D-5, D-7, D-8)

Demographic information on college students and full-time faculty, staff, and administration is presented below. Full-time faculty represented approximately 20% of all faculty during the fall 2006 semester.

Table 8
Demographic Comparison of Cuyamaca College Students and Staff

Demographic	Students* (n=7,577)	FT Faculty (n=80)	PT Faculty (n=313)	FT Classified (n=117)	FT Exec/Admin/Mgt (n=15)
Female	56.7	53.8	44.7	65.8	66.7
Male	43.3	46.3	55.3	34.2	33.3
American Indian/ Alaskan Native	1.4	1.3	1.3	2.6	0.0
Asian/Filipino/ Pacific Islander	6.8	6.3	5.1	10.3	13.3
Black non-Hispanic	6.5	1.3	4.2	3.4	0.0
Hispanic	19.6	11.3	10.9	20.5	20.0
White non-Hispanic	55.6	78.8	76.0	62.4	66.7

* Fall 2005 data. All other information is from Fall 2006.

References

D-1 District Environmental Scan
D-2 The Arab Population: 2000, Census 2000 Brief
D-3 Factbook
D-4 District Research Office databases {Data On Demand}
D-5 EEO-6 Report: Full-Time Employees from 07/01/2005 – 12/31/2005. Site Location: Cuyamaca College, from GCCCD Personnel Office
D-6 Education Code, (CEC Section 84757) www.cde.ca.gov {Laws & Regulations}
D-7 EEO-6 Report: Full-Time Employees from 07/01/2006 – 12/31/2006. Site Location: Cuyamaca College (from GCCCD Personnel Office)
D-8 EEO-6 Report: Part-Time Faculty from 07/01/2006 – 12/31/2006. Site Location: Cuyamaca College (from GCCCD Personnel Office)
D-9 San Diego Union Tribune Article dated April 28, 2000 by Sheila Buska
D-10 Cuyamaca College Catalog, 2007-2008
D-11. Community College Week, December 10, 2001, pg. 8 (Fastest Growing Community Colleges - 2,500-4,999 Students) **hardcopy only**
Community College Week, December 9, 2002, pg. 9 (Fastest Grown Community Colleges – 5,000-9,999 Students) **hardcopy only**

INTRODUCTION

C.
LONGITUDINAL STUDENT ACHIEVEMENT DATA

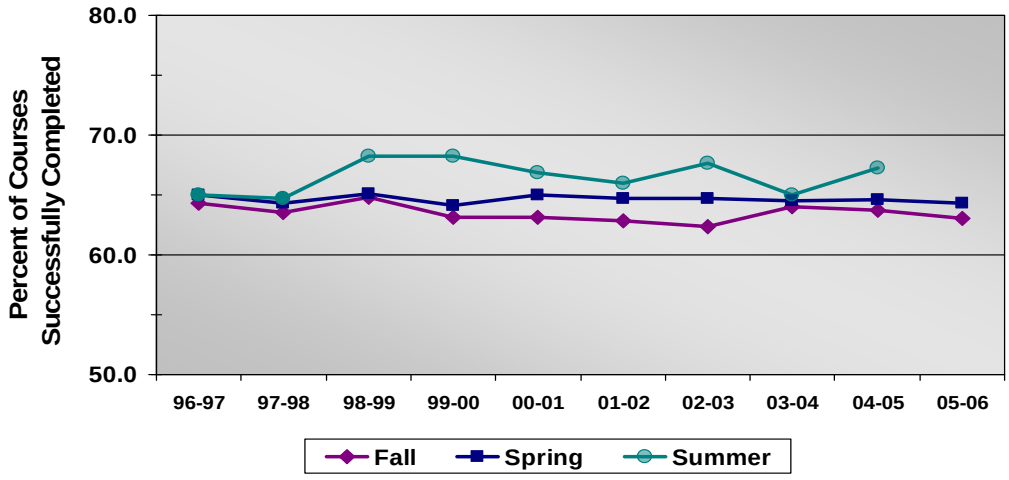
CUYAMACA COLLEGE

LONGITUDINAL STUDENT ACHIEVEMENT DATA

Student Outcomes (D-1, D-3, D-4)

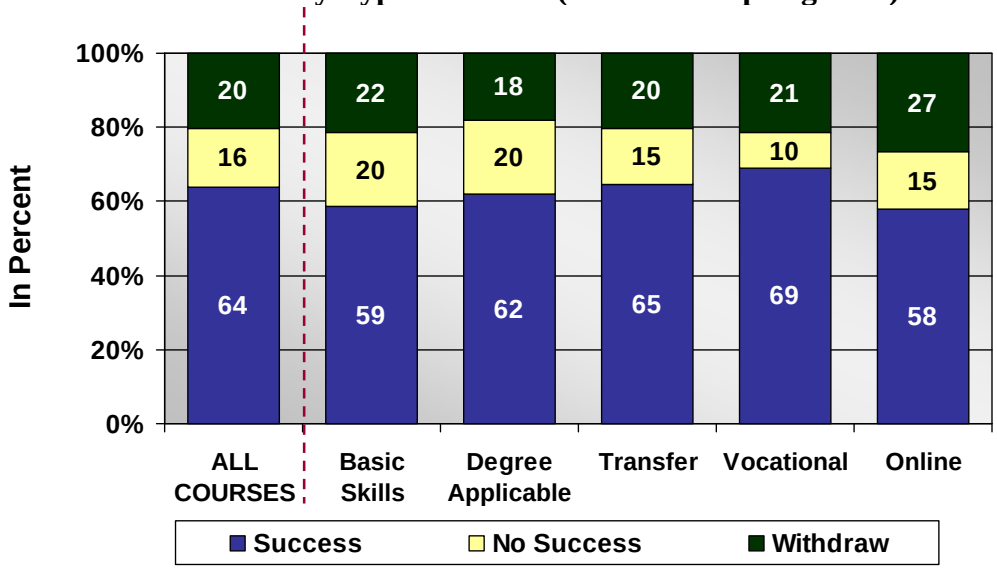
Nearly two-thirds of all course enrollments at Cuyamaca College result in a successful student outcome, and another one fifth of enrollments are withdrawn. As can be seen in the following figure, success rates tend to vary by semester. Students have generally been more likely to succeed in courses taken during the summer sessions. This success may be related to the type of student who chooses to enroll in courses during the summer. Spring semester success rates have generally been slightly higher than those in fall semesters.

Figure 1
Course Success Rates



Student success rates vary by type of course enrollment; success rates are highest in the vocational courses and in the transfer-level courses. Success rates are typically lowest in basic skills courses and in courses offered online. For online courses, this lower success rate is partially related to the higher withdrawal rate.

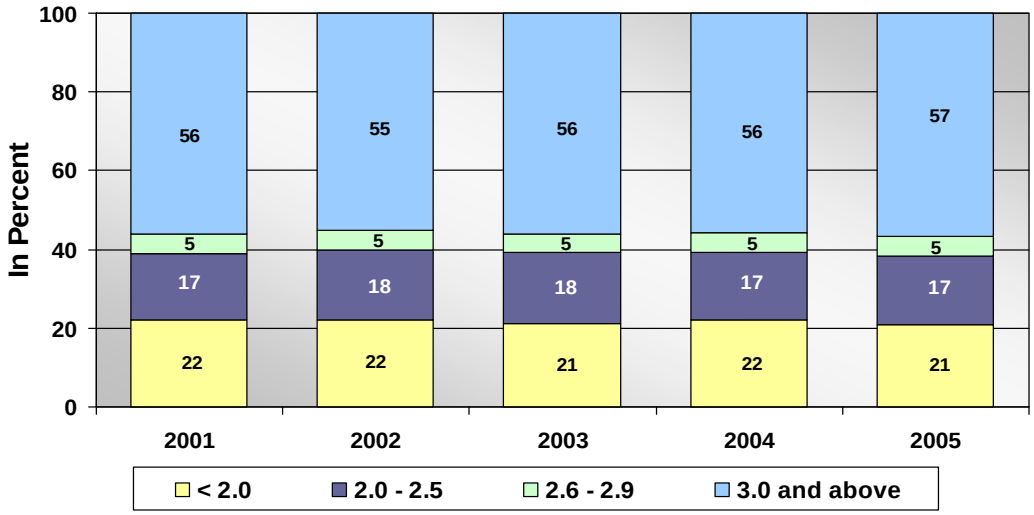
Figure 2
Course Success Rates by Type of Course (Fall 2005 – Spring 2006)



*Success includes grades of A, B, C, or Credit. No Success includes grades of D, F, or No credit.

As evidenced in the following figure, well over half the students at Cuyamaca College (57% in fall 2005) obtain a semester GPA of 3.0 or above. However, more than one-fifth of students (21% in Fall 2005) obtain a semester GPA lower than 2.0.

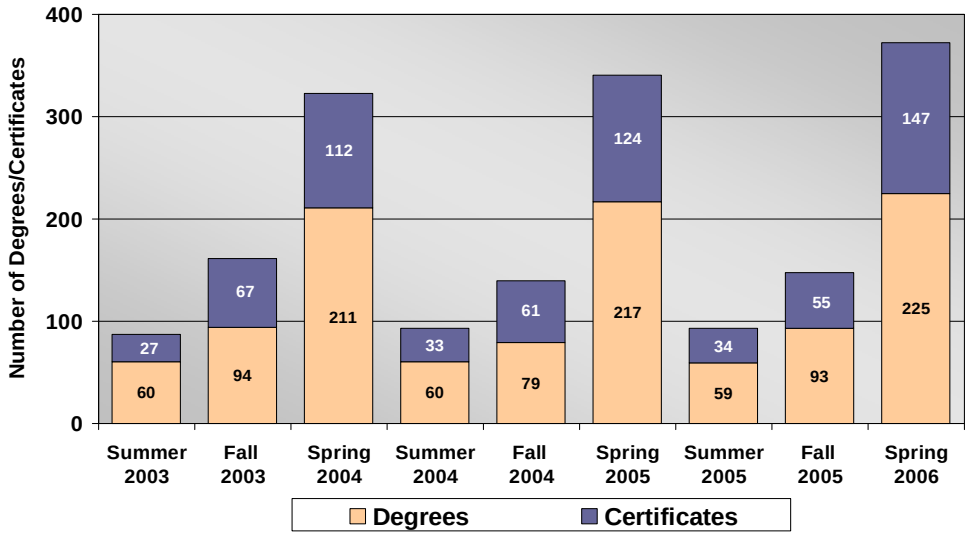
Figure 3
Semester GPA



Degrees and Certificates

Degree and certificate completion is most common during the spring semester. More associates degrees are awarded each semester than are certificates.

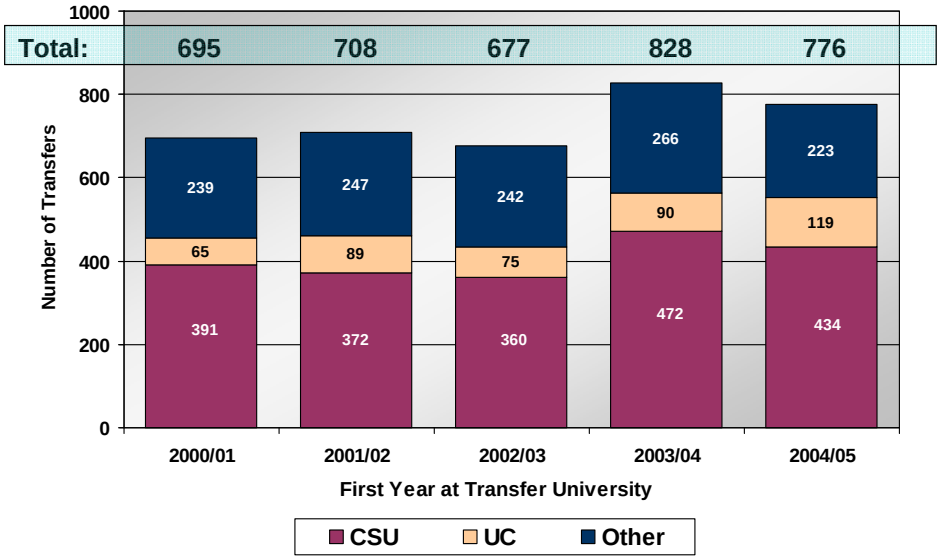
Figure 4
Degrees and Certificates Awarded



Transfers to Four-Year Colleges and Universities

The number of students who transferred to a four-year university after attending Cuyamaca College has increased over the past five years. The first year grade point average for transfers to the California State University (CSU) system is slightly lower for Cuyamaca transfers than for CSU transfer students overall. More than 40% of Cuyamaca College transfer students attend San Diego State University, where success rates in courses taken during their first semester are high (86%).

Figure 5
Transfers to Four-Year Colleges and Universities



Notes on Transfer Figures: Students were included who attended Cuyamaca College and subsequently transferred to a four-year university within six years. Only students who completed three or more units at Cuyamaca are included. Transfer data are provided by the National Student Clearinghouse. Students may have attended other community colleges (in addition to Cuyamaca) prior to transferring to a four-year college.

Vocational Courses

The following table presents enrollment in Cuyamaca College vocational courses during five academic years. Enrollment in Business Office Technology has generally increased while enrollment in Computer Information Systems has steadily decreased. Ornamental Horticulture enrollments have fluctuated. Enrollment in other subjects has shown an increase followed by a decrease, reflecting the overall increase and decrease in student headcount during this period.

Table #1
Vocational Course Enrollments

Subject	F01-S02	F02-S03	F03-S04	F04-S05	F05-S06
Automotive Technology	760	885	787	795	750
Business Office Technology	799	869	936	1050	983
Computer Information Systems	3286	2748	2122	1647	1426
Graphic Design	302	312	284	326	448
Ornamental Horticulture	857	967	736	867	1016
Paralegal Studies	340	513	513	446	415
Real Estate	999	1197	1349	1215	1092

The following table presents student success rates in vocational courses from fall 2001 through spring 2006, summers excluded. Success rates for the college overall have been between 62% and 65% during this time period. Enrollments in most vocational subjects exceed overall college success rates.

Table #2
Vocational Course Success Rates (Fall 2001-Spring 2006)

Subject	Course Outcome						Total	
	Success		No Success		Withdraw			
	#	%	#	%	#	%	#	%
Automotive Technology	2823	*71.1*	538	*13.5*	612	*15.4*	3973	*100.0*
Business Office Technology	2226	*49.9*	426	*9.6*	1808	*40.5*	4460	*100.0*
Computer Information Systems	6098	*61.8*	1219	*12.4*	2553	*25.9*	9870	*100.0*
Graphic Design	1160	*76.8*	112	*7.4*	238	*15.8*	1510	*100.0*
Ornamental Horticulture	3281	*73.9*	452	*10.2*	706	*15.9*	4439	*100.0*
Paralegal Studies	1715	*77.2*	185	*8.3*	322	*14.5*	2222	*100.0*
Real Estate	4054	*69.5*	424	*7.3*	1358	*23.3*	5836	*100.0*
All CC Vocational	**21357**	***66.1***	**3356**	***10.4***	**7597**	***23.5***	**32310**	***100.0***

INTRODUCTION

D.
RESPONSES TO RECOMMENDATIONS OF LAST COMPREHENSIVE VISIT

RESPONSES TO RECOMMENDATIONS

OF LAST COMPREHENSIVE ACCREDITATION SITE VISIT

The last accreditation site visit at Cuyamaca College, which was held in fall 2001, resulted in five recommendations. The five recommendations were made to Standards II, III, VI and VII. These were diligently reviewed and addressed as quickly as possible.

A midterm report was submitted to the Accrediting Commission in October 2004, which accepted four of the five responses to the recommendations. The fifth recommendation, which was made to Standard III, took longer to complete. In 2005, this recommendation was fully resolved, and the Midterm Progress Report submitted to the Commission on October 15, 2005, was found to be acceptable. Thus, at this point in time, all five of the recommendations of the last comprehensive visit by the Accrediting Commission have been resolved.

The college's five recommendations from the last site visit and subsequent action on those recommendations are reported below:

STANDARD TWO: INSTITUTIONAL INTEGRITY

***Recommendation #1*:**
The college diversity policy and practices should align directly with district diversity goals, as noted in the District Strategic Plan, and that faculty and instructional administrators foster diversity awareness training opportunities for all college personnel, particularly instructional faculty.

Response (Midterm Report, October 15, 2004):
To address the goals of diversity outlined in the district's plan, the college will incorporate in its Annual Implementation Plan and on an on-going basis activities that address the following specific points derived from the district's diversity goals as stated in the district strategic plan:

- To embrace the diversity of the changing population,
- To enhance teaching and learning strategies designed to meet students' diverse learning styles,
- To ensure that the district faculty and staff reflect the community service area,
- To infuse global perspective into educational programs and services.

The district intends to proceed to update its diversity plan despite the absence of guidelines and model plans from the State Chancellor's Office. To this end, the college's Staff Development Committee planned, organized, and conducted five diversity workshops for Staff Development Week in spring 2004. Some workshops were designed to assist faculty in better incorporating diversity issues in their classroom and other workshops were designed to foster a general sensitivity and appreciation of diversity on the campus as a whole and in the hiring process. Workshop presenters included faculty

and classified staff. It was anticipated that diversity training continue and become an integral part of future staff development programs.

Response (Midterm Report to Present):
The Professional Development Committee continues to plan, organize, and conduct workshops on diversity during Staff Development Week. Indeed, diversity training has become a permanent feature of all staff development programs. With the successful funding of a Title III grant in 2003, the number of workshops on high risk student issues has increased significantly, and in fact, according to the recent accreditation survey, there appears to be a high sensitivity to diversity on campus at the present time (Q121). The Title III grant has an institutional focus on increasing the success and retention of high-risk students, and many counselors and classroom instructors are involved in the project. Most recently, 55 faculty members were sponsored to attend the nationally recognized *On Course* program, an intensive three-day institute that focuses on how best to create learner-centered classroom environments to better serve high risk students, including academically under-prepared or first generation college students. As reflected in the most recent Annual Implementation Plan, mandatory diversity training of all hiring committee members has been recommended to the District by the college Panning and Innovation Council.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

Recommendation #2:
The college should develop a master plan for Student Services that focuses on broad participation of Student Services staff, faculty and students and integrates research into planning and evaluation. The college should ensure that planning by Student Services is integrated with instructional and administrative services to address common issues affecting all units.

Response (Midterm Report, October 15, 2004):
The Student Services Division held a retreat in fall 2003 to begin the process to develop a comprehensive plan that will enable the division to strategically plan for services that will promote student achievement and success and collaboration with instructional programs for the next four years. The Student Services Master Plan will incorporate the division's three-year planning process. In addition, program review and evaluation data, along with divisional priorities will be integrated with the college's Strategic Plan and new accreditation student learning outcomes standards. In spring 2004, the college formed a Student Services Master Plan Committee. This shared governance group will have official oversight responsibilities for development of the Student Services Master Plan and will also monitor ongoing progress. It is anticipated that the Student Services Master Plan will be completed in early fall 2004.

Response (Midterm Report to Present):
Cuyamaca College was required to continue working on the recommendation, and has satisfied this recommendation. The college submitted a midterm progress report in October 2005, which informed the Commission that the institution had developed,

approved, and adopted a Student Development and Services Master Plan in spring 2005. Student service planning was fully integrated with instruction and administrative services to ensure effective institutional planning. Broad participation was ensured through the Student Development and Services Master Plan Committee composed of the co-chairs, the Vice President of Student Development and Services and counseling faculty; Dean of Counseling and Matriculation; Dean of Division II, Instruction; English/ESL faculty; Learning Disability Specialist; and CalWORKs Program Technician. The document was reviewed by various participative governance groups, including the Academic Senate, and was approved by the Innovation and Planning Council. All unit plans, such as those in Instruction, Student Services and Administrative Services, are based on the Cuyamaca College Strategic Plan that provides the planning framework comprised of college values, mission and goals. The Research Office played a key role in providing expertise in the evaluation and analysis of all the Student Development and Program Reviews. Program Reviews included much data-driven information and provided guidance for making many of the program recommendations. The Program Review recommendations were included in the department Three-Year Plans as well as the Student Development and Services Master Plan.

The Student Development and Services Master Plan is now integrated with the college's planning processes. The three major college units, Instruction, Student Development and Services, and Administrative Services, provide internal planning pathways from area departments to planning committees and councils. This process ensures that planning is initiated by expert and representative faculty and staff within each area. Subsequently, area plans are reviewed and prioritized on the basis of both quantitative and qualitative criteria and in light of the College Strategic Plan 2004-2010. Unit plans are then submitted to the College Innovation and Planning Council which is the institution's primary participative governance body and includes broad representation from all constituencies and areas of the college. It should be underscored that planning drives budget at Cuyamaca College. Therefore, only after plans have been reviewed and approved do departments prepare budget proposals and other resource requests to be submitted through the established college budget process and other technology and administrative work plan procedures (such as Administrative and Instructional Computing District Committees, schedule maintenance projects, and other similar activities).

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Recommendation #3:
The college should develop and implement systematic planning, policies and procedures which will ensure the annual enhancement of a core book collection from a stable funding source.

Response (Midterm Report, October 15, 2004):
For the 2003-04 fiscal year, the college allocated $10,000 from the general fund as a baseline budget to support the library book collection. This action created a budget line

item in the unrestricted general fund account, a stable funding source. The college annually also receives a state allocation for the funding of library materials (both print and electronic) and technology training, and this block grant is administered through the Learning Resources unit. The college has incrementally increased the library baseline book budget each year with the stated goal of augmenting the collection size until it is considered adequate to meet the needs of students. The development of the library's core book collection is the number one priority in the library's Academic Master Plan which has been presented to the college Academic Master Plan Committee. The faculty and staff have formulated a collection development plan to address faculty and student needs. This plan is based on institutional data summarizing the number of instructional courses and the number of students supported through the library collection; a description of the book collection based on publication dates; and the State Minimum Standards for Community College Book Collections (Title 5, sec. 58724).

Response (Midterm Report to Present):
The library has increased its book budget from $10,000 in fiscal 2003-04 to its present level of $30,500. As a result, librarians and teaching faculty have been able to work together to implement a collection development plan that better meets the needs of our instructional programs. Additions to the collection have increased from 199 volumes in 2003-04 to 569 in 2005-06.

STANDARD SEVEN: FACULTY AND STAFF

Recommendation #4:
A. The college and district should ensure that formal evaluation of part-time faculty be completed in a timely manner, with consideration for maintaining appropriate protections for faculty and students as embedded in current practices.

Response (Midterm Report, October 15, 2004):
The Office of Instructional Operations has collaborated with chairpersons, program coordinators, and division deans to implement procedures to facilitate the completion of part-time faculty evaluations, including but not limited to, enhanced evaluation scheduling, sign-off procedures, follow-up activities and improved evaluation monitoring. In the past, district practices for contract management precluded the return of evaluations in the semester in which these were conducted in order to protect student confidentiality. Beginning in spring 2004, with the concurrence of district Human Resources, return of faculty evaluations has been expedited. The college is working towards the goal of returning evaluations to faculty during the term in which they were conducted. In spite of this improvement in procedures, it is still a challenge to administer and complete all evaluations. One factor is the bargaining agreement provision that establishes complicated tracking requirements based on separate course preparations. Also due to budget constraints, an approved Evaluations Clerk position that would facilitate the timely completion of all evaluations has been "frozen."

Response (Midterm Report to Present):
The college has continued and fully institutionalized the evaluation practices first implemented in response to the last accreditation team's recommendation. The college is committed to completing timely and effective full and part-time faculty evaluations with the goal of providing feedback and support to improve instruction in all programs, including credit and non-credit offerings.

Recommendation #5:
B. Find effective ways to facilitate participation in appropriate staff development activities for more classified staff and part-time faculty.

Response (Midterm Report, October 15, 2004):
The Staff Development Committee has worked to ensure the participation of increased numbers of staff and part-time faculty. Ongoing efforts to facilitate participation have included the following activities: 1) disseminating information regarding staff development opportunities via hard copy, e-mail, online and by word of mouth; 2) providing more workshops for adjunct faculty, including a restructured part-time faculty orientation; 3) encouraging supervisors to release classified personnel to attend staff development activities; 4) meeting with the Instructional Council to inform its members of available staff development opportunities and to encourage chairpersons and coordinators to relay this information to their adjunct faculty members.

Response (Midterm Report to Present):
The Staff Development Committee (now known as the Professional Development Committee, or PDC) has continued to refine its procedures and professional development opportunities. In addition to the advances listed in the October 15, 2004 report are the following;

1. All Professional Development documents are now available through the PDC Website: http://www.cuyamaca.edu/professionaldev/default.asp
2. The schedule of activities for professional Development Week (PDW) is now provided in a dynamic format on the Web, so additions and cancellations are known immediately to all staff.
3. Many popular PDW activities are offered on an ongoing basis (faculty mentoring workshops, developing an online course, community learning programs, technology training, etc.).
4. Online PD offerings have been increased to give adjunct faculty more flexibility. Examples include training opportunities available through www.4faculty.org and www.cccone.org.
5. New funding from the State of California will increase travel and conference attendance activities.

INTRODUCTION

E.
STUDENT LEARNING OUTCOMES STATUS REPORT

Student Learning Outcomes Status Report

In 2004, under the direction of the Academic Senate, the Curriculum and Instructional Program Review Committees began the process of integrating Student Learning Outcomes (SLOs) into the college curricula at both the course and program levels (SLO-1). At the same time, Student Services began to discuss how best to integrate SLOs into their programs and services, and has recently begun to implement their plan for identifying and assessing SLOs. In addition, General Education SLOs were identified and mapped over a three-year period from 1999-2001.

As a result of these efforts, the college's commitment to developing Student Learning Outcomes (SLOs) at the course, program and student services levels, assessing those outcomes for their effectiveness, and using internal evaluation processes to make changes to improve student learning and achievement is well underway. Toward this end, the college has made the following progress with course, general education, program and student services SLOs:

Course Level Student Learning Outcomes (SLO):

The Curriculum Committee has established a four-year time frame for integrating SLOs into all course outlines, with the following goals in mind:

- Convert course objectives into Student Learning Outcomes for every course;
- Design SLO evaluation measures based on representative class assignments that are linked to SLOs to provide the basis for assessment;
- Incorporate critical thinking descriptors for SLOs drawn from Bloom's taxonomy, or other active language source, to structure a sequential approach to learning outcomes.

To assist faculty in accomplishing these goals, the following processes and procedures have been established:

1. Training and support has been made available through Staff Development workshops, department level training, and individualized technical support. Materials, curriculum forms, and exemplary samples of course outlines continue to be made available (SLO-2, SLO-3, SLO-4).
2. Beginning with the 2004-05 curriculum submission year, all new courses have been required to utilize the new course outline form that requires incorporation of SLOs and SLO evaluation measures.
3. Beginning with the 2005-06 Curriculum submission year, department faculty were asked to begin converting one-third of their existing curriculum each year over a three-year time period. To date, 22% of all courses have SLOs and assessment methodologies written into the course outlines, with approximately one-third of the student population enrolled in these courses (SLO-5).
4. Beginning with the 2007-08 curriculum submission year, all curriculum submissions, including proposals for new courses, course modifications, and distance learning must include updated outlines with SLOs and linked assessment methodologies (SLO-6).

5. All review of course level SLOs is conducted by the SLO Technical Review Committee (SLOTRC), sub-committee of the Curriculum Committee, the full Curriculum Committee in a process outlined below:

Course Level Student Learning Outcomes Approval Process:

All course outlines submitted for SLO approval are reviewed at two levels. First, the SLO Technical Review Committee reviews the SLO components within each outline using criteria approved by the Curriculum Committee (SLO-7).

If all SLO technical criteria are met, the SLOTRC forwards the outline(s) to the full Curriculum Committee to consider at its next regularly scheduled meeting. If one or more of the SLO technical criteria are not met, the SLOTRC returns the outline(s), with recommendations, to their authors for further revision and re-submission.

Once the outlines are forwarded to the full Curriculum Committee, the SLOs are reviewed as information items under the regular curriculum review process. After review, the Curriculum Committee may either forward the outline(s) for action (approval) at the next regularly scheduled meeting, or return the outline(s) to the author with recommendations for revision. Outlines returned for revision by the full Curriculum Committee are not returned to the SLOTRC but are treated like any other type of regular curriculum and resubmitted directly to the full committee.

General Education Student Learning Outcomes:

In addition to the initiative for incorporating SLOs into all course outlines, the college has identified 100% of its General Education SLOs and assessment methodologies and has mapped all of its General Education SLOs to specific courses. This effort was accomplished over a three-year GE recertification period from 1998-2001 as a result of the adoption of a new college wide General Education package. All General Education SLOs were reviewed and approved through the Curriculum, General Education and Academic Policies & Procedures Committee (SLO-8, SLO-9, SLO-10).

Program Level Student Learning Outcomes:

The Instructional Program Review Committee is working within the regular 5-year program review cycle to integrate SLOs into all academic programs with the following goals in mind:

- Develop Student Learning Outcomes for all academic programs;
- Design SLO Evaluation Measures based on program goals that are driven by academic master planning and linked to SLOs to provide the basis for assessment;
- Apply critical thinking criteria to assess student achievement for program SLOs.
- Establish long-term planning goals for evaluating and improving program SLOs for the future.

To assist faculty in accomplishing these goals, the following processes and procedures have been established:

1. In May of each year, the Instructional Program Review Committee (IPRC) hosts a workshop to meet with program authors for the coming year's review. Authors are given the report template with questions, assigned a committee liaison, and provided with access to program data.
2. In August of each year, the IPRC hosts a hands-on workshop to facilitate the collection of program data using "Data on Demand" from the district web site.
3. During the fall semester each year, IPRC liaisons work with program authors to answer questions, help troubleshoot problems, and ensure timely progress is being made. Reports are due to the IPRC each year in November.
4. In February of each year, the IPRC meets with individual program authors to discuss their report and offer input for the final report, which is due in March.
5. In April of each year, the IPRC develops a three-page summary for each program under review, with commendations, recognitions, and recommendations for action. The summary report is forwarded for review and approval to the Academic Senate, the Academic Master Planning Committee, the college president, the Vice President of Instruction, and finally the Governing Board. To date, 14% of programs have identified SLOs and 7% of programs have mapped those SLOs to specific courses (SLO-11).

Student Services Student Learning Outcomes:

The Student Services area recently adopted the CAS Standards (Council for the Advancement of Standards in Higher Education), to aid in identifying achievable, observable and assessable student learning outcomes. In spring 2007, Student Services began to identify specific learning outcomes for the functional areas. A work group was established to develop the process and template, and it is expected that the work group will eventually become a permanent committee. Student Learning Outcomes for approximately 40% of the functional areas were completed in spring 2007 and have been reviewed by the Work Group. These functional areas include the University Transfer Center, CalWORKs, Career and Student Employment Center, Financial Aid and Assessment. The remaining functional areas are working on identifying SLOs and expect to complete the task by summer 2007.

The future of Student Learning Outcomes at Cuyamaca College:

The college recognizes that identifying SLOs and SLO assessment methodologies is only the beginning of what will become a regular and systematic cycle of evaluation, planning and improvement across the institution. In order to institutionalize the college's commitment to student learning outcomes, the establishment of an SLO Committee will be a priority for the 2007-08 academic year. As envisioned, the SLO Committee will include faculty representatives from all of the major college planning committees, as well as key administrators, such as the Accreditation Liaison Officer. The college will also

institutionalize the position of Faculty SLO Coordinator, with a commitment to reassigned time for the position.

Assessment activities are scheduled to begin during the 2007-08 academic year. The college is in the process of training faculty, creating a permanent SLO Steering Committee, and formally appointing a faculty coordinator for SLOs. Training activities have been planned in both instruction and student services to focus on assessment models.

STUDENT LEARNING OUTCOMES MILESTONES

DATES	EVENT
Spring & Fall, 2003	College faculty/ administrative team participates in statewide Research & Planning Student Learning Outcomes (SLO) Workshops (MiraCosta & Miramar Colleges).
December 2003	Academic Senate adopts *Resolution Regarding the Integration of Measurable Student Learning Outcomes into Curriculum and Program Review*.
January 2004	Academic Senate presents the Cuyamaca College SLO resolution and proposed implementation model at the joint Academic Senate Meeting.
March 2004	Academic Senate adopts *Resolution Regarding the Integration of Measurable Student Learning Outcomes into Student Services*.
March 2004	Director of Institutional Research presents Student Learning Outcomes workshop to Curriculum and Program Review Committees.
Spring 2004	Curriculum and Program Review Committees (including the college Accreditation Liaison Officer) research, design and draft processes for integrating SLOs into the curriculum.
May 2004	Academic Senate adopts proposed SLO implementation package from Curriculum and Program Review Committees.
Fall 2004	Curriculum Committee begins reviewing new and existing course outlines for SLOs.
November 2004	College faculty/administrative team presents Cuyamaca's SLO implementation model at Community College League of California Conference.
March 2005	College faculty/administrative team presents Cuyamaca's SLO implementation model at Joint Chief Instructional Officers-Chief Students Services Officers.
April 2005	Academic Senate approves 24 new and existing course outlines for SLOs and forwards to Governing Board for adoption.
April 2006-07	Academic Senate approves 48 new course outlines and 22% of existing course outlines for SLOs and forwards to Governing Board for adoption. (SLO-6)
July 2007	Team of faculty and administrators attend state senate sponsored SLO/Curriculum Institute.
Fall 2007	Assessment Activities begin. SLO Committee and SLO Coordinator position established.

SLO References

SLO-1 Academic Senate Regular Meeting Minutes, 12/04/03 and 05/13/04
SLO-2 SLO Workshop Proposals, Fall 2006 and Fall 2007
SLO-3 SLO Training and Support Memos, 08/22/05 and 08/14/06
SLO-4 SLO Instructional Faculty Handbooks, 2005-06 and 2006-07
SLO-5 2006-07 Institutional Annual Report Update on Student Learning Outcomes, pp. 1-5
SLO-6 Academic Senate Regular Meeting Minutes, 04/12/07
SLO-7 SLO Instructional Faculty Handbook, 2006-07, pp. 17-23 {see SLO-4}
SLO-8 Cuyamaca College Curriculum, General Education and Academic Policies & Procedures Committee Minutes, 12/16/98, 09/05/00, 05/01/01
SLO-9 GE Certification Survival Kit, 1998
SLO-10 2006-07 Institutional Annual Report Update on Student Learning Outcomes, pp. 11-14 (see SLO-5)
SLO-11 2006-07 Institutional Annual Report Update on Student Learning Outcomes, pp. 6-10 (see SLO-5)

INTRODUCTION

F.
DISTANCE LEARNING
AND
OFF CAMPUS SITES

DISTANCE LEARNING AND OFF CAMPUS SITES

Cuyamaca College offered its first online class in 1998 and has been committed to moderated growth in online teaching and learning ever since. In spring 2007, 85 fully online classes were offered. In addition, hybrid or blended classes (courses that blend face-to-face and online instruction) totaled 60 in the same semester. Growth is initiated and supported by instructional departments interested in developing courses for online delivery and is monitored for appropriateness by each instructional dean and the Vice President of Instruction. A completed Distance Learning Form addressing academic rigor, method of communication, and technology to be employed in the course is presented to the Curriculum, General Education and Academic Policies and Procedures Committee for their consideration. Once approved, the course may be scheduled by the department as a blended course (offered at least 51% in the classroom and no more than 49% online) or as an online course during the regular class schedule development cycle. Generally, Cuyamaca College does not offer a course solely online. Courses are rotated between online and regular delivery methods or, if multiple sections of a single course are offered, a limited number of them may be offered online.

The increase in online classes has necessitated increased training and support for faculty in the development of online courses and instructional "best practices" associated with online courses. The college has identified a trend in online teaching that often begins with instructor implementation of technology into their regular course offerings and moving to the teaching of a blended course before developing and offering a course fully online. As such, all training that applies to online teaching is applicable to those instructors wishing to teach a blended class or add an online component to their regular classes.

The college supports faculty training through its Teaching and Learning Center. For example, during the 2005-06 academic year, group and individual training sessions and workshops were offered to assist faculty in improving technology teaching effectiveness using the following: Blackboard, WebCT, RapidText, Camtasia, Captivate, Adobe Acrobat 7.0, Microsoft Office, and RapidCapture. A web site for self-paced training of online instructors was created to allow greater flexibility. Online training and information modules were developed to support online faculty professional development and an online tutorial on *WebCT* was created to facilitate online training of instructors. E-mail traffic and phone calls suggest that the site is being used by faculty to learn this course management software. It is obvious that more teachers have been trained, allowing the college to reach a larger number of students who cannot or choose not to access regular face-to-face classes and, therefore, benefit from the online learning format.

In addition, Ms. Jodi Reed, recognized and respected leader in online teaching and learning at Cuyamaca College, teaches a course each spring entitled *Developing an Online Course*. Students (who are primarily faculty) learn to use technologies to support online instruction and develop sample content and online course components within WebCT and Blackboard. They are required to revise a syllabus, lead an online discussion, convert a typical presentation and learning activity to an online mode, plan an orientation,

develop a professional and/or course web site for marketing, and use WebCT or Blackboard for content, assessment, and communication.

Cuyamaca College established an Online Teaching and Learning Committee in its shared governance structure. This committee is charged with (1) making recommendations regarding online course components and criteria, (2) recommending faculty and student support needs, (3) recommending standards of good practice and quality control, and (4) recommending technology standards and implementation guidelines, including faculty qualifications and training. These recommendations are made to the Instructional Technology Council and the Curriculum, General Education and Academic Policies and Procedures Committee as appropriate.

The co-chair of the Online Teaching and Learning Committee currently serves on the Academic Senate and communication with the Academic Senate occurs on a regular basis. Members of the Online Teaching and Learning Committee make presentations regularly during Staff Development week on topics such as: Good Practices for Online Teaching and Learning, Online Learning Activities, Closed Captioning, Challenges of Online Teaching and Learning, and Online Evaluations. In spring, 2005, the committee received approval from the Academic Senate for its *Recommendations for Standards of Good Practice in Online Teaching and Learning* and distributed it widely throughout the college and posted it online.

Support systems continue to be enhanced and now include online counseling and Help Desk support for faculty and students. The Help Desk is open approximately 60 hours per week during the regular semesters. Staff in the Learning Resource Center assist Help Desk staff in supporting these extended hours in the evening and on weekends. As funding becomes available through grants such as Title III and a Congressional Award, faculty stipends are offered to instructors who want to develop and offer new blended or online course. Beginning fall, 2006, instructors teaching an online course for the first time received the equivalent of double compensation as negotiated by the United Faculty.

Online evaluations are conducted according to the requirements and established evaluation cycles of the United Faculty agreement and use the same criteria as regular courses. Students enrolled in courses for which faculty are scheduled to be evaluated receive a letter from Information Systems (IS) describing the evaluation process in words similar to that used in the regular classroom environment and they are asked to go to a specific website where they can complete an evaluation and submit it anonymously to IS where it will be processed and forwarded as part of the faculty's regular evaluation.

As of spring 2007, Cuyamaca College is offering 85 classes online and 60 classes in blended format in 27 different disciplines. The Online Teaching and Learning Committee continues to discuss the quality of online courses and academic standards and is in the process of developing a college Plan for Section 508 compliance which will be submitted to the Academic Senate for review in the near future. The Assistant Dean of Learning Resources and Technology is also in the process of a reorganization in his area that will result in improved support for faculty and students.

Off Campus Sites

Cuyamaca College does not operate any educational centers.

Each semester, in response to student educational needs and enrollment demands, the college may offer courses at selected off campus sites for selected credit and non-credit offerings. The classes and locations will vary from semester to semester. However, in all cases, off site locations are printed in the college schedule of classes or in the *Preview*, the published schedule of non-credit classes, and are also posted on the college web site. In this way, any changes made to the printed schedule are kept current.

During the last year, outreach to high schools has been increased, and in response to requests, college Personal Development Counseling classes that address college orientation, assessment, study skills, educational goal setting, time management, and other success elements, have been scheduled off site. Also, it is typical that credit classes in specialized areas, such as Exercise Science golf classes, are offered off site at community golf courses. In the non-credit program, classes for older adults are usually offered at special care, residential or community centers. Again, the locations for these are published in the *Preview*.

The following is a representative list of classes based on spring 2007 that may change from semester to semester, at the off-site locations:

Off Campus Sites

Key for Type Column
C=Credit CE=Contract Education F=Fee-Based NC=Noncredit

Class	Course	Type	Semester
Cajon Valley Union School District/Anza Elementary			
1005 South Anza, El Cajon			
CESL 0053	ESL: Multi-Level	NC	Spring 2007
Cajon Valley Union School District/Cuyamaca Elementary			
851 South Johnson, El Cajon			
CESL 0053	ESL: Multi-Level	NC	Spring 2007
CESL 0053	ESL: Multi-Level	NC	Spring 2007
Cajon Valley Union School District/Johnson Elementary			
500 West Madison Ave, El Cajon			
CESL 0053	ESL: Multi-Level	NC	Spring 2007
Cajon Valley Union School District/Naranca Elementary			
1030 Naranca St., El Cajon			
CESL 0053	ESL: Multi-Level	NC	Spring 2007

Class	Course	Type	Semester
CESL 0053	ESL: Multi-Level	NC	Spring 2007
CESL 0053	ESL: Multi-Level	NC	Spring 2007

Cajon Valley AEOP / Vista Grande Elementary
1908 Vista Grande Road, El Cajon

CEV 0122	Dealing with Difficult People	NC	Spring 2007
CEV 0118	Time & Stress Management Part II: Stress Management	NC	Spring 2007

Cottonwood Golf Course (CGC) 3121 Willow Glen Drive, El Cajon

ES 125A	Beginning Golf	C	Spring 2007
ES 125B	Intermediate Golf	C	Spring 2007
ES 125C	Advanced Golf	C	Spring 2007
ES 213	Intercollegiate Golf	C	Spring 2007
FIT 306	Golf Basics	F	Spring 2007
FIT 306	Golf Basics	F	Spring 2007
FIT 306	Golf Basics	F	Summer 2007
FIT 306	Golf Basics	F	Summer 2007

Dixieline Lumber 8372 Center Drive, La Mesa

CEV 0080	Customer Appreciation	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0080	Customer Appreciation	NC	Spring 2007
CEV 0080	Customer Appreciation	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0098	Successful Supervision: Part I Personality Style Strategies	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0098	Successful Supervision: Part II Conflict Management	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0080	Customer Appreciation	NC	Summer 2007
CEV 0098	Successful Supervision: Part III Managing Organizational Change	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0098	Successful Supervision: Part IV Managing Diverse Teams	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0132	Motivation & Recognition Systems	NC	Summer 2007

Edgemoor Hospital 9065 Edgemoor Drive, Santee

CEV 0122	Dealing with Difficult People	NC	Spring 2007
CEV 0121	The Right Attitude	NC	Spring 2007
CEV 0124	Managing Changes	NC	Spring 2007

Class	Course	Type	Semester
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0122	Dealing with Difficult People	NC	Spring 2007
CEV 0121	The Right Attitude	NC	Spring 2007
CEV 0124	Managing Changes	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0122	Dealing with Difficult People	NC	Spring 2007
CEV 0121	The Right Attitude	NC	Spring 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007

Class	Course	Type	Semester
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0121	The Right Attitude	NC	Summer 2007

Golden Acorn Casino 1800 Golden Acorn, Campo

CEV 0125	Decision Making & Problem Solving	NC	Spring 2007
CEV 0125	Decision Making & Problem Solving	NC	Spring 2007
CEV 0125	Decision Making & Problem Solving	NC	Spring 2007
CEV 0125	Decision Making & Problem Solving	NC	Spring 2007
CEV 0125	Decision Making & Problem Solving	NC	Spring 2007
CEV 0125	Decision Making & Problem Solving	NC	Spring 2007
CEV 0117	Business Ethics & Values	NC	Spring 2007
CEV 0117	Business Ethics & Values	NC	Spring 2007
CEV 0117	Business Ethics & Values	NC	Spring 2007
CEV 0117	Business Ethics & Values	NC	Spring 2007
CEV 0117	Business Ethics & Values	NC	Spring 2007
CEV 0117	Business Ethics & Values	NC	Spring 2007
CEV 0118	Time & Stress Management Part I Time Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part I Time Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part I Time Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part I Time Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part I Time Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part I Time Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part II Stress Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part II Stress Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part II Stress Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part II Stress Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part II Stress Management	NC	Spring 2007
CEV 0118	Time & Stress Management Part II Stress Management	NC	Spring 2007

Great American Credit Union 3969 First Avenue, San Diego

	Excellent Customer Service	CE	Spring 2007

Class	Course	Type	Semester
Grossmont Union High School District 1100 Murray Drive, El Cajon			
CEV 0080	Customer Appreciation	NC	Spring 2007
CEV 0080	Customer Appreciation	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0122	Dealing with Difficult People	NC	Spring 2007
CEV 0122	Dealing with Difficult People	NC	Spring 2007
CEV 0080	Customer Appreciation	NC	Summer 2007
CEV 0080	Customer Appreciation	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0119	Mastering Communication	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
CEV 0122	Dealing with Difficult People	NC	Summer 2007
Helix Water District (HWD) 1233 Vernon Way, El Cajon			
WWTR 104	Basic Hydraulics	C	Spring 2007
WWTR 106	Water Distribution Systems	C	Spring 2007
WWTR 117	Advanced Water Treatment	C	Spring 2007
WWTR 265	Water Distribution Systems II	C	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
	Truck Driving Class	CE	Spring 2007
Kaiser Permanente 10990 San Diego Mission Road, San Diego			
CEV 0033	Managing Dynamics : Part III Retention Strategies	NC	Spring 2007
CEV 0132	Motivation & Recognition Systems	NC	Spring 2007
CEV 0134	Coaching for Improved Performance	NC	Spring 2007

Class	Course	Type	Semester
Learning Care Group / Childtime Learning Centers 4280 Via Rancho Road, Oceanside			
CEV 0080	Customer Appreciation	NC	Spring 2007
CEV 0120	Team Building	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0121	The Right Attitude	NC	Spring 2007
CEV 0124	Managing Changes	NC	Spring 2007
CEV 0122	Dealing with Difficult People	NC	Spring 2007
CEV 0125	Decision Making & Problem Solving	NC	Spring 2007
CEV 0117	Business Ethics & Values	NC	Spring 2007
CEV 0118	Time & Stress Management Part I Time Management	NC	Summer 2007
CEV 0118	Time & Stress Management Part II Stress Management	NC	Summer 2007
Learning Choice Academy 4215 Spring Street, Spring Valley			
CEV 0080	Customer Appreciation	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0122	Dealing with Difficult People	NC	Spring 2007
Monte Vista High School (MVHS) 3230 Sweetwater Springs Blvd., Spring Valley			
CEHS 0010	First Aid	NC	Spring 2007
Mount Miguel High School (MMHS) 8585 Blossom Lane, Spring Valley			
CEV 0120	Team Building	NC	Spring 2007
CEV 0121	The Right Attitude	NC	Spring 2007
CEV 0117	Business Ethics & Values	NC	Spring 2007
Otay Water District (OWD) 2553 Sweetwater Springs Blvd., Spring Valley			
WWTR 280	Backflow Tester Training	C	Spring 2007
	Defensive Driving	CE	Spring 2007
	Defensive Driving	CE	Spring 2007
	Defensive Driving	CE	Spring 2007
SD/REBRAC Center 500 Fesler Street, El Cajon			
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007

Class	Course	Type	Semester
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Summer 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Summer 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Summer 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Spring 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Spring 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Spring 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Spring 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Spring 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Spring 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Spring 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Spring 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Summer 2007
CEHS 0009	Adult/Pediatric CPR - First Aid Renewal	NC	Summer 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007

Class	Course	Type	Semester
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Summer 2007
CEHS 0010	First Aid Course	NC	Summer 2007
CEHS 0010	First Aid Course	NC	Summer 2007
CEHS 0010	First Aid Course	NC	Summer 2007
CEHS 0028	Heartsaver AED Training	NC	Spring 2007
CEHS 0028	Heartsaver AED Training	NC	Spring 2007
CEHS 0028	Heartsaver AED Training	NC	Spring 2007
CEHS 0028	Heartsaver AED Training	NC	Summer 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Spring 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Spring 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Spring 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Spring 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Spring 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Spring 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Summer 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Summer 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Summer 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Summer 2007
CEV 0030	OSHA 8-HR Refresher Federal & Cal/OSHA Standards	NC	Summer 2007
CEV 0132	Motivation & Recognition Systems	NC	Spring 2007
CEV 0080	Customer Appreciation	NC	Spring 2007
CEV 0134	Coaching for Improved Performance	NC	Spring 2007
CEV 0119	Mastering Communication	NC	Spring 2007
CEV 0130	Delegating for Results	NC	Spring 2007
CEV 0122	Dealing with Difficult People	NC	Spring 2007
	Leadership Candidates	NC	Spring 2007
	Developing Your Inner Leader	NC	Spring 2007
	Ethics of Leadership	NC	Spring 2007
	Building High Performance Teams	NC	Spring 2007
	Motivation and Coaching	NC	Spring 2007
	Strategic Planning	NC	Spring 2007
CEV 0120	Team Building	NC	Summer 2007

Class	Course	Type	Semester
CEV 0121	The Right Attitude	NC	Summer 2007
CEV 0124	Managing Changes	NC	Summer 2007
CEV 0136	Effective Business Writing Part I Concise Business Writing	NC	Summer 2007
CEV 0136	Effective Business Writing Part II The 4 C's of Business Writing	NC	Summer 2007
CEV 0137	Effective Electronic Communications	NC	Summer 2007

San Diego County Office of Education 1936 Quivera Way, San Diego

CEV 0132	Motivation & Recognition Systems	NC	Spring 2007
CEV 0134	Coaching for Improved Performance	NC	Spring 2007
	Developing Your Inner Leader	CE	Spring 2007
CEV 0136	Effective Business Writing	NC	Spring 2007
	Building High Performance Teams	CE	Spring 2007

San Miguel Fire Department 2850 Via Orange Way, Spring Valley

CEV 0120	Team Building	NC	Spring 2007
CEV 0121	The Right Attitude	NC	Spring 2007
CEV 0124	Managing Changes	NC	Spring 2007

Southwestern College (SW) 900 Otay Lakes Rd., Chula Vista

OH 200*	Intro to CAD Landscape Design	C	Spring 2007

Sycuan (SYCN) 5469 Casino Way, El Cajon

	El Cajon (KCCMultipurpose Room)		
GEOG 299	Cultural Ethnobotany	C	Spring 2007
NA 299	Kumeyaay II	C	Spring 2007

Community Learning Off-Campus Classes

Course ID	Course	Type	Semester

Arbor Hills Nursing Center 7800 Parkway Drive, La Mesa

CEOA 0004	Contemporary Living	NC	Spring 2007
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0046	Painting for Pleasure for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007

Alpine View Lodge 973 Arnold Way, Alpine

Course ID	Course	Type	Semester
CEOA 0009	Expanding Your Horizons	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007

Bradley Court Convalescent 675 East Bradley, El Cajon

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007

Bright Valley Farms 12310 Campo Road, Spring Valley

FIT 300	Horseback Riding, Part I	F	Spring 2007
FIT 302	Horseback Riding, Part II	F	Spring 2007
FIT 300	Horseback Riding, Part I	F	Summer 2007
FIT 302	Horseback Riding, Part II	F	Summer 2007

Brighton Place Spring Valley 9009 Campo Road, Spring Valley

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0040	Nutrition News	NC	Spring 2007

California Special Care 878 Center Drive, La Mesa

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007

Casa de Oro Adult Day Health Care 9805 Campo Road #130

CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0046	Painting for Pleasure for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
CESL 0010	English as a Second Language	NC	Spring 2007
CESL 0053	ESL: Multi-Level	NC	Spring 2007

Chase Care Center 1201 South Orange, El Cajon

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007

Community Convalescent 8665 La Mesa Boulevard, La Mesa

Course ID	Course	Type	Semester
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007

Cottonwood Canyon Healthcare Center 1391 East Madison, El Cajon

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007

Country Hills Convalescent 1580 Broadway, Lemon Grove

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007

Country Villa 5696 Lake Murray Boulevard, La Mesa

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007

El Dorado Care Center 510 East Washington, El Cajon

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007

Golden House 7373 University Avenue, Suite 110, La Mesa

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CESL 0010	English as a Second Language	NC	Spring 2007
CESL 0053	ESL: Multi-Level	NC	Spring 2007

Good Samaritan 1515 Jamacha Road, El Cajon

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0026	T'ai Chi Chuan for Older Adults	NC	Spring 2007

Grossmont Gardens 5470 Marengo Avenue, La Mesa

CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007

Heritage of the Americas Museum 12110 Cuyamaca College Drive West, El Cajon

CD 336	The Earth is a Mystery - Dig It!	F	Summer 2007
CD 360	Survivor: Pioneer Skills in the Computer World	F	Summer 2007
CD 370	Art Stars	F	Summer 2007
CD 344	You, The Artist	F	Summer 2007

Jamacha Elementary 2962 Jamul Drive, El Cajon

CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007

Course ID	Course	Type	Semester
La Mesa Health Care Center 3780 Massachusetts Avenue, Lemon Grove			
CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0022	Hollywood Then & Now	NC	Spring 2007
La Mesa School of Ballet 8241 La Mesa Boulevard, La Mesa			
DAN 300	Adult Ballet	F	Spring 2007
DAN 300	Adult Ballet	F	Summer 2007
La Vida Real 11588 Via Rancho San Diego, El Cajon			
CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0007	Physical Education: Aerobics for Life	NC	Spring 2007
CEOA 0009	Expanding Your Horizons	NC	Spring 2007
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007
Lakeside Special Care 11962 Woodside Avenue, Lakeside			
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
Lemon Grove Care and Rehabilitation 8351 Broadway Avenue, Lemon Grove			
CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0022	Hollywood Then & Now	NC	Spring 2007
Magnolia Special Care 325 Kempton Avenue, El Cajon			
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
Monte Vista High School Sweetwater Springs Boulevard, Spring Valley			
CEHS 0010	English as a Second Language	NC	Spring 2007
Mount Miguel Covenant Village 325 Kempton Avenue, Spring Valley			
CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007

Course ID	Course	Type	Semester
Oakdale Heights of La Mesa 5740 Lake Murray Boulevard, La Mesa			
CEHS 0002	Gentle Yoga	NC	Spring 2007
CEHS 0002	Gentle Yoga	NC	Summer 2007
CEOA 0044	Yoga Growing Older Getting Better	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007
DAN 306	Ballroom, Latin and Swing	F	Spring 2007
DAN 306	Ballroom, Latin and Swing	F	Spring 2007
DAN 308	Ballroom for Beginners	F	Spring 2007
DAN 308	Ballroom for Beginners	F	Spring 2007
DAN 308	Ballroom for Beginners	F	Summer 2007
DAN 310	Swing	F	Summer 2007
DAN 312	Just Latin	F	Spring 2007
DAN 312	Just Latin	F	Summer 2007
DAN 312	Just Latin	F	Spring 2007
DAN 312	Just Latin	F	Summer 2007
DAN 314	Country Western Line Dancing	F	Spring 2007
DAN 314	Country Western Line Dancing	F	Spring 2007
DAN 314	Country Western Line Dancing	F	Summer 2007
DAN 314	Country Western Line Dancing	F	Summer 2007
DAN 316	Country Western Beginning	F	Spring 2007
DAN 316	Country Western Beginning	F	Spring 2007
DAN 316	Country Western Beginning	F	Summer 2007
DAN 316	Country Western Beginning	F	Summer 2007
DAN 320	Nightclub Two-Step	F	Spring 2007
DAN 320	Nightclub Two-Step	F	Summer 2007
DAN 324	East Coast Swing	F	Summer 2007
DAN 324	East Coast Swing	F	Summer 2007
DAN 326	West Coast Swing	F	Spring 2007
DAN 340	Dancing, Your Next Step	F	Spring 2007
FIT 316	Pilates	F	Summer 2007
FIT 316	Pilates	F	Summer 2007
FIT 316	Pilates	F	Summer 2007
FIT 316	Pilates	F	Summer 2007
Parkside Special Care 444 West Lexington, El Cajon			
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007
Ronald Reagan Community Center 195 East Douglas, El Cajon			
FD 351	Big, Bold and Red (Wine)	F	Spring 2007

Course ID	Course	Type	Semester
FD 362	French Champagne	F	Spring 2007

Saint Madelaine Sophie's Education Center
2119 East Madison, El Cajon

CED 0003	Aquatic Physical Fitness Special Populations	NC	Spring 2007
CED 0003	Aquatic Physical Fitness Special Populations	NC	Summer 2007
CS 336	Adaptive Computer Class: Word I	F	Summer 2007
CS 336	Adaptive Computer Class: Word II	F	Summer 2007
CS 336	Adaptive Computer Class: PowerPoint I	F	Summer 2007
CS 336	Adaptive Computer Class: PowerPoint II	F	Summer 2007

Santee School District 9619 Cuyamaca Street, Santee

CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0028	Heartsaver AED Training	NC	Spring 2007
CEHS 0028	Heartsaver AED Training	NC	Spring 2007
CEHS 0028	Heartsaver AED Training	NC	Spring 2007

Spring Valley Community Center
8735 Jamacha Boulevard, Spring Valley

CEHS 0008	Adult/Pediatric CPR Course	NC	Spring 2007
CEHS 0010	First Aid Course	NC	Spring 2007
CEHS 0008	Adult/Pediatric CPR Course	NC	Summer 2007
CEHS 0010	First Aid Course	NC	Summer 2007

Stanford Court Nursing Center 8778 Cuyamaca Street, Santee

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007

Sungarden Terrace 2045 Skyline Drive, Spring Valley

CEOA 0004	Contemporary Living	NC	Spring 2007
CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007

Victoria Special Care 654 South Anza, El Cajon

CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007

Course ID	Course	Type	Semester
Villa Las Palmas 622 South Anza, El Cajon			
CEOA 0006	Music Therapy for Older Adults	NC	Spring 2007
Water Conservation Garden 12122 Cuyamaca College Drive West, El Cajon			
CD 368	Kids Are For the Birds	F	Spring 2007
GAR 306	Gardening Nature's Way	F	Spring 2007
GAR 308	Plant Propagation Made Easy	F	Spring 2007
GAR 308	Plant Propagation Made Easy	F	Summer 2007
Waterford Terrace 5580 Aztec Drive, La Mesa			
CEOA 0018	Physical Fitness for Older Adults	NC	Spring 2007
Western Adult Health Care 240 Magnolia Avenue, El Cajon			
CEOA 0018	Physical Fitness for Older Adult	NC	Spring 2007
CEOA 0046	Painting for Pleasure for Older Adults	NC	Spring 2007
CEOA 0048	Art Therapy for Older Adults	NC	Spring 2007
CEOA 0054	Intergenerational Dialogue	NC	Spring 2007

INTRODUCTION

G.
EXTERNAL INDEPENDENT AUDIT AND FINANCIAL INTEGRITY

EXTERNAL INDEPENDENT AUDIT AND FINANCIAL INTEGRITY

Information regarding an external independent audit and information demonstrating integrity in the use of federal grant monies.

Cuyamaca College practices sound and fiscally conservative budget management practices. The institution follows standard accounting practices and consistently meets standards for exemplary audits. Since the last accreditation site visit, Cuyamaca College has successfully passed independent audits, which reflect appropriate use of financial resources to support student learning and fiscal integrity. The Cuyamaca College Administrative Services Department operates according to federal, state, district, and college regulations and guidelines. The Grossmont-Cuyamaca Community College District and Cuyamaca College follow Generally Accepted Accounting Principles (GAAP), and the reporting requirements set forth by the California Communities College Budget and Accounting Manual (BAM). With regard to the demonstration of integrity in the use of federal grant monies, Cuyamaca College provides clean and concise fiscal data to the federal government. Two large federal grants have been received since the last accreditation site visit, a federal Title III, Strengthening Institutions Program grant and a National Science Foundation grant. Narrative and fiscal reports have been made on time and in proper order as per all of the necessary requirements and guidelines put forth by the federal government. There is a system of cross-checks, at the local level and at the district level, to ensure integrity in the spending of federal grant monies.

ABSTRACT

ABSTRACT

This is the first institutional accreditation Self Study based on the Accrediting Commission's 2002 Standards. Nonetheless, the college has been cognizant throughout its history of the necessity to focus on the learning needs of its students and to establish planning processes that support mission-centered, purposeful decision-making that is data driven. Considered all together, the college systems, processes, and culture reflect the accreditation themes of institutional commitments; evaluation, planning and improvement, student learning outcomes; organization; dialogue; and institutional integrity. In accordance with the *Self Study Manual*, the following abstract of the Self Study provides: 1) a summarized assessment of how well the institution is meeting the standards as a whole, and 2) brief accreditation theme-based essays that show how these thread through the college.

Standard I: Institutional Mission and Effectiveness

Part A, Mission: As of fall 2006, the GCCCD Governing Board adopted a new mission statement proposed by Cuyamaca College in a joint effort with Grossmont College and the district to update both college and district mission statements to more address clearly accreditation mission criteria and to better illuminate the nature of the college student population and programs.

The mission statement also elaborates on the comprehensive range of support services and links the mission statement to internal planning processes by way of the college's *Strategic Plan, 2004-2010* which established areas of focus and direction for college development. As a result of the Self Study, a process has been adopted for the regular review of the mission statement.

Part B, Institutional Effectiveness: the college maintains ongoing, collegial and self-reflective dialogue about continuous improvement of student learning and institutional processes through its organizational structures and established processes for collegial consultation, each year the college addresses its Annual Implementation Plan (AIP) derived from the college *Strategic Plan, 2004-2010*, a comprehensive action agenda that identifies objectives to advance in selected key focus areas: Academic Excellence and Program Development; Student Success; Facilities and the Physical Environment; Community Relations; and Resource Development. The college assesses progress toward achieving its stated goals, publishes an AIP Final Report annually, and establishes the following year's agenda.

Simultaneously, annual cycles of academic and student services master planning drive continuous improvement processes throughout all major institutional units. Program Review recommendations and results in both Instruction and Student Services reflect serious self assessment and goal setting at the department level and flow into master planning priorities and activities. Assessments are data driven and make use of institutional research, including but not limited to program review data, environmental scan data and a variety of program specific annual reports, as well as *Data on Demand*

information regarding enrollments, student learning and achievement, and other relevant data elements. Through various committee activities in academic and student services master planning, hiring recommendations and planning objectives are forwarded through the budget development.

Via planning committee activities (Academic and Student Service Master Planning), planning objectives and hiring recommendations are forwarded to the budget development processes in order to ensure integrated planning and resource allocation. All of these activities are conducted in an environment of open dialogue and participative governance.

Finally, the institution assures the effectiveness of its ongoing planning and resource allocation processes by reviewing and modifying these as appropriate and making use of institutional research as needed.

Standard II. Student Learning Programs and Services

Part A, Instructional Programs: Cuyamaca College offers 32 major programs leading to 56 associate degrees and 46 certificates. Student Learning Outcomes include meeting lower division transfer requirements, obtaining or upgrading vocational skills, and improving basic skills in math, English, reading, and English-as-a-Second-language. In addition, Community Learning serves the entire district by providing courses in the nine designated non-credit areas approved by the California Community College system: parenting, elementary and secondary basic skills, English-as-a-Second-Language, citizenship, adults with disabilities, short-term vocational, older adults, home economics, and health and safety.

The variety of scheduling formats ranging from semester length, short term, day/evening, intensive, weekend, as well as the diversity of delivery systems such as traditional face-to-face instruction, blended, online, self paced open entry/open exit demonstrate that the college provides instruction appropriate to the current and future needs of its students. q*uality control* activities include systematic curriculum approval and update procedures and practices, program review, biannual vocational program reviews, use of advisory committees in vocational programs, and other similar efforts.

Front and center in terms of initiatives has been the commitment to develop and incorporate Student Learning Outcomes (SLOs) at the course and program levels. Already, general education offerings are designed to incorporate a core set of Student Learning Outcomes in areas such as cultural diversity, writing-across-the-curriculum, and work skill competencies (SCANS). Additionally, appropriate outcomes are incorporated in areas of critical thinking, inter-disciplinary linkages, quantitative and communication skills, and information competency.

Notwithstanding major strides in identifying both SLOs and assessment measures for these in courses and programs, the college is further moving to fully assess Student Learning Outcomes to facilitate an ongoing cycle of continuous improvement and student

achievement. For these reasons, the college has proposed an action plan to pursue systematic assessment activities in instructional areas; components include the establishment of a college committee on SLOs and training and coordination for SLO implementation. Continued emphasis on faculty driven approaches to assessment is an integral aspect of this effort. Recently the Academic Senate, in conjunction with the Curriculum Committee and academic departments, has addressed the need to develop procedures for inclusion of SLOs into course syllabi.

Part B, Student Support Services: The college is committed to providing a broad array of student support services at every point of contact with students: outreach and recruitment; matriculation processes such as assessment and placement, orientation, admissions and registration and ongoing counseling and advisement; articulation and evaluation; financial aid, scholarships and special programs such as Extended Opportunities Programs and Services (EOPS) and Disabled Student Programs and Services (DSP&S); and various student life-enhancing programs such as Athletics, Health and Wellness, Student Government and Activities. In addition, a Career and Student Employment Center and a University Transfer Center assist students with critical support and a Tutoring Center facilitates student success in classes. The bookstore and food services round out essential campus services. Finally a state-of-the-art Child Development Center provides students and community with quality child care services and offers the extra benefit of connection with the Child Development instructional program to ensure model educational approaches. All such services are designed to facilitate student pathways through the college by strengthening student access, progress, learning and success.

Another major element of the standard is concern for institutional diversity in all of its dimensions. Not only does the college reach out and admit a wide diversity of students as defined by ethnicity, income levels, educational preparation, and educational goals, efforts are also made to foster in students an appreciation and understanding of diversity and to promote social harmony as a core college value. A wide variety of student cultural events, library cultural displays, and instructional initiatives contribute to a college environment that embraces diversity.

Since the last accreditation site visit, Student Development and Services has dedicated attention and effort to strengthening internal evaluation, program review, and planning activities. Recently, the college adopted the CAS Standards, developed by the Council for Advancement of Standards in Higher Education, for future program review. Student Learning Outcomes are embedded in the CAS standards. Also a comprehensive Student Services Master Planning Committee and procedures ensure integration with college planning processes.

Part C, Library and Learning Support Services: The institution is committed to providing the full range of faculty and student learning resources, instructional materials, and technology and equipment that support the college curriculum and are designed to facilitate the teaching and learning process. Resources include the library collection that include print and electronic media, computer laboratories, instructional media services,

tutoring and learning centers, and a faculty/staff training facility, the Teaching and Learning Center. Expert staff select, maintain and assist students and faculty with a wide variety of functions: the Learning Resource Specialist selects equipment and the Instructional Media Services Coordinator maintains it. Shared governance groups such as the Instructional Technology Council (ITC) and the Technology Planning Committee also ensure that faculty input drives decision making in collaboration with staff experts drawn from Information Services (IS) and the Learning Resource Center (LRC).

In addition to equipment and material support, a vital program of library services and a broad-based staff development program round out learning support services. The Professional Development Committee, in addition to providing direction and coordination for the college staff development program, advises on purchases of books, videos, and related materials. For instance, recently, *4Faculty.Org* was introduced to provide online professional development services. Web site, home page development and the comprehensive library web site, including "Ask-a-Librarian," are provided as is a college Help Desk to assist faculty and students. Professional leadership is provided, by librarians who work closely with instructional faculty to update the book collection and facilitate information competency learning outcomes.

III. RESOURCES

Part A, Human Resources: The college utilizes established Human Resources policies and procedures in the hiring of all faculty, staff, and administrators. Qualifications are posted and vacancies are publicized; selection processes are standardized and well monitored. In accordance with regulations, faculty in all areas must meet Minimum Qualifications or possess the equivalent education and experience as verified through the equivalency process.

In response to this standard which establishes Student Learning Outcomes to be central to faculty evaluation, the college abides by its collective bargaining agreement which specifies evaluation processes that call for student, peer, and manager components. All components include items directly related to course objectives and the progress of student learning.

The college is highly committed to maintaining a sufficient number of qualified faculty along with appropriate numbers of administrators and staff. Nonetheless, there is a large issue with the full-time/part-time faculty ratio. The institution relies heavily on part-time faculty; indeed, not all disciplines have a full-time faculty member on staff. Both Academic and Student Service Master Planning processes give great attention to the identification of full-time faculty hiring priorities, and recommendations for hiring are made in a shared governance environment. Full time professional hiring remains a number one need across the institution, and the college continues to work with the Chancellor and Governing Board to reassess the current funding system to ensure equal access for students to quality providers of instruction and student services at both colleges.

The colleges, in conjunction with the District, seek to adhere to fair employment procedures. A professional Code of Ethics has also been adopted for all college personnel. Ongoing efforts are made to ensure equitable hiring. The college recognizes the value and strengths of diversity and has made a number of efforts to foster opportunities for understanding and respect for all through professional development workshops, cultural events, and instructional initiatives.

Part B, Physical Resources: Since 1997 the college embarked on a fully integrated and broad-based planning effort to ensure that facilities, equipment maintenance, and other functions such as energy/hazardous materials procedures were developed with an eye to supporting the institutional educational master plan. Via an impressive network of committee/task force structures, such as the Facility Master Planning Council, the Technology Plan Committee, and the College Accessibility Committee, the college has sought to identify physical resource needs to support student learning and to provide maximum student access to programs. Through the support of the district Governing Board and District Services, the college has acquired state and community funding to implement a comprehensive educational facility. The college has consistently been guided by its Educational Master Plan in bringing major projects to fruition. Since the last accreditation site visit in 2001 and the success of Proposition R, a community bond measure, a number of critical facility and scheduled maintenance projects have been realized including:

- One-Stop Student Services Center
- Child Development Center
- Remodel of “N” building into a Math Center
- Biology and Chemistry lab remodels (“B” Building)
- Administrative Offices (“F” Building remodel)
- New parking lot 5 and expanded staff parking
- Automotives Technology Complex (“K” Building)
- Bus stop enhancements
- Roads and safety access improvements
- Track resurfacing project.
- Science and Technology Center
- Communication Arts Building

Pending and in-progress projects include but are not limited to

- Business/CIS Building
- Remodel of buildings B.D,E,F, and G
- Library/LRC expansion and remodel.

All segments of the college community have taken part in physical resource planning and development. Challenges remain, namely providing full staffing and ongoing technology upgrades and maintenance and, in general, ensuring support for the “total cost of ownership.” Nonetheless, the college continues to evaluate and plan physical resources in support of instructional programs and services that are essential for ensuring student learning.

Part C, Technology Resources: Cuyamaca College is committed to providing students, faculty and staff with the most effective technology through comprehensive processes for planning, development, implementation, and support. A network of councils and committees that ensure collegial consultation, such as the Instructional Technology Council (ITC), the Technology Plan Committee, and the Online Teaching and Learning Committee, promotes institutional dialogue and channels faculty and staff input for purposes of technology decision making.

The college maintains 575 student-accessible PC or Apple computers; twenty-six classrooms equipped with computers, high resolution overhead projectors, DVD and VHS players, and wireless access. All full-time faculty and staff are provided with one computer, printer, and Internet access as a minimum. Technology support for online learning is also extensive; both Blackboard and WebCT course management systems are provided.

College WebConnect systems allow students to apply and enroll in classes online, and a college website is fully maintained and operational. Innovations made possible through such programs as the federal Title III grant include "Ask a Counselor." Finally, the college technology infrastructure is maintained by eight qualified hardware/software networking staff who work in conjunction with District Information Services (IS) staff to provide a variety of services such as web development, Help Desk, audio/video installations, and online courseware training.

A core aspect of technology services is the provision of quality training for its students, faculty and staff. Comprehensive technology training is available primarily during Staff Development Week. However, LRC staff offer individual technology training and group workshops throughout the year and are available to respond to immediate needs. Off-campus technology seminars and workshops are also open to faculty such as the League for Innovation in Community Colleges Conference and the Tech Ed Conference.

Part D, Financial Resources: A highly structured network of committees and planning processes, including Academic Master Planning, Student Service Master Planning, Facilities Master Planning, and Technology Planning ensure that all college segments are guided by the college's Strategic Plan. In turn, these plans drive college budget development and allocation processes. Based on faculty responses in the survey, 72.9% of respondents said that the college's financial planning supports institutional goals and student learning outcomes.

Financial planning is balanced by a careful, realistic assessment of financial resources. The district is committed to maintaining significant reserves to meet long-range financial priorities and assure financial stability for the colleges. Provisions exist at the college to respond to unanticipated needs. Management of financial resources is under the direction of the Vice President of Administrative Services, with oversight from District Business Services. Recent reviews by external auditors attest to the effectiveness of college and district financial management systems.

The college also practices effective oversight of finances, including financial aid, grants, externally funded programs, foundation, and other contractual relationships. A variety of internal, district-level, and Governing Board processes contribute to the systematic assessment of how financial resources are used and result in continuous improvement of these processes.

IV. Leadership and Governance

Part A, Decision-Making Roles and Processes: This standard comprises key elements: the existence of internal college participative decision-making structures and processes; the role of the Governing Board in setting policies and of the chief executive officer, the president, for providing effective operation of the institution; and the role of the district/system in providing overall leadership and for supporting appropriate district services with clear delineation of operational responsibilities among the colleges and the district.

In terms of internal processes that provide for collegial consultation, the college points with pride not only to the existence of appropriate governance structures but also to the collegial and effective decision making processes that characterize the institution. The roles of the key college constituencies—faculty, students, staff and administration as represented by the Academic Senate, Associated Students of Cuyamaca College (ASCC), Classified Senate, and Administrative Council respectively—are well understood. A wide array of functions such as academic and student services planning, budget development, facility, master planning, and broad policy and curriculum approval are all channeled through appropriate governance structures and constituencies. Finally, the college seeks to maintain open and genuine dialogue with all members of the college community and facilitates internal communication through newsletters, agendas and minutes, open forums, President's Convocation, and other similar activities.

Part B, Board and Administrative Organization: The role of the Governing Board is well documented in the Self Study. Evidence supports the conclusion that the Governing Board takes primary responsibility for assuring the quality, integrity, effectiveness of student learning programs and services, and the financial stability of the institution. Governing Board meeting procedures and internal board policies and bylaws further attest to appropriate governance systems. Finally, the Governing Board has been fully accountable for the selection of the district/system chief administrator, the chancellor. Overall, faculty and staff survey responses demonstrate a solid understanding of the Governing Board's role and responsibilities.

The district role in providing leadership in setting and communicating expectations of educational excellence and for supporting the effective operation of the colleges is well documented in the Self Study. While it is documented that the college does receive an adequate level of funding to provide for basic operations, the need to further fund the college's Strategic Plan objectives was strongly noted. The college has unquestionably progressed in terms of facilities but lags behind in terms of structural human resource needs at all levels, especially faculty.

A delineation of district functions has been developed to show district support services to the colleges and to depict lines of authority and governance for the administration and participative governance systems in place to ensure open and active intra-district communication and collaboration.

Part B.2, Role of the College President in Leadership and Governance: The role of the president in assuming primary responsibility for the quality of the institution and for providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness is well appreciated by the college community. Among the many examples given for supporting this view are the governance structures in place at the college as well as the documented efforts to support and develop faculty, staff, and administrators notwithstanding severe budget cuts. Further the college looks to the president for representation at district levels and throughout the community and the San Diego and Imperial County Community College region (SDICCCA). In general, faculty and staff expressed high levels of understanding and satisfaction regarding the president's role in the institution.

ACCREDITATION THEME ESSAYS

1. Dialogue
2. Student Learning Outcomes
3. Institutional Commitments
4. Evaluation, Planning & Improvement
5. Organization
6. Institutional Integrity

Dialogue

Cuyamaca College has an organizational culture that embraces dialogue. The college provides a variety of formal and informal avenues for regular, inclusive, and informed discussions regarding student learning and achievement, institutional planning and budget, and other initiatives that support the institution's mission and values.

Ongoing, collegial, and self-reflective dialogue is the cornerstone of Cuyamaca's participatory culture. The Cuyamaca College handbook on participatory governance, *Organization & Governance Structures Handbook*, provides detailed information on the structure, charge, and composition of all shared governance committees and councils, as well as the roles and responsibilities of all constituency groups. Council and committee members are appointed by their respective constituency groups and include administrators, faculty, classified staff, and students.

Effective communication within and between all constituency and governance groups fosters trust, engenders respect, and provides the foundation for effective institutional decision-making. Evidence of such communication through broad-based participation includes, but is not limited to, the following college governance councils and committees: Administrative Council, College Facilities Master Plan Council, Innovation & Planning Council, Instructional Council, Instructional Technology Council, Student Services Advisory Council, Academic Senate, Academic Master Plan Committee, College Budget Committee, Curriculum, General Education & Academic Policies & Procedures Committee, On-line Teaching & Learning Committee, Instructional Program Review Committee, Student Services Program Review Committee, and the Student Success Committee.

In addition to these committees and councils, meaningful dialogue occurs regularly in the following venues: informal open office hours are offered throughout the academic year by the Chancellor and the college President; the President's Open Forum, headed by the President and her cabinet, is offered each semester during staff development week; budget forums are held throughout the year, providing a unique opportunity for all faculty and staff to review and comment on the budget directly to the President and Vice President of Administrative Services.

Dialogue is also fostered through a variety of written modes. The President's Office disseminates a monthly Board Report to the entire college, and an instructional bulletin is distributed at the beginning of each semester. The Innovation and Planning Council publishes a regular update, and the student-run newspaper, *Coyote Express*, is used as a forum for students to express their opinions and engage in healthy debate about the college, and other relevant topics.

One specific example of the prevailing culture of dialogue at the college is the development and evolution of the college federal Title III grant program, *Increasing the Retention and Academic Success of High Risk Students*. The grant was developed through a collaborative process that involved both instructional and student service

faculty and staff; institutional research data on student success was provided as the basis for identifying program objectives and strategies. Once funded, a project team was identified comprised of the principal coordinators, investigator, and activity staff to guide project implementation. Additionally, an advisory project task force drawn from all college segments—faculty and staff, instruction and student services-- was also established to ensure open discussion and input from the college at large. Via a project newsletter, *T3Connect*, the college community is apprised of grant program activities and opportunities for participation in stipend projects, staff development activities, and other program aspects. Updates by the activity director are provided in numerous college governance groups such as Instructional Council, the Academic Senate, and the Student Success Committee. It is noteworthy that direct input from the college has served to shape grant program services, such as faculty stipend projects and technology integration activities. In this way, meaningful dialogue about the best way to address student retention and persistence issues has taken place.

Department and division meetings are held on a regular basis and many departments publish a newsletter for their faculty. Cuyamaca College also has a faculty mentoring program in which senior faculty members are paired with new faculty to facilitate informative discussions on student learning and achievement, and institutional planning and shared governance processes.

Every semester, the Professional Development Committee organizes workshops and forums for faculty and staff addressing topics such as student learning outcomes, student success, and teaching excellence. These workshops provide a venue for collegial, self-reflective dialogue regarding the continuous improvement of student learning and institutional processes. As well, activities are also provided that respond to topics of college interest such as health and safety, emergency procedures, student conduct, and other similar subjects. All workshops are open to faculty and staff.

In the end, all institutional planning and decision making is driven by informed input from all constituency groups. Both quantitative and qualitative information is used to inform discussions, facilitate dialogue, and foster communication across the institution. As a result, the college is able to consciously improve its planning and decision making processes, purposefully advance its mission, and collegially maintain its dynamic culture. The institution’s commitment to open, honest, and informed dialogue exemplifies the *Cuyamaca Way* of conducting business.

Student Learning Outcomes

Cuyamaca College is committed to developing Student Learning Outcomes (SLOs) at the course, program and degree levels, assessing those outcomes for their effectiveness, and using internal evaluation processes to make changes to improve student learning and achievement. The process for incorporating SLOs into courses, programs and degrees has been faculty driven from the start. In 2004, at the direction of the Academic Senate, the Curriculum Committee established a timeline for incorporating SLOs into all course outlines. The process requires converting course objectives into Student Learning Outcomes and designing evaluation measures that are directly linked to the course SLOs. The college is in the third year of a four-year process of incorporating SLOs into all course outlines.

Beginning in 2005, all new courses were required to include SLOs and linked evaluation measures. From 2005-2007, faculty have been encouraged to incorporate SLOs into all existing course outlines, with the goal of completing a third of the existing courses each year over a three-year time period. Beginning with the 2008-2009 catalog year, all course modifications and distance learning proposals, in addition to all new courses, will be required to have SLOs and linked evaluation measures.

A faculty led SLO Technical Review Committee was established in 2005 to provide technical assistance and to review all course outlines submitted for SLOs and linked evaluation measure approval. The SLO Technical Review Committee is a subcommittee of the Curriculum Committee and consists of three faculty members, one Instructional Dean and one technical support staff. The SLO committee has two primary roles: 1) The SLO committee reviews course outline submissions and provides technical assistance and training to faculty in the development of SLOs and linked evaluation measures; 2) The SLO committee reports directly to the Curriculum Committee, forwarding outlines that meet established SLO criteria, and making recommendations regarding process and other technical matters.

In an effort to facilitate the development of course level SLOs and linked evaluation measures in all course outlines, regular trainings are held during staff development week each semester, and department specific and individual trainings are scheduled as needed. In addition, an internally produced SLO handbook, *Identifying and Measuring Student Learning Outcomes,* is available to assist faculty in developing course level SLOs. The handbook describes course and program level SLO processes, illustrates Bloom's Taxonomy, provides a guide for writing course level SLOs and linked evaluation measures, and offers several exemplary sample outlines from both vocational and general education/transfer areas.

A central feature of the college SLO model is the emphasis on simultaneously identifying assessment evaluation methods for all courses. The college's internal process calls for linking learning outcomes with specific evaluation measures. This provides the foundation for follow-up evaluation, assessment, and improvement. The college has initiated dialogue to assist in the development of systematic assessment activities, and

with the assistance of the Institutional Research Office, will soon begin implementing assessment and evaluation methodologies.

The Academic Senate is also working with the Instructional Council to develop a process for the inclusion and review of SLOs in course syllabi. The SLO handbook will be updated in 2007 to include instructions and examples on how to incorporate SLOs into course syllabi, and faculty will be provided training to this end.

In addition to Student Learning Outcomes, all courses that require prerequisites, such as many English, Math and Science courses, must include "entrance skills" and "exit skills" in their official course outlines. This information helps faculty and students determine requirements for success based on skills needed to enter a course, and what students are expected to know upon exiting a course.

At another level, Student Learning Outcomes are at the core of the college's General Education philosophy and practice. The college General Education package is described in the college catalog, and provides students with a broad based educational experience that emphasizes the development of students as effective learners and informed and engaged citizens. Specifically, Cuyamaca College requires that all courses incorporate a minimum of seven outcomes from at least three areas, such as applying thinking, quantitative, and communication skills; interdisciplinary linkages; information competency; writing across the curriculum; learning throughout life; adapting to change; and enhancing personal values. Additionally, to address the areas of social attitudes and cultural diversity, all courses require three outcomes from the following areas: "Working Effectively with Persons from Diverse Populations;" "Demonstrating Respect for Persons from Diverse Populations;" and "Applying Knowledge of Different Cultures, Abilities, and Life Styles."

In addition to course level and General Education SLOs, the Academic Senate is also working with the Instructional Program Review Committee (IPRC) to develop a process for incorporating SLOs into all disciplines and degree programs. In 2005, the IPRC initiated a 5-year process for program and degree level SLOs as part of the regular program review cycle. As a result, all departments are expected to have defined program and degree level SLOs by 2010. At the same time, assessment activities will provide research data that will drive future recommendations for improving student learning and achievement.

The Student Services area recently adopted the CAS Standards (Council for the Advancement of Standards in Higher Education), to aid in identifying achievable, observable and assessable student learning outcomes. In spring 2007, Student Services began to identify specific learning outcomes for the functional areas. A work group was established to develop the process and template, and it is expected that the work group will eventually become a permanent committee. Approximately 40% of the functional areas completed identifying their student learning outcomes in spring 2007 and submitted them for review by the work group, including the University Transfer Center, CalWORKs, Career and Student Employment Center, Financial Aid and Assessment.

The remaining functional areas are working on identifying their SLOs and expect to be complete in summer 2007.

The college recognizes that identifying SLOs and SLO assessment methodologies is only the beginning of what will become a regular and systematic cycle of evaluation, planning and improvement across the institution. In order to institutionalize the college's commitment to student learning outcomes, the establishment of an SLO Committee will be a priority for the 2007-08 academic year. As envisioned, the SLO Committee will include faculty representatives from all of the major college planning committees, as well as key administrators, such as the Accreditation Liaison Officer. The college will also institutionalize the position of Faculty SLO Coordinator, with a commitment to reassigned time for the position.

In sum, the processes for identifying and assessing student learning outcomes at the course, program, and degree levels are well established and moving forward at all levels of the college. The college is committed to moving the assessment-evaluation-improvement cycle forward and incorporating it into the planning and decision making process. Ultimately, student learning outcomes will become institutionalized, providing ongoing opportunities for continuous improvement in student learning and achievement, and further exemplifying the *Cuyamaca Way* of conducting business.

Institutional Commitments

Cuyamaca College has a mission statement that defines its broad educational purposes, its intended student population and its commitment to student learning. The college's mission drives institutional action and is consistent with the institution's goals, strategic planning, and decision-making processes. The college's mission statement, as adopted by the Governing Board in fall 2006, is as follows:

Cuyamaca College serves a broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services. In order to fulfill its commitment to student learning the primary mission of Cuyamaca College is to provide:

- Instructional programs for transfer education, vocational and career education, general education and developmental courses
- Community education programs and services
- Programs promoting economic development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities. In support of its primary mission to promote student learning, Cuyamaca College structures its planning processes and engages the college community to pursue the following areas of focus:

- Academic Excellence and Program Development
- Student Success
- Facilities and the Physical Environment
- Community Relations
- Resource Development

Cuyamaca College's mission is central to institutional planning and decision-making. The mission sets the groundwork for the development of the college's strategic plan, which contains its vision, values, areas of focus and planned activities. The current Strategic Plan was developed in 2004, and will carry the college through the year 2010. The college's vision and core values are listed in the preamble below:

Preamble

Cuyamaca College is committed to providing opportunities and excellence in higher education to the community it serves. Its vision, "Learning for the Future," is reflected in six core values, which help shape the unique experience that is Cuyamaca College.

Core Values:

- Academic Excellence
- Student Access
- Natural Environment
- Strong Community Relations
- Innovation and Creativity
- Diversity and Social Harmony

Every year, the college develops the Annual Implementation Plan (AIP), which focuses on key activities aligned with the Strategic Plan 2004-2010. Throughout the academic year, periodic progress reports on the Annual Implementation Plan are provided to the college's main planning council, the Innovation and Planning Council (IPC). Representatives from all major college constituency groups sit on IPC, thus ensuring active participation in the strategic planning process and assessment of institutional performance from all segments of the college community. The Annual Implementation Plan ensures a commitment to institutional action for planned activities aligned with the identified mission, vision and values of the college strategic plan.

In addition to the Annual Implementation Plan, the college's various divisional planning and review processes effectively ensure that the college is routinely monitoring and assessing its effectiveness in establishing and implementing student learning programs and services aligned with its purposes, its character, and its student population. These processes include the regular work of the college's Curriculum, General Education and Academic Policies Committee (commonly known as the Curriculum Committee), the Instructional Program Review Committee, Academic Master Planning Committee, the Student Services Master Plan Committee, the Student Services Program Review Committee, and the Instructional Technology Council. It should be noted that the annual work cycles for these institutional work groups incorporate both planning and evaluation activities. For instance, department-level academic master plans include a progress report of the previous year's activities, and this report is used by the Academic Master Planning Committee to recommend future support for department plans. These college councils and committees are further complemented by the work of numerous programs' community advisory committees who work to ensure that course and program offerings are closely aligned with the ever-changing needs of the workforce.

There are many examples of how the college's mission, and the Strategic Plan 2004-2010 that is derived from it, drive college planning processes. For instance, the federal Title III grant program awarded to the college in 2003, *Increasing the Retention and Academic Success of High Risk Students,* was based directly on student success and access issues that supported mission accomplishment. Performance outcome measures were established for this federal grant program in areas of student persistence, success, levels of faculty training and technology incorporation—all designed to further student learning outcomes. Another example is the recent creation and staffing of the Office of Institutional Advancement specifically designed to

enhance community relations and resource development, key focus areas identified in the Strategic Plan 2004-2010.

Finally, as Cuyamaca College starts to develop a new strategic plan, which will commence in 2011, the college will begin with a review of its mission statement to ensure that it accurately represents its educational goals, its student population and its commitment to student learning. The process will include the review of data collected through the district's external environmental scan, internal data gathered relative to the college's student body and the assessment of reports generated through both the academic and student services program review processes.

Evaluation, Planning & Improvement

Cuyamaca College has a well-defined planning cycle that is comprised of evaluation, goal setting, resource distribution, implementation, and reevaluation. The Cuyamaca College *Strategic Plan, 2004-2010* identifies five key areas of focus based on institutional priorities for improving the effectiveness of college planning processes, policies, and organization in order to support student achievement and student learning:

- Academic Excellence and Program Development
- Student Success
- Facilities and the Physical Environment
- Community Relations
- Resource Development

To assure that college priorities are tied to the strategic plan in an ongoing way, an Annual Implementation Plan, comprised of specific activities with performance milestones, is drafted by the Innovation and Planning Council at the beginning of each academic year and distributed to all planning committees and the Academic Senate for feedback, recommendations, and, ultimately, approval.

At approximately the same time, the Annual Implementation Plan Final Report from the preceding year is distributed. Included in the Final Report is the status of each of the planned activities and a discussion of accomplishments towards each goal. In some cases, the effort is ongoing and the successes of the previous year become the baseline for the current year. This simultaneous process of evaluating prior year activities while establishing goals for the current year assures improvement is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation.

In a similar fashion, the annual cycle of Academic and Student Services Master Planning begins with an evaluation of accomplishments achieved in the prior year. When activities are first identified they are linked to a measurable goal outcome that becomes the evaluation baseline the following year. Typically, activities center on curriculum development and refinement, professional development, classroom environment improvements, pedagogy, technology integration, and student outreach and retention activities. Department activities are reviewed annually for their effectiveness in achieving department goals and improving student learning. As a result, new plans are developed each year based on the simultaneous evaluation of prior year activities and the establishment of goals for the current year.

All annual master plan activities are correlated with the most recent Program Review recommendations. The Program Review evaluation process is strongly based on available research data on program effectiveness. The college received positive recognition at the last accreditation site visit for the purposeful and systematic

procedures that have been established to ensure that program review recommendations are addressed and included in the college planning process. Additionally, all activities identified in the master planning processes are specifically linked to the Strategic Plan core values they address.

The annual Academic and Student Services Master Planning processes rank each of the activities identified by constituent groups. While these planning groups do not make budgetary decisions, the priority rankings provide important information related to the budgetary process and therefore influence the resource allocation process.

The college ensures that resources are distributed in order to implement the goals outlined in the *Strategic Plan, 2004-2010*. The college Budget Committee, with representatives from all college constituencies, acts as an advisory body to the college president on process, procedures, and development of the budget. Cuyamaca College has a well-defined process for allocating resources. Each year, the Budget Committee outlines the criteria for the distribution of resources beyond the required base operation funds. These criteria are also used to determine budget reductions. The Budget Committee holds regular budget forums to gather information regarding college priorities from faculty, staff, administrators, students, and the community.

Each division representative in the President's Cabinet makes a formal request for funds after identifying the resource needs and priorities of his/her division. Planning drives budget at Cuyamaca College. Cabinet members base their requests on the priority recommendations from the planning groups in their respective areas. The Budget Committee works closely with the President's Cabinet until a final budget allocation plan is agreed upon.

When resources to carry out plans are not available, the college identifies and follows strategies to increase its capacity. First, the College Budget Committee, in consultation with the Innovation and Planning Council and the President's Cabinet, works diligently to develop a strategy for successfully absorbing state budget cuts while abiding by planning priorities. Second, the college is active in locating and obtaining external funds, such as federal and state grants, congressional awards, and Cuyamaca College Foundation donations, to provide additional assistance during challenging budget years.

In the end, the distribution of resources is integrated into the planning cycle and directly linked to strategic plan priorities for improving student achievement and student learning. The institution's commitment to improvement through ongoing evaluation, goal setting, resource distribution, implementation, and reevaluation exemplifies the Cuyamaca way of implementing its vision of *Learning for the Future*.

Organization

Cuyamaca College has an organizational structure that is designed to support student learning. The Innovation and Planning Council (IPC) serves as the clearinghouse for all institutional planning activities related to the following: the college Strategic Plan through its Annual Implementation Plan (AIP); Student Learning Outcomes; organizational unit plans such as the instructional Academic Master Plan and the Student Services Master Plan; and other specialized plans. Representatives from all major constituency groups, Associated Students, as well as the college Student Learning Outcomes Coordinator, the college president, and the three Vice Presidents of Instruction, Student Services, and Administrative Services serve on IPC. Activities that support student achievement and student learning are reviewed and prioritized in IPC as are Strategic Plan objectives. IPC provides oversight and direction for both of these planning processes and is ultimately responsible for communicating to and receiving feedback from the college community on planning priorities.

Towards this end, each year during the fall semester, an Annual Implementation Plan Final Report from the previous year is sent out to all constituent groups for feedback and is formally adopted by IPC. Included in the final report is the status of each of the planned activities, a discussion of accomplishments towards each goal, and recommendations for improving student learning. These recommendations are then integrated into the subsequent Annual Implementation Plan, which drives the college priorities for the coming year. This simultaneous process of evaluating prior year activities while establishing goals for the current year assures improvement is achieved through an ongoing and systematic cycle of evaluation, planning and improvement.

In a similar fashion, the annual cycle of Academic and Student Services Master Planning begins with an evaluation of accomplishments achieved in the prior year. When activities are first identified, they are linked to a measurable goal outcome that becomes the evaluation baseline the following year. In this manner, department activities are reviewed annually for their effectiveness in achieving department goals and improving student learning. As a result, new plans are developed each year based on the simultaneous evaluation of prior year activities and the establishment of goals for the current year. Examples of goal outcomes for academic master planning include curriculum development, pedagogical changes, new instructional delivery formats and other objectives that directly affect Student Learning Outcomes.

All annual master planning activities are correlated with the most recent Instructional and Student Services Program Review recommendations. The Program Review evaluation process is strongly linked to available research data on program effectiveness. Additionally, all activities identified in the master planning processes are specifically linked to the Strategic Plan core values.

As part of the college's SLO initiative, the Instructional Program Review Committee began asking departments to identify program level SLOs in 2004-05. All disciplines within each department are reviewed every five years, ensuring that program level SLOs

will be identified, assessed, and evaluated for continuous improvement. The Student Services Program Review Committee is in the process of implementing a similar cycle for SLO identification, assessment and evaluation, scheduled to begin in fall 2007.

Program Review recommendations for improving student achievement and learning are linked to master planning objectives that call for changes in pedagogy, curriculum, and course delivery formats (online, face-to-face, lecture, laboratory, etc.). Thus, the program review process provides an opportunity for SLO assessment and self-evaluation that feeds into the college planning processes, and ultimately drives planning and decision making at the course, program, department, and institutional levels. A description of the comprehensive SLO process is described separately in both the theme essay and the status report on SLOs.

In sum, Cuyamaca College has a well-established planning culture focused on improving student achievement and learning through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. Inclusive, informed and intentional efforts to define student learning, provide programs that support student learning, and evaluate how well learning is occurring is an integral part of the planning cycle and drives improvement across the institution. The college organizational structure has always been student centered, and the recent implementation of the college SLO initiative will ensure that student achievement and learning remain the focal point for institutional planning and decision-making, and an integral part of the *Cuyamaca Way* of doing business.

Institutional Integrity

Institutional integrity is at the heart of Cuyamaca College. A Code of Ethics, which embraces a code of conduct for students, faculty, classified staff and administrators, is published in the first part of the college catalog. Reference is made to the Code of Ethics during faculty and staff trainings and orientations, and many offices display framed posters of the college's Code of Ethics.

Institutional integrity is demonstrated in many ways at Cuyamaca College. Through internal and external publications, the college goes to great lengths to represent itself accurately. Every attempt is made to ensure that college publications are clear, understandable and accessible. The college catalog, for example, is updated and corrected annually, going through several proofs prior to publication to minimize errors. The careful timeline and organized manner in which the catalog is updated shows an institutional commitment to the integrity of the institution. The class schedules, newsletters and other public documents are scanned meticulously to ensure accuracy.

The college web site is another important example of how the college takes pride in representing itself accurately. The web site is a critical resource, and students use it frequently to conduct their business with the college. Other individuals gather information about college news and events from the web site. Thus, administrators, instructional departments and student services are called upon frequently to ensure the accuracy of the information they provide to the college webmaster.

District and college policies, practices and procedures reflect the college's commitment to institutional integrity. These include hiring and evaluation processes. Hiring and employment practices throughout the district follow the same guidelines. They are clearly stated and are available at the Human Resources Office, on the Human Resources web site, and on the district's shared public folders drive. Criteria, qualifications and procedures for the selection of personnel in the Grossmont-Cuyamaca Community College District are clearly stated in job descriptions that are directly related to institutional mission and goals. Evaluation processes of faculty and classified staff are conducted according to strict guidelines as well. Systematic evaluations related directly to assigned duties are completed in a timely fashion and results are discussed with the employees.

Cuyamaca College makes great efforts to ensure openness, honesty and integrity in all its communications. At the district level, the Director of Intergovernmental Relations, Economic Development and Public Information ensures that accurate information is presented to the public. At the college level, the president communicates regularly to the college community via several channels. The president sends board reports of monthly Governing Board meetings to the entire college via e-mail. She provides regular updates to the college community on important college news such as the budget situation and the state of the college. She holds open forums during Staff Development Week, and members of the campus community are invited to respond to her directly with questions

and concerns. Minutes of the Innovation & Planning Council are also disseminated to the entire site via e-mail from the president's office.

There are many other ways in which the college reflects institutional integrity. The college makes every attempt to ensure the confidentiality of its student records in the Admissions & Records Office as well as all other student services' offices. The Student Affairs Office maintains a Free Speech Board in the F-Building area, as well as the Student Center, which allows students the opportunity to post their opinions and viewpoints on a variety of subjects. There are numerous student policies that ensure appropriate behavior and due process. These include policies on sexual harassment, student grievance and due process, the Student Code of Conduct, petitions to challenge, the Family Educational Rights and Privacy Act, to name a few.

In sum, Cuyamaca College makes many efforts to ensure institutional integrity through its open and frequent communications, internal and external publications, and standardized policies and procedures. It is satisfying to note that, according to the accreditation survey, the majority of students, faculty and staff indicate that the college fosters an environment of ethical behavior.

ORGANIZATION FOR THE SELF-STUDY

ORGANIZATION FOR THE SELF STUDY

Organization for the Self Study began in spring 2005 with a discussion initiated by the college president in the Innovation and Planning Council about the structural and procedural approaches to be used for the development of the Self Study. An agreement followed shortly thereafter between the President and the Academic Senate about the appointment of accreditation co-chairs to lead and facilitate the process and be composed of the college Accreditation Liaison Officer, the Vice President of Instruction, and a faculty co-chair to be named by the Academic Senate. The faculty co-chair was identified through an open and competitive recruitment process, which included a job announcement and description of job duties distributed college-wide. Reassigned time was provided to the faculty co-chair from spring, 2005 through fall 2007. Shortly thereafter, by way of collegial consultation, representatives from the Academic Senate, Classified Senate, Associated Students of Cuyamaca College (ASCC), and members of the Administrative Council were appointed to serve on Accreditation Self Study Teams.

In April 2005 a first training workshop, *Preparing for the Institutional Self Study*, was provided by Dr. Deborah Blue, Vice President of the Accrediting Commission for Community and Junior Colleges, for the representatives from the Academic Senate, college administration, Classified Senate, and student leaders. The workshop facilitated internal dialogue about the process and organization for the Self Study. It was established that the Accreditation Steering Committee would consist of the Accreditation co-chairs and the administrative and faculty co-chairs for the four accreditation standard teams. Organizationally, teams for Standard II, Student Learning Programs and Services, and Standard III, Resources, were expanded to include subcommittees to address the respective sub-sections of each standard. Additionally, the vice president of the Classified Senate, president of the ASCC, and a community representative, a member of the board of the Cuyamaca College Foundation, were named to the Steering Committee. Recruitment of all team members, including co-chairs, was concluded by the end of spring, and tentative timelines for the development of the Self Study were adopted. The first Steering Committee took place on May 20, 2005, and writing was initiated in the standard teams.

By fall, 2005, standard teams were well engaged in working on the Self Study. Further training occurred for all team members in October 2005, when AACJC Vice Presidents Deborah Blue and Jack Pond came to the Grossmont-Cuyamaca Community College District and provided a joint college training for all. A college accreditation web site was established, and it was determined that drafts and other related documents would be posted to the site in an on-going way as a primary means of communication with the college community. All-site e-mails were routinely disseminated by the President's Office whenever major additions were posted on the web site.

Concurrently, the Self Study co-chairs for both Cuyamaca College and Grossmont College commenced joint meetings to discuss approaches and to coordinate requests to district Institutional Research and Planning. The results were standardized college surveys administered in the same timeframes at both institutions. Accreditation Steering

Committee co-chairs and co-chairs of Standard IV, Leadership and Governance, from both colleges met to develop and coordinate other Self Study components that addressed district-college matters such as the Delineation of Functions map.

Throughout fall, 2005 and spring, 2006, teams worked to develop first drafts that particularly emphasized description and evaluation sections. Regular meetings were held by the standard teams to write, review, refine, and forward drafts for approval to the Steering Committee. Concurrently, the Steering Committee met on a monthly basis to ensure that the process continued on track, addressed issues, planned for dissemination of the Self Study to the college community at various phases, and coordinated with the Institutional Research Office to conduct the college survey, review college results, and perform other research activities related to the Self Study. The importance of dialogue and the requirement to focus on evidence was continuously emphasized. An evidence file was set up in the college library and made accessible to all.

The weekly President's Cabinet included accreditation as a frequent agenda item. Regular updates to the college Innovation and Planning Council, Academic Senate, Instructional Council, Student Services Council, and Administrative Council were provided. Efforts were made to ensure that the college community was apprised of the Self Study and had ample opportunity for involvement and input. In fall 2006, a college forum was held where all team co-chairs and accreditation co-chairs provided overviews of the Self Study sections and discussed the directions of the planning agendas that were emerging based on the description and evaluation sections of standards. In November, 2006, a joint Grossmont College-Cuyamaca College formal presentation was made to the Governing Board by the respective accreditation co-chairs to update the trustees on the process and emerging themes.

Simultaneously the Standard IV committees for both colleges collaborated with the district Senior Director of Intergovernmental Relations, Economic Development and Public Information to develop the Delineation of District Functions Map. Also well, a trustee served on the college Standard IV committee co-chaired by the Academic Senate President to provide input into the Self Study write-up of this standard. The Steering Committee met consistently throughout 2006-2007 to coordinate the process and identify, recommend, and approve the planning agendas in consultation with the standard teams.

By fall, 2007, final drafts of the Self Study were underway that incorporated team revisions as well as the input of the Steering Committee. As each standard section was reviewed and approved by the Steering Committee and refined by the editing work group, sections were posted on the college accreditation web site. A college accreditation newsletter was disseminated in late fall. In January, 2007, a second college forum was conducted as part of the President's Forum during Professional Development Week. A district-wide timeline was adopted through the Chancellor's Cabinet to coordinate the final review and approval process by the district and the Governing Board.

On February 13, 2007, a first read of the Self Study document was presented to the college Innovation and Planning Council. This initiated the formal college constituent

review and endorsement process. It was agreed that college-wide input would be channeled through appropriate constituent representative bodies, the Academic Senate, Classified Senate, Administrative Association, and Associated Students of Cuyamaca College. Subsequently, the Academic Senate conducted a first and second read of the Self Study and endorsed the report at its March 22nd meeting. The college Innovation and Planning Council approved the Self Study and recommended it be forwarded to the district and the Governing Board at the April 10th meeting.

A final accreditation presentation was made to the Governing Board in May 2007, and a second read was scheduled for June. Following acceptance by the Board, final production of the document took place and the Self Study was prepared for mailing in August, 2007.

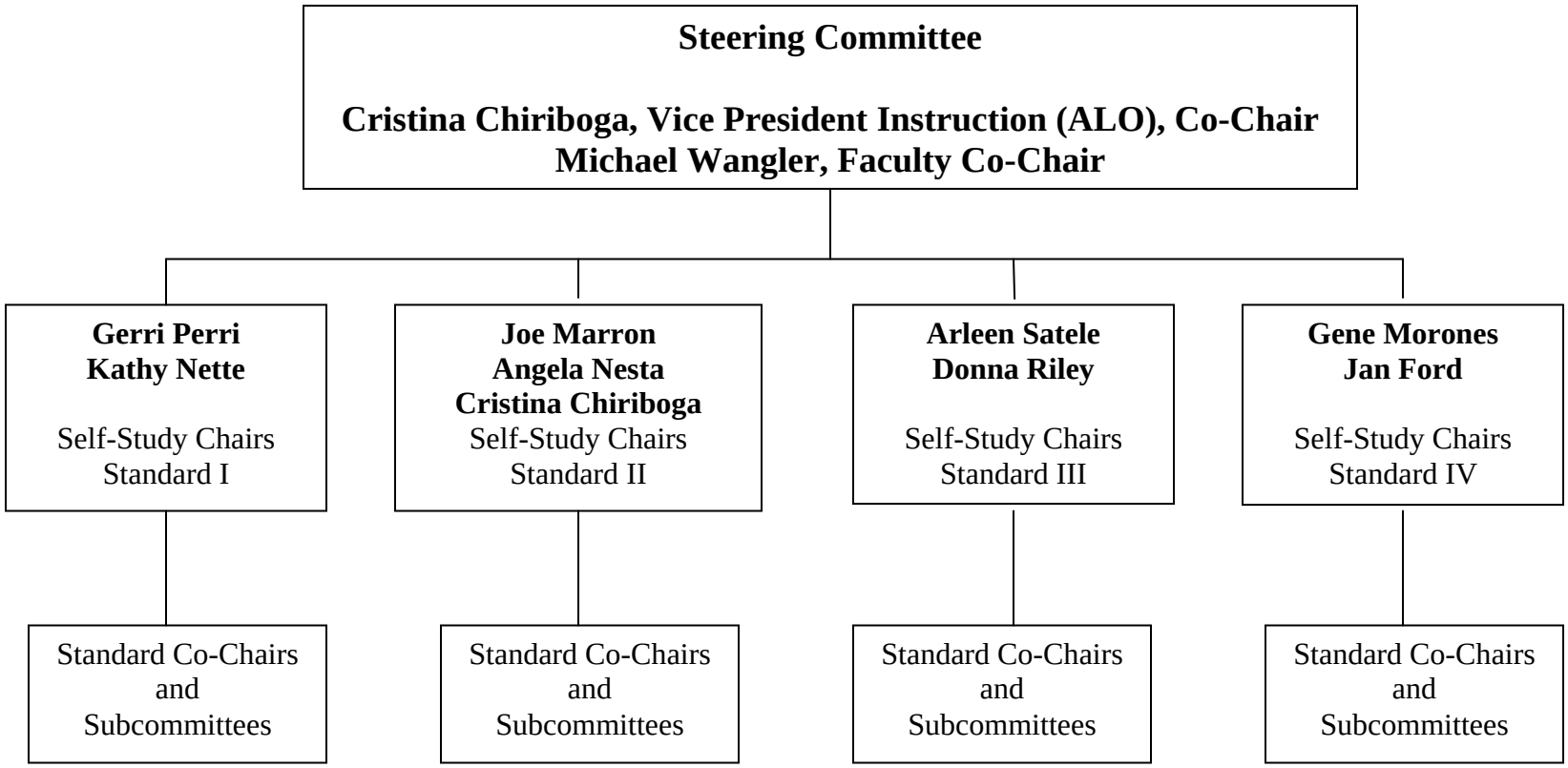
As a result of the self study process, the college community has deepened its awareness of accreditation standards and themes. The emphasis on Student Learning Outcomes (SLOs) has permeated institutional dialogue and processes. In spring 2007, for instance, it was proposed that a permanent college SLO web site be established. The college Curriculum, General Education and Academic Policies Committee, Program Review Committee as well as Student Services Council continued to refine SLO procedures and proceed to implementing assessment activities. During the same period, the Academic Senate was engaged in the process of developing proposals in conjunction with the college Office of Instruction to further establish specialized permanent governance structures to provide direction and oversight for SLO implementation campus-wide.

The Self Study recognizes the advances made by the college since its last accreditation site visit and acknowledges the work yet to be done. The planning agendas provide useful direction to the institution. Based on Cuyamaca College's strong culture of planning and dialogue, there is no doubt that these will become integral parts of the annual implementation plans in the years to come.

COMMITTEES

ACCREDITATION SELF-STUDY VISIT 2007

ORGANIZATION AND STRUCTURE



ACCREDITATION SELF-STUDY COMMITTEES

Cristina Chiriboga (Vice President, Instruction), Accreditation Liaison Officer
Michael Wangler (Faculty), Accreditation Co-Chair
Debi Miller (Classified), Project Assistant

STEERING COMMITTEE

Michael Wangler (Faculty) Accreditation Co-Chair
Gerri Perri (President) Co-Chair Standard I
Kathryn Nette (Faculty) Co-Chair Standard I
Cristina Chiriboga (VP of Instruction) Co-Chair Standard IIA
Joe Marron (VP of Student Services) Co-Chair Standard IIB
Teresa McNeil (Dean) Co-Chair Standard IIB
Angela Nesta (Librarian) Co-Chair Standard IIC
Arleen Satele (VP of Admin Services) Co-Chair Standards IIIA&B
Donna Riley (Faculty) Co-Chair Standard IIIC&D
Gene Morones (Assoc. Dean) Co-Chair Standard IV (left Dec 2006)
Jan Ford (Faculty) Co-Chair Standard IV
Rosalyn Johnson, ASCC President (7/1/05-6/30/06)
Aaron Keller, ASCC Representative (9/06-12/06)
Maggie Gonzales, Classified Senate Vice President
Allen C. Brown, Cuyamaca College Foundation Member
Keren Brooks (ex-officio), Institutional Research (left Apr 2007)

Standard I: Institutional Mission and Effectiveness
Gerri Perri (President), Co-Chair
Kathryn Nette (Faculty), Co-Chair

Patricia Santana (Faculty)
Donna Troy (Faculty)
Marvelyn Bucky (Faculty)
Connie Elder (Faculty)
Rocky Rose (Classified)
Sherri Braaksma (Classified)
Henri Migala (Administrator)
Allen C. Brown (Foundation Member)
Rosalyn Johnson (Student)

Standard II: Student Learning Programs and Services
Cristina Chiriboga (Vice President Instruction), Co-Chair
Joe Marron (Vice President Student Services), Co-Chair
Angela Nesta (Faculty), Co-Chair

Al Taccone (Administrator), Chair, Standard IIA
Nancy Jennings (Faculty)
Jackie Hider (Faculty)

Susan Haber (Faculty)
Barbara Pescar (Faculty)
Joan Burak (Classified)
Alan Ridley (Classified)
Erick Berline (Student)
Teresa McNeil (Administrator), Chair, Standard IIB
Mary Asher-Fitzpatrick (Faculty)
Mary Graham (Faculty)
Inwon Leu (Faculty)
Marsha Fralick (Faculty)
Diane Kew (Classified)
Beth Appenzeller (Administrator)
Angela Nesta (Faculty), Chair, Standard IIC
Kari Wergerland (Faculty)
Fred Geoola (Faculty)
Inwon Leu (Faculty)
Poppy Bush (Classified)
Bill Stanford (Student)

Standard III: Resources

Arleen Satele (Vice President Administrative Services), Chair, Standard IIIA&B
Donna Riley (Faculty), Chair, Standard IIID, Co-Chair Standard IIIC

Alicia Munoz (Faculty)
Lyn Neylon (Faculty)
Ernest Williams (Classified)
Barbara Takahashi (Classified)
Erik Berline (Student)
Beth Appenzeller (Administrator)
Maria Mendoza (Director)
Brad Monroe (Faculty)
Tim Pagaard (Faculty)
Patty Stephenson (Classified)
Laurie Brown (Classified)
Vivian Bogue (Administrator)
Madelaine Wolfe (Administrator), Co-Chair Standard IIIC
Ted Chandler (Faculty)
Larry Sherwood (Faculty)
Steve Wienert (Faculty)
Carol Lloyd (Faculty)
Steve To (Classified)
Tammi Marshall (Faculty)
Sara Grasmick (Classified)
Ray Reyes (Classified)
Bill Stanford (Student)

Standard IV: Leadership and Governance

Gene Morones (Administrator), Co-Chair
Jan Ford (Faculty), Co-Chair

Jim Custeau (Faculty)
Peter Utgaard (Faculty)
Pat Setzer (Faculty)
Maggie Gonzales (Classified)
Rosalyn Johnson (Student)
Deanna Weeks (Trustee)

Editors

Cristina Chiriboga (Vice President Instruction)
Teresa McNeil (Administrator)
Michael Wangler (Faculty)
Kathy McWilliams (Faculty)

TIMELINES AND MILESTONES

ACCREDITATION SELF-STUDY
TIMELINE and MILESTONES

Milestones	**Date**
Prepare for Institutional Self-Study Workshops	April 2005 October 2005
Identify Accreditation Faculty Chair and designate Self-Study Steering Committee	Spring 2005
Organize, recruit and select self-study teams	Spring 2005
Develop and organize internal plans and timelines	Spring 2005
Initiated drafts for description section for Standards and information gathering	Fall 2005
Establish Accreditation Website	Fall 2005
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Data Collection Initiated (Coordination with Institutional Research)	Spring 2006
Teams develop first drafts (includes description and analysis)	Spring 2006
Team circulation of drafts (on-going)	Fall 2006
Finalize Planning/Agenda	Fall 2006
Governing Board Presentation	Fall 2006
Campus Forum I	*November 2006*
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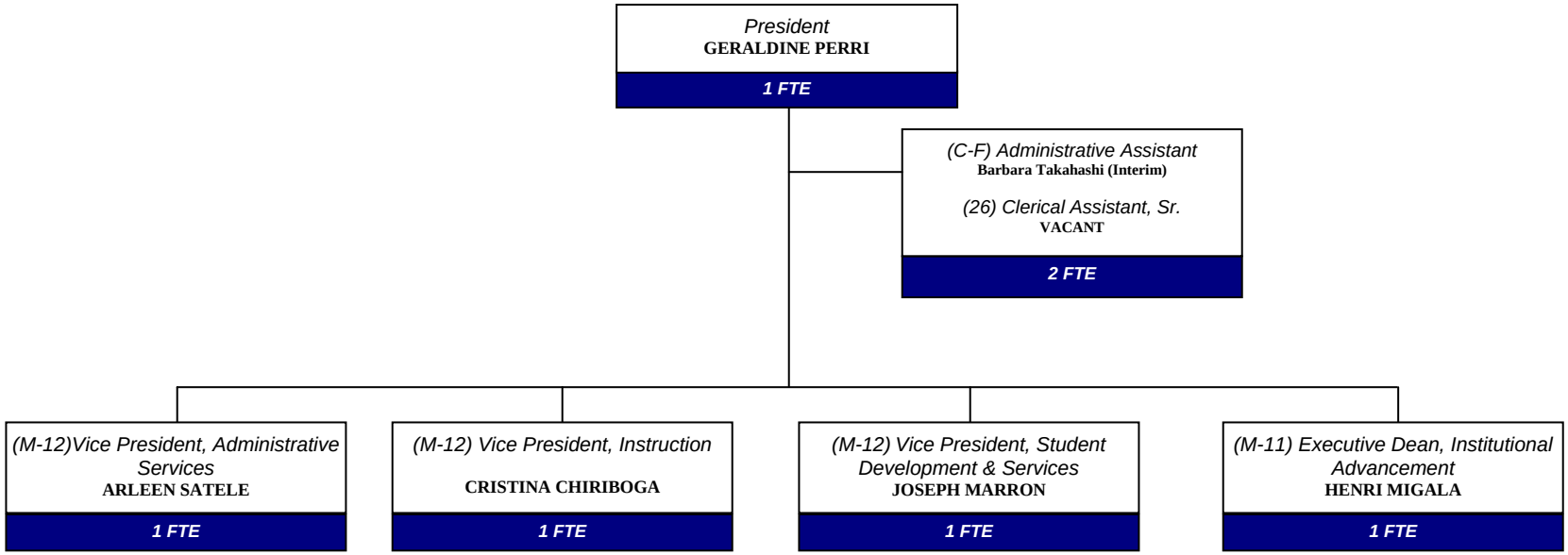
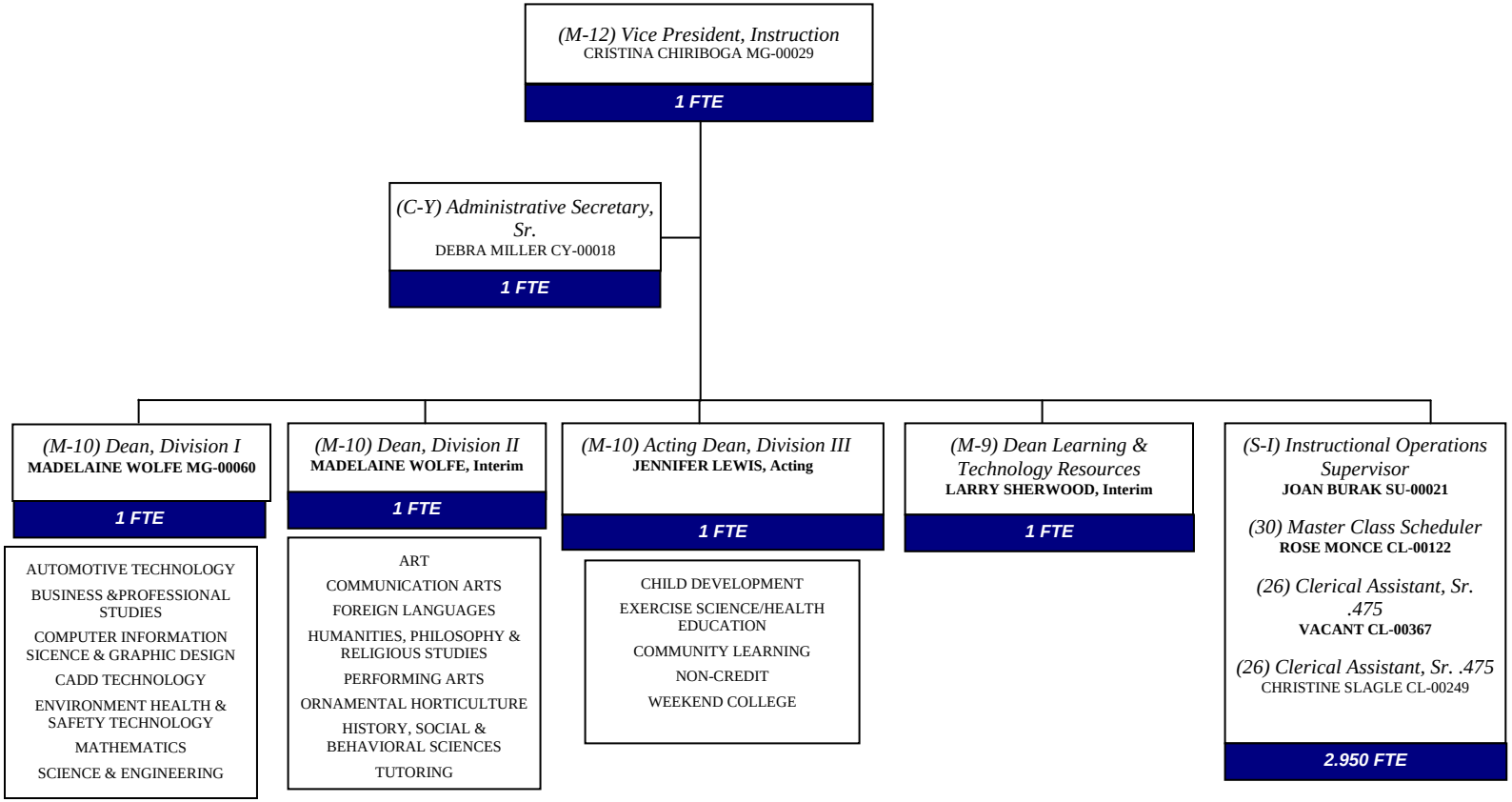
Campus Forum II	***January 2007***
Accreditation Newsletter Distributed	January 2007
Finalize Draft of Self-Study report (Team Revisions-incorporate inputs)	February 2007
Posting of drafts to College Accreditation site	February 2007
Campus Constituent Review/Endorsements	March 2007
Innovation & Planning Council Approval	April 2007
Governing Board Presentation	May 2007
District Review/Approval	May 2007
First read to Governing Board/Information	May 2007
Second read to Governing Board/Approval	June 2007
Final Revisions of Self-Study	June 2007
Final Production Self-Study (College)	August 2007
Self-Study presentation at Fall Convocation	August 2007
Self-Study submitted to ACCJC	***September 2007***
ACCJC Visiting Team to District, Grossmont and Cuyamaca	October 2007

ORGANIZATIONAL CHARTS

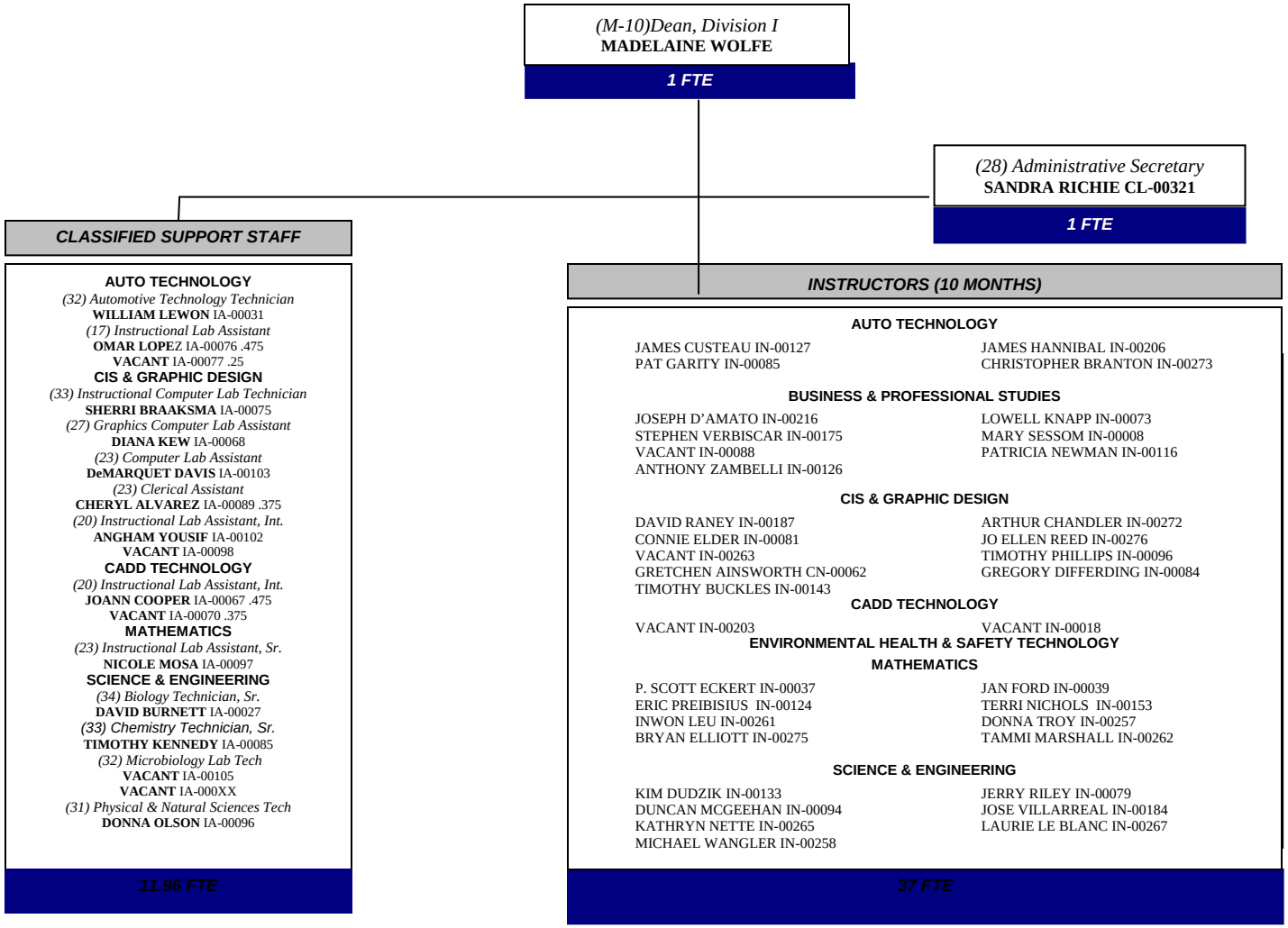
CUYAMACA COLLEGE



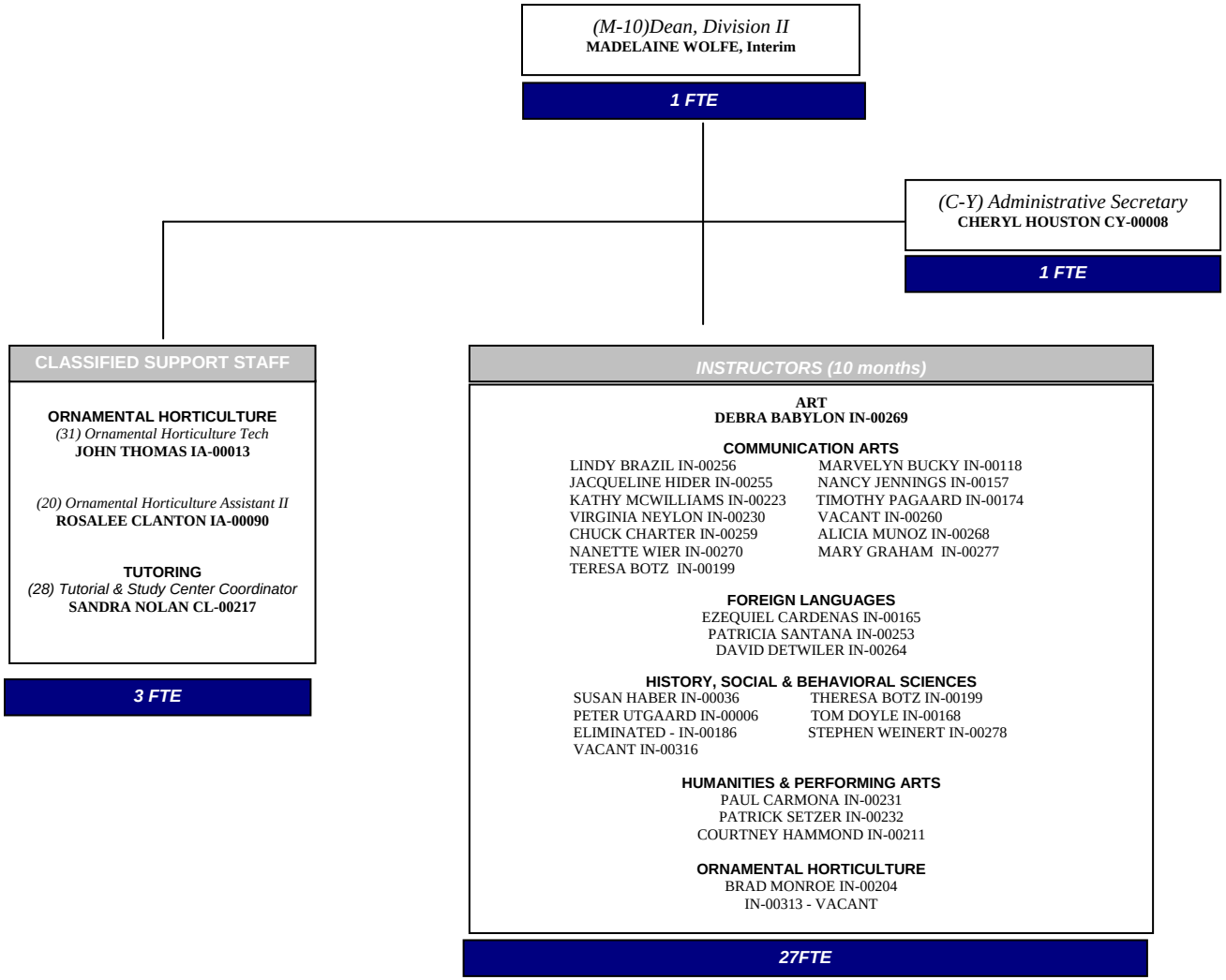
CUYAMACA COLLEGE-VICE PRESIDENT, INSTRUCTION



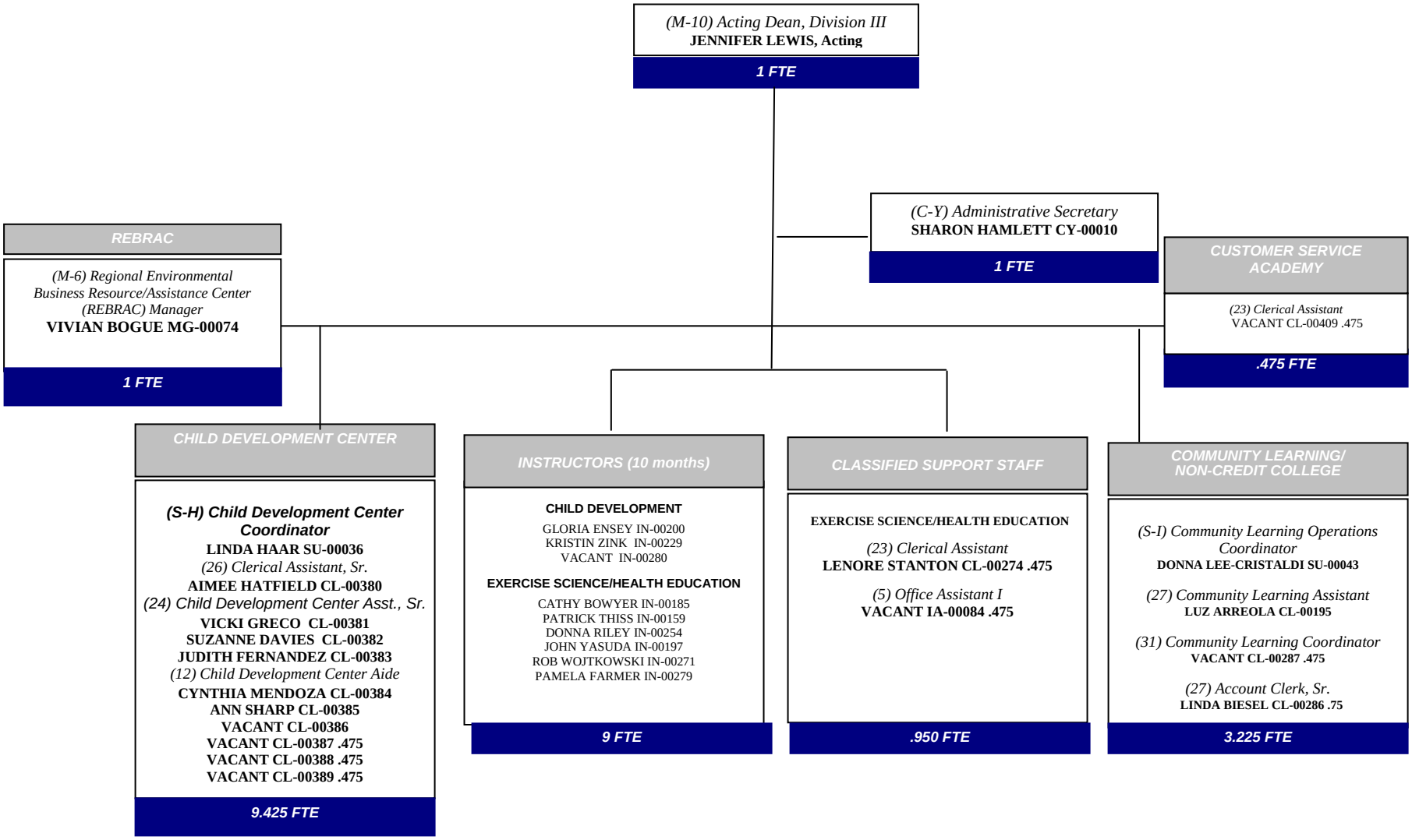
CUYAMACA COLLEGE – INSTRUCTION, DIVISION I



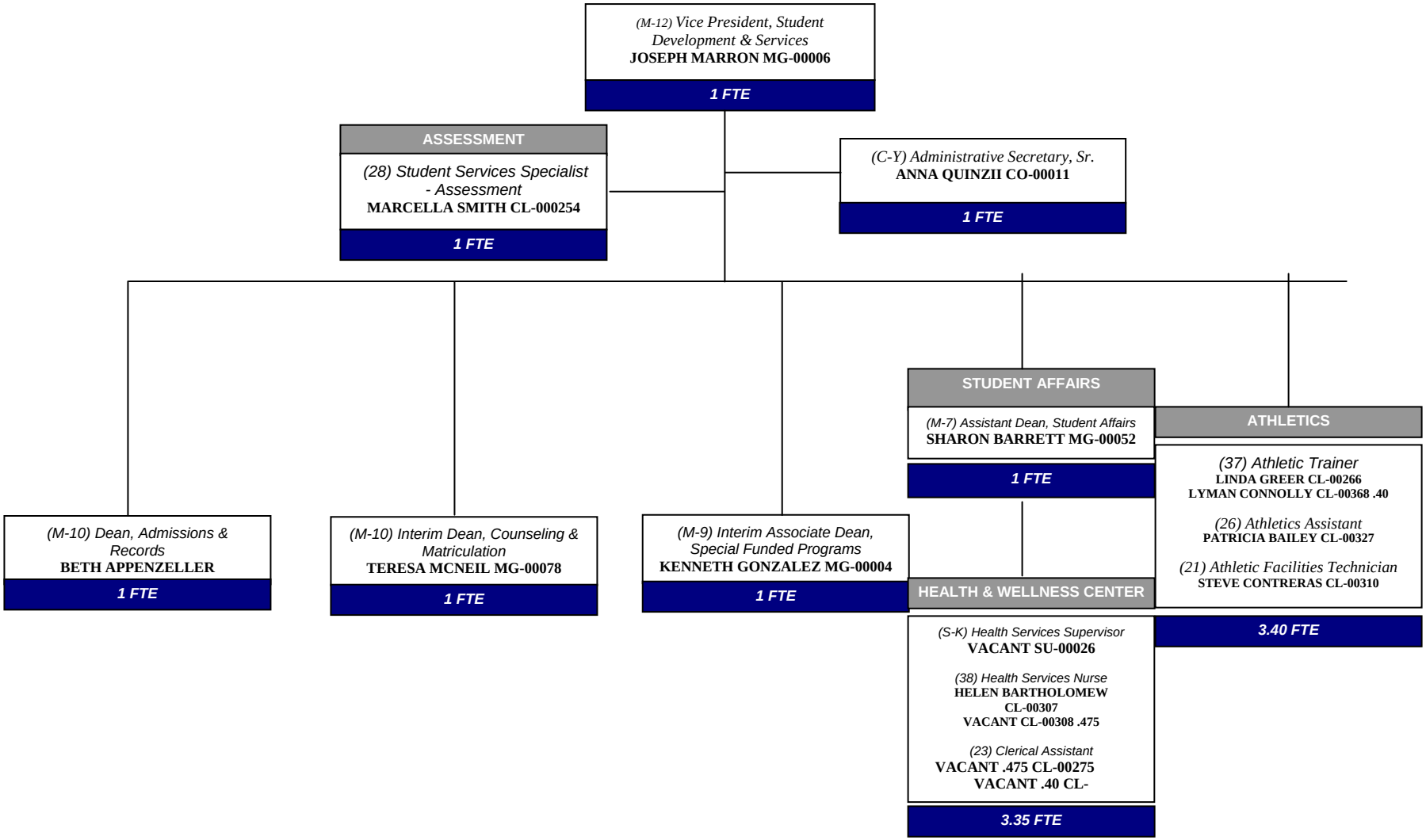
CUYAMACA COLLEGE- INSTRUCTION, DIVISION II



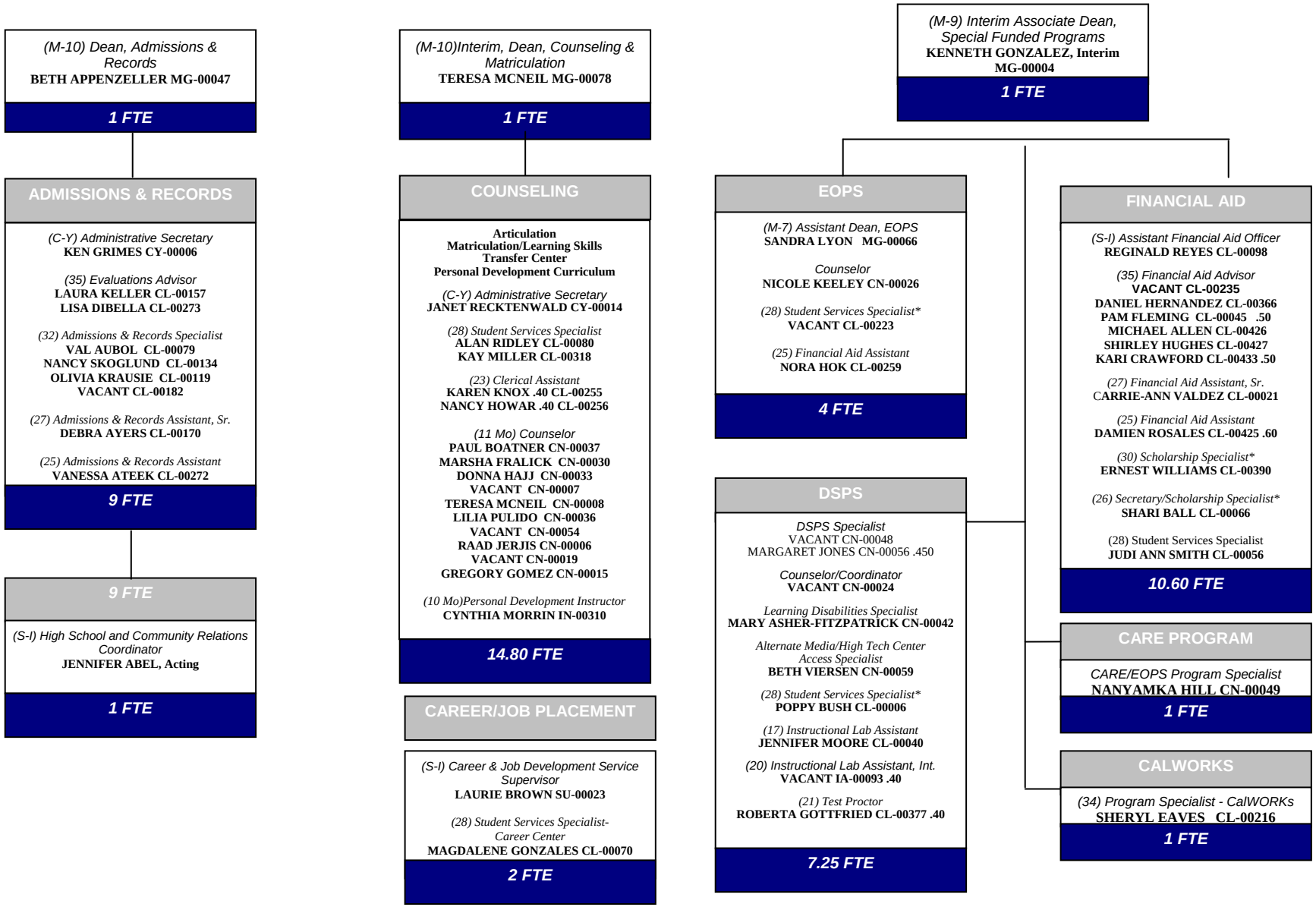
CUYAMACA COLLEGE – INSTRUCTION, DIVISION III



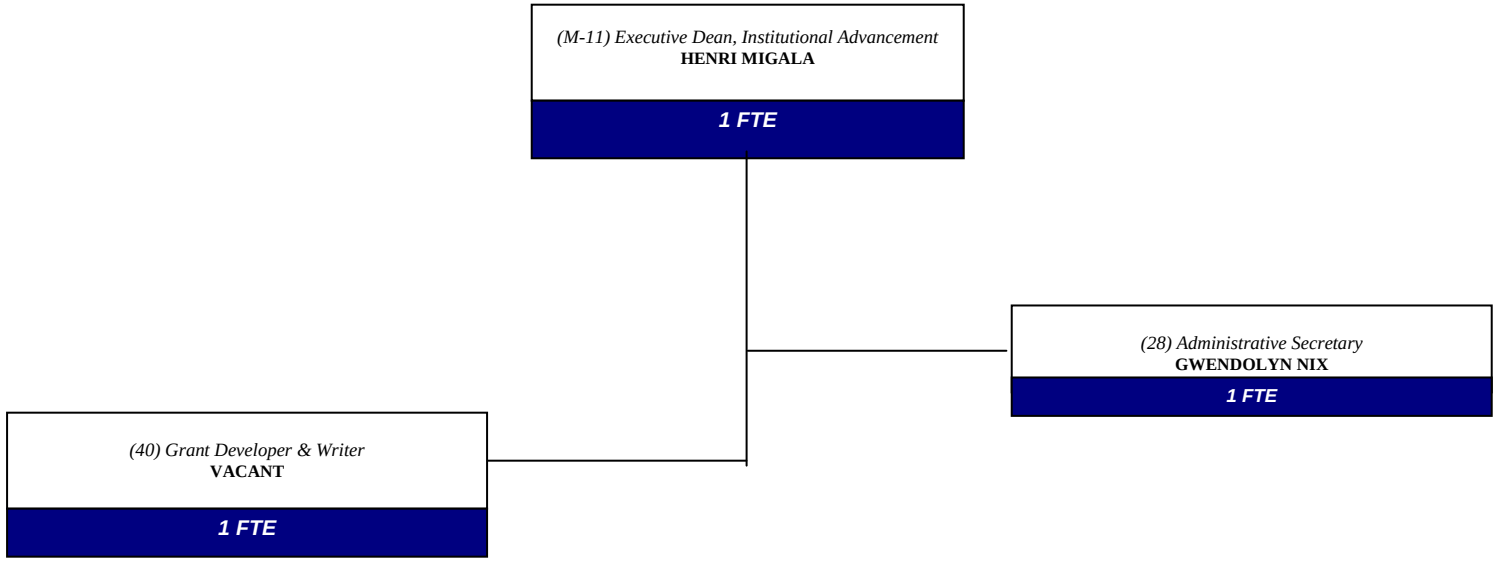
CUYAMACA COLLEGE- VICE PRESIDENT, STUDENT SERVICES



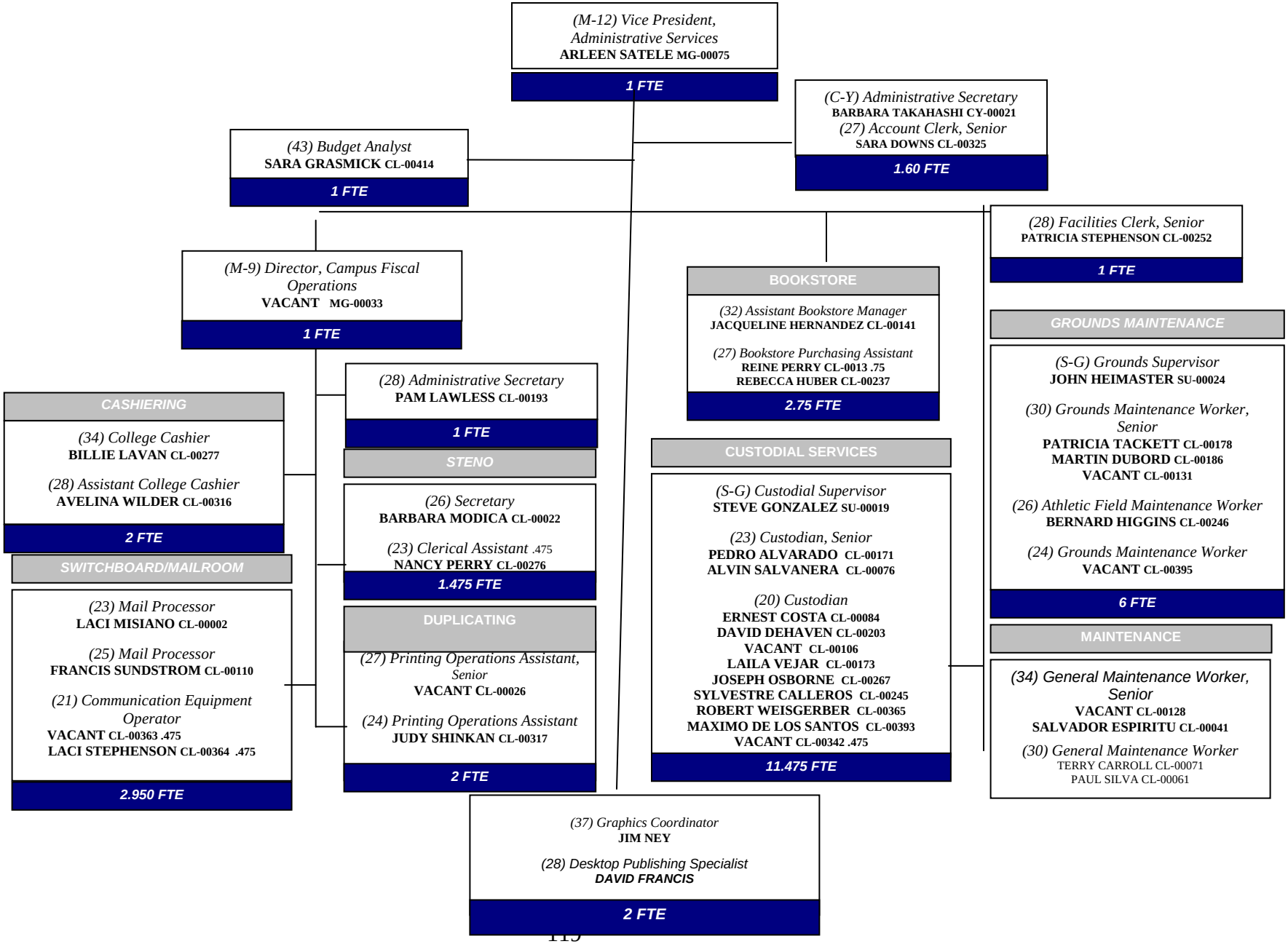
CUYAMACA COLLEGE - STUDENT SERVICES

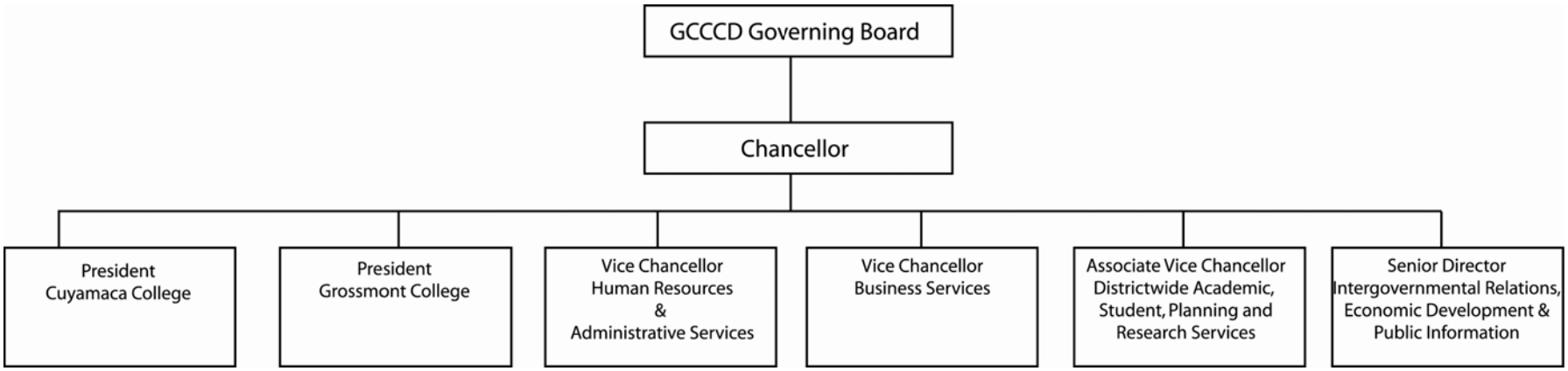


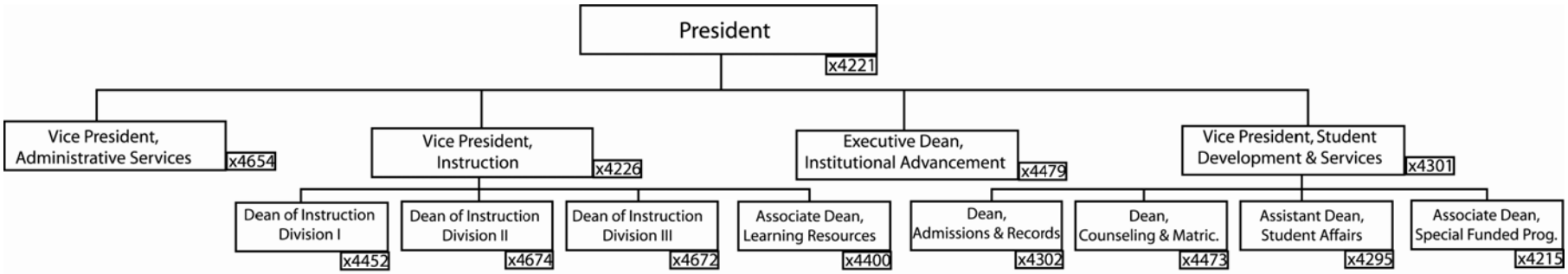
CUYAMACA COLLEGE- INSTITUTIONAL ADVANCEMENT



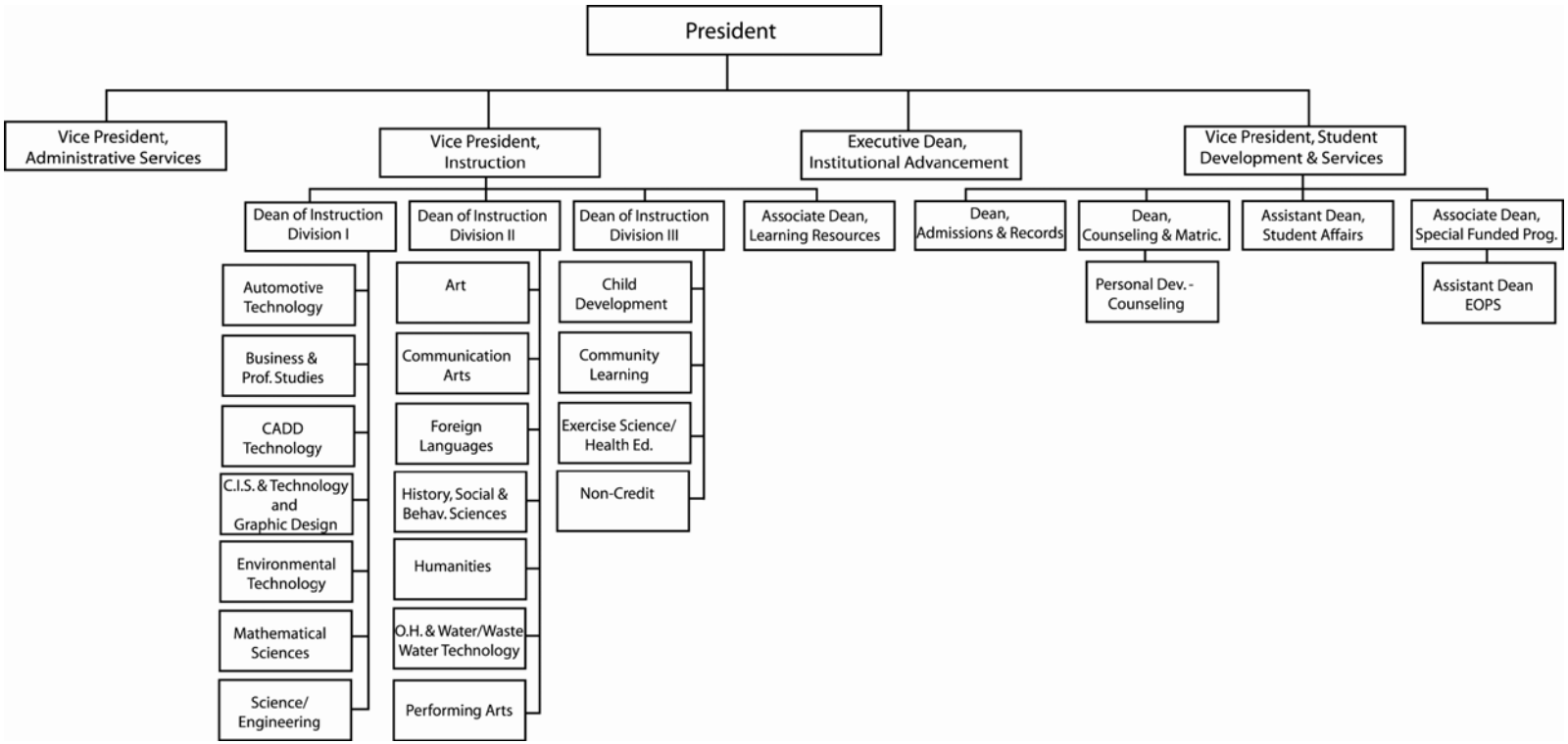
CUYAMACA COLLEGE- ADMINISTRATIVE SERVICES

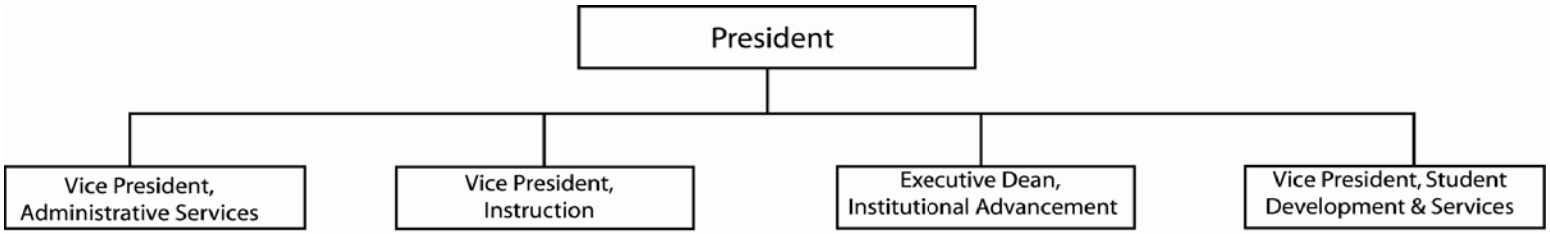



GCCCD Governing Board
Chancellor
President
Cuyamaca College
President
Grossmont College
Vice Chancellor
Human Resources
&
Administrative Services
Vice Chancellor
Business Services
Associate Vice Chancellor
Districtwide Academic,
Student, Planning and
Research Services
Senior Director
Intergovernmental Relations,
Economic Development &
Public Information



President's Cabinet and direct administrative reports.


President
Vice President, Administrative Services
Vice President, Instruction
Executive Dean, Institutional Advancement
Vice President, Student Development & Services
Dean of Instruction Division I
Dean of Instruction Division II
Dean of Instruction Division III
Associate Dean, Learning Resources
Dean, Admissions & Records
Dean, Counseling & Matric.
Assistant Dean, Student Affairs
Associate Dean, Special Funded Prog.
Automotive Technology
Business & Prof. Studies
CADD Technology
C.I.S. & Technology and Graphic Design
Environmental Technology
Mathematical Sciences
Science/ Engineering
Art
Communication Arts
Foreign Languages
History, Social & Behav. Sciences
Humanities
O.H. & Water/Waste Water Technology
Performing Arts
Child Development
Community Learning
Exercise Science/ Health Ed.
Non-Credit
Personal Dev. - Counseling
Assistant Dean EOPS

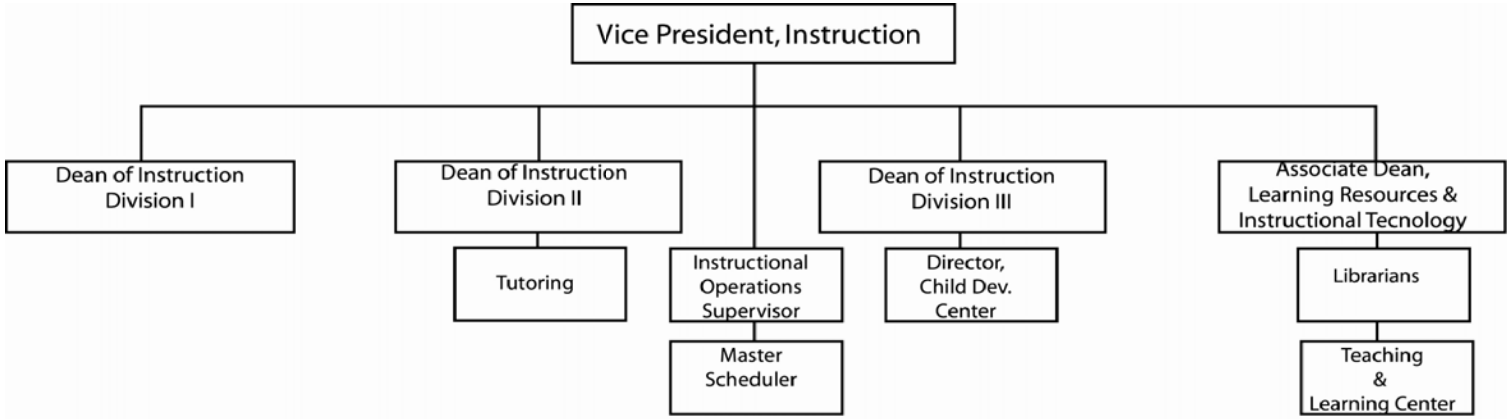


President's Functions:

College Budget
College Governance
(Committees, Policies & Procedures, Structure)
College Image
College Liaison with Chancellor's Cabinet
College Personnel
College Representation to Governing Board
(including College agenda items)
College-wide Planning and Implementation
Community Relations
Educational Facilities Master Plans
Ex-Officio Member, Cuyamaca College Foundation
Oversight of President's Cabinet
College Representative (Board Member) to Heritage of the Americas Museum Board
College Representative (Board Member) to the Water Conservation Garden

Council/Committee Chair Responsibilities

Administrative Council
Budget Committee
College Facilities Master Plan Council
Innovation & Planning Council
College Policy & Procedure Committee

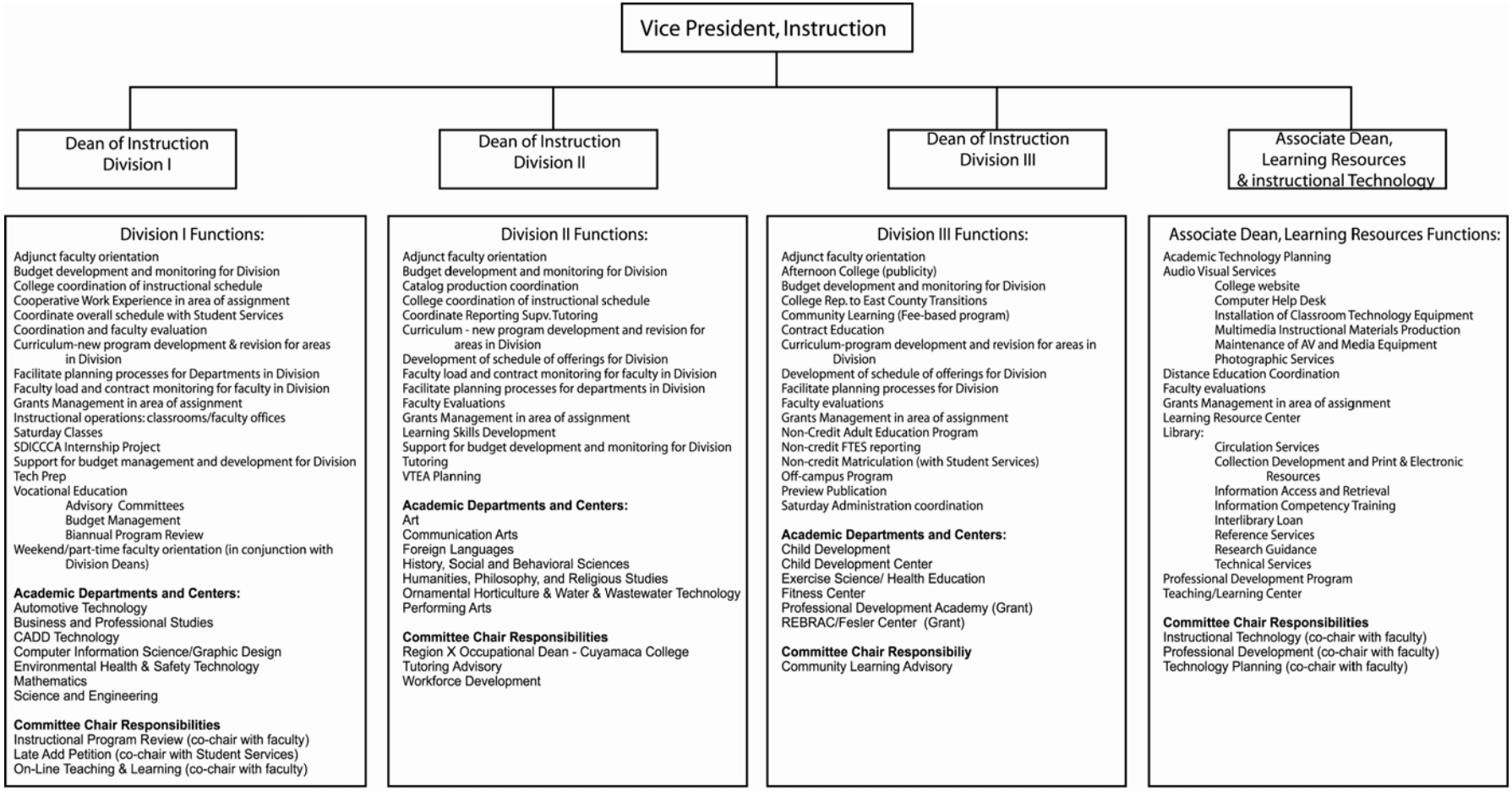


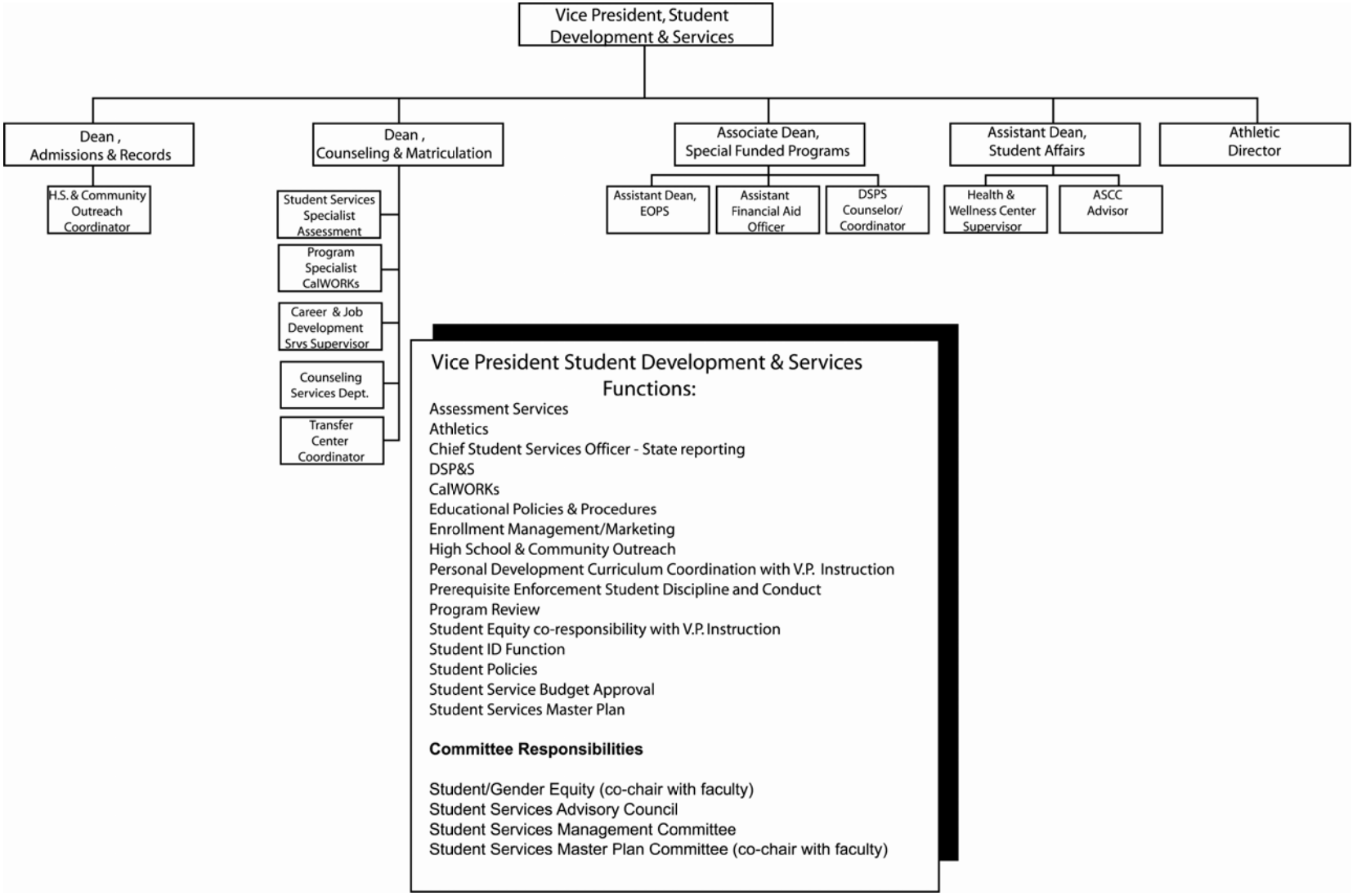
Vice President of Instruction's Functions:

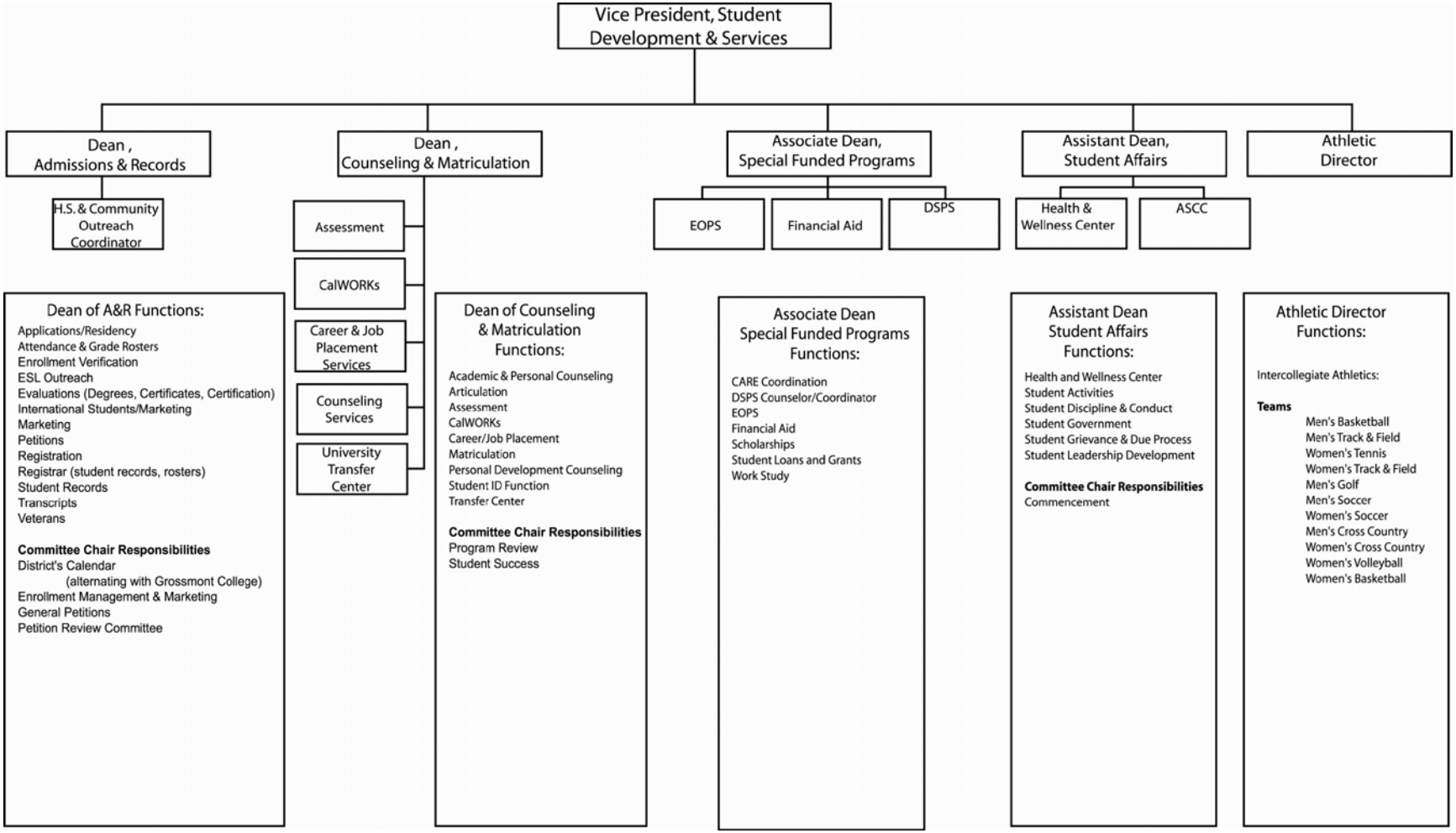
Academic Master Planning
Accreditation Liaison Officer
Catalog Planning
Chief Instructional Officer (State Reporting)
College Coordinator for Reassigned Time
Curriculum Approval
Curriculum Articulation within District
Educational Policies and Procedures
Educational Programs and Services
Faculty (reporting through chairs/coordinators)
Faculty Staffing Recommendations/Tenure Review Evals
Full-time Faculty Orientation
Instruction Budget Approval
Oversight and Approval of College Class Schedule
Oversight and Approval of Instructional grants
Prerequisite enforcement (Instruction)
Student Equity: Co-responsibility with Vice President, Student Development & Services

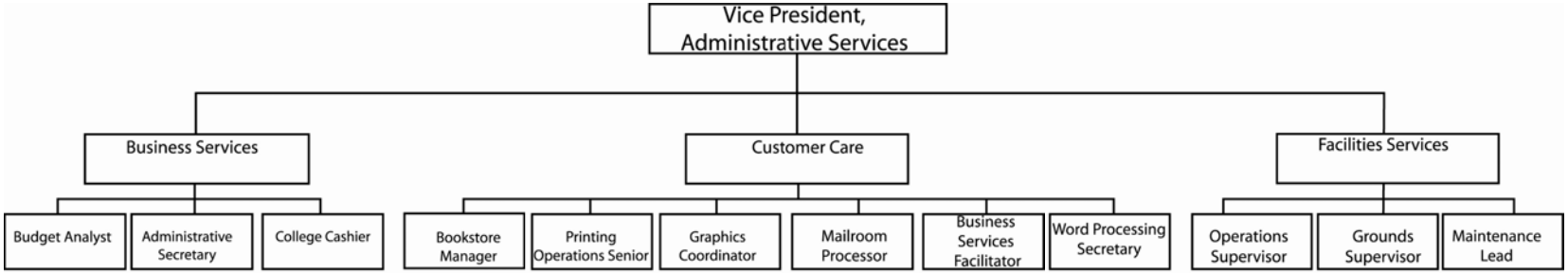
Committee Responsibilities

Academic Master Plan (co-chair with faculty)
Accreditation Steering (co-chair with faculty)
Curriculum, General Education and Academic Policy and Procedures Committee (co-chair with faculty)
Instructional Council (co-chair with faculty)


Vice President, Instruction
Dean of Instruction Division I
Dean of Instruction Division II
Dean of Instruction Division III
Associate Dean, Learning Resources & instructional Technology
Division I Functions:
Adjunct faculty orientation
Budget development and monitoring for Division
College coordination of instructional schedule
Cooperative Work Experience in area of assignment
Coordinate overall schedule with Student Services
Coordination and faculty evaluation
Curriculum-new program development & revision for areas in Division
Facilitate planning processes for Departments in Division
Faculty load and contract monitoring for faculty in Division
Grants Management in area of assignment
Instructional operations: classrooms/faculty offices
Saturday Classes
SDICCCA Internship Project
Support for budget management and development for Division
Tech Prep
Vocational Education
Advisory Committees
Budget Management
Biannual Program Review
Weekend/part-time faculty orientation (in conjunction with Division Deans)
Academic Departments and Centers:
Automotive Technology
Business and Professional Studies
CADD Technology
Computer Information Science/Graphic Design
Environmental Health & Safety Technology
Mathematics
Science and Engineering
Committee Chair Responsibilities
Instructional Program Review (co-chair with faculty)
Late Add Petition (co-chair with Student Services)
On-Line Teaching & Learning (co-chair with faculty)
Division II Functions:
Adjunct faculty orientation
Budget development and monitoring for Division
Catalog production coordination
College coordination of instructional schedule
Coordinate Reporting Supv. Tutoring
Curriculum - new program development and revision for areas in Division
Development of schedule of offerings for Division
Faculty load and contract monitoring for faculty in Division
Facilitate planning processes for departments in Division
Faculty Evaluations
Grants Management in area of assignment
Learning Skills Development
Support for budget development and monitoring for Division
Tutoring
VTEA Planning
Academic Departments and Centers:
Art
Communication Arts
Foreign Languages
History, Social and Behavioral Sciences
Humanities, Philosophy, and Religious Studies
Ornamental Horticulture & Water & Wastewater Technology
Performing Arts
Committee Chair Responsibilities
Region X Occupational Dean - Cuyamaca College
Tutoring Advisory
Workforce Development
Division III Functions:
Adjunct faculty orientation
Afternoon College (publicity)
Budget development and monitoring for Division
College Rep. to East County Transitions
Community Learning (Fee-based program)
Contract Education
Curriculum-program development and revision for areas in Division
Development of schedule of offerings for Division
Facilitate planning processes for Division
Faculty evaluations
Grants Management in area of assignment
Non-Credit Adult Education Program
Non-credit FTES reporting
Non-credit Matriculation (with Student Services)
Off-campus Program
Preview Publication
Saturday Administration coordination
Academic Departments and Centers:
Child Development
Child Development Center
Exercise Science/ Health Education
Fitness Center
Professional Development Academy (Grant)
REBRAC/Fesler Center (Grant)
Committee Chair Responsibiliy
Community Learning Advisory
Associate Dean, Learning Resources Functions:
Academic Technology Planning
Audio Visual Services
College website
Computer Help Desk
Installation of Classroom Technology Equipment
Multimedia Instructional Materials Production
Maintenance of AV and Media Equipment
Photographic Services
Distance Education Coordination
Faculty evaluations
Grants Management in area of assignment
Learning Resource Center
Library:
Circulation Services
Collection Development and Print & Electronic Resources
Information Access and Retrieval
Information Competency Training
Interlibrary Loan
Reference Services
Research Guidance
Technical Services
Professional Development Program
Teaching/Learning Center
Committee Chair Responsibilities
Instructional Technology (co-chair with faculty)
Professional Development (co-chair with faculty)
Technology Planning (co-chair with faculty)


Vice President, Student Development & Services
Dean , Admissions & Records
H.S. & Community Outreach Coordinator
Dean , Counseling & Matriculation
Student Services Specialist Assessment
Program Specialist CalWORKs
Career & Job Development Srvs Supervisor
Counseling Services Dept.
Transfer Center Coordinator
Associate Dean, Special Funded Programs
Assistant Dean, EOPS
Assistant Financial Aid Officer
DSPS Counselor/ Coordinator
Assistant Dean, Student Affairs
Health & Wellness Center Supervisor
ASCC Advisor
Athletic Director
Vice President Student Development & Services Functions:
Assessment Services
Athletics
Chief Student Services Officer - State reporting
DSP&S
CalWORKs
Educational Policies & Procedures
Enrollment Management/Marketing
High School & Community Outreach
Personal Development Curriculum Coordination with V.P. Instruction
Prerequisite Enforcement Student Discipline and Conduct
Program Review
Student Equity co-responsibility with V.P. Instruction
Student ID Function
Student Policies
Student Service Budget Approval
Student Services Master Plan
Committee Responsibilities
Student/Gender Equity (co-chair with faculty)
Student Services Advisory Council
Student Services Management Committee
Student Services Master Plan Committee (co-chair with faculty)


Vice President, Student Development & Services
Dean , Admissions & Records
H.S. & Community Outreach Coordinator
Dean , Counseling & Matriculation
Assessment
CalWORKs
Career & Job Placement Services
Counseling Services
University Transfer Center
Associate Dean, Special Funded Programs
EOPS
Financial Aid
DSPS
Assistant Dean, Student Affairs
Health & Wellness Center
ASCC
Athletic Director
Dean of A&R Functions:
Applications/Residency
Attendance & Grade Rosters
Enrollment Verification
ESL Outreach
Evaluations (Degrees, Certificates, Certification)
International Students/Marketing
Marketing
Petitions
Registration
Registrar (student records, rosters)
Student Records
Transcripts
Veterans
Committee Chair Responsibilities
District's Calendar
(alternating with Grossmont College)
Enrollment Management & Marketing
General Petitions
Petition Review Committee
Dean of Counseling & Matriculation Functions:
Academic & Personal Counseling
Articulation
Assessment
CalWORKs
Career/Job Placement
Matriculation
Personal Development Counseling
Student ID Function
Transfer Center
Committee Chair Responsibilities
Program Review
Student Success
Associate Dean Special Funded Programs Functions:
CARE Coordination
DSPS Counselor/Coordinator
EOPS
Financial Aid
Scholarships
Student Loans and Grants
Work Study
Assistant Dean Student Affairs Functions:
Health and Wellness Center
Student Activities
Student Discipline & Conduct
Student Government
Student Grievance & Due Process
Student Leadership Development
Committee Chair Responsibilities
Commencement
Athletic Director Functions:
Intercollegiate Athletics:
Teams
Men's Basketball
Men's Track & Field
Women's Tennis
Women's Track & Field
Men's Golf
Men's Soccer
Women's Soccer
Men's Cross Country
Women's Cross Country
Women's Volleyball
Women's Basketball



Vice President of Administrative Services Functions:

Business Services
Budget Development & Monitoring
Cashiering
Facilities Services (Operations, Grounds and Maintenance)
Facilities Planning
Mailroom/Switchboard
Duplicating/Word Processing Services

Liaison to District

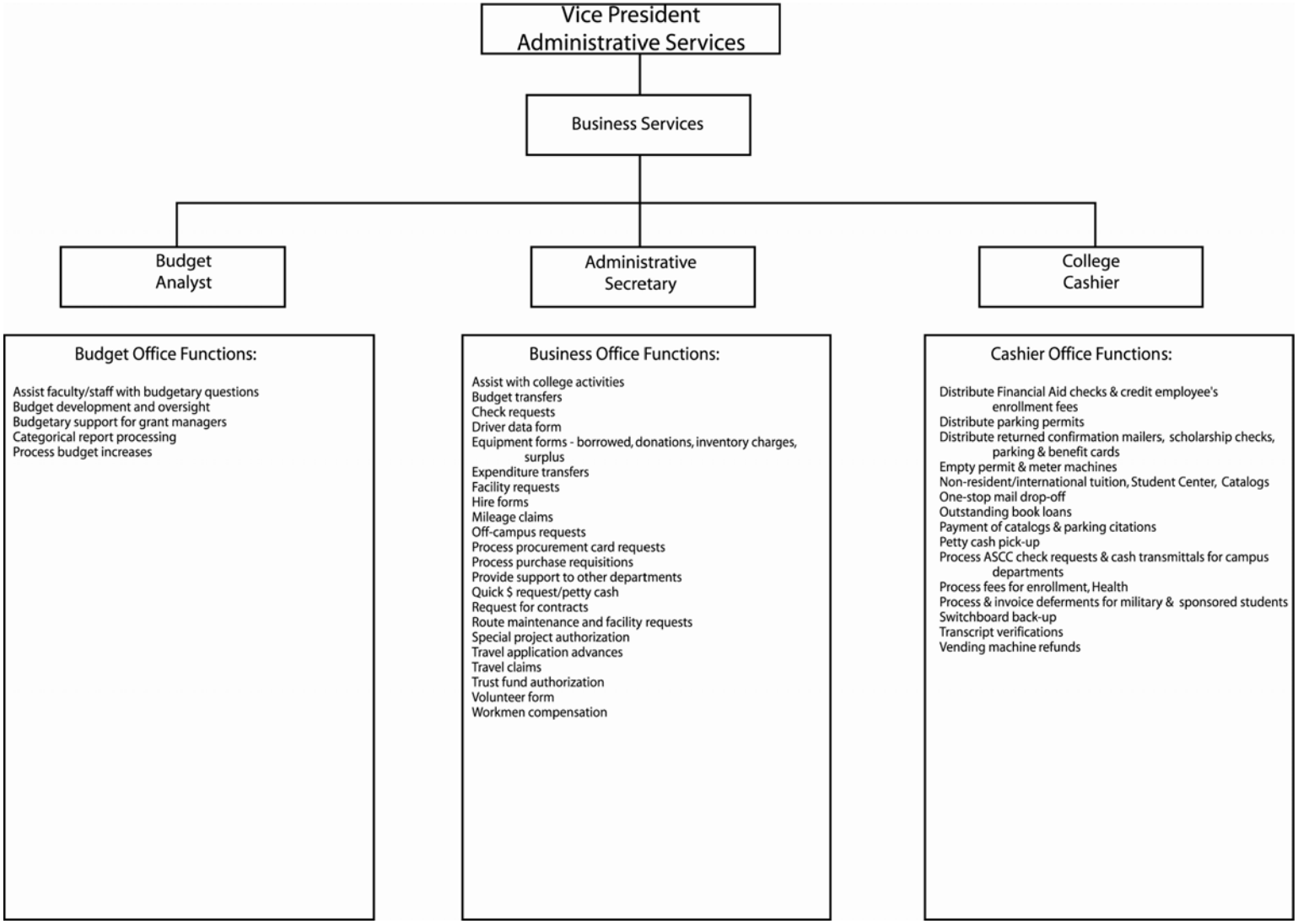
- Accounting
- District Business Services/Controller
- Payroll
- Personnel & Human Resources
- Public Safety
- Purchasing
- Risk Management

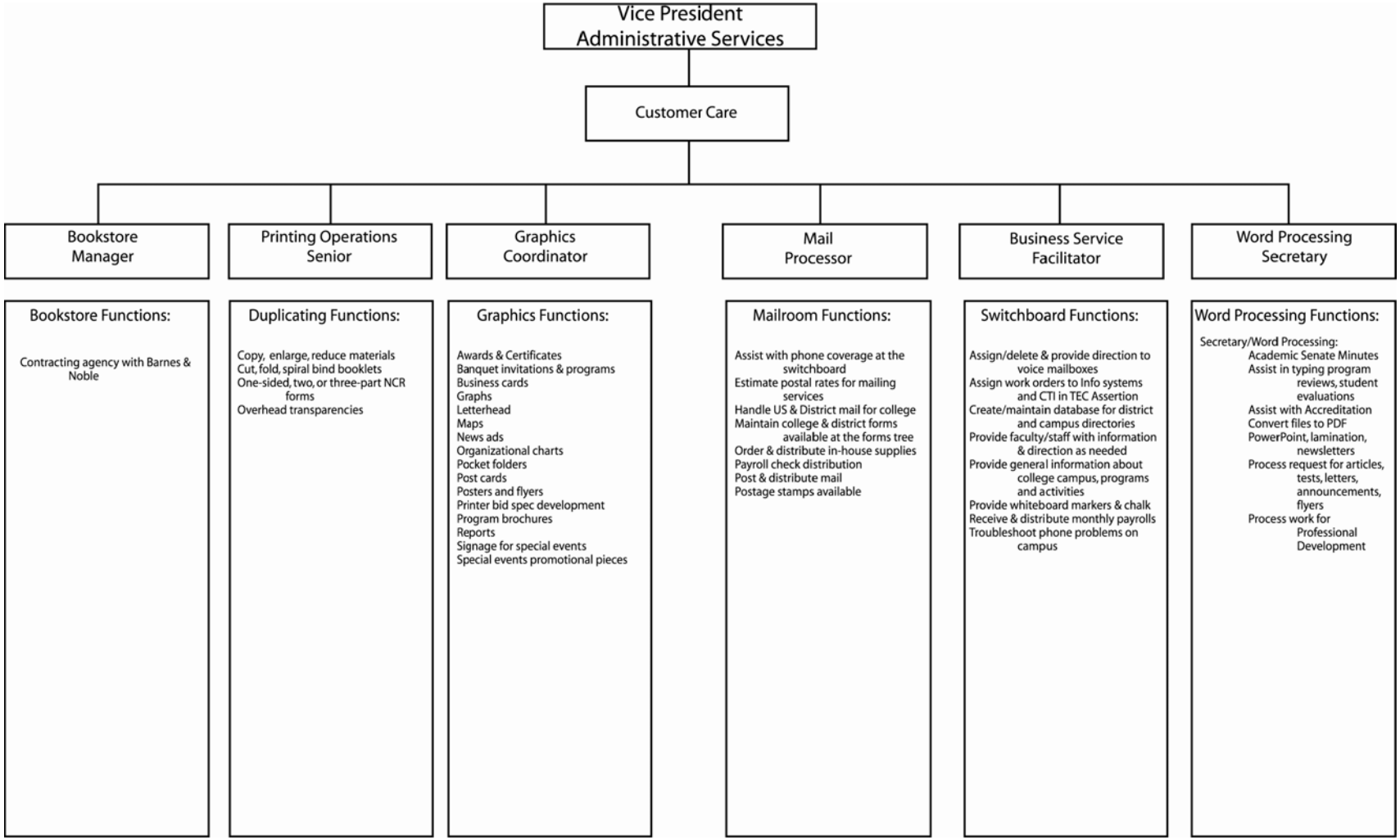
Contract Management

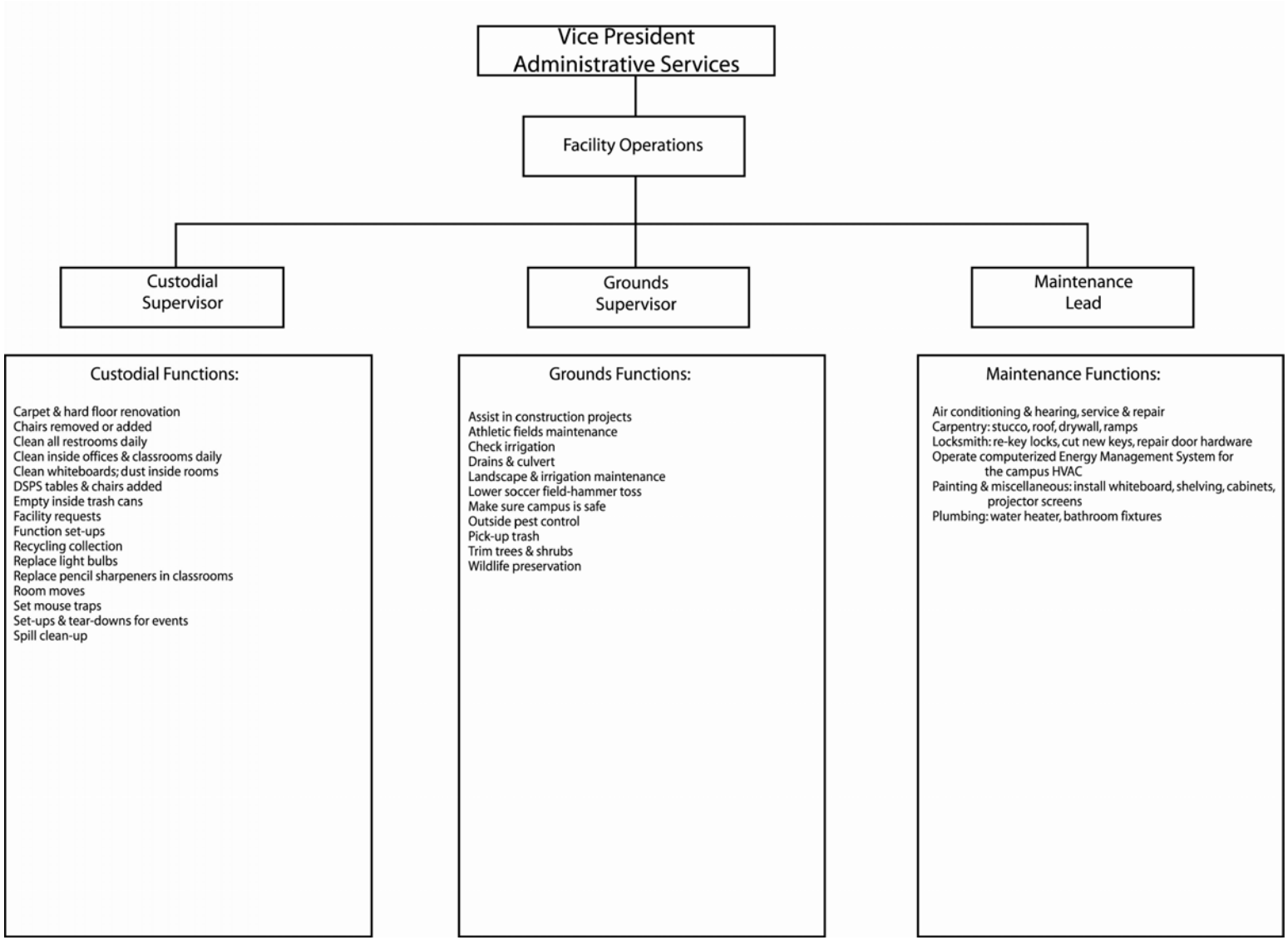
- Bookstore
- Facilities
- Food Services
- Vending Services

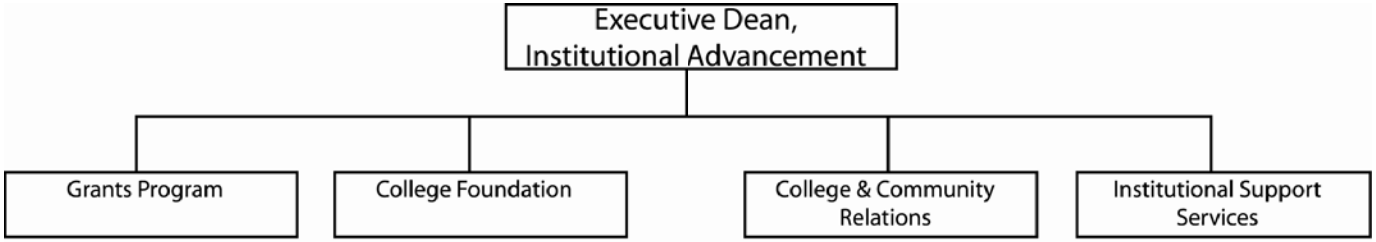
Committee Chair Responsibilities

Bookstore/Food Services Advisory
Cashiering Appeals Committee
Emergency Preparedness
Facilities Committee
Safety Committee


Vice President
Administrative Services
Business Services
Budget
Analyst
Administrative
Secretary
College
Cashier
Budget Office Functions:
Assist faculty/staff with budgetary questions
Budget development and oversight
Budgetary support for grant managers
Categorical report processing
Process budget increases
Business Office Functions:
Assist with college activities
Budget transfers
Check requests
Driver data form
Equipment forms - borrowed, donations, inventory charges, surplus
Expenditure transfers
Facility requests
Hire forms
Mileage claims
Off-campus requests
Process procurement card requests
Process purchase requisitions
Provide support to other departments
Quick $ request/petty cash
Request for contracts
Route maintenance and facility requests
Special project authorization
Travel application advances
Travel claims
Trust fund authorization
Volunteer form
Workmen compensation
Cashier Office Functions:
Distribute Financial Aid checks & credit employee's enrollment fees
Distribute parking permits
Distribute returned confirmation mailers, scholarship checks, parking & benefit cards
Empty permit & meter machines
Non-resident/international tuition, Student Center, Catalogs
One-stop mail drop-off
Outstanding book loans
Payment of catalogs & parking citations
Petty cash pick-up
Process ASCC check requests & cash transmittals for campus departments
Process fees for enrollment, Health
Process & invoice deferments for military & sponsored students
Switchboard back-up
Transcript verifications
Vending machine refunds


Vice President
Administrative Services
Customer Care
Bookstore Manager
Printing Operations Senior
Graphics Coordinator
Mail Processor
Business Service Facilitator
Word Processing Secretary
Bookstore Functions:
Contracting agency with Barnes & Noble
Duplicating Functions:
Copy, enlarge, reduce materials
Cut, fold, spiral bind booklets
One-sided, two, or three-part NCR forms
Overhead transparencies
Graphics Functions:
Awards & Certificates
Banquet invitations & programs
Business cards
Graphs
Letterhead
Maps
News ads
Organizational charts
Pocket folders
Post cards
Posters and flyers
Printer bid spec development
Program brochures
Reports
Signage for special events
Special events promotional pieces
Mailroom Functions:
Assist with phone coverage at the switchboard
Estimate postal rates for mailing services
Handle US & District mail for college
Maintain college & district forms available at the forms tree
Order & distribute in-house supplies
Payroll check distribution
Post & distribute mail
Postage stamps available
Switchboard Functions:
Assign/delete & provide direction to voice mailboxes
Assign work orders to Info systems and CTI in TEC Assertion
Create/maintain database for district and campus directories
Provide faculty/staff with information & direction as needed
Provide general information about college campus, programs and activities
Provide whiteboard markers & chalk
Receive & distribute monthly payrolls
Troubleshoot phone problems on campus
Word Processing Functions:
Secretary/Word Processing:
Academic Senate Minutes
Assist in typing program reviews, student evaluations
Assist with Accreditation
Convert files to PDF
PowerPoint, lamination, newsletters
Process request for articles, tests, letters, announcements, flyers
Process work for Professional Development


Vice President
Administrative Services
Facility Operations
Custodial
Supervisor
Grounds
Supervisor
Maintenance
Lead
Custodial Functions:
Carpet & hard floor renovation
Chairs removed or added
Clean all restrooms daily
Clean inside offices & classrooms daily
Clean whiteboards; dust inside rooms
DSPS tables & chairs added
Empty inside trash cans
Facility requests
Function set-ups
Recycling collection
Replace light bulbs
Replace pencil sharpeners in classrooms
Room moves
Set mouse traps
Set-ups & tear-downs for events
Spill clean-up
Grounds Functions:
Assist in construction projects
Athletic fields maintenance
Check irrigation
Drains & culvert
Landscape & irrigation maintenance
Lower soccer field-hammer toss
Make sure campus is safe
Outside pest control
Pick-up trash
Trim trees & shrubs
Wildlife preservation
Maintenance Functions:
Air conditioning & hearing, service & repair
Carpentry: stucco, roof, drywall, ramps
Locksmith: re-key locks, cut new keys, repair door hardware
Operate computerized Energy Management System for the campus HVAC
Painting & miscellaneous: install whiteboard, shelving, cabinets, projector screens
Plumbing: water heater, bathroom fixtures



Executive Dean Functions:

Business/Industry Partnerships
College and Community Relations
College liaison for Cuyamaca College Foundation
College liaison to District Office of Institutional Research
Grants Development & Management
Institutional Support Services
Resource Development

DISTRICT AND COLLEGE FUNCTIONS AND ORGANIZATIONAL RELATIONSHIPS

DISTRICT AND COLLEGE FUNCTIONS AND ORGANIZATIONAL RELATIONSHIPS

1. Introduction

This mapping document is to assist in identifying and understanding district and college functions and relationships within the Grossmont-Cuyamaca Community College District. The following pages describe major district functions and departmental organization.

District Vision and Mission

Vision: Educational Excellence for a Productive Citizenry

Mission: The mission of the Grossmont-Cuyamaca Community College District is to provide leadership for learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and a global society. The district facilitates and supports educational programs and services at Grossmont and Cuyamaca Colleges to meet student and community needs.

The Community College District provides:

- Centralized leadership for coordination of educational services district-wide;
- Institutional research and planning;
- Human resource programs and development;
- Responsible fiscal and business management;
- Administrative support;
- External relations that inform, advocate, and support the District's vision, mission, and values; and
- Conscientious compliance with federal, state, and local laws, policies, and regulations.

***The Way Forward*:** The five elements of *The Way Forward* serve as the district's guiding principles, the framework for our values and direction.

- ***Academic Excellence***
  Commitment to institutions focused on teaching, learning, and supportive services that lead to student success

- ***Unity***
  Commitment to cooperation in good faith throughout the organization and the community to enable progress beyond that of any individual's capacity

- ***Standardization***
  Commitment to standardizing systems and processes to save resources, facilitate operations, and remove barriers

- ***Alignment***
  Commitment to align curriculum and practices to eliminate obstacles to student success and facilitate seamless transition

- ***Resources***
  Commitment to secure, sustain, and develop human resources; protect, maintain, and enhance the physical environment; and pursue technological and fiscal resources to support educational programs and appropriate facilities

Mission Statement approved by Governing Board on December 12, 2006.

2. Governing Board

The Grossmont-Cuyamaca Community College District is governed by a five-member Governing Board elected from the district's geographic area. Board members are elected by seat to four-year terms. Elections for those seats occur in November in even-numbered years. The terms are staggered so that three trustees are elected at one regularly scheduled election and two trustees are elected at the next. In case of vacancies on the board, the vacant position is filled either by order of an election or by a provisional appointment to fill the vacancy. An appointed member of the governing board holds the position only until the next regularly scheduled election for district governing board members. The elected trustee will fill the vacancy for the remainder of the unexpired term.

The two colleges within the district, Grossmont College and Cuyamaca College, hold elections for a student trustee before May 15th of each year. If the student trustee position becomes vacant, it can be filled by appointment or special election. Student trustees are accorded advisory votes, noted in the official minutes, on items before the governing board.

The Governing Board is the policy-setting body of the district and acts collectively, not individually, in making decisions regarding the governance of the district. The chancellor assists the board members in their policy-making roles and as representatives of the community and promotes and enhances the board's knowledge of the district's programs, services and processes. In its decision-making capacity, the board reflects the interests of the public and abides by local, state, and federal laws and guidelines.

Current board members (2005-2006) are active within their communities and beyond through occupational, civic, philanthropic, and professional involvements. Board members represent the district at numerous college and community events. Board members are encouraged to attend campus events and activities to familiarize themselves both formally and informally with the colleges.

Members have attended career fairs; college graduations and events such as the Grossmont and Cuyamaca College health fairs, Ford ASSET and General Motors ASEP automotive program graduations at Cuyamaca and nursing pinning ceremonies and police

academy graduations at Grossmont; scholarship ceremonies; Ornamental Horticulture scholarship celebrations at Cuyamaca and Students of Note ceremonies at Grossmont; college convocations at the beginning of each semester; and many other opportunities to get to know each college and its programs, services, staff, faculty, administrators and students.

Governing Board members also take the opportunity to meet individually with college and district personnel and departments who are receptive to or express interest in meeting with them.

The chancellor and college and district leadership provide orientation for new board members related to their duties, policies, and procedures. New and continuing trustees also meet with district and college administrators on an ongoing basis to become familiar with the district and each college. The Community College League of California and the American Association of Community College Trustees are accessed for similar purposes for their orientation, leadership and professional development seminars. Documents such as “Governing Board Policies of the Grossmont-Cuyamaca Community College District” and the “California Community College Trustee: Trustee Handbook” provide a broad range of information to assist the five publicly elected and two student trustees. Student trustees often participate in these same orientations, workshops and conferences. There are also special orientations and workshops specifically for student trustees.

The board has ultimate responsibility for educational quality, legal matters, and financial integrity. The board carries out an annual, confidential evaluation of the chancellor, based on contractual and other agreements.

Board Meetings

Consistent with Education Code Sections 35143 and 72000(2) (A), which require that the Governing Board, at its annual organizational meeting set the time, frequency, and place of regular Governing Board meetings, the Governing Board meets each December and acts on these items.

Unless modified because of a special meeting or workshop, the Governing Board meets on the third Tuesday of each month, with adjustments made at the discretion of the board at their annual organizational meeting or as needed.

The location of the board’s regularly scheduled monthly meetings rotates between colleges. Meetings convene at 5:30 p.m., and the board adjourns to closed session to deal with legal and personnel issues, as necessary. The board reconvenes in open session at approximately 6:30 pm. Informational workshop meetings, such as annual budget workshops, are scheduled at different days and times.

Student trustees have an advisory vote on board items, but do not participate in closed session. Student trustees are responsible for communicating board decisions and information to the students at their respective colleges.

The board reviews and approves all Board policies and performs other board functions as provided by statute or policy. Board decisions are by group majority vote.

The board acts as a unit once a decision is made, and is responsible for ensuring the institution's integrity and independence.

Representatives of the district and college constituencies sit at a resource table at each regularly scheduled Governing Board meeting and are invited to provide constituency input. These groups are: the Academic Senates of Grossmont College and Cuyamaca College, United Faculty, California School Employees Association (CSEA), Classified Senate, and the Administrators Association.

Members of the public and/or constituent groups of the district may speak to agenda items during the meeting or present other topics during the public comment section of the board's agenda.

Governing Board meetings are recorded in compliance with the California Public Records Act, Government Code Sections 6250, et seq. The recordings are kept for a minimum of six years and are available to the public for viewing at the Learning Resource Centers on both college campuses.

Board Policies

A board policy is a written statement that embodies the thinking, interest and philosophies of the district. Board policies provide a basic guide to thinking and action so that individuals can make decisions that are consistent with the mission and educational philosophy of the district. A majority of the board members must approve a board policy.

The Governing Board invites thorough review of policies and procedures and considers the advice of internal constituencies, individuals, the Community College League of California, and other interested parties prior to adopting policies. Current processes include reliance on shared governance councils and committees for recommendations to the Governing Board through the chancellor. For policies and procedures that affect academic and professional matters, the board, by policy, looks to mutual agreement with advice of the academic senates.

On matters defined as within the scope of bargaining interests, the board follows the requirements and conventions of negotiations.

The general public may comment at public board meetings on any policy item before the board or may provide input through correspondence.

The chancellor is responsible, using appropriate processes for participation and communication, for developing administrative procedures to implement board policies.

These include reliance on shared governance councils and committees, such as the District Executive Council for recommendations to the chancellor.

Board policies in the 2001 Governing Board Policy Manual are being systematically updated throughout 2006 and continuing into 2007. Board Policy 2410 (Policy and Administrative Procedures) was revised after review through shared governance committees and councils, recommendation by the chancellor and approval by the governing board (March 21, 2006). Monthly Governing Board agendas regularly include board policies.

3. Chancellor

The chancellor provides educational and administrative leadership for the district and is responsible for assisting the governing board in its development of policies, goals and objectives.

The chancellor is committed to research-based decision-making and planning. The chancellor leads, develops and evaluates the district executive team.

The chancellor manages the district's resources and provides oversight of the district and college budgets. The chancellor protects the district's fiscal resources by maintaining a prudent financial management system, advocating for state and federal funding and pursuing alternative resource development activities.

The chancellor works to develop and strengthen management systems that ensure efficient and effective operations and directs the recruitment and employment of highly qualified and culturally diverse faculty and staff. The chancellor strengthens management systems for sound decision-making and effective policy implementation with an emphasis on flexibility, accountability and continuous improvement through ongoing staff development.

The chancellor works with the presidents of Grossmont College and Cuyamaca College in focusing on the colleges' primary role of teaching and learning, improving academic programs and providing for optimum student access consistent with resources and opportunities for maximum student success.

The chancellor meets regularly with the Chancellor's Cabinet, which includes the college presidents. The Chancellor gives full responsibility and authority to the college presidents to implement and administer district/system policies without interfering and holds them accountable for the operation of the colleges.

The chancellor establishes and implements a long-range planning process based on the district's vision, mission, and values (*The Way Forward*).

The chancellor ensures an organizational structure that facilitates and supports constituent participation in decision-making processes.

The chancellor articulates the district's vision, programs and services to the educational, political, business and civic leaders of the community and all levels of governance and engages in community activities.

4. Administrative Organization

District: Chancellor
Colleges: College Presidents

The attached matrix (Attachment A) identifies functions that are performed by the district and colleges. Its purpose is to clarify the district's and the colleges' levels of responsibility and identify supporting documentation.

Governing Board Office

District: Chancellor/Governing Board Office Supervisor
Colleges: College Presidents

The Governing Board office provides administrative support to the chancellor in assisting the Governing Board in its role as policy maker and community representative, ensuring that deadlines and legal requirements are met. The office serves as resource to, and acts as liaison between, the Governing Board and faculty, administration, staff, students and community. The Governing Board office develops and implements procedures for preparation of Governing Board materials; serves as custodian of related legal records and maintains official Board Policy and Administrative Procedures manuals.

After approval by the college presidents, items to be considered by the Governing Board are submitted to the chancellor/Governing Board office supervisor.

Role of Cuyamaca College President

The President of Cuyamaca College reports to the Chancellor of the Grossmont-Cuyamaca Community College District. The President is directly responsible for overseeing and administering college operations, programs, and services in accordance with district board polices, district procedures and regulations, and various state, federal and other external regulatory agencies. The President is responsible for creating an academic, professional and nurturing environment of open, interactive and collegial dialogue amongst the various college constituent groups – faculty, staff, administration, students and members of the broader college community. The President serves as the senior official college liaison to the Chancellor and the District. As a member of Chancellor's Cabinet, the President works in cooperation with fellow Cabinet members in an effort to advance the mission and strategic plan of the District. In addition, the President is pivotal in the development and implementation of Governing Board policies.

Business Operations

District: Vice Chancellor-Business Services
Colleges: Vice Presidents, Administrative Services

The Board of Trustees delegates budget development to the Chancellor. The vice chancellor-business services provides the primary operational leadership for the process.

The district, under the authority of the Governing Board, determines the formula for the distribution of funds to the colleges and other district functions. Once funds are distributed, the colleges are given general autonomy for expenditures compliance with state and federal statutes and regulations and district policies and procedures. The district funding allocation formula was adopted in 1997, developed in consultation with shared governance councils and committees. The formula has been under review by a Funding Allocation Task Force since 2005.

The office of the vice chancellor-business services is responsible for planning, management, and implementation of the district's $276 million budget, over one-half (56 percent) of which is for capital outlay projects. The office is responsible for all financial functions of the district, as well as the planning and construction of all district facilities.

Business services operations has the primary responsibility for the administration of operating procedures related to the expenditure of funds, and has full audit compliance responsibility for these expenditures. The district works with the colleges to ensure that revenue and expenditures will meet audit, accounting and fiscal requirements. The office is also responsible for obtaining the maximum funds for the district, distributing those funds to both colleges and the two district site cost centers, and properly accounting for those funds to ensure that they are spent in the most efficient and effective means possible within the law.

Once funds are distributed, the college's business offices manage their budget and expenditures within their allocation and in coordination with the site shared governance budget and planning committee. The colleges use district-wide accounting systems to ensure accountability, efficiency and effectiveness at the college.

Role of the Vice President of Administrative Services for Cuyamaca College

One of the primary responsibilities of the Vice President of Administrative Services at Cuyamaca College is the administration and oversight of operating procedures related to the expenditure of funds. The VP of Administrative Services works with the district to ensure that College revenue and expenditures meet audit, accounting and fiscal requirements. Specifically, the VP of Administrative Services coordinates with the Vice Chancellor of Business Services regarding the budget development calendar, college budget preparation and Board presentations, audit preparations, capital construction reallocations, and updating fiscal operating procedures

Budget and Fiscal Operations

District: Associate Vice Chancellor-Business Services/Controller
Colleges: Vice Presidents, Administrative Services

The Controller's office is responsible for district-wide budget coordination of all funds including general funds, financial aid, and the facilities bond measure Proposition R. These responsibilities include coordination of all banking activity, including cash flow management, and oversight of restricted funds. This office also closely coordinates with purchasing and contracts, accounting, student cashiering, payroll, and risk management/benefits. The office also provides leadership and training in the implementation of college-wide automated fiscal software programs.

Unrestricted general funds are allocated using a district-wide income allocation formula. Once funds are distributed, the colleges' business offices manage their budget and expenditures within their allocation and in coordination with the site shared governance budget and planning committee.

Role of the Vice President of Administrative Services regarding Cuyamaca College Budget

The Vice President of Administrative Services (VPAS) is responsible for the management of all college funds including: general fund, restricted funds, and the Proposition R facilities bond measure. The VPAS is responsible for the preparation, review and approval of monthly, quarterly and final expenditure reports that are submitted to the Associate Vice Chancellor, Business Services for final review, approval and processing.

Accounting

District: Accounting Supervisor
Colleges: Vice Presidents, Administrative Services

The district Accounting Office provides financial services for both the colleges and the district. The department is responsible for all accounts payable and receivable, validation and distribution of deposits received by college cashiers, reconciliations, scholarship and loan warrants and sales and use taxes. Accounting administers fiscal aspects of financial aid, processes and tracks all financial expenditures and prepares billings to the state for facilities projects. Accounting processed 42,432 warrants (checks) in 2004-05.

The colleges forward various types of requests for payments to district accounting after review and approval by site administration and the college business office.

Payroll

District: Payroll Supervisor
Colleges: Vice Presidents, Administrative Services

The payroll office processes monthly payroll for over 2,500 district contract and hourly employees, totaling approximately $67 million a year. Office functions include calculation of hire letters, large class bonuses, special projects, longevity, various timesheets and other miscellaneous documents affecting employee pay and expense charges. The office maintains vacation, sick leave and other leave balances.

The colleges report on a monthly basis hours worked on district provided timesheets.

Role of Vice President of Administrative Services regarding Cuyamaca College Accounting

The VP of Administrative Services oversees the Business Services Office that reviews and approves all financial documents, such as purchase order requests, quick dollar requests, procurement card purchases, budget transfers, expenditure transfers, and reimbursement requests. The Business Services Office verifies the documents for correct expenditure information, allowable expenses, funding availability and appropriate authorization by college administration. After the Business Service Office reviews all financial documents, they are then forwarded to the college VP of Administrative Services for final approval and then sent to the district accounting office for review and processing. In addition, all deposits from the college are reviewed by the Business Services Office and VP of Administrative Services prior to forwarding to the district accounting office.

Role of Vice President of Administrative Services regarding Cuyamaca College Payroll

The Vice President of Administrative Services is responsible for ensuring that proper accounting of all monthly salaries and benefits are placed in appropriate restricted and unrestricted budgets and have available funding. After payroll is completed at the end of the month, the College Business Office reviews all postings to ensure they are in the correct budget codes. Each college department submits their timesheets on a monthly basis to the district payroll office.

Purchasing and Contracts

District: Sr. Director, Purchasing & Contracts
Colleges: Vice Presidents, Administrative Services

The office provides centralized purchasing and contract services and is responsible for ensuring minimal legal and contractual liability to the district in all aspects of purchases, contracts and material management. The purchasing function entails all non-salary purchasing of the district, including equipment, supplies, professional services and

construction/remodeling services. The office processed 3,900 purchase requests and 1,000 contracts in 2005-06 with an aggregate value of $131 million.

The colleges prepare purchase requisitions and requests for contracts for the acquisition of college goods and services.

Role of Vice President of Administrative Services regarding Cuyamaca College Purchasing and Contracts

Various college departments prepare purchase requisitions and requests for contracts for the acquisition of college goods and services, and submit them to the Business Services Office. The Business Services Office verifies the requests for correct expenditure information, allowable expense justification, funding availability and appropriate authorization by college administration. After the Business Services Office reviews all the requests and supporting financial documentation, the requests and accompanying documentation are then forwarded to the Vice President of Administrative Services for approval. The requests are then sent to the district purchasing and contracts for review and processing. Purchase requisitions are processed using the district Integrated Fund Accounting System (IFAS) software.

Public Safety Department

District: Director, Public Safety
Colleges: Constituency representatives; cashiers

The department's three major areas of responsibility are police, building security, and parking. The department provides 24-hour-a-day police services to persons and property on district grounds, facilities, parking lots, and at adjacent or off-site locations. District public safety officers are sworn peace officers in compliance and pursuant to California Penal Code 830.32 (a) and California Education Code 72330 and have full law enforcement authority. The department is certified by P.O.S.T. (Police Officers Standards and Training).

Police functions involve direct contact with students, staff, faculty, and the public and include police patrol, criminal investigations, crime prevention, police communications, records, and emergency and disaster response.

Building security includes monitoring and responding to alarm systems and patrols. A total of 32,000 calls for service were handled in 2005-06.

The parking function includes maintenance of the lots, issuance of citations, and parking and traffic management.

College representatives participate on the district-wide Parking Committee, and college cashiers sell student parking permits.

Role of Vice President of Administrative Services regarding Cuyamaca College Public Safety

The Vice President of Administrative Services works closely with the Director of Public Safety in ensuring the safety of all college students, staff, faculty and the public. The Public Safety Department supports the college in providing police patrol, criminal investigations, crime prevention, police communications, records and emergency and disaster response.

As relates to college facilities, the Public Safety Department secures all buildings and classrooms, monitors and responds to alarm systems and patrol the campus 24-hours a day. The college Business Services Office coordinates with the Public Safety Department by routing facility requests for assistance in securing athletic and special events. The Public Safety Department also monitors parking lots, issues citations and conducts traffic management.

The Director of Public Safety is a member of the following college collegial consultation committees: Safety Committee, Emergency Preparedness Committee and the District-wide Parking Committee.

Various members of Cuyamaca College constituent groups are appointed to serve on both college and district committees related to Public Safety.

Facilities and Planning

District: Sr. Director, Facilities Planning & Development
Colleges: Vice Presidents, Administrative Services

The district has functional responsibility for the planning and development, construction, maintenance and operation of all district facilities. The facilities planning and development department works with college facilities planning committees and coordinates with the corresponding faculty and staff at the colleges to plan construction and use of facilities.

The department coordinates, directs and supervises facilities planning, new construction and renovations, manages preventative and scheduled maintenance of existing facilities, and provides design guidance. For Prop. R projects, the district is assisted by a program and project management consultant.

The department reviews projects to assure state guidelines are met for scope, cost, and space usage; manages and develops five-year planning documents (available at *http://www.gcccd.edu/facilities*); directs electronic maintenance; and develops Initial Project Proposal (IPP) and Final Project Proposal (FPP) documents for the state chancellor's office.

The department coordinates scheduled maintenance with the colleges.

The district has been both aggressive and successful in identifying and funding energy conservation projects. All of the district's capital construction projects are being designed to maximize economically feasible energy technologies.

Each college has its own facilities function: custodial, building maintenance, and grounds departments. College staff, through college shared governance committees and councils, develop the academic master plans that drive the facilities master plans. College staff works with district staff to program new facilities.

Role of Vice President of Administrative Services regarding Cuyamaca College Facilities and Planning

The Vice President of Administrative Services works closely with the Sr. Director, Facilities Planning and Development in college facilities planning, new construction and renovations, preventive and scheduled maintenance of existing facilities, and standardization of all furniture, fixtures and equipment. For Prop R funded projects, the Vice President of Administrative Services and the Sr. Director of Facilities Planning and Development work collaboratively with a facilities coordinator consultant and a program/project management consultant in overseeing and completing major capital projects for new construction and reconstruction.

The District Facilities office is responsible for electric and electronic maintenance for the college. Both district and college facility staff work together in maintaining the college facilities.

Warehouse

District: Warehouse Supervisor
Colleges: Vice Presidents, Administrative Services

The warehouse provides district-wide centralized warehousing services. The warehouse organizes the receipt, storage and distribution of equipment, supplies and inventory, maintains a physical inventory of all fixed assets, disposes of surplus property, and provides mail and district driver services.

College staff receives merchandise delivered by the warehouse staff.

Role of Vice President of Administrative Services regarding Cuyamaca College Warehouse

The college Business Office processes purchase requests and then routes them to the Vice President of Administrative Services for approval. The transactions are completed by the District Purchasing and Contracts Department. The items purchased are delivered to the college warehouse, where they are received and signed for by the Warehouse Operator,

who then delivers them to specific departments. Upon delivery, the district warehouse operator notifies purchasing to close-out the purchase request.

Information Systems

District: Sr. Director, Information Systems
Colleges: Various, virtually all administrators

The function of the information systems department is to provide access to technology throughout the district for administrative and instructional purposes. The department plans, develops, and supports the information technology and telecommunications infrastructure.

Quarterly reports are provided to the Governing Board on the *Information Systems Plan* status and progress. Presentations and plans can be accessed at *www.gcccd.edu/is/techplans.asp*.

The Local and Wide Area Network structure is designed to enhance instruction in the classroom, online instructional delivery systems, and back office support. District information systems supports the Integrated Financial Accounting System (IFAS) and Human Resource Systems; the in-house Student Record System; the Colleague Student Instructional System; the SIRSI library management system; the SIGMA financial aid system; the ImageNow document imaging system; the Tadiran telephone switches; and the Callegra voice mail and auto-attendant system.

The district has established a district standard for office automation, and information systems supports that standard. Information systems also provides hosting and management services for the WebCT and BlackBoard course management systems and for the Red Canyon positive attendance tracking system.

College staff is primarily responsible for the operation of college instructional laboratories and Learning Resource Centers' database systems.

Role of Various Cuyamaca College Administrative Offices regarding Information Systems

The District Information Systems (IS) department works closely with various college administrators to identify appropriate times for system upgrades, replacement and development of new technologies to be utilized by instructional departments, student services and other personnel. The IS department coordinates trainings with college personnel to ensure proper implementation of new software programs.

District-wide Academic, Student, Planning and Research Services

District: Associate Vice Chancellor-District-wide Academic, Student, Planning and Research Services

Colleges: Presidents, Vice Presidents of Instruction, Academic Affairs, Student Development and Services, and Student Services

The District-wide Academic, Student, Planning and Research office develops and coordinates a comprehensive institutional strategic planning and evaluation process. The office facilitates the coordination of district-wide academic and student service alignment and standardization.

The office also facilitates communication and coordination of curriculum goals and standards providing support to the colleges' administrative processes to ensure district-wide course alignment. The district-wide Academic, Student, Planning and Research office is responsible for maintaining the master course list.

The office provides accurate and timely information to facilitate research-based decision making and policy formation. Planning and research functions include providing data and reports on program reviews; validity and treatment studies; surveys, grant evaluations, student outcomes, demographic and high school transitions; and periodic environmental scans with internal and external assessments.

The colleges have primary responsibility for the delivery of curriculum, instruction, academic, and student support services as well as processes to ensure on-going evaluation and improvement.

The Associate Vice Chancellor-District-wide Academic, Student, Planning and Research Services co-chairs the District-wide Strategic Planning and Budget Council (DSP&BC); and chairs the District-wide Coordinating Educational Council and Institutional Planning and Research Committee. College administrators, faculty, staff, student and organizational and bargaining group constituencies' representatives participate on DSP&BC, and college representatives work closely with the office to develop policy and the research agenda.

Role of Vice President, Student Development and Services for Cuyamaca College

The primary responsibilities of the Vice President for Student Development and Services, are to provide leadership and oversight to the Division of Student Services specifically, and the overall college community in general (as a duty of a senior administrator in the President's Cabinet).

As the administrator with oversight for Student Services, the Vice President ensures that the college provides equal access, advocacy and services to the institution's diverse student population. As well, the Vice President works to promote the achievement of students' individual educational, professional, and personal goals through the effective implementation of the Student Services Master Plan and the College's Strategic Plan.

The Vice President provides leadership to effectively design and deliver programs and services in an integrative and collaborative manner with the instructional and administrative divisions of the college, as well as with parallel programs at Grossmont College, in support of college and district goals. The Student Development and Services Division is committed to working in a purposeful and responsive manner to meet the needs of the communities served.

Functionally, The Vice President oversees the Departments of Athletics, Admission and Records, Assessment Services, CalWORKS, Career and Student Employment, Counseling, Disabled Student Program and Services, EOPS/CARE, ESL Outreach, Financial Aid and Scholarships, Health and Wellness Services, High School and Community Outreach, Personal Development Curriculum, Student Affairs (includes Associated Students of Cuyamaca College), University Transfer Center. Additional responsibilities include: Enrollment Management/Marketing, Student Discipline and Conduct, Student Equity, Student Policies, Student Services Budget Development, and Student Services Master Plan.

In addition to the above mentioned administrative responsibilities, the Vice President for Student Services' committee responsibilities are divided among the District – (Chancellor's Extended Cabinet, Enrollment Marketing, Strategic Planning and Budget, Institutional Research and the Vice President's Planning Group.) and the College - (President's Cabinet, Accreditation Steering Committee, Facilities Master Planning, Innovation and Planning, Policy and Procedure, Student Equity, Student Services Advisory, Student Services Master Plan, Program Review, Enrollment Management and Marketing, and the SDICCCA Transfer Committee).

Role of Vice President of Instruction for Cuyamaca College

The Cuyamaca College Vice President of Instruction (VPI) is a member of the District-wide Strategic Planning & Budget Council, District Coordinating Education Council (DCEC), and Institutional Research & Planning Committee (IRP). By serving on these various District Councils and Committees, the Vice President of Instruction is able to ensure that district planning and budget, instructional matters and research efforts are in alignment with college planning and state guidelines, codes and regulations.

The Vice President of Instruction is responsible for Academic Master Planning, catalog planning, coordination of college reassigned time, curriculum approval, curriculum articulation within the district, educational policies and procedures, educational programs and services, faculty oversight via departmental chairs and coordinators, faculty staffing recommendations & tenure review evaluations, full-time faculty orientations, instructional budget approval, oversight and approval of college class schedule, and instructional grants, prerequisite enforcement, and student equity (co-responsibility with Vice President, Student Development and Services). The Vice President of Instruction serves as the Accreditation Liaison Officer and as the Chief Instructional Officer for State Reporting.

Additionally, the Vice President of Instruction has the following committee responsibilities: Academic Master Plan (co-chair with faculty), Accreditation Steering Committee (co-chair with faculty); Curriculum, General Education and Academic Policy and Procedures Committee (co-chair with faculty), and Instructional Council (co-chair with faculty).

Intergovernmental Relations, Economic Development, and Public Information

District: Senior Director, Intergovernmental Relations, Economic Development, and Public Information

Colleges: College Presidents, Academic Senates, and constituency representatives; Enrollment/Marketing Committee chairs and Cuyamaca College Executive Dean, Institutional Advancement

The office of Intergovernmental Relations, Economic Development, and Public Information develops and coordinates the district's external relations in these areas.

The office is responsible for assessing legislative priorities, providing recommendations to the chancellor, and implementing the district's legislative program. Through this office, in coordination with the chancellor, the district is represented to elected officials, and officers and staff of other governmental and community agencies at local, regional, state and federal levels.

The director and staff also develop and coordinate district public information plans and strategies, serving as principal contacts for media representatives, with the director serving, as appropriate, as district spokesperson. The office produces publications, reports, information, and resource documents including the *Courier, the Update,* fact sheets, and media kits. The office serves as liaison to college public information personnel, as well as enrollment/marketing committees, and coordinates, where appropriate, joint marketing publications. The office provides support services to both colleges to increase public awareness and resources.

The office is also responsible for facilitating workplace information for the purposes of economic development, including assessment of current and emerging workforce issues.

College participation on the district-wide Legislative Strategy Committee and the district-wide Enrollment/Marketing Committee brings forth student, staff, faculty and administrative perspectives and shapes the proposed legislative program and district-wide enrollment/marketing strategies.

Role of President, Academic Senate, Enrollment and Marketing Committee Chairs for Cuyamaca College

Cuyamaca College's newly instituted Office of Institutional Advancement has responsibility for college promotion, enhancing community relations, resource development, and institutional planning. This office oversees the production and

distribution of the college newsletter produced each semester, monthly president reports to the Governing Board, the development of the college's Annual Implementation Plan, periodic progress reports on the Annual Implementation Plan and other college internal communications. This office works in collaboration with the District on the promotion of the college. Major college press releases and public promotion of the college are done by the District Public Information Office.

Cuyamaca College's Enrollment Management and Marketing Committee, chaired by the Dean of Admissions and Records (within Student Services) seeks to increase enrollments, improve student retention and persistence rates consistent with Cuyamaca College's resources, facilities, and staff capacities. This committee makes recommendations to the Vice President of Student Development and Services and the Innovation and Planning Council. The College Cabinet, through dialogue with the Vice President of Student Development & Services, is able to offer recommendations for marketing and enrollment management as well as support institutional and district marketing and enrollment efforts. The President of Cuyamaca College is kept apprised of various college plans and strategies aimed at both the effective marketing of the college and enrollment enhancement through updates brought to the College Cabinet by the Vice President of Student Development & Services.

Representatives from the various college constituent groups including the Academic Senate along with the Cuyamaca College President serve on the District –wide Legislative Strategy Committee. In addition, the Vice President of Student Development & Services, the Executive Dean of Institutional Advancement, the Dean of Admissions & Records and representatives from the Cuyamaca College Associated Students are members of the District-wide Enrollment/Marketing Committee.

Human Resources and Labor Relations

District: Vice Chancellor-Human Resources & Labor Relations
Colleges: Presidents, Vice Presidents of Instruction/Academic Affairs, Grossmont and Cuyamaca Colleges

The Board of Trustees has delegated most human resources and labor relations responsibilities to the chancellor and the vice chancellor-human resources and labor relations whose division provides services that primarily pertain to employment.

The Human Resources and Labor Relations division provides or develops services and systems (infrastructure) that support the district's overall vision, mission, and *The Way Forward* (structure). This objective is accomplished via coordination with college presidents or their designee.

The office coordinates policy and procedure development affecting personnel and monitors Title V regulations and state mandated cost programs. The office also provides and conducts investigations regarding Equal Employment Opportunity Commission and/or other employment issues such as the handling of grievances, mediations, and arbitrations.

The Vice Chancellor-Human Resources and Labor Relations is the chief negotiator for the Governing Board during collective bargaining.

Each college and district entity is responsible for participating in hiring procedures, staff evaluations, and contract administration.

Role of President and Vice Presidents for Cuyamaca College

As a member of the District Chancellor's Cabinet, the President of Cuyamaca College provides input in the development and revision of District Human Resources (HR) policies and procedures, and the district's position with relation to bargaining with the various units. The President is responsible for vetting proposed policies and procedures, and modifications to existing district policies and procedures to the college community. The President also bears primary responsibility for the implementation of District HR policies and procedures at the college level.

The Vice Presidents of Instruction, Administration, and Student Development & Services all play a key role in assisting the college president in the careful review of proposed HR policies and procedures and modifications to existing policies and procedures. Additionally, the Vice Presidents are responsible for implementing HR policies and procedures within their respective divisions of the college. This is done through the periodic review of policies and procedures with subordinates within their respective divisions. Additionally, the Vice Presidents interact with the Human Resources Department on a frequent basis to ensure proper understanding, implementation, and evaluation of district and college personnel policies and procedures.

Human Resources Committees

District: Director, Risk Management, and Director, Employment Services
Colleges: Vice Presidents of Instruction and/or Student Services and/or Administrative Services or their designee

The division is responsible for governance committees including Americans with Disabilities Act, Staff Diversity, Emergency Preparedness, hiring committees, workplace safety committee, and other ad hoc committees. The committees (consisting of staff from each employee group) add to the effectiveness of managing employees and resources of the district.

Role of Human Resources Search Committees at Cuyamaca College

All search committees of Cuyamaca College are carried out under the various District policies and procedures relative to the recruitment, hiring and selection of new faculty, staff, and administrators. The Department of Human Resources at the District is the primary gatekeeper of employment practices related to hiring and continued employment at the College. The college president and Vice Presidents interact with the Human Resources Department on a frequent basis to ensure proper understanding,

implementation, and evaluation of District and College Personnel Policies and Procedures.

Employment Services

District: Director, Employment Services
Colleges: Vice Presidents, Student Services, and Vice Presidents, Instruction and/or Vice Presidents, Administrative Services

The Employment Services department manages the recruitment, selection, and hiring process for the entire district, including monitoring diversity and equal employment opportunity compliance, performance evaluation and job reclassification, and continuously interacts with the risk management and payroll departments. Employment Services is also responsible for compliance with collective bargaining agreements and state laws and regulations.

The department is responsible for the development and maintenance of personnel policies and procedures and maintains and manages personnel records. The department actively interacts with the California Community Colleges State Chancellor's Office on faculty issues.

Role of Vice President of Instruction and Vice President of Student Development and Services for Cuyamaca College related to Employment Services

The Department of Human Resources at the District is the primary gatekeeper of employment practices related to hiring and continued employment at the College. The College President and Vice Presidents interact with the Human Resources Department on a frequent basis to ensure proper understanding, implementation, and evaluation of District and College Personnel Policies and Procedures

Risk Management and Benefits

District: Director, Risk Management
Colleges: Vice Presidents, Deans, Directors, Managers

The department functions as the primary manager of health benefits, workers' compensation, retirement programs, the Americans with Disabilities Act, all district insurances, and issues relating to safety, hazardous materials compliance, and professional development in these areas. The office works with vendors in obtaining services for the district.

The risk management function includes providing general liability and property insurance coverage, management of the district's self-insured insurance program, and assistance in resolving and paying claims against the district.

The Benefits Office provides counsel and information regarding insurance coverage, workers' compensation benefits, health, dental, life, retirement, long and short-term

disability, Section 125 plan, and tax shelter annuities 403b/457 program. The department provides orientations for new hires, and provides claims processing.

The department is responsible for the development and monitoring of policies and procedures relating to risk management and related training.

The director is a member of the board's negotiations team for collective bargaining.

College staff participate in hazardous materials and safety program development, policies and procedures.

Role of Vice Presidents, Deans, and Manages for Cuyamaca College regarding Risk Management and Benefits

In consultation with fellow administrators and appropriate District personnel, the college president, vice presidents, deans, directors and managers provide proactive leadership and guidance to the Risk Management component of college administration. Matters of personal safety for students and employees are the primary concern when examining any aspect of potential risk at the college. The Vice President of Student Development & Services and the Vice President of Administrative Services provide college leadership and/or liaise with both the College and District Emergency Preparedness Committees and the District Risk Management Operation.

5. Governance

The Governing Board retains the ultimate fiduciary responsibility for administration of the district. The Governing Board has delegated to the chancellor the authority and responsibility for administration of the district.

The District Governance structure document, as updated May 2003, sets forth general principles of governance, overview of participants and roles, and council, committee and task force purposes and composition. The district governance document is periodically reviewed and updated to capture and validate, or adjust, the purpose, composition, and role of the groups within the governance structure. In addition to updates to reflect current titles and committee composition, the document is scheduled for review in 2006-07.

Governing Board

The Board of Trustees governs on behalf of the citizens of the district in accordance with the authority granted and duties defined in the Education Code.

According to Governing Board Policy 2200, adopted January 2007, the locally elected governing board is committed to fulfilling its responsibilities to:

- Represent the public interest.

- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations.
- Hire and evaluate the chief executive officer.
- Delegate power and authority to the chief executive officer to effectively lead the district.
- Assure fiscal health and stability.
- Monitor institutional performance and educational quality.
- Advocate and protect the district.

In carrying out these commitments, the Governing Board provides for and encourages effective participation by staff and student representatives and collegial consultation to reach mutual agreement with faculty regarding academic and professional matters. The Governing Board has authorized the chancellor to assign other positions as designees, and has provided that the board's designee(s) may carry out collegial consultation. The Governing Board may act, after a good faith effort to reach agreement, for compelling legal, fiscal, or organizational reasons.

Chancellor and Chancellor's Cabinet

District: Chancellor
Colleges: Presidents

The chancellor, as designated by the Governing Board, is responsible for administration of the district.

The Chancellor's Cabinet functions as the executive leadership body of the district and reviews administrative and policy issues, discusses items of concern to the district, and makes recommendations to the chancellor. Chancellor's Cabinet consists of the Cuyamaca College president, Grossmont College president, vice chancellor-business services, vice chancellor-human resources and labor relations, associate vice chancellor-district-wide academic, student, planning and research services, and the senior director of intergovernmental relations, economic development and public information.

The Chancellor's Cabinet meets regularly, weekly, or as scheduled.

Role of President in serving on Chancellor's Cabinet for Cuyamaca College

The President of Cuyamaca College reports to the Chancellor of the Grossmont-Cuyamaca Community College District and serves as a member of the Chancellor's Cabinet. The President serves as the senior official college liaison to the Chancellor, Chancellor's Cabinet and the District. The President, as a member of Chancellor's Cabinet, works in cooperation with fellow Cabinet members in an effort to advance the mission and strategic plan of the District. In addition, the President is pivotal in the development and implementation of Governing Board policies.

Chancellor's Extended Cabinet

The Chancellor's Extended Cabinet reports directly to the chancellor. The Extended Cabinet reviews administrative and policy issues, discusses items of concern to the district, and makes recommendations to the Chancellor's Cabinet regarding those issues. The Chancellor's Extended Cabinet consists of the Chancellor's Cabinet plus the college business officers and vice presidents of student services and academic affairs. The Chancellor's Extended Cabinet meets monthly and is chaired by the chancellor.

Role of President in serving on Chancellor's Extended Cabinet for Cuyamaca College

The President and Vice Presidents of Cuyamaca College all serve on the Chancellor's Extended Cabinet. The Chancellor's Extended Cabinet provides a venue for discussing issues affecting the district and colleges. Through this Cabinet, the members of Cuyamaca College are able to play an active role in the review, development and modification of district policies, procedures and regulations. In addition, through this venue, Cuyamaca College representatives are able to provide feedback in setting the strategic direction for the district.

District-wide Executive Council (DEC)

The District-wide Executive Council (DEC), the district-wide participatory governance body, serves in an advisory capacity to the Chancellor. The DEC advises the chancellor on district-wide policy development and governance issues. The DEC advises on matters referred to the council by the colleges, district office, and standing councils and committees. The DEC reviews and recommends items for the docket of Governing Board meetings. The District Legislative Strategy Committee reports directly to DEC.

The DEC leadership team is comprised of the chancellor, vice chancellor-business services, vice chancellor-human resources and labor relations, associate vice chancellor-district-wide academic, student, planning and research services, the presidents of both colleges, the presidents of Associated Students of Cuyamaca College and Associated Students of Grossmont College, the presidents of the Academic Senates from both colleges, the presidents of the Classified Senate, CSEA, United Faculty, and the Administrator's Association and the senior director of intergovernmental relations, economic development and public information. Until 2006, DEC also included a supervisory/confidential representative. This unit has been reconfigured.

Depending on the issue, DEC may receive reports and/or recommendations from District-wide Strategic Planning & Budget Council, District-wide Operations or specific committees. DEC meets monthly, two weeks prior to each regularly scheduled Governing Board meeting.

Role of President in serving on DEC for Cuyamaca College

As a member of the District Executive Council (DEC), the President of Cuyamaca College actively engages in discussions pertaining to district policies, procedures, regulations and governance. As well, given District Executive Council's role in setting the Board agenda, the President plays a vital role in reviewing and contributing to the items for the monthly Governing Board docket. Critical to the role of the President is the vetting of various DEC items with the various constituent groups of Cuyamaca College in an effort to solicit feedback.

Councils, Committees and Task Forces

There are three major councils: District-wide Executive Council (DEC), described above; District-wide Strategic Planning and Budget Council (DSP&BC), and District-wide Coordinating Educational Council (DCEC). The District *Governance Structure* document provides an overview of the district-wide structures through which the process of participation and collegial consultation is conducted, including descriptions of the district's major councils, committees and councils in relationship to participatory governance. The strength of the various committees lies in the communication that takes place within the councils and committees and between the individual members and their respective constituencies.

Note: The District Governance Structure document is being updated to reflect current job titles and committee composition. Document review is scheduled for 2006-2007.

Definitions

A council is composed of administrators and/or executive representatives of faculty, staff, or student organizations and often directs the work of numerous committees or task forces. A council meets regularly and reports to Chancellor's Cabinet.

A committee is composed of a variety of individuals whose scope of work is narrower than a council. A committee reports its recommendations to senior administrators or a council. A committee can be long term in nature and may meet on a regular basis.

A task force is composed of a variety of individuals, which may include administrators, and representatives of student, faculty and staff. A task force is created to address a specific district-wide issue and meets until its charge has been completed. It is usually short-term in nature and upon conclusion of the task, the group is disbanded.

College Roles related to District Councils, Committees and Task Forces

Various representatives of the student, faculty, staff and administrative constituent groups of Cuyamaca College serve on district councils, committees and task forces by appointment. As a member of a district body, these individuals represent the interests of their respective constituent groups or colleges.

District-wide Strategic Planning and Budget Council (DSP&BC)

The District-wide Strategic Planning and Budget Council serves in an advisory capacity to the chancellor on development and evaluation of three-year strategic plans and budget planning priorities based upon the district-wide vision, mission and goals. The council reports its progress on an annual basis to the governing board.

Operationally, DSP&BC reports directly to the chancellor.

The council is co-chaired by the vice chancellor-business services and the associate vice chancellor-district-wide academic, student, planning and research services. This major council is comprised of the two vice chancellors, the presidents and vice presidents from both colleges, district and college business officers, Academic Senate presidents plus an additional Academic Senate representative from both colleges, student government presidents from each college, and bargaining group (United Faculty and CSEA) and other employee group representatives (Administrators Association and Classified Senate), plus the directors of information systems and intergovernmental relations, economic development and public information.

The following standing committees report to DSP&BC: Educational and Facilities Master Planning, District-wide Enrollment/Marketing, Institutional Research & Planning, and Parking.

Role of designees serving on DSP&BC for Cuyamaca College

Members of Cuyamaca College serve as representatives on the DSP& BC through appointment by their respective constituent groups or by administrative appointment. These Cuyamaca College committee members represent the interests of their respective constituent group or appointing administrators.

District-wide Coordinating Educational Council (DCEC)

The District-wide Coordinating Education Council anticipates and serves the educational needs of the students by reviewing, facilitating and recommending educational initiatives district wide.

The committee is comprised of the chancellor, the presidents of both colleges, the presidents of ASCC and ASGC, the presidents and vice presidents of the Academic Senates of each college, the Curriculum Committee co-chair from each college, the Vice President of Student Services at Grossmont, the Vice President of Student Development and Services at Cuyamaca, the Vice President of Instruction at Cuyamaca, the Vice President of Academic Affairs at Grossmont, and the Associate Vice Chancellor-District-wide Academic, Student, Planning and Research Services.

The following standing committees report directly to DCEC: Calendar, Prerequisite/Assessment, and Student/Gender Equity.

Role of designees serving on DCEC for Cuyamaca College

Members of Cuyamaca College who serve on the District Coordinating Education Council are actively involved in developing plans and strategies to advance the district and colleges in meeting their respective missions while also ensuring compliance with all state and federal regulations and codes. In addition, Cuyamaca College members of DCEC aim to ensure that new initiatives and directions of DCEC are in alignment with both college and district planning and missions.

District-wide Operations

District-wide operations include seven committees: Administrative Technology Advisory, Americans with Disabilities Act, Emergency Preparedness, Human Resources Procedures, Instructional Computing Advisory, Staff Diversity, and Workplace Safety. Each is chaired by an administrative department head and reports to the appropriate vice chancellor who, when appropriate, forwards information and recommendations to the District Executive Council and Chancellor's Cabinet.

Role of designees serving on above district-wide committees for Cuyamaca College

Cuyamaca College representatives serve as members of the aforementioned district-wide committees as appointed by their respective constituent groups or by administrative appointment. These members represent their various constituent groups or appointing administrators.

Administrative Technology Advisory Committee (ATAC)
(Information Systems)

This committee consists of appointed representatives from both colleges, the Vice Chancellors of Human Resources and Labor Relations and Business Services, Associate Vice Chancellor-District-wide Academic, Student, Planning and Research Services, and the Senior Director of Information Systems.

The committee provides recommendations to the Chancellor's Cabinet concerning strategic policies and directions for administrative information systems. Additionally, the committees assists in the development of the Information Technology Plan, provides status reports to constituent groups and provides recommendations on operational priorities and system enhancements. Ad hoc committees may be established to focus on specific topics. The committee meets the third Friday of each month.

Role of designees serving on ATAC for Cuyamaca College

The primary role of the Administrative Technology Advisory Committee (ATAC) is to communicate with the colleges regarding common issues related to technology. The principal technology committee at Cuyamaca College is the Instructional Technology Council (ITC). Although related, ITC is primarily concerned with instruction, whereas ATAC is more broad-based in scope. ITC is co-chaired by the Interim Associate Dean for Learning Resources and the lead faculty member in Computer and Information Sciences, and is also represented by members from each academic Division (I and II) as well as the Chair of the Technology Planning Committee. The Interim Senior Director for Information Services (for the District) as well as the Manager for Technology Services / Information Services also attend as ex-officio members.

Americans with Disabilities Act Committee
(Risk Management)

This committee recommends processes and implementing procedures to the Chancellor's Cabinet. The committee reviews and advises the chancellor regarding employee requests for accommodation.

The committee consists of the director of risk management, who chairs the committee, senior director of facilities, planning and development, Grossmont dean of admissions and records, Cuyamaca assistant dean of student affairs, an academic senate representative from each college, the disabled student programs and services coordinator from Cuyamaca College, the learning disabilities specialist from Grossmont and a community member. The committee meets as required.

Role of designees serving on American with Disabilities Act Committee for Cuyamaca College

The College Accessibility Committee, Chaired by the Vice President or Student Development and Services and the Coordinator of DSPS, is a subcommittee of the Facilities Committee. The College Accessibility Committee identifies and reviews physical accessibility concerns of students and staff, and makes recommendations for resolution of accessibility problems to the Facilities Committee. The Accessibility Committee liaises with the District on college accessibility issues via the District Risk Manager who serves as a member of the College Accessibility Committee.

Emergency Preparedness Committee
(Risk Management)

This committee develops and recommends district operating procedures relative to Governing Board Policy BP 3501 *Disaster Preparedness*. This 17-member committee includes representatives from student government, classified and academic senates, and appointees of the presidents of both colleges as well as representatives appointed by the vice chancellor-business services, vice chancellor-human resources and labor relations,

senior director of intergovernmental relations, economic development and public information, Administrators Association, United Faculty, CSEA, and the director of public safety.

The committee coordinates and communicates with appropriate college committees to identify college issues and ensure uniform practices related to emergency preparedness. It also develops, recommends, and supports a training program to familiarize faculty, staff, and other appropriate audiences with district policies and procedures relative to emergency preparedness. The committee meets monthly.

Role of Cuyamaca College in serving on Emergency Preparedness Committee

The Vice President of Administrative Services is the Chair of the College Emergency Preparedness Committee (EPC), which is responsible for ensuring that the college community is appropriately knowledgeable of and trained in emergency preparedness and response procedures. The college Emergency Preparedness Committee is comprised of college representatives from student government, classified and academic senates and administrators. In addition, the district directors of Risk Management and Public Safety, play an integral role of the college committee by helping develop and implement training related to emergency preparedness for all college personnel.

The College Emergency Preparedness Committee implements bi-annual staff development trainings in emergency preparedness awareness, conducts routine fire drills, and regularly checks emergency equipment and supplies. The college has an Emergency Operations Center (EOC) with trained emergency first-responders from the Administrative Council.

Instructional Computing Advisory Committee
(Information Systems)

This committee consists of district and college representatives from each college's instructional computing committee, each college's Academic Senate, the senior director of Information Systems and Information Systems staff as required.

The committee provides recommendations to the Chancellor's Cabinet concerning the application of technology for instructional programs. The group also recommends standards and procedures for implementation of instructional technology throughout the district, priorities to the Information Systems Department for instructional computing support, and standards for acquisition of new instructional software and hardware.

Ad hoc committees may be established to focus on specific topics such as the Internet, network, standards and procedures, computing ethics, or software licensing. Meetings are scheduled as needed.

Role of designees serving on Instructional Computing Advisory Committee for Cuyamaca College

Cuyamaca College representatives on the District Instructional Computing Advisory Committee represent college instructional technology needs and issues while also providing input into district-wide planning related to instructional technology. Cuyamaca College representatives to Instructional Computing Advisory Committee provide input and recommendations in alignment with the college's Instructional Technology Plan endorsed by the college's Instructional Technology Committee.

Staff Diversity Committee
(Human Resources)

This committee advises the Chancellor's Cabinet, via the Vice Chancellor of Human Resources and Labor Relations, on the content and implementation of a Staff Diversity Plan. The committee reviews progress and disseminates information and recommended measures for improvement. The committee meets on a quarterly basis.

Committee membership includes Vice Chancellor of Human Resources and Labor Relations (chair), Director of Employment Services, Director of Risk Management, representatives from United Faculty, CSEA, Administrators Association, Associated Students of Cuyamaca College, and Associated Students of Grossmont College.

Workplace Safety Committee (WSC)
(Risk Management)

This committee addresses district workplace safety issues and recommends actions through the chancellor's cabinet to ensure a healthier, safer environment for all district employees and students. The WSC has three co-chairs: the district director of risk management, and Grossmont and Cuyamaca vice presidents for administrative services. Committee members include the director of public safety and an additional public safety representative, two Grossmont and one Cuyamaca classified representatives, a faculty representative from each college, and a Cuyamaca health services representative. The committee meets as needed.

Role of designees serving on Workplace Safety Committee for Cuyamaca College

The Vice President of Administrative Services is the Chair of the Safety Committee, which is responsible for identifying workplace safety issues to ensure a healthier and safer environment for all college employees and students. The college Safety Committee is comprised of college representatives from student government, classified and academic senates, facilities staff, and administrators. In addition, the district's Directors of Risk Management and Public Safety, play an integral role of the Safety Committee by being a resource to the committee in matters related to identifying and implementing workplace safety issues and programs.

6. Communication

The district is responsible for external and internal district-wide communication. E-mail to all district employees is used regularly to make announcements, report on Governing Board actions, announce job openings and personnel changes and invite employee participation.

Periodic issue reports are made by the chancellor to either a specific group, such as a bargaining group, or to the entire district. These may focus on a single issue or provide an overall status report, such as information about the state budget.

The Courier, published for faculty and staff after each governing board meeting, provides information on actions, presentations, and considerations at the monthly governing board meetings.

The *Update* is the district's periodic newsletter to interested parties. It provides news about the district to the community.

News releases are regularly prepared and distributed by the District Public Information office. Approximately 35 releases are prepared annually. Almost all result in print and/or electronic coverage by community, regional, state, and/or national media. District news releases are posted and available online (*www.gcccd.edu/news*/) and are circulated to employees for information.

Media clippings are circulated periodically to the Governing Board, Chancellor's Cabinet, and district and college administrators and others who are interested or involved.

Information on construction projects is regularly posted by the district, the colleges and the district's Citizens Bond Oversight Committee.

Other information is regularly provided by the colleges, departments and individuals to the community at large, high schools, current and prospective students, Governing Board members, college staff and faculty, district administrators, media and many others regarding issues, programs, activities and events.

Role of Cuyamaca College in facilitating communications

Cuyamaca College's newly instituted Office of Institutional Advancement has responsibility for college promotion, enhancing community relations, resource development, and institutional planning. This office oversees the production and distribution of the college newsletter produced each semester, monthly president reports to the Governing Board, the development of the college's Annual Implementation Plan, periodic progress reports on the Annual Implementation Plan and other college internal communications. This office works in collaboration with the District on the promotion of the college. Major college press releases and public promotion of the college are done by

the District Public Information Office. The college Office of Institutional Advancement is also responsible for oversight of the College Foundation and grant proposal development.

7. Academic Freedom

The district policy (BP 4030) on academic freedom is consistent with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards and faculty standards. The district maintains the policy and is responsible for processing complaints about the policy.

> "The board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student to freedom in learning. It carries with it duties correlative with rights."
>
> Introduction to Board Policy 4030 (Adopted 12/18/01)

The colleges also have responsibility for implementing this policy.

Cuyamaca College position on Academic Freedom

Cuyamaca College strongly embraces the concept of academic freedom as outlined in Board Policy 4030. College practices and planning are aligned to support academic freedom. Furthermore, Cuyamaca College governance leaders have worked to ensure that district policies, procedures and practices support academic freedom and the advancement of the college mission. The Academic Senate, in collaboration with the Cuyamaca College governance leadership, takes a proactive role in ensuring that academic freedom is safeguarded and valued within the college community.

8. Bargaining Groups

Decisions regarding salaries, benefits and working conditions are bargained and ratified by the respective unions and Board of Trustees.

Administrators' Association

The Administrators' Association represents academic managers, but not confidential managers (such as those who participate in bargaining on the District's behalf) and classified managers except the chancellor, vice chancellors, and college presidents. It meets and confers with representatives of the Governing Board regarding compensation and working conditions, and participates in development of policies and procedures. Representatives of the Administrators' Association may be included as members of various governance committees or task forces.

Definition and Role Regarding the Administrator's Association for Cuyamaca College

All administrators of Cuyamaca College, with the exception of the college President, are represented by the Administrators Association, a "meet and confer" association. All classified managers and supervisors of Cuyamaca College are exclusively represented by the Administrators Association for collective bargaining purposes. Administrators, classified managers, and/or supervisors are elected by the Administrators Association to serve as officers on the "meet and confer" team or on the Collective Bargaining team. The purpose of the Administrators' Association is to represent the interests of its members in areas of salaries, benefits and terms of working conditions.

California School Employees Association (CSEA), Chapter 707

CSEA is the exclusive representative of all classified non-exempt employees of the district in matters of compensation and working conditions as specified in Government Code Section 3543 et al. Representatives of CSEA are included as members of various governance councils, committees or task forces.

Definition and Role Regarding the California School Employees Association (CSEA) for Cuyamaca College

Members of Cuyamaca College have been elected to serve as representatives to Chapter 707 of the CSEA.

United Faculty

The United Faculty is the exclusive representative of the faculty of the district in matters of compensation and working conditions as specified in Government Code Section 3543 et al. Representatives of the United Faculty are included as members of various governance councils, committees or task forces.

The United Faculty includes all employees in academic faculty positions except continuing education/adult non-credit instructors and supervisory, management, and confidential employees.

Definition and Role Regarding United Faculty for Cuyamaca College

Cuyamaca College representatives communicate with the United Faculty on issues related to the implementation of the collective bargaining agreement.

9. Academic Senates

Title 5, Section 53203 of the California Code of Regulations and Policy 2510-Participation in Local Decision Making-Academic Senates, empowers the Academic Senates to represent faculty in collegial consultation on policies and procedures related to

academic and professional matters. The Grossmont College Academic Senate and the Cuyamaca College Academic Senate are established as separate bodies representing the faculty of the respective colleges. Appointments to committees, task forces, or other groups dealing with academic and professional matters shall be made by the two respective Senates.

The Governing Board has specified that after consultation with the administration of the district, the Academic Senates may present their views and recommendations to the governing board.

Role of Academic Senate for Cuyamaca College

The Cuyamaca College Academic Senate represents the faculty in all academic and professional matters. Members of the Academic Senate serve on the college's major governance council – the Innovation and Planning Council - as the primary stakeholders in academic and professional matters. The Senate promotes academic and teaching excellence in an effort to advance the mission of the college and support the success of students. The Academic Senate works collaboratively to promote dialogue amongst faculty and with other college and district constituency groups.

The Cuyamaca College Academic Senate is a representative body including Senators from instructional and student services departments. Officers of the Senate, as well as the Senate's general membership, include full and part-time faculty representation.

10. Classified Senate

For purposes required under Title 5, section 51023.5 of the California Code of Regulations, the Governing Board recognizes the Classified Senate as a representative of non-management classified staff of the district. The Senate participates in the district shared governance processes that are not collectively bargained under the Employer-Employee Relations Act. In development of policies or procedures, after consultation with administration of the colleges/district, the Classified Senate may present its views and recommendations to the governing board. Appointments of classified representative to committees are made with permission of CSEA.

Role of the Classified Senate for Cuyamaca College

Members of Cuyamaca College serve as representatives to the District-wide Classified Senate. Cuyamaca College highly values the voice of the Classified Senate. As such, various governance committees and councils of Cuyamaca College have representatives from the Classified Senate.

11. District Auxiliary

The GCCCD Auxiliary is a non-profit 501(C)(3) entity which serves the colleges and the district by supporting the implementation of grants and contracts, including jointly

seeking new external funding for programs and activities. The GCCCD Auxiliary offers a flexible vehicle for the colleges and the district to administer grants and contracts in support the district's overall vision and mission.

The auxiliary maintains a master agreement with the District describing the roles and responsibilities of the auxiliary. The GCCCD Auxiliary is designated by the district as an auxiliary organization of GCCCD, per the California Education Code.

The auxiliary maintains an infrastructure of systems and services to help implement grants and contracts. Projects of the auxiliary include outreach to prepare students to enroll at Cuyamaca or Grossmont College, staffing and other services in support of grant-funded projects, and support of district-wide activities and events in partnership with the college foundations.

Role of the District Auxiliary for Cuyamaca College

The Cuyamaca College Foundation is a non-profit 501©3 entity which supports the college through fundraising and community relations activities. The Foundation is comprised of both volunteer community members and representatives from the college. The President of the Cuyamaca College Foundation Board is a member of the Grossmont-Cuyamaca Community College District Auxiliary Board.

DILENEATION OF FUNCTIONS BETWEEN DISTRICT AND COLLEGE MATRIX

DELINEATION OF DISTRICT/COLLEGE FUNCTIONS

Standard	District	College	Evidence
Standard IV B. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts clearly define the organizational roles of the district and the colleges.	X		Governing Board Policy Binder as of 4/30/07 The Way Forward brochure (under revision-see brochure attachment) BP 2715 Code of Ethics/ Standards of Practice (updated 4/17/07) BP 2315 Closed Sessions (updated 3/21/06) BP 2410 Policy and Administrative Procedures (updated 3/21/06) AP 2410 Preparation and Revision of Board Policies and Administrative Procedures (adopted 4/18/06) BP 2430 Delegation of Authority to the Chancellor BP 2431 Chancellor Selection BP 2432 Chancellor Succession BP 2435 Evaluation of the Chancellor Governing Board Minutes Throughout the year, Board policies, following collegial consultation processes, are placed on the Governing Board agendas. Chancellor District Memos 03-07 The Board evaluates the chancellor and receives the chancellor's evaluations of the college presidents.
Standard IVB.1. The institution has a Governing Board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Governing Board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district.	X		Combined with B.

Standard	District	College	Evidence
1.a. The Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	X		BP 2220 Committees of the Board BP 2330 Quorum and Voting BP 2345 Public Participation at Board Meetings BP 2350 Speakers (updated 12/12/06) BP 2715 Code of Ethics/Standards of Practice (updated 4/17/07) BP 2010 Board Membership BP 2410 Policy and Administrative Procedures (updated 3/21/06) District Governance Structure (updated 2/8/07) Governing Board Members
1.b. The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	X		BP 1200 District and College Mission Statements (updated 2/20/07) BP 1300 Educational Philosophy BP 2410 Policy and Administrative Procedures (updated 3/21/06) Courier Governing Board Policy Binder as of 4/30/07
1.c. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.	X		BP 2410 Policy and Administrative Procedures (updated 3/21/06) BP 2220 Committees of the Board BP 2350 Speakers (updated 12/12/06) BP 2430 Delegation of Authority to the Chancellor BP 2510 Participation in Local Decision Making- Academic Senates BP 2515 Participation in Local Decision Making-Staff BP 2715 Code of Ethics/Standards of Practice (updated 4/17/07) BP 2710 Conflict of Interest (updated 2/20/07) BP 2320 Special and Emergency Meetings BP 2330 Quorum and Voting BP 2315 Closed Sessions (updated

Standard	District	College	Evidence
			3/21/06) BP 6100 Delegation of Authority Samples of Governing Board Minutes Chancellor's job description
1.d. The institution or the Governing Board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	X		BP 2010 Board Membership BP 2015 Student Member(s) BP 2100 Board Elections BP 2105 Election/Appointment of Student Members (updated 9/19/06) BP 2110 Vacancies on the Board BP 2210 Officers BP 2310 Regular Meetings of the Board BP 2315 Closed Session (updated 3/21/06) Operating Procedure BR 1 Addresses posting and release of Governing Board meeting notices and agendas. Operating Procedures BR3 This procedure establishes protocol to be followed in: (a) written and individual communications with the Governing Board, and (b) publications referencing the Governing Board. Administrative Procedures District Governance Structure *see B1a
1.e. The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	X		Governing Board Policy Binder as of 4/30/07 Samples of Governing Board Minutes
1.f. The Governing Board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	X		BP 2715 Code of Ethics/ Standards of practice (updated 4/17/07) BP 2740 Board Education BP 2745 Board Self-Evaluation Adoption Budget Board Workshop: 9/12/06 Community College League of California

Standard	District	College	Evidence
			Effective Trusteeship Workshop: 1/26/07-1/28/07 Participating Effectively in District and College Governance Board Workshop: 3/27/07 Samples of Governing Board Minutes
1.g. The Governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies or bylaws.	X		BP 2740 Board Education BP 2745 Board Self-Evaluation Governing Board Agenda Annual Self-Evaluation of Governing Board
1.h. The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	X		BP 2715 Code of Ethics/ Standards of Practice (revised 4/17/07)
1.i. The Governing Board is informed about and involved in the accreditation process.	X	X	BP 3200 Compliance with Accreditation Standards Periodic reports are made to the Governing Board and a Governing Board representative participates in the self-study of both colleges Governing Board minutes, including presentation by Barbara Beno, Accrediting Commission for Community and Junior Colleges (ACCJC) on Student Learning Outcomes, part of the new accreditation standards (09/21/04). Governing Board agendas and minutes for meetings when accreditation was discussed in 06-07: 1/17/06, 3/21/06, 9/19/06 Statement of Governing Board President Wendell Cutting (10/18/05)
1.j. The Governing Board has the responsibility for selecting and	X		BP 2315 Closed Sessions (updated

Standard	District	College	Evidence
evaluating the chancellor in a multi-college district. The Governing Board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district. In multi-college districts, the Governing Board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.			3/21/06) BP 2430 Delegation of Authority to the Chancellor BP 2431 Chancellor Selection BP 2432 Chancellor Succession BP 2435 Evaluation of the Chancellor BP 2715 Code of Ethics/ Standards of Practice (updated 4/17/07) Recruitment materials (1998) Governing Board Docket #201 (05/15/01) (7/21/98) Chancellor Search Brochure President Search Brochure Nominations for candidates for Chancellor brochures. (2001)
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.		X	BP 3100 Organizational Structure Office of the President: Job Purpose District Organizational Chart Governing Board President, Deanna Weeks quote (4/26/06)
2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.		X	BP 6200 Budget Preparation BP 6312 Student Body Fund
2.b. The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation	X	X	BP 1300 Educational Philosophy BP 3100 Organizational Structure BP 3250 Institutional Planning BP 6335 Technology Replacement (updated 4/17/07) Media coverage News releases

Standard	District	College	Evidence
and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.			District Fact Book
2.c. The president ensures the implementation of statutes, regulations, and Governing Board policies and ensures that institutional practices are consistent with institutional mission and policies.	X	X primary	BP 1200 District and College Mission Statements (updated 2/20/07) BP 2410 Policy and Administrative Procedures (updated 3/21/06)
2.d. The president effectively controls budget and expenditures.		X	BP 6200 Budget Preparation BP 6250 Budget Management BP 6335 Technology Replacement (updated 4/17/07)
2.e. The president works and communicates effectively with the communities served by the institution.	X	X	GCCCD News Archives
3.0 In multi-college districts, the district provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district and ensures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district and acts as the liaison between the colleges and the Governing Board.	X	X	BP 1300 Educational Philosophy BP 2410 Policy and Administrative Procedures (updated 3/21/06) District Governance Structure (updated 2/08/07) Operating Procedures Index *The Way Forward* Presentation Chancellor's District Memos 03-07 Job description for Associate Vice Chancellor Districtwide Academic, Student, Planning and Research Services

Standard	District	College	Evidence
3.a. The district clearly delineates and communicates the operational responsibilities and functions of the district from those of the colleges and consistently adheres to this delineation in practice.	X primary	X	BP 3250 Institutional Planning BP 4060 Delineation of Functions Agreements BP 5040 Student Records and Directory Information BP 5050 Matriculation BP 5420 Associated Students Finance BP 5520 Due Process BP 3720 Computer and Network Use (updated 9/19/06) AP 3720 Computer and Network Use (Issued 5/25/06) Role and Contribution of the Principles Docket 502 Staff Training Schedule 2005-2006 Series 2C "The Handling of Accurate Information: Where to Get It and What to Do with It" Workshop by Dana Quittner, Dec. 13, 2006 Upcoming Supervisor Training & Development Series Brochure Campus Safety Brochure Governance Structure (updated 2/8/07) Operating Procedures BR1 Addresses posting and release of Governing Board meeting notices and agendas Operating Procedures BR3 This procedure establishes protocol to be followed in: (a) written and individual communications with the Governing Board, and (b) publications referencing the Governing Board.
3.b. The district provides effective services that support the colleges in their missions and functions.	X	X	BP 3250 Institutional Planning BP 4020 Program and Curriculum Development (updated 3/21/06) BP 5040 Student Records and Directory Information BP 5050 Matriculation BP 5015 Veteran Student Attendance

Standard	District	College	Evidence
			BP 5110 Counseling and Advising Services BP 5120 Transfer Center BP 5130 Financial Assistance BP 5140 Students with Disabilities BP 5142 Academic Appeals BP 5150 Extended Opportunity Programs & Services BP 5200 Student Health Services BP 5300 Student Equity BP 5400 Associated Students Organization BP 5420 Associated Students Finance BP 5510 Rights of Students BP 5520 Due Process BP 7120 Recruitment and Selection Operating Procedures Summary See District Governance & Committee Structure
3.c. The district provides fair distribution of resources that are adequate to support the effective operations of the colleges.	X	X	BP 6200 Budget Preparation BP 6250 Budget Management BP 6300 Fiscal Management District Strategic Planning 2001-2004 and Budget Committee Adoption Budgets 06-07, 05-06, 04-05, 03-04, 02-03 Income Allocation Model 12/15/1998 Income Allocation Task Force 1/28/05, 5/26/06 Chancellor's memo on equalization 1/11/06
3.d. The district effectively controls its expenditures.	X	X	BP 6100 Delegation of Authority BP 6250 Budget Management BP 6320 Investments BP 6300 Fiscal Management BP 6335 Technology Replacement (updated 4/17/07) BP 6340 Contracts BP 6400 Audits BP 6520 Security for District Property BP 7110 Delegation

Standard	District	College	Evidence
			Risk Management policies Moody's Bond Ratings Standard & Poor's Bond Ratings State Chancellor's E-mail: 4/4/06 Audit Reports 2006, 2005, 2004 Citizens' Bond Oversight Committee (CBOC) Reports
3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district policies without his/her interference and holds them accountable for the operation of the colleges.	X	X	BP 3250 Institutional Planning BP 4060 Delineation of Functions Agreements BP 5040 Student Records and Directory Information BP 5050 Matriculation BP 5420 Associated Students Finance BP 5520 Due Process BP 7250 Educational Administrators Role and contribution of the president Docket 502 (05/15/01) Operating Procedures Summary President Search Brochure
3.f. The district acts as the liaison between the colleges and the Governing Board. The district and the colleges use effective methods of communication, and they exchange information in a timely manner.	X	X	Governing Board brochure Governance Structure (updated 2/8/07) Presidents provide monthly reports to the Governing Board, including Accreditation information (resource box). Chancellor's District Memos 03-07 Courier & Update
3.g. The district regularly evaluates district role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district widely communicates the results of these evaluations and uses them as the basis for improvement.	X	X	BP 2410 Policy and Administrative Procedures (updated 3/21/06) BP 2510 Participation in Local Decision Making-Academic Senates BP 2515 Participation in Local Decision Making-Staff BP 2520 Participation in Local Decision Making-Students District Governance Structure (updated 2/8/07) District-wide Strategic Planning and Budget Committee DEC agendas and minutes (06-4/07) DSP&BC agendas and minutes (06-3/07) E-mails from Chancellor's Office regarding Update 12

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1.A.1 The institution establishes student learning programs and services aligned with its purposes, its character and its student population.

Descriptive Summary

Cuyamaca College has a mission statement that defines its broad educational purposes, its intended student population and its commitment to student learning. The college's mission statement, as adopted by the Governing Board in fall 2006, is as follows:

> Cuyamaca College serves a broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services. The primary mission of Cuyamaca College in order to fulfill its commitment to student learning is to provide:
> - Instructional programs that meet student needs for transfer education, vocational and career education, general education and developmental courses
> - Community education programs and services
> - Programs that promote economic development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities. In support of its primary mission to promote student learning, Cuyamaca College structures its planning processes and engages the college community to pursue the following areas of focus:

- Academic Excellence and Program Development
- Student Success
- Facilities and the Physical Environment
- Community Relations

- Resource Development

The college's mission statement, *Strategic Plan 2004-2010*, and Preamble and Values, as noted below, serve to define and guide the college's establishment and fulfillment of its student learning programs and services. (I-4, I-1)

Preamble

Cuyamaca College is committed to providing opportunities and excellence in higher education to the community it serves. Its vision, "Learning for the Future," is reflected in six core values. These values help shape the unique experience that is Cuyamaca College.

Core Values

- Academic Excellence
- Student Access
- The Natural Environment
- Strong Community Relations
- Innovation and Creativity
- Diversity and Social Harmony

Cuyamaca College, as defined by its mission statement, is a comprehensive educational institution. In alignment with its educational purposes, character and student population, the college establishes student learning programs to meet students' needs for transfer education, vocational education and career education, general education and developmental courses. The college currently offers 59 programs leading to the associate degree and 66 programs of study leading to a certificate. Cuyamaca College provides transfer courses comparable to the lower division curriculum of universities and colleges for students who plan to continue their education at a baccalaureate institution. The college also provides students with the opportunity to complete the University Transfer Studies Degree which is tailored to those desiring to transfer. (I-7)

Cuyamaca College has an array of courses and programs in vocational and career education that provide students with the technical skills and knowledge for entry level employment, retraining and advancement. In response to local business and industry, the college supports economic development and workforce training needs. Cuyamaca College supports the general education needs of its students by offering courses to broaden their knowledge, skills, attitudes and values, and to develop analytical ability and critical thinking, and to foster interest in lifelong learning in the educational, scientific and cultural fields essential for effective participation in a complex society. Through its developmental course offerings, Cuyamaca College provides courses to meet the needs of students who are under prepared in areas such as English, reading, mathematics and study skills.

In addition, the college has a community education program which offers continuing education noncredit courses, and community services courses, workshops, seminars, forums and institutes to provide for the special educational, cultural, avocational and recreational needs of the community. (I-30)

Cuyamaca College defines its student population as a broad and diverse community of individuals who seek to benefit from the college's wide range of educational programs and services. In fall 2006, Cuyamaca College enrolled 7745 credit students. During that year, 55% of the students attending Cuyamaca College were age 24 or younger. Fifty-seven percent of the students were female. More than half of the students reported working at least ten hours per week while attending Cuyamaca College. Institutional research from spring 2006 indicates that 48% of students attending Cuyamaca College noted an education goal of degree/transfer, 16% indicated to plan or maintain a career; 10% noted basic skills, 3% indicated to earn a vocational degree/transfer and 23% were undecided. (I-8, I-9, I-18)

The ethnic diversity of the student body generally reflects the demographic composition of the communities the college serves, although it should be noted that the sources used in Table I to compare demographic characteristics collect race and ethnicity data in different ways. Service area data, taken from the Environmental Scan 2005-2006), is based on *Census 2000* information for the most common zip codes in which Cuyamaca students reside. The U.S. Census forms used for *Census 2000* allow individuals of Hispanic backgrounds to indicate so separately from their race, thus counting *all* Hispanic citizens including those with multi-racial backgrounds. Student population data is taken from the *Factbook* spring 2006 which is published every semester by the Office of Districtwide Academic, Student, Planning, and Research Services. This data is based on the student application, where students can choose only one race/ethnicity, or mark Other/Unknown. Thus, students of Hispanic ethnicity may be underrepresented, and perhaps some Hispanic students mark Other/Unknown, which helps explain the large percentage of Other/Unknown at Cuyamaca College. (I-18, I-8)

Table 1

Cuyamaca College Student Ethnicity Spring 2006	**Cuyamaca College Service Area 2000 Census**
56% White	49% White
19% Hispanic	28% Hispanic
7% African American	7% African American
7% Asian	9% Asian
12% Other/Unknown	4% Other/Unknown

It should be noted as well that the 12% of students who indicate their ethnicity as Other/Unknown may be partially explained by another demographic factor. Various sources of information indicate an increasing population of Middle Eastern students at Cuyamaca College. Many Middle Eastern students might indicate White non-Hispanic or Other/Unknown on their college application, as other indicators lead to this conclusion. For example, among students who self-identify as White non-Hispanic, the percentage who indicate that English is not the primary language used at home has increased steadily over the past several years, from 6% in fall 2000 to more than 9% in spring 2006. Additionally, on student surveys administered for academic and student services program review, *Middle Eastern* has been offered as a category of race/ethnicity since 2002. In surveys administered during 2002 and 2003, between 1% and 3% of respondents indicated they were Middle Eastern. In surveys administered more recently, the percentage of Middle Eastern respondents has been higher than 6%. (I-31)

Demographic data is studied and utilized in the development of student learning programs and services. In recent years, some of the student learning programs and services programs that have been initiated at Cuyamaca College to meet the needs of its diverse population of students include Kumeyaay language and Ethnobotany courses that target the local Native American population, and Arabic courses for the Chaldean population. While Aramaic and Arabic language courses were added by the instructors, in Student Services a full-time Chaldean counselor was hired, and outreach was promoted in the Chaldean community. A Chaldean festival is held annually on campus to celebrate the culture. Furthermore, as the number of online courses offered by the college has increased significantly, Student Services has added online advising to its array of support services. These examples reflect the college's purposes, character and student population. (I-32)

Self Evaluation

The college meets the standard. Its mission statement clearly defines the institution's broad educational purposes, intended student population and commitment to achieving student learning. The mission statement supports and aligns with the college's vision, "Learning for the Future," and six core values set forth in its Strategic Plan 2004-1010 and thereby guides the institution in establishing student learning programs and services that reflect its purposes, its character and its student population. (I-1)

Cuyamaca College is strongly committed to advancing its mission, vision and values. Indeed, data gathered from the accreditation survey indicates that an overwhelming 91.9% of the faculty, 84.8% of staff, and 61.4% of the student respondents are aware of the college's mission, vision and values (Q67). This is one of the highest positive response rates on the survey.

It is evident that Cuyamaca College establishes student learning programs and services aligned with its purposes, character and student population, and there is a strong perception among faculty and staff that this is so. Approximately 87.1% of faculty and 72.7% of staff respondents agree that the college's planned activities are aligned with its mission, vision and values (Q68), and an even higher percentage of faculty (89.9%) feel that the college is making progress in carrying out its planned activities; 70.5% of staff agree as well (Q69).

The college's organizational structures - its various college councils and committees, and its institutional processes - strategic planning, academic and student services program review, academic master planning, and student services master planning - coupled with a commitment to effective dialogue amongst its key constituencies ensure the relevance of student learning programs and services to the college's mission, purposes, character and its student population. Indeed, the dialogue between Instruction and Student Services has led to simultaneous efforts to meet the needs of the diverse student population. While courses are added in Arabic, for example, Counseling provides a counselor who is fluent in Arabic. Growth in online courses is supported by promotion and use of online advising in Student Services. (I-12, I-33, I-34, I-3)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

I.A.2 The mission statement is approved by the Governing Board and published.

Descriptive Summary
Cuyamaca College's mission statement is approved by the Grossmont-Cuyamaca Community College District (GCCCD) Governing Board and is stated in the GCCCD Board Policy (BP) Manual as BP1200. The current mission statement was approved in November 2006. The mission statement in effect prior to that time was approved by the Governing Board in February 2000. (I-29, I-37)

The mission statement is published in a variety of documents including, but not limited to, the Cuyamaca College *Strategic Plan 2004-2010*; the Cuyamaca College catalog, which is published on an annual basis; the Student Services Master Plan; and the Cuyamaca College web site. These are available to all constituencies. (I-1, I-7, I-3, I-36)

Self Evaluation
The college meets this standard. The Governing Board is active in the regular review and approval process of the mission statement. In addition, the college

routinely publishes its mission statement in a variety of college publications as well as on the college web site.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary
Cuyamaca College reviews its mission statement and revises it as necessary every six years as part of its strategic planning process. The mission statement is reviewed and revised through the college and district's shared governance and decision-making processes. Input into the mission statement is broad in nature with both college and district shared governance committees and councils representative of faculty, students and staff. All participants collaborate to review and modify the mission statement in alignment with the college's and district's vision and values. (I-39)

In fall 2006, Cuyamaca College reviewed its mission statement in great detail using WASC/ACCJC Accreditation Standard I as a guide. It was concluded that the mission statement needed to be revised to more fully represent the institution's educational purposes, its intended student population and its commitment to achieving student learning. The mission statement in effect at the time served Cuyamaca College, Grossmont College and the district office. This mission statement went into effect following a broad-based review in 1999 when a working group of the district Strategic Planning and Budget Council (DSPBC), a shared governance council, developed the mission statement that would be used by both colleges and the district office: (I-39)

> The mission of the Grossmont-Cuyamaca Community College District is to provide educational leadership through learning opportunities that anticipate, prepare for, and meet the future challenges of a complex democracy and a global society.

This mission statement was forwarded to the Governing Board, who approved it on February 1, 2000, and it served as Cuyamaca College's mission statement from early 2000 through fall 2006. The mission statement was shown in the college catalog each year, which has been available in both hard copy and online. (I-7, I-36, I-37)

In the early stages of the institutional self study process for the current accreditation site visit, members of Standard I who were charged with evaluating the college's mission statement concluded that it did not fully meet

the requirements set forth in the accreditation standards. Given that the mission statement was common to Grossmont College and the district, it was decided to pursue revisions to the mission statement through both the college and district governance structures and processes.

As such, after initial discussion at the Chancellor's Cabinet, the mission statement was reviewed by the District Coordinating Educational Council (DCEC) which recommended that a working group of DCEC be charged with reviewing and revising the mission statements of the colleges and the district. The work group consisted of the two college presidents, the administrative and faculty co-chairs of each college's Standard I team, two classified staff representatives, and the Associated Students president of each of the two colleges. (I-40)

After several meetings, this group completed draft versions of the new mission statements. These draft documents were then reviewed by several college and district constituent groups over the course of several months with modifications to the statements occurring throughout the process. In October, 2006, the major shared governance council of Cuyamaca College, the Innovation and Planning Council (IPC), reviewed the college and district mission statements. With the college's review process complete, the mission statements were then reviewed by the District Strategic Planning and Budget Council (DSPBC) and the District Executive Council (DEC). In November 2006, the Governing Board adopted the new mission statements for the colleges and the district. (I-41, I-37, I-39)

The revised mission statement for Cuyamaca College went into effect immediately with its first publication in the 2007-2008 college catalog. (I-7)

Self Evaluation

The college meets the standard. The institution is committed to a thorough and comprehensive review of its mission statement on a regular basis in an effort to ensure that the mission statement, which is central to guiding the institution in its planning and implementation of instructional programs and student support services, is an accurate representation of the college's broad educational goals, its intended student population, and its commitment to achieving student learning.

Planning Agenda

As Cuyamaca College undergoes the process to develop a new strategic plan which will commence in 2011, the college will begin with a review of its mission statement to ensure that it accurately represents its educational goals, its student population and its commitment to student learning. The process will include the review of data collected through the district's external environmental scan, internal data gathered relative to the college's student

body and the assessment of reports generated through both the academic and student services program review processes.

I.A.4 The institution's mission is central to institutional planning and decision making.

Descriptive Summary

Cuyamaca College's mission is central to institutional planning and decision making. The mission sets the groundwork for the development of the college's strategic plan, which contains its vision, values, areas of focus and planned activities. (I-1)

Every year, the college develops the Annual Implementation Plan (AIP) which focuses on key activities aligned with the *Strategic Plan 2004-2010*. Periodic progress reports on the Annual Implementation Plan are provided to the college's main planning council, the Innovation and Planning Council (IPC). On occasion, the council has elected to carry an activity over into the next academic year to provide for a longer period of implementation and to keep the college focused on the activity. The Annual Implementation Plan ensures institutional planning that is in strict alignment with the identified mission, vision and values of the strategic plan. (I-5, I-1, I-41)

In addition to the Annual Implementation Plan, the college's various divisional planning and review processes effectively ensure that the college is routinely monitoring and assessing its effectiveness in establishing and implementing student learning programs and services aligned with its purposes, its character, and its student population. These processes include the regular work of the college's Curriculum, General Education and Academic Policies Committee (commonly known as the Curriculum Committee), the Instructional Program Review Committee, Academic Master Plan Committee, the Student Services Master Plan Committee, the Student Services Program Review Committee, and the Instructional Technology Council. These college councils and committees are further complemented by the work of numerous programs' community advisory committees who work to ensure that course and program offerings are closely aligned with the ever-changing needs of the workforce. (I-42, I-43, I-34, I-35, I-45, I-46)

There are many examples of how the college's mission, and the *Strategic Plan 2004-2010* that is derived from it, drive college planning processes. For instance, the federal Title III grant program awarded to the college in 2003, *Increasing the Retention and Academic Success of High Risk Students*, was based directly on student success and access issues that supported mission accomplishment. Another example is the recent creation and staffing of the Office of Institutional Advancement designed specifically to enhance community relations and resource development, key focus areas identified in the *Strategic Plan 2004-2010*. (I-1, I-47, I-48)

Self Evaluation
The college meets the standard. Broad-based planning is done carefully, and always against the backdrop of the *Strategic Plan 2004-2010*. Through the Annual Implementation Plan, the college ensures institutional planning and decision making is in alignment with the mission, vision and values of the *Strategic Plan 2004-2010*. Divisional planning within the institution is also done in alignment with the strategic plan, and the college's Academic Master Plan, Student Services Master Plan and Administrative Services activities are fully aligned with the institution's mission, vision, and values.

88.2% of faculty and 83.1% of staff agree that the college's mission statement guides institutional planning and decision making (Q1). When asked if the college's planned activities are aligned with its mission, vision and values, 87.1% of the faculty agreed and 72.7% of the staff agreed (Q68).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of Student Learning Outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
Cuyamaca College provides a variety of avenues for regular, professional, and frank discussion regarding the teaching and learning process and institutional processes. Ongoing, collegial and self-reflective dialogue occurs, but is not limited to, the following college governing councils: Administrative Council, College Facilities Master Plan Council, Innovation & Planning Council, Instructional Council, Instructional Technology Council, and the Student Services Advisory Council. In addition, the following committees afford

members of the college community with a means for dialogue: Academic Master Plan Committee, Budget Committee, Academic Senate, Student Success Committee, On-line Teaching & Learning Committee, Instructional Program Review Committee, Student Services Program Review Committee and the Curriculum, General Education & Academic Policies & Procedures Committee. (I-10, I-49, I-41, I-50, I-46, I-34, I-26, I-23, I-44, I-51, I-43, I-45, I-42)

Cuyamaca College's handbook, *Organization & Governance Structures Handbook*, provides detailed information on the charge of committees and councils as well as the times and days each of these meets. The members of these committees include administrators, faculty, classified staff and students. (I-12)

In addition to these committees and councils, ongoing, collegial, self-reflective dialogue occurs regularly in the following venues: informal open hours offered throughout the academic year by the Chancellor and the college President; the President's Open Forum headed by the President and her Cabinet is offered each semester during staff development week. Budget forums are held throughout the year, and provide a unique opportunity for all faculty and staff to look at and comment on the budget directly to the President and Vice President of Administrative Services.

Dialogue is also fostered through a variety of written modes. The President's Office disseminates a monthly board report to the entire college, and an Instructional Bulletin is distributed at the beginning of each semester. The Innovation and Planning Council publishes a regular update, and the regularly-published, student-run newspaper, *Coyote Express*, is a forum for students to express their opinions. (I-28, I-63, I-41, I-13)

Department and division meetings are held on a regular basis, and many departments publish a newsletter for their faculty. Cuyamaca College also has a faculty mentoring program for new faculty which provides a platform for informative discussions on student learning and institutional processes. (I-52, I-53)

Every semester, the Staff Development Committee organizes workshops and forums covering topics such as Student Learning Outcomes, student success, and teaching excellence. These workshops provide a venue for collegial, self-reflective dialogue regarding the continuous improvement of student learning and institutional processes. (I-14)

Self Evaluation

The college meets the standard. agendas, minutes and other documents show that there is ongoing, collegial and self-reflective dialogue about the improvement of student learning and institutional processes. Dialogue occurs

during Staff Development meetings, through regularly published newsletters, at open forums, and during committee and council meetings.

There is dialogue and self-reflection among the college community. According to the accreditation survey, 93.0% of the faculty and 64.8% of the staff agree or strongly agree that they "have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes" (Q73). Approximately 77.9% of the faculty agree or strongly agree that they exercise a "substantial voice in establishing college-level procedures" (Q61). Also, 90.4% of the faculty and 77.1% of the staff agree or strongly agree that they are "satisfied with the means of communication at the college such as mail, email, voice mail, meetings, newsletters, web sites, and forums" (Q111). Finally, 78.3% of the faculty and 62% of the staff agree or strongly agree that they are "satisfied with the opportunities for college staff/faculty to participate in shared governance" (Q135).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Through its strategic planning process, Cuyamaca College articulates its goals and objectives. Developed within the context of the college mission, vision and core values, the *Strategic Plan 2004-2010* identifies five areas of focus with a series of goals and specific activities to be accomplished every year for the six-year period. The plan is linked to the organizational structure of the college through the Innovation and Planning Council, and drives all decision-making processes. (I-1, I-41)

Every year, the college develops the Annual Implementation Plan (AIP) which helps the institution focus on key activities aligned with the *Strategic Plan 2004-2010*. Periodic progress reports on the Annual Implementation Plan are provided to the college's main planning council, the Innovation and Planning Council (IPC), in an effort to ensure the activities are fully addressed and implemented. On occasion, the council has elected to carry an activity over into the next academic year to provide for a longer period of implementation and to keep the college focused on the activity. (I-5, I-1, I-41)

The Innovation and Planning Council, with representatives from all college constituencies, develops an Annual Implementation Plan every year. This plan guides the college's progress towards achieving its strategic goals and is fundamental in allocating and mobilizing institutional human, fiscal, technical and physical resources necessary to achieve the goals. (I-5, I-41)

Development of the most recent *Strategic Plan 2004-2010* began in spring 2003 by the Innovation and Planning Council, which affirmed the college's core values and identified needed areas of focus. The council's work was the starting point for a college-wide staff development workshop in August 2003, at which time dialogue among faculty, staff and administrators resulted in the development of a variety of activities to address the previously defined areas of focus. In spring 2004, faculty and staff prioritized activities within each area of focus through a college-wide survey. The goals were developed and are implemented through broad-based dialog among all college constituencies, a process that ensures the inclusion of creative ideas from all segments of the college community. (I-1, I-41, I-54, I-22)

Continuing dialogue among the various college constituencies ensures that the goals are defined, implemented, assessed and updated on a continuing basis. These goals become the driving force for all college councils and committees.

Self Evaluation

The college meets the standard. An Annual Implementation Plan clearly sets specific goals for each year and is fundamental in allocating and mobilizing institutional human, fiscal, technical and physical resources necessary to achieve the goals. Progress reports are made to the Innovation & Planning Council at the end of the year, a Final Report is published. (I-41)

The institution's collaborative goal-setting and achievement process is working well. According to the accreditation survey, 77.8% of faculty and 72.2% of staff respondents understand the college's goals and the extent to which they are achieved (Q66), and even more important, in answer to the question "I can clearly describe my role in helping the college achieve its goals," a very positive 85.4% of faculty and 85.5% of staff respondents agreed (Q77).

The college's planning process is perceived in a very positive manner by faculty and staff. Indeed, 85.2% of faculty ad 63.2% of staff respondents agree that planning processes are effective in *identifying* areas of development, growth, and improvement (Q70), and 82% of faculty and 58.7% of staff respondents agree that planning processes are effective in *addressing* areas of development, growth, and improvement; 25.3% of staff respondents are neutral (Q71).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary
The Cuyamaca College *Strategic Plan 2004-2010* defines the mission, vision, and values of the college for six years. Within each of five key areas of focus, planned activities are identified and a time frame for achievement of each is established. At the beginning of each academic year, an Annual Implementation Plan, based on this time frame, is drafted by the Innovation and Planning Council and distributed to all planning committees and the Academic Senate for feedback, recommendations, and, ultimately, approval. At approximately the same time, the Annual Implementation Plan Final Report from the preceding year is distributed. Included in the Final Report is the status of each of the planned activities and a discussion of accomplishments towards each goal. In some cases, the effort is ongoing, and the successes of the previous year become the baseline for the current year. This simultaneous process of evaluating prior year activities while establishing goals for the current year assures an ongoing effort of reviewing, revising, and updating Strategic and Master Plans. (I-1, I-5, I-41, I-15)

In a similar fashion, the annual cycle of Academic and Student Services Master Planning begins with an evaluation of accomplishments achieved in the prior year. Each academic department ranks all prior year activities as "Completed," "In Progress," or "Not Completed," and indicates if the activity is to be carried over into the subsequent year. Commencing in 2006 with the development and implementation of the Student Services Master Plan, the Division of Student Services has instituted a comparable process where the previous year's Master Plan is analyzed to determine subsequent year priorities. In the event that an activity is not completed, an explanation is provided. When activities are defined, a measurable goal outcome is provided, setting the stage for evaluation the following year. In this manner, department activities are reviewed annually for completion and effectiveness, as well as every five years through the more extensive program review process. (I-16, I-3)

All annual master plan activities are correlated with the most recent Program Review recommendations. The Program Review evaluation process is strongly linked to available research data on program effectiveness. Additionally, all activities identified in the master planning processes are

specifically linked to the Strategic Plan core values they address. (I-3, I-56, I-1)

The annual Academic and Student Services Master Planning processes rank each of the activities identified by constituent groups. While these groups with their plans do not make budgetary decisions, the priority rankings provide input to the budgetary process and, hence, impact the allocation of resources. (I-17, I-3)

Evaluation is based on quantitative and qualitative measures. In March 2006, the Research Office produced an Environmental Scan report which was distributed to all constituency groups. This report includes a demographic analysis of our region, feeder schools, occupational and industrial markets, and an analysis of our internal environment, including student access, student success, and transfer statistics. The Environmental Scan report has been presented at the Administrative Council, Innovation & Planning Council, and the District Strategic Budget & Planning Council. (I-18)

Self Evaluation

Cuyamaca College meets the standard. Annual Implementation Plans are derived from the *Strategic Plan 2004-2010*. There is a nearly simultaneous review of the Annual Implementation Plan Final Report from the prior year and development of the Annual Implementation Plan for the current year, a timeline which helps to assure continuity and relevance. The Academic and Student Services Master Plans are closely linked to the Strategic Plan and the Program Review process assuring both a top-down and a bottom-up communication. The program reviews place a heavy emphasis on the development and assessment of Student Learning Outcomes and carefully analyzes a multitude of available data from the Office of District-wide Academic, Student, Planning, and Research Services (commonly known as the district Research Office). The priority rankings of the master plans provide input to the budgetary process and, therefore, impact the allocation of resources. (I-1, I-5, I-15, I-2, I-3)

According to the accreditation survey, 88.8% of the faculty and 74.4% of the staff respondents agree that the college has an effective planning process (Q7). The survey results also indicate that 84.9% of the faculty and 76.9% of the staff respondents agreed that the college's strategic and master plans are regularly assessed and results shared with constituencies (Q65). Further, 77.5% of the faculty and 69.9% of the staff respondents agreed that program review is effective in evaluating the strengths and weaknesses of individual programs (Q9).

Evaluation is based on quantitative and qualitative data, and it is evident that faculty and staff realize this. When asked if institutional planning decisions are driven by research data, 79.7% of the faculty and 48.1% of the staff agreed

that they are; 38.5% of the staff responded with "neutral" to this question (Q75). Further, 85.2% of the faculty and 63.2% of the staff agreed that Cuyamaca College planning processes are effective in identifying areas of development, growth, and improvement (Q70). Finally, according to the question, “The resources from the district Institutional Research and Planning Office (e.g., web site, research reports, presentations, individual research requests) help provide me with the information I need,” 77.1% of the faculty agreed while 56.3% of the staff agreed; 30% are neutral (Q76). Due to the responses of the staff to these questions, it would appear, at minimum, that staff may lack information regarding institutional processes. Efforts will be made to address disparities in feedback.

Students are considered a very important source of input to the Cuyamaca College planning process. In the accreditation self-study survey, 76.7% of the student respondents agreed that the college is committed to continuous improvement of the student learning process (Q63). Further, 60.9% of the students agreed that they have the opportunity to provide feedback on how to improve their learning experience at the college; 29.2% responded with "neutral" (Q74).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The Innovation and Planning Council, the primary participative decision making body of the college, facilitated the development of the Cuyamaca College *Strategic Plan 2004-2010*, the main planning document of the college. In addition, the Innovation and Planning Council composes an Annual Implementation Plan which delineates specific activities for the year and outlines the progress made each year towards achieving the goals established in the Strategic Plan. The composition of this council is extensive. Permanent members include the President, the Vice President of Instruction, the Executive Dean of Student Services, the Vice President of Administrative Services, the Academic Senate President, the Vice President of Academic Senate, the Cuyamaca Vice President of Classified Senate, the Cuyamaca Vice President of United Faculty, a CSEA representative, and the Associated Students President. Also, permanent and/or rotating members include three faculty members, a member selected by Administrative Council, a classified staff member, and one student representative. Regular input from these committee representatives are obtained at bi-monthly meetings. (I-41, I-1, I-5)

Other planning committees include Academic Master Plan, Student Services Master Plan, Facilities Master Plan, Budget and Program Review. The existence of these planning groups ensures the inclusion of creative ideas from all segments of the college community. The charge and composition of each planning group is outlined in the *Organization and Governance Structures Handbook*. Constituency groups represented on the various committees and councils provide input through well-defined channels of communication. Dialogue from all constituency groups within the college governance structure is considered in the final planning decisions of the college. (I-12)

The community is invited to provide input during the public session at Governing Board meetings, the college President's open forum during staff development week, as well as college budget forums. Community members also serve on advisory committees for vocational programs, the College Foundation, the district Auxiliary, Accreditation Self Study committees, and specific search committees. (I-37, I-24, I-25, I-62)

The college ensures that resources are distributed in order to implement the goals outlined in the *Strategic Plan 2004-2010*. The college Budget Committee, with representatives from all college constituencies, acts as an advisory body to the college president on process, procedures, and development of the budget. Cuyamaca College has a well-defined process for allocating resources. Each year, the Budget Committee outlines the criteria for the distribution of resources beyond the required base operation funds. These criteria are also used to determine budget reductions. Faculty, staff, administrator, and student representative groups must complete a series of steps when requesting resources. For example, faculty requests must be approved by the division Dean, the Vice President of Instruction, the President, and the President's Cabinet before being considered by the Budget Committee. As needed, the Budget Committee holds a budget forum to collect input regarding college priorities from faculty, staff, administrators, students, and the community. Also, separate workshops are scheduled, as needed, to include Governing Board and additional community input. (I-1, I-26, I-65)

Each year, the Budget Committee outlines the criteria for the distribution of resources beyond the required base operation funds. These criteria are also used to determine budget reductions. Each division representative in the President's Cabinet makes a formal request for funds after identifying the resource needs and priorities of their division. The Budget Committee works closely with the President's Cabinet until a final budget allocation plan is agreed upon. (I-26)

In 2002, the Cuyamaca College budget was substantially reduced by a statewide community college budget cut. As a result, the college worked diligently to develop a strategy for possible implementation of a 3%, 5%, or 10% budget reduction plan. These plans were developed collaboratively by

the college's shared governance representatives as well as input from the college community. The planning process involved an extensive review of college strategic plans, enrollment goals, institutional priorities and planning assumptions. The college determined that maintaining a high level of student access was a top priority and therefore should not be compromised. As a result, no class sections were cut from the schedule during the budget freeze. In order to help offset college budget reductions, the college successfully acquired external funds through various sources such as the successful bond measure Proposition R ($207 million for the district), a Title III grant ($1.75 million for five years), a Congressional grant ($900,000), and a National Science Foundation grant ($882,000). (I-19, I-27, I-47, I-58, I-64)

When resources to carry out plans are not available, the college identifies and follows strategies to increase its capacity. First, the college's shared governance committees work diligently to develop a strategy in an attempt to successfully absorb state budget cuts while abiding by priorities identified by the Budget Committee. Second, the college is active in locating and obtaining external funds to provide additional assistance during challenging budget years. (I-19)

A compilation of completed activities from the *Strategic Plan 2004-2010* which improve institutional effectiveness are shared with the college community every year in the Annual Implementation Plan Final Report. Many changes have occurred as a result of the implementation of plans that have led to increased institutional effectiveness. Examples of completed activities outlined in the 2005-2006 compilation are: the development of strategies to increase student awareness of transfer opportunities, an increase in the number of students with two-year educational plans, an expansion of four-year college visibility on campus for transfer purposes, and the development of online student counseling services. The Facilities Committee, with assistance from other college planning committees, was successful in advocating for construction of a Science and Technology building, a Student Center, and a Communication Arts building. (I-1, I-15, I-59)

Self Evaluation

The college meets the standard. Regarding broad-based participation in the planning process, there is ample evidence to show that input comes from all segments of the college. Planning has become part of the "culture" of Cuyamaca College as indicated by the accreditation survey, in which a strong 88.8% of faculty and 74.4% of staff respondents agree that the college has an effective planning process (Q7), and 88% of faculty, 65.8% of staff and 64.6% of student respondents agree that the college involves appropriate segments of the college community in institutional planning (Q8). In fact, according to the statement, "I am aware of the college's annual planning activities," 74.5% of faculty and 68.4% of staff respondents agree (Q78).

Official minutes compiled by the Innovation and Planning Council, the Instructional Technology Council, the Academic Master Plan Committee, the Student Services Master Plan Committee, and the Budget Committee reflect that regular input from a wide-range of committee representatives are obtained at regularly scheduled meetings. Moreover, a strong 90.7% of faculty, 61.6% of staff, and 52.5% of student respondents agree that they have the opportunity to participate in the college's planning processes, either directly or through representatives (Q72). While the percentage of students does not sound supportive, it could be interpreted that students are not aware; a large percentage (33.8%) are in the "neutral" category. (I-41, I-46, I-34, I-35, I-26)

The college community had several ways to provide input for the *Strategic Plan 2004-2010*. College faculty, staff, and administrators proposed a variety of activities to address previously identified areas of focus in a college-wide staff development workshop in August 2003. Also, faculty and staff were asked to prioritize these activities through a campus-wide survey in spring 2004. One example of this process involves the Mathematics Department. Mathematics Department meeting minutes reflect that mathematics instructors who participate in college shared governance committees have the opportunity to share information as well as to take action on important college issues at bimonthly department meetings. (I-1, I-20, I-22, I-21)

Cuyamaca College has a well-defined process for allocating resources, one that is participatory and broad-based. According to the accreditation, 73.8% of faculty and 44% of staff respondents agree that they have sufficient opportunities to participate in the development of college financial plans and budgets (Q47). The faculty percentage is much higher than the staff, but the "neutral" response of the staff exceeded 38.7%. When resources to carry out plans are not available, the college identifies and follows strategies to increase its capacity. In the accreditation survey, 79.1% of faculty and 62.7% of staff respondents agree that the college seeks out appropriate alternative funding resources to enhance its educational programs and services (Q82).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary
Cuyamaca College uses assessment results to communicate matters of quality assurance to appropriate constituencies. Through the comprehensive services of the Research Office, Cuyamaca College produces a variety of regular data-driven assessments to communicate matters of quality assurance. Examples of recursive and established assessment reports include: (I-38)

- Enrollment data, which consists of student profiles and enrollment analysis data
- Comprehensive data analyses that are used in institutional program reviews
- An interactive "Data-on-Demand" system that allows the college to access information relevant to all program and services
- Student outcome reports that are regularly represented to constituencies and governance committees. These reports provide information about the number of degrees and certificates awarded, transfer data, student performance, retention and persistence, and a variety of other success measures
- Customized research studies provided on request to college faculty, administrators, departments and programs

In addition to assessments provided through the district Research Office, the college collects, compiles and analyzes department-specific data. Examples of department-specific data include:

- Faculty evaluation data
- Quantitative reports used for academic master planning
- User statistics for library, counseling, tutoring and other similar support services
- Course placements (assessments for math, English and ESL)
- Program Review Reports

Program Review data is disseminated to individual departments and programs, as well as to the President's Cabinet, Academic Master Planning Committee, Student Services Advisory Council and Academic Senate. Program Review research reports are used extensively by the faculty in the academic departments to establish curriculum direction and drive planning. (I-60, I-34, I-11, I-23)

The district also recently completed a comprehensive Environmental Scan. This extensive and thoroughly comprehensive research effort is conducted every six years and was most recently completed in spring 2006. The Environmental Scan provides an in-depth analysis into both 'external' and 'internal' influences. External factors include those that may have influence upon the college and its programs and include demographic trends, occupational issues, competitor analyses, and regional, state and federal issues. Internal data include student access and success, transfer information, and faculty and staff characteristics. The data provided through the Environmental Scan, both external and internal, helps the college maintain the quality of its programs and communicate its findings throughout the college. (I-18)

In addition to having a systematic and ongoing process of assessments to ensure continual quality assurance, the assessment results are regularly communicated to a variety of constituencies and college committees. Demographic information and institutional outcomes are regularly disseminated throughout the college at multiple events and through various committees and activities, including: (I-41, I-6)

- President's Convocations (presented at the beginning of both fall and spring semesters)
- Innovation and Planning Council
- Administration and faculty retreats and forums, and other major college councils and committees

Externally, the college communicates its assessment results with the community and other outside audiences through: (I-8, I-37)

- Web-based college Factbook, updated every semester by the district Research Office and includes information related to student demographics and outcomes, and local High School transfer data
- Annual Report, which provides and overview of the last year's accomplishments.
- And annually at the district Governing Board meetings (who receive an annual 'report card' on the college's outcomes)

Self Evaluation
The college meets the standard. Cuyamaca College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. The college embraces the use of assessment and outcomes data for purposes of planning and decision making. Data that are used are accurate and accessible both to internal and external audiences. The district's web-based "Data-on-Demand" system makes it possible to retrieve data specific to its need on an 'as needed' and routine manner. (I-38)

Assessment and data gathering processes and their results are continuously used by the college to influence and guide major directions and decisions, including but not limited to the following:

- Identification of faculty staffing priorities on an annual basis
- Development of the college Facilities Master Plan
- Budget allocation for discretionary line items that support specific programs and services
- Development and submission of numerous grant applications that address identified performance gaps, such as Title III grant programs

It is an embedded practice in many of the college committees to request data analyses as part of their decision making processes for scheduling, hiring and

other operational functions. For example, on a daily basis, enrollment comparison data is sent out via e-mail to all college administrators, who then forward it to faculty and staff in their areas. Such information guides decisions to be made; for example, if enrollment is down, activities are undertaken such as "Calling Campaigns," outreach in the community and classroom presentations to encourage students to enroll in classes.

The President's Cabinet and the Innovation and Planning Council receive updates and master plans from all college units. These updates and master plans are reviewed and utilized by the Cabinet and IPC members to monitor performance at all levels of the college. There is a strong perception that Cuyamaca Colleges uses its documented assessment results to communicate matters of quality assurance to appropriate constituencies. According to the accreditation survey, 84.9% of faculty and 76.9% of staff respondents agree that college strategic and master plans are regularly assessed and results are shared with college constituencies (Q65). A majority of faculty and staff respondents also feel that resources from the district Research Office provide them with the information they need (Q76).

Ultimately, all of the college's extensive and ongoing efforts related to assessments, research and quality assurance efforts are about student outcomes. The results of the various data-driven assessments the college undertakes on an ongoing basis ensure quality assurance internally and allow the college to communicate those results externally.

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

I.B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Planning and resource allocation processes are driven by the college's strategic plan. Several core groups and efforts at the college self-assess their own efforts and modify their planning processes based on these assessments. These group efforts include the Academic Master Plan (which provides data to drive the hiring processes), Curriculum Committee (which added a Student Learning Outcomes Technical Review Committee as part of the curriculum cycle), Instructional Program Review, and Innovation and Planning Committee. (I-1, I-2, I-42, I-43, I-41)

To ensure participation of appropriate constituencies, and implementation of the planning and decision-making processes of the college, clearly defined organizational and governance structures have been instituted. These structures are modified through the college's planning structures and processes as necessary to achieve the college's goals. Each of the college's councils and committees is responsible for developing and maintaining internal planning and evaluation processes. Processes are updated as necessary to support the needs of the group in meeting the college's strategic goals. In some cases, the process may be altered as often as on an annual basis, while others may remain unaltered for longer periods of time. (I-12)

The results of work accomplished by the councils and committees are widely disseminated among the college's constituencies, providing a mechanism for feedback and modification through constituency representatives on the various groups.

Specific institutional research projects may be initiated at the request of the various councils and committees or on an as-needed basis, in addition to the reports and information that are generated by the research office on a regular basis.

Self Evaluation
Cuyamaca College meets the standard. All parts of the cycle, from planning to resource allocation, are reviewed through clearly defined organizational and governance structures and processes. Nonetheless, the need exists to review and modify systematically all parts of the institution planning cycle utilizing outcomes research. While committees individually revisit the effectiveness of their internal processes, there is no integrated review conducted at the institutional level to ensure the effectiveness of the planning and resource allocation processes.

According to the accreditation survey statement, "The College has an effective planning process, 88.8% of the faculty agreed while 74.4% of the staff agreed (Q7). Further, 89.9% of the faculty and 70.5% of the staff respondents agreed that the college is making progress in carrying out its planned activities (Q69).

Planning Agenda
Although the standard is met, and the college will continue efforts that support meeting the standard, the college commits to assessing its planning and resource allocation process by initiating a review of all component planning cycles, such as the Academic Master Plan, Student Services Master Plan, Technology Master Plan and Annual Implementation Plan.

Additionally, to be considered, are evaluating components such as:

- Research that informs each cycle in order to assess linkage to student outcomes
- Assessing the workflow and coordination of all cycles to coincide with budget allocation
- Analysis of planning results in light of the mission of the institution

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Instructional programs and student development and services areas at Cuyamaca College all participate in program review and planning processes on a cyclical basis. The program review and planning processes are data driven, requiring both quantitative and qualitative analysis for each program.

Through the Academic Master Plan, each department assesses progress (on an annual basis) on the completion of the previous year's goals. The goals are driven by program review as well as academic master planning. Instructional program review evaluates all academic and vocational programs, including the library, on a rotating five-year cycle. Each unit submits a self-study that addresses the history, current status and future plans for the department, its programs and curriculum. The report is submitted to the Program Review Committee, which evaluates the report and makes recommendations for the program in context with the overall strategic goals of the college. Community Learning and non-credit were integrated into the academic master planning processes in fall 2006 and are scheduled to be integrated into the Instructional Program Review cycles in 2007-2008. (I-2, I-43, I-60, I-56)

Student development and services program review occurs on a five-year cycle through the Student Services Program Review Committee. The program review culminates in the development of a Student Development and Services Master plan and associated individual department plans that are consistent with the college's overall strategic plan. The process also includes a mid-cycle review that consists of an analysis and progress report. (I-3, I-33, I-43)

Recommendations that emanate from the Instructional Program Review process are made to the President, the Academic Senate President, and the Vice President of Instruction. Results of the committee's work are also forwarded to the Academic Master Plan Committee. Recommendations that arise from the Student Services Program Review process are forwarded to the President, the Vice President of Student Development and Services, and the Academic Senate President. Results from all program review committees are also presented to the Governing Board. (I-33, I-34, I-37, I-56)

Self Evaluation
Cuyamaca College meets the standard. Instructional programs as well as student services areas participate in program review and planning processes on a cyclical basis. The program review and planning processes are data driven, requiring both quantitative and qualitative analysis for each program.

According to the statement, "Program review is effective in evaluating the strengths and weaknesses of individual program of the college," 77.5% of the faculty and 69.4% of the staff respondents agreed (Q9). According to the statement, "The college has clearly defined curricular processes for evaluating it educational programs," 76.6% of the faculty agreed (Q14), and according to the statement, "Processes for evaluating the college's student services program help improve the quality of services," 62.2% of the faculty agreed while 72.1% of the staff agreed (Q23).

Other indicators point to meeting the standard. For example, according to the accreditation survey, 72.4% of the faculty agreed that evaluation procedures are effective in improving the quality of instruction (39). In response to the question, "College planning processes are effective in addressing areas of development, growth, and improvement," 82% of the faculty and 58.7% of the staff respondents agreed; 25.3% of the staff were neutral (Q71). According to the survey, 77.1% of faculty and 56.3% of staff agreed that the resources from the district Institutional Research and Planning Office (e.g., web site, research reports, presentations, individual research requests) provide them with the information they need; 29.7% of the staff were neutral (Q76).

Planning Agenda
Although the standard is met, the college will continue efforts that support meeting the standard even further. The institution commits itself to designing a formal evaluation system to assess whether decisions, based on various institutional planning and approval processes, have positively impacted institutional effectiveness and learning outcomes. The evaluation mechanism will review internal assessment processes in instruction, student services, library and student support services, to ensure that Student Learning Outcomes are positively impacted. Examples of positive student outcomes may include:

- Instruction: student retention and persistence data
- Student Services: participation rates in counseling programs, orientation activities, etc
- Library/Learning Support Services: use of library and tutoring support services as well as enrollment in library orientation sessions.

Standard I: References

I-1 Strategic Plan 2004-2010 **IIA-3, IIB-5, IIIA-103, IIID-1, IV-74**
I-2 Academic Master Plan 03-04, 04-05, 05-06, 06-07 **IIA-4, IIIA-52, IIIB-5, IIIC-2, IIID-24, IV-1**
I-3 Student Services Master Plan **IIA-61, IIB-2, IIIA-98, IIID-4, IV-75**
I-4 Cuyamaca College Mission Statement, Board Policy 1200
I-5 Annual Implementation Plan **IIIA-72, IIID-2, IV-11**
I-6 Administration & Faculty retreats / Agendas
I-7 College Catalog **IIA-8, IIB-3, IIIA-21, IIIC-18, IV-26**
I-8 Fact Book, spring 2006
I-9 Unpublished Research Office Data, obtained spring 2007
I-10 Administrative Council minutes/agendas **IV-9**
I-11 Student Services Advisory Council
I-12 Organization & Governance Structures Handbook **IIIA-77, IV-65**
I-13 Coyote Express
I-14 Staff Development Programs **IIA-42, IIIA-83, IIIC-36**
I-15 Annual Implementation Plan Final Report **IIIA-72, IIID-2, IV-11**
I-16 Academic Master Plan Form, Evaluation of Accomplishments
I-17 Academic Master Plan Form, Ranking Document
I-18 District Environmental Scan **IIA-33, IIB-22, IV-39**
I-19 3% Budget Reduction Strategies & Process for 5% and 10% Budget Reductions document signatures pages
I-20 Staff Development Program fall 2003
I-21 Meeting Minutes
I-22 Strategic Plan Survey spring 2004 **IV-97**
I-23 Academic Senate Minutes **IIA-29, IV-3**
I-24 District Auxiliary Minutes **IV-53**
I-25 Advisory Committee Member Lists
I-26 Budget Committee Minutes **IIID-9, IV-17**
I-27 Prop R **IIIB-11, IIIC-26, IIID-8, IV-69**
I-28 Board Reports to College Community from the President
I-29 Governing Board Policy Manual **IIIA-32, IV-15**
I-30 Preview **IIA-60**
I-31 Program Review, Instructional Student Surveys
I-32 Student Services Ask a Counselor **IIIC-20**
I-33 Program Review, Student Services Summary **IIB-48, IV-78**
I-34 Academic Master Planning Committee **IIIA-53**
I-35 Student Services Master Planning Committee **IIIC-12**
I-36 College Website **IIA-19, IIB-42, IV-81**
I-37 Governing Board Minutes **IIIA-100, IIIB-39, IIID-57, IV-49, IV-50**
I-38 Data On Demand **IIA-51**
I-39 District Strategic Planning & Budget Council Minutes 1999 **IV-35**
I-40 District Coordinating Executive Council 2006 Minutes **IV-33**
I-41 Innovation and Planning Council (IPC) Minutes **IIA-56, IIIA-14, IIIC-10, IIID-3, IV-56**

I-42 Curriculum, General Education & Academic Policies & Procedures Committee (Curriculum Committee) **IIIA-43**
I-43 Program Review, Instructional Committee Minutes (none generated) **IIA-23, IV-58,**
I-44 Student Services Committee Minutes
I-45 Program Review, Student Services Committee Minutes **IIB-35, IV-77**
I-46 Instructional Technology Council (ITC) Minutes and Agendas **IIA-67, IIID-43, IV-61**
I-47 Title III Grant **IIA-53, IIB-25, IIIA-92, IIIC-23, IIID-11, IV-83**
I-48 Job Description: Office of Institutional Advancement
I-49 Facilities Master Plan Council Minutes and Agendas **IIIC-8, IV-42**
I-50 Instructional Council Agenda and Minutes **IIA-68, IV-57**
I-51 On-Line Teaching & Learning Committee Minutes **IIA-66, IV-64**
I-52 Faculty Department Newsletter
I-53 Faculty Mentoring Program
I-54 Staff Development Workshop-August 2003 **IIIA-54, IV-52**
I-56 Program Review, Instructional Executive Summary Reports **IIA-47, IIIA-1**
I-57 Master Plan 2000 **IIIB-40, IIID-25**
I-58 National Science Foundation Grant **IIIC-24, IIID-17**
I-59 Facilities Committee **IIIB-33**
I-60 Program Review, Instructional Reports **IIA-1, IIIC-54**
I-62 Cuyamaca College Foundation **IIID-79**
I-63 Instructional Bulletin, spring 2007, summer 2007
I-64 NSF Award Letter
I-65 Governing Board Budget Workshop Agendas and College Budget Forums **IIID-80**

Standard II: Student Learning Programs and Services

A. Instructional Programs

The Institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated Student Learning Outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

1. The institution demonstrates that all instructional programs regardless of location or means of delivery address and meet the mission of the institution and uphold its integrity.

1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Cuyamaca College offers the full range of educational programs consistent with the institutional mission to serve a broad and diverse community of individuals. Instructional programs are designed to foster the development of students' personal, social, and intellectual qualities and capabilities. To this end, the college provides:

- Transfer courses equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at baccalaureate institutions.
- Vocational and career education to provide technical skills and knowledge for beginning employment, retraining and advancement, and to respond to local business and industry economic and workforce development directions.
- General education courses to broaden knowledge, skills, attitudes and values, to develop analytical ability and critical thinking, and to foster interest in lifelong learning.
- Basic skills and developmental courses in English, reading, English-as-a-Second-Language, Mathematics, and Personal Development to support student success in college coursework.
- Continuing education and community services to provide for the special educational and training needs of the local community. (IIA-8)

Cuyamaca College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies

closely on research and analysis to assess student demographics, plan and make decisions about academic programs and services. Key resources used to assess demographics are *Data on Demand*, the *Environmental Scan*, and *Who Are Our Students? Data on Demand* is a database maintained on the district's web site by the Research Office. Access is granted to administrators, department chairs and coordinators, and others upon request, and it provides the ability to formulate specific queries and configure data elements. The Research Office completes an environmental scan every six years that contains key internal and external demographic data. The Research Office also prepares a study on an annual basis entitled *Who Are Our Students*? Quantitative data from these three resources, in particular, is used to evaluate the demographic makeup of the student population at Cuyamaca College and to plan ahead and make decisions about academic programs and services. The Academic Master Plan and the Student Services Master Plan are both updated yearly to ensure institutional responsiveness to student, faculty, and staff concerns and recommendations. College academic and student services programs and departments undergo institutional program reviews on a regular basis to assess strengths and weaknesses. Program reviews make use of extensive data analyses and include surveys which solicit student ideas and opinions. (IIA-39, IIA-33, IIA-51, IIA-61)

In addition to the recursive types of major data reports, research studies, and program review information, the Office of Institutional Research also provides other types of studies to support program development and evaluation. Treatment studies are produced on request by administrators or faculty to examine the efficacy of a teaching method, a new program, prerequisite course effectiveness for improving student success, and other similar questions. Examples include studies produced for the Math Center, personal development courses, and distance education. The research office also conducts approximately thirty paper-based/electronic surveys per year. For instance, surveys have been used for program review, community learning, evaluation of federal and state programs, such as the college Title III project, and accreditation. (IIA-62)

In order to accommodate the diversity of its students, Cuyamaca College offers 32 major programs leading to 56 associate degrees and 46 certificates. Student outcomes include meeting lower division transfer requirements, obtaining or upgrading vocational skills, and improving basic skills in math, English, reading, and English as a Second Language (ESL). In addition, Community Learning serves the entire district by providing courses in the nine designated non-credit areas approved by the State Chancellor's Office. As described in the college catalog, non-credit offerings include over 250 classes in 26 different areas of interest. The Professional Development Academy, for example, has become a critical non-credit program that meets the growing educational and training needs of large and small businesses in San Diego and Imperial Counties, a dominant demographic in the community. A wide range of fee-based courses is also offered as learning opportunities for the general community (IIA-60, IIA-8)

The college is committed to ongoing program development as a major priority. As evidenced by the chart below, curriculum development is pursued across the disciplines to ensure that the college continues to provide current and needed educational programs designed to meet the needs of its students. In all cases, degree programs, certificates of achievement, and certificates of proficiency were carefully identified through the college Academic Master Planning process which is data driven and faculty-led.

DEGREE & CERTIFICATE ADDITIONS
BY ACADEMIC YEAR

	Degree	Certificate of Achievement	Certificate of Proficiency
2001-2002			
Business-General	X	X	
University Transfer Studies	X		
2002-2003			
Business:			
Call Center Customer Services Representative			X
Business Office Technology:			
Administrative Assistant	X	X	
Executive Assistant	X	X	
Computer Information Science:			
Cisco Systems			X
Computer Programming			X
Electronic Commerce			X
Network Servicing Technology			X
Operating Systems			X
Web Design			X
Web Programming			X
Web Server Management			X
2003-2004			
Computational Science	X	X	
Water/Wastewater Technology:			
Distribution/Collection Systems	X	X	
Wastewater Treatment Operator	X	X	
Water Treatment Operators	X	X	
2004-2005			
Child Development:			
Recreational Leadership-Outdoor Programs			X
Computer & Information Science:			
Telecommunications Networking Technology	X		
Telecommunications Networking Technician		X	
Telecommunications Servicing Technology			X
Exercise Science:			
Recreational Leadership-School-Based Programs			X
Water/Wastewater Technology:			
Cross Connection Control Systems	X	X	
Wastewater Collection Systems	X	X	
Water Distribution Systems	X	X	
2005-2006			
Business Office Technology:			
Office Software Specialist Level I			X
Office Software Specialist Level II			X
Engineering:			
Civil Engineering	X		

Electrical and Computer Engineering	X		
Mechanical and Aerospace Engineering	X		
Graphic Design:			
Digital Photography			X
Web Graphics			X
Music Education	X		

2006-2007

Business:			
Business Data Management	X	X	
Database Administration			X
Child Development:			
Early Childhood Intervention	X	X	X
Communication	X		

The ethnicity of students at Cuyamaca College is reflective of the surrounding community (see Demographic Profile), and has resulted in the development and enhancement of a number of unique programs. The surrounding community includes one of the largest Chaldean populations in the United States and several small Indian reservations. Programs have been created for these unique populations after reviewing demographics and engaging in dialogue with constituents about educational needs. Examples of such programs include ESL, Arabic, Kumeyaay and Aramaic language programs. (IIA-8, IIA-63)

In creating the class schedule, surveys are conducted to evaluate student needs. For example, "intersession" was developed on the basis of a survey which indicated that students would enroll in an intense short-term session between the traditional fall and spring semesters. To assess effectiveness of scheduling formats, reports are generated that show enrollment trends. Data from the dynamic schedule, for example, assist chairs, coordinators, and deans in monitoring enrollments and making critical decisions related to course cancellations each session. This information is also used to plan for the ensuing semester. As a result of this type of ongoing assessment, classes at Cuyamaca College continue to be offered in a variety of formats including morning, evening, afternoon, weekend and online. (IIA-52)

The college's curriculum process requires research to identify student and community needs. New courses and curriculum changes must be supported by research. Academic Master Plans for each instructional department are updated annually, and these, as well, are supported by research. Requests for new faculty positions must be documented with extensive quantitative data produced by the Office of Instruction. The reports include data elements such as full-time/part-time faculty ratio, load equipment document (LED), cushion of load, FTES and other quantitative trends. The recommendations of the committee are published in the spring, in time for the budget process. (IIA-40)

Cuyamaca College faculty and staff recognize the need to review technology needs for upgrading and meeting the demands of technology innovation. The Instructional Technology Council is charged with reviewing technology needs annually and prepares a technology plan based on the Academic Master Plans

prepared by departments each year, which are the result of research provided through the program review process. (IIA-7, IIA-4)

To assess student progress toward achieving learning outcomes, instructional programs are reviewed every five years. The reports are reviewed carefully by the Instructional Program Review Committee, and the committee issues an executive summary. The Executive Summary is distributed to the Academic Senate, President, Vice President of Instruction, and the Academic Master Plan Committee. The co-chairs of the Instructional Program Review Committee present the Executive Summary to the Governing Board. The committee's recommendations contained in the Executive Summary are incorporated into the Academic Master Plan and help drive the planning process for the college. (IIA-2, IIA-47)

Cuyamaca College also reviews its vocational training programs on a biannual basis to assess student progress toward achieving learning outcomes in these programs. The process consists of research and analysis to assess student needs and effectiveness of programs. The reports include labor market demand, comparison to other regional programs, employment and completion statistics, and recommendations. The reports are submitted to the Governing Board and are essential to the college as they provide key assessment data used to meet the needs of the community. (IIA-31)

Various college constituencies and work groups such as academic departments, the Academic Master Plan Committee and President's Cabinet use data to make informed program decisions. Regular presentations are made to these groups and others, including Instructional Council and the Innovation and Planning Council. This kind of dialogue helps individuals make informed decisions. (IIA-56, IIA-57, IIA-33)

The college's Title III grant is focused on retention. The grant was developed as the result of key research provided by the district's Office of Institutional Research, Planning and Academic Services. The project was the result of the collaborative efforts of the Office of Instruction and the Office of Student Development and Services including faculty, staff, and administrators. (IIA-53)

Self Evaluation

Cuyamaca College meets the standard. Research, analysis and dialogue occur with regards to identifying student demographics and in the curriculum development and program review processes that match academic programs with students' needs. District researchers are responsive, and data is accessible. A strong 79.7% of the respondents of the Faculty Survey (Question #75) and 48.1% of the respondents of the Staff Survey feel that institutional planning decisions are driven by research data (38.5% of staff are neutral). In addition, 77.1% of the respondents of the Faculty Survey (Question #76) and 56.3% of the Staff Survey indicate that resources from the Research Office provide them with needed

information (29.7% of the staff are neutral). It is evident that a gap exists in perception between faculty and staff on whether decision-making is driven by data. It is possible faculty have a closer involvement with program and schedule planning functions and are therefore more aware of the use of data in these key processes. Nonetheless, it is critical that improved communication take place with staff to better discuss and share information about important instructional processes.

Finally, it is noteworthy that program planning and approval is conducted in shared governance/open dialogue environments. Annually, the Academic Senate approves the college curriculum package after it has been submitted by the college Curriculum, General Education, and Academic Policies Committee prior to submission to the Governing Board for approval. In addition, the Instructional Council reviews schedule development parameters and "de-briefs" each semester on the effectiveness of college scheduling patterns—based on actual enrollment data. Thus, in terms of evaluation criteria, ongoing assessment practices support the conclusion that the college meets the standard to provide programs that meet the learning needs of its population.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary
Cuyamaca College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The majority of courses are offered in the traditional classroom setting, with lecture and discussion being the most common methods of instruction. Collaborative learning techniques are incorporated into many courses, and computer lab components are found in many areas including English, English as a Second Language and Mathematics. With the implementation of a Title III grant, a special emphasis has been placed on developing learning communities. Increasingly, courses are "bridged" (linked) to increase student success and retention. English and Reading classes are bridged, or English and Humanities classes are bridged. At times, three classes are bridged such as English, Reading and Personal Development. (IIA-8, IIA-53, IIA-11)

The integration of technology into instruction is now the standard. Nearly all classrooms have been converted into "smart classrooms" to accommodate technology integration. "Blended" classes are growing in popularity. A class is considered blended if 49% or less of the class meeting time is online and 51% or greater is taught in a traditional classroom. A particularly dynamic aspect of the

college's instructional program has been the growing popularity of online teaching. The institution has made strides towards developing a quality program of online instructional offerings and support services including online library and counseling services. Through much dialogue, the Online Teaching and Learning Committee, a subcommittee of the Instructional Technology Council, has developed a handbook utilizing the current research on best practices in online instruction and the experience of the committee members. The handbook is also available to the college community on the college web site. The Committee sponsors a staff development workshop each semester addressing effective teaching and learning in the online environment. (IIA-44, IIA-64, IIA-8, IIA-66, IIA-67, IIA-42)

In the vocational training programs, demonstration and hands-on experiences are commonplace. Work experience internships are required in the Paralegal and Ornamental Horticulture programs. Work experience opportunities are also offered for students in Ornamental Horticulture, Business, Computer and Information Sciences, Child Development, Paralegal, Real Estate, General Motors ASEP and Ford Motor Company Asset programs. Work experience guidelines are clearly stated in the district Work Experience Handbook (IIA-8, IIA-43)

To meet students' needs, Cuyamaca College offers classes in a number of formats including morning, afternoon, evening, weekend, blended and online. Classes are offered in a variety of time blocks such as one day per week, two days per week, three days per week, as well as short term sessions during a semester, intersession, and summer. The college also offers a number of courses off-campus at a variety of sites including high schools in the Grossmont-Union High School District. In addition to the credit curriculum, Cuyamaca College serves as the community learning center for the Grossmont-Cuyamaca Community College District and offers over 250 non-credit classes in 26 different areas of community interest and demand. (IIA-8, IIA-11)

Self Evaluation

Cuyamaca College meets this standard. Nearly 78.8% of student surveyed indicated that instructional methods are compatible with their learning needs (Question 17.) The college offers credit, non-credit and fee-based courses to meet the educational needs of its diverse students, and instructors use a variety of delivery systems and modes of instructions. The college has expanded the number of online courses to meet the demand for this delivery mode, and has made strides towards providing support for instructors and students who teach and learn in online formats.

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

1c. The institution identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Cuyamaca College identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses results to make improvements. In 2004, at the direction of the Academic Senate, the Curriculum Committee established a timeline for integrate Student Learning Outcomes (SLOs) into all course outlines. The process requires converting course objectives into Student Learning Outcomes, and designing evaluation measures that are directly linked to SLOs. One third of all existing outlines were to be revised beginning 2005 and ending 2008, and all new course outlines required SLOs beginning 2005-2006. (IIA-45, IIA-58)

In an effort to facilitate the identification of Student Learning Outcomes for courses and programs, regular staff development trainings are held. In addition, the *Faculty Handbook for Identifying and Measuring Student Learning Outcomes* is available. The handbook describes the processes for course and program level Student Learning Outcomes, offers exemplary samples for each, describes Bloom's Taxonomy and provides a minimum of two guides for writing SLOs. It is revised on an annual basis. A college web site offers supplemental information and guidance to assist faculty in identifying Student Learning Outcomes at the course and program levels. (IIA-45, IIA-19)

In addition to Student Learning Outcomes, all courses that require prerequisites, such as English, must include "entrance skills" and "exit skills" in the official course outlines. This provides faculty and students with necessary information to help them determine requirements for success based on skills needed to enter a course, and what they are expected to know upon exiting a course.

General Education has a core set of Student Learning Outcomes. These are listed and described in the college catalog. Specifically, Cuyamaca College requires that all courses incorporate a minimum of seven outcomes from at least three areas, such as applying thinking, quantitative, and communication skills; learning throughout life; adapting to change; and enhancing personal values. Additionally, to address the areas of social attitudes and cultural diversity, all courses require three outcomes from the following areas: Working Effectively with Persons from Diverse Populations; Writing-Across-the Curriculum; Demonstrating Respect for Persons from Diverse Populations; and Applying Knowledge of Different Cultures, Abilities, and Life Styles – making students effective learners and citizens. (IIA-8)

Program level outcomes are established within the regular five-year instructional program review cycle. Program level outcomes are based on programmatic goals driven by academic master planning. In order to assist faculty, the Instructional

Program Review Committee hosts workshops each year to review the process and available data. The Committee conducts a hands-on workshop to facilitate the collection of program data using the Data on Demand web site. (IIA-51, IIA-69, IIA-70)

In order to assess student success related to program and degree level outcomes Cuyamaca College prepares an annual report card with the assistance of the district research office. (IIA-38)

Self Evaluation
Cuyamaca College meets this standard. The process for identifying SLOs at the course level is well-defined, and according to the Faculty Survey, 86.7% of the respondents believe that faculty routinely incorporate Student Learning Outcomes into their courses (Question #91). In a similar vein, 77.5% of the faculty respondents feel that the program review process is effective in evaluating the strengths and weaknesses of individual programs of the college. (Question #9) Moreover, 89.9% of the respondents believe that faculty have a significant role in evaluating courses and programs (Question #97).

According to the Faculty Survey, 97.1% of the respondents feel that course outlines and syllabi clearly specify the subject matter to be covered, the skills to be acquired by the students, and the methods of evaluation used by the faculty (Question #12). The students surveyed feel very strongly that course outlines and syllabi clearly specify the subject matter to be covered, skills to be acquired and methods of evaluation used by the faculty (Question #9).

The college has made progress in highlighting the centrality of Student Learning Outcomes at program, course, and institutional levels. This has been accomplished in great part by providing ongoing Student Learning Outcomes (SLO) development training to faculty and staff and by designing and implementing curriculum procedures that require SLO review and approval. In short, an institutional process exists for identifying, incorporating, and approving SLOs in both programs and courses primarily through a faculty-led process. (IIA-45)

A central feature of the college SLO model is the emphasis on simultaneously identifying assessment evaluation methods for all courses. The college's internal process call for linking learning outcomes with specific evaluation measures. This has laid the foundation for follow-up evaluation, assessment, revision—namely continuous improvement. The college has initiated dialogue to implement systematic assessment activities-- as evidenced by numerous discussions that have taken place in both the Instructional Council and Curriculum Committee, General Education and Academic Policies Committee—and recognizes the need to continue development and implementation of SLO assessment activities at the department level. (Currently, emphasis is placed on collecting representative assignments that demonstrate course evaluation measures.) Efforts are also

underway to strengthen and ensure that course SLOs are incorporated as appropriate, in instructor syllabi with full attention to academic freedom issues as to how this is accomplished. (IIA-45, IIA-46, IIA-68)

Planning agenda
In view of the progress achieved thus far in developing and implementing Student Learning Outcomes, the college recommends the implementation of a systematic cycle for evaluating the effectiveness of SLO' evaluation measures in assessing course and program level learning outcomes. This planning agenda addresses several accreditation standards and is an overarching institutional agenda).

- The Curriculum Committee will continue to work with individual departments to ensure that all courses are updated with SLOs and all new submissions to the Curriculum Committee will include SLOs. (II.A.1.c.)

- College services, primarily the Library and Student Development Services, will continue to pursue SLO assessment activities. Selection of assessment instruments and development of assessment procedures comprise elements of this SLO plan. (II.C.2)

- The Academic Senate, in conjunction with the Curriculum Committee and Academic Departments, will establish a procedure for the inclusion of SLOs into course syllabi as well as a syllabus review process. (II.A.1.c)

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short term training courses and programs, programs for international students, and contract or other special programs, regardless of the type of credit awarded, delivery mode, or location.

2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary
Cuyamaca College uses established procedures to design curriculum, identify learning outcomes, approve, administer, deliver, and evaluate courses and programs. Faculty play a central role in establishing quality and improving instructional courses and programs.

All new courses and programs as well as those that need to be revised, including non-credit courses, must go to the Curriculum, General Education and Academic Policies and Procedures Committee [Curriculum Committee] for review and

approval. A major resource used to ensure the quality and improvement of all instructional courses and programs is the *Curriculum Committee Handbook* published by the statewide Academic Senate. At the beginning of each year, the members of the Curriculum Committee are trained on the internal process and procedures for approving courses as well as various statewide rules and regulations. (IIA-58, IIA-46)

As per the established process, faculty members, in conjunction with their department chair/coordinator, initiate curriculum proposals for new and modified courses, programs and certificates. To design and identify the learning outcomes, faculty members work closely with their department chair/coordinator and assigned faculty who have expertise in developing Student Learning Outcomes. Once a curriculum proposal is complete, it is reviewed and signed off by the department chair/coordinator and the division dean. Letters of Intent or Alignment forms are reviewed by the Articulation Officer and sent to Grossmont College for review by the appropriate department chair/coordinator and Articulation Officer. A Technical Review Subcommittee reviews outlines for Student Learning Outcomes. The subcommittee is comprised of three faculty members and one instructional dean. The Instructional Operations Supervisor takes minutes for the subcommittee meetings. Once all signatures have been obtained, the proposal is forwarded to the Curriculum Committee. (IIA-46, IIA-59, IIA-48)

In addition to the regular approval process, proposed online courses and hybrid or blended courses go through a separate review process. A completed Distance Learning Form that addresses academic rigor, method of communication with students, and technology to be employed in the course must accompany the course proposal submitted to the Curriculum Committee. This ensures the rigor and quality of courses offered online or via the hybrid format. Online course evaluations are conducted according to the requirements and evaluation cycles established through the collective bargaining process; nonetheless, adaptations have been made to allow for online course evaluations conducted to ensure confidentiality and designed to provide key feedback to instructors and administrators on online course effectiveness. (IIA-46, IIA-48)

An increased use of online teaching has necessitated increased training and support for faculty in the development of online courses and instructional "best practices." A course entitled "Developing an Online Course" is taught every spring and open to all faculty, full and part time. For purposes of "quality control" of online courses and delivery procedures, the college has established an Online Teaching and Learning Committee that is charged with 1) making recommendations regarding online course plan components and criteria; 2)making recommendations regarding faculty and student support needs; 3) recommending standards of good practice and quality control; and 4) recommending technology standards and implementation guidelines, including faculty qualifications and training. (IIA-44, IIA-54, IIA-66)

Voting members of the Curriculum Committee consist of eight faculty representatives including the college's Articulation Officer, Vice President of Instruction and one instructional dean. The Instructional Operations Supervisor takes minutes for the meetings. The committee is structured to provide representation from all instructional segments of the college and all members are approved by the Academic Senate, thus ensuring the central role of faculty for establishing quality courses and programs. (IIA-46, IIA-49)

The Curriculum Committee reviews all submissions for adherence to a standardized course outline format in keeping with the statewide format as described in the Curriculum Committee Handbook and OSCAR. Courses with prerequisites or co-requisites also include validated entrance and exit skills to ensure that students acquire appropriate skill mastery and concept attainment. Official course outlines delineate appropriate methods of evaluation including technical and professional competence. Every instructor is expected to use the official course outline in developing his or her syllabus. All syllabi are submitted to department chairs and division deans each semester for review and potential feedback. They are maintained on file by the division dean.
(IIA-46, IIA-58, IIA-65)

At the program level, Student Learning Outcomes are evaluated by the Instructional Program Review Committee. This committee is composed of six faculty who represent the various divisions on campus and one division dean of instruction. All academic programs are reviewed on a five year cycle. Two questions in the Program Review Report Questionnaire ask about program level Student Learning Outcomes. Question #25 is: With regard to Student Learning Outcomes: a. How will you identify and make public the expected learning outcomes for degree/certificate programs? b. How will students demonstrate achievement of these stated learning outcomes? Question #22 is: What specific methods does your program use to measure student mastery of knowledge and skills? a. How do you know that students have acquired the competencies intended by the program? b. Do you have recommendations for improving the measurement of student outcomes in your program? (IIA-1, IIA-2)

Self Evaluation
Cuyamaca College meets this standard. According to the Faculty Survey, 87.9% of the respondents believe that there are clearly defined curricular processes for developing educational programs, and 76.6% believe there are clearly defined program review processes for evaluating educational programs (Question #14, Question #13). Just as important, 88% of the respondents of the same survey agree that faculty is sufficiently involved in developing the plan for general education through the Curriculum Committee, and 87% feel that procedures for developing curricula are faculty-driven (Question #15 #16). The Faculty Survey also shows that 80.9% of the respondents agree that procedures for incorporating

Student Learning Outcomes into the curriculum are faculty-driven (Question #89).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary
Cuyamaca College relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. All instructional departments rely on their faculty to identify competency levels and measurable Student Learning Outcomes for courses, certificates and degree programs according to established criteria for student learning outcome development. The Academic Master Plan Committee, Curriculum Committee, and Instructional Program Review Committee are comprised predominantly of faculty representatives appointed through the Academic Senate. (IIA-45, IIA-58, IIA-2)

Cuyamaca College regularly plans curriculum for career education with the assistance of 14 citizens' advisory committees. Each occupational advisory committee consists of the program's coordinator and instructors, a counselor, and business and industry members who have knowledge and/or experience in the programs field of emphasis. Having industry and business leaders on the committee ensures that Student Learning Outcomes are developed to include the most recent technology and state-of-the-art equipment. Two departments, Graphic Design and Computer and Information Science (CIS), have regional advisory committees. Program accreditation through the National Institute for Automotive Service Excellence (ASE) and the National Automotive Technicians Education Foundation (NATEF) in Automotive Technology and the American Bar Association (ABA) in the Paralegal Program further ensure that students in these programs meet Student Learning Outcomes. Vocational education disciplines are required to meet once a year with their advisory committees.
(IIA-28, IIA-41, IIA-36)

Advisory committees participate in the program review process which includes a systematic analysis of specific job requirements and job relevance for each course. Advisory committees make recommendations to program coordinators related to new curriculum and modification of existing curriculum. The advisory committees verify the appropriateness of Student Learning Outcomes in course

outlines of record prior to submission to the curriculum committee for approval. (IIA-28)

The Workforce Development Committee meets every month to review current issues surrounding workforce development and vocational/technical programs. Statewide issues and compliance with the Vocational and Technical Education (VTEA) grant are ensured through the work of this committee. The Workforce Development Committee members consist of all vocational/technical program coordinators, the college placement counselor, the Dean of Instruction of Division I, and the Technology Preparation Coordinator for the district. The Dean of Instruction, Division II, is the college's designated vocational dean and serves as the college's representative to the San Diego and Imperial County Regional Dean's Consortium. The consortium meets each month to review statewide vocational and technical program initiatives and approve programs submitted for approval by member colleges. Bi-annual review of the vocational training programs are coordinated by the Dean of Instruction, Division I with results presented to the Governing Board annually. (IIA-27, IIA-30, IIA-35)

The institution through the faculty regularly assesses student progress towards achieving Student Learning Outcomes. The official course outlines state course objectives (expected Student Learning Outcomes) and methods of evaluation (measuring Student Learning Outcomes with representative assignments) to assess student progress. Faculty members base their course syllabi and lesson plans on the official course outline. Methods of evaluation include quizzes, exams, research papers, writing exercises and out-of-class assignments. (IIA-8, IIA-65)

Self Evaluation

Cuyamaca College meets this standard. According to the Faculty Survey, a strong 95% of the respondents agree that they are primarily responsible for developing their instructional courses and programs (Question #64). Through dialogue and consultation with the members of the 14 advisory committees, the college regularly assesses student progress towards established Student Learning Outcomes through program accreditation standards, the Workforce Development Committee, and a biannual review of vocational training programs. Approximately 76.7% of the students surveyed feel the college is committee to continuous improvement of the student learning process. (Question #63)

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Cuyamaca College ensures high quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning through academic master planning, curriculum approval and program review processes. Instructional scheduling procedures ensure program implementation. Each of these processes contributes to the quality of the college's degree and certificate programs. (IIA-46, IIA-47, IIA-32)

The program review and curriculum approval processes ensure that the degree and certificate programs have a coherent design and are characterized by appropriate length, depth, breadth, and sequencing of courses. These processes also ensure that the use of information and learning resources is integrated throughout the curriculum through a mechanism that links course topics with learning resources; program review and SLOs further ensure that learning outcomes address interdisciplinary linkage and workplace outcomes (SCANS). (IIA-47, IIA-46)

The program review questionnaire requires instructors to review the breadth, depth, rigor and sequencing of their courses. Question #9 reads: "If your program offers a degree or certificate, how is that program designed as a coherent program? a. Please explain the rationale behind the content of your program including the breadth, depth and rigor of the courses in the program. b. Please explain the rationale behind the sequencing of courses. Explain how classes are scheduled to allow students to complete a degree or certificate in a reasonable amount of time." (IIA-2)

Consistent with State of California Education Code (Title 5) any degree program of greater than 18 units is submitted to the State of California Chancellor's Office for review and final approval. (IIA-58)

Finally, the college's instructional scheduling procedures ensure that program course sequences are publicized. In the schedule section entitled "Proposed Offerings," information is provided to students about subsequent semester offerings to allow them to plan appropriate individual programs of study to ensure program completion. As well, regardless of schedule formats (such as semester length, short term, evening/day, etc.) procedures are in place to ensure that general education offerings are available in all formats and for all transfer areas (catalog transfer categories A-D). (IIA-8, IIA-32, IIA-2)

Self Evaluation

Cuyamaca College meets this standard. According to the Faculty Survey, 96.2% of the respondents believe that excellence in teaching is expected at Cuyamaca College (Question #122). Students surveyed indicated (86%) that their instructors seem to know about current issues in their field of expertise (Question #35). The regular cycle of curriculum development and program review processes ensure degree and certificate programs have a coherent design with appropriate length,

depth, breadth, and sequencing of courses. Fully 78.8% of student surveyed indicated that instructional methods are compatible with their learning needs (Question # 17.)
In addition to survey results, reviews of program and course offerings take place in a variety of forums: Instructional Council, Student Development Services work groups, instructional staff and planning meetings, and department meetings.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary
Cuyamaca College delivers courses in a variety of modes and teaching methodologies that reflect the diverse needs and learning styles of its students. The college offers full-term and short-term classes; classes on Saturdays; open-entry/open-exit classes; study abroad classes; non-credit classes through Community Learning; intersession classes; four summer sessions; and off-site classes at various locations including high schools; and fee-based courses. All courses are scheduled in an appropriate manner based on modes and methodologies. For example, math classes or others in which mastering outcomes require more time are not scheduled during short-term sessions. Such scheduling occurs with faculty dialogue as part of the process. (IIA-60, IIA-11)

As of spring 2007, the college offered 85 classes online and 60 classes in a blended format that combine face to face instruction with online instruction (51% or more of traditional classroom time, and the remaining instructional time using the online delivery mode). Growth in the online delivery format has been initiated and supported by instructional departments and is monitored for appropriateness by instructional deans, the Vice President of Instruction and the college Curriculum Committee. Generally the college does not offer courses solely online in order to ensure student access. Rather, courses are rotated between regular and online delivery methods or, if multiple sections of a single course are offered, a limited number of them may be offered online. (IIA-11)

The college values innovation in instruction and the college's Title III Project has offered stipends to support innovation in course delivery modes. Various stipend projects have been funded that support evaluation and development of strategies to enhance student success in diverse type of instructional formats, such as online courses. During Staff Development Week each semester, faculty and staff present workshops to train faculty on new instructional techniques such as collaborative learning, learning communities, paired activities, reading assignments, PowerPoint presentations, research assignments, classroom management

techniques, and integration of technology into instruction. (IIA-71, IIA-6, IIA-42, IIA-53)

A full range of English as a Second Language and Disabled Students Programs & Services are offered in support of non-traditional and special populations. The Disabled Students Program and Services High Tech Center, located in the Learning Resources Center, offers assistance to students with disabilities by providing a wide range of adaptive equipment to accommodate their learning needs. (IIA-8, IIA-24)

Self Evaluation
Cuyamaca College meets the standard. The college offers a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. All courses are scheduled appropriately based on modes and methodologies. Regular staff development training is provided to faculty on new instructional techniques that may enhance their ability to help students meet Student Learning Outcomes. The Title III project has allowed the college to provide stipends to faculty to support innovation in their teaching and methodologies.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary
Cuyamaca College evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. All academic programs are reviewed on a five year cycle. A representative from the program prepares a thorough report in response to a questionnaire, and the Instructional Program Review Committee issues a comprehensive Executive Summary of the review that includes a description, commendations, recommendations, statistical summary and results. Two questions in the Program Review Report Questionnaire ask about program level Student Learning Outcomes. Question # 25 reads: “With regard to Student Learning Outcomes: a. How will you identify and make public the expected learning outcomes for degree/certificate programs? b. How will students demonstrate achievement of these stated learning outcomes?” Question #22 reads: “What specific methods does your program use to measure student mastery of knowledge and skills? a. How do you know that students have acquired the competencies intended by the program? b. Do you have recommendations for improving the measurement of student outcomes in your program?” (IIA-47, IIA-2)

Cuyamaca College also reviews its vocational training programs on a biannual basis to assess student progress toward achieving learning outcomes in these programs. The process consists of research and analysis to assess student needs and effectiveness of programs. The reports include labor market demand, comparison to other regional programs, employment and completion statistics, and recommendations. The reports are submitted to the Governing Board and are essential to the college as they provide key assessment data used to meet the needs of the community. (IIA-31)

Informally, departments review curriculum to update for currency, articulation, and relevance using research data provided by Advisory Committees, the Environmental Scan, and Data on Demand. The college Office of Instructional Operations regularly updates and issues the course history list to all department heads to be used for updating course outlines. Effective fall, 2005, all new courses were to incorporate SLOs, and faculty were asked to convert one-third (1/3) of their existing courses each year, beginning with the 2005-06 academic year. (IIA-33, IIA-51, IIA-28, IIA-15, IIA-10)

Self Evaluation
Cuyamaca College meets this standard. Departments review curriculum regularly on an informal basis for the purpose of updating for currency, articulation, and relevance.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary
Cuyamaca College engages in a regular cycle of evaluation and planning to assure currency and measure achievement of Student Learning Outcomes. As described above, through the established program review process, the Instructional Program Review Committee issues a comprehensive report as well as an Executive Summary of the review that includes a description, commendations, recommendations, statistical summary and results. It should be underscored that recommendations primarily focus on how to improve student outcomes such as course completion rates, transfer, program completion numbers, and other critical student outcomes. The college makes these results available to appropriate constituencies, including but not limited to the following: discipline/department

faculty; the college President and Vice President of Instruction; the Academic Senate; and the Governing Board of the district. (IIA-47)

Most noteworthy, Cuyamaca College is proud of the strong integrated planning processes that ensure that results of program evaluation drive academic planning and ultimately budget resource allocation. Annually, the Academic Master Planning Committee commences its work cycle via a presentation from the Program Review Committee co-chairs. Executive Program review reports are distributed to all members and a presentation is made to the planning committee that focuses primarily on the recommendations for improvement. Subsequently, as departments present their annual academic master plans, program review recommendations are identified, reviewed, and prioritized for implementation. Indeed, the criteria-based ranking system for department activities places special importance on activities based on program review recommendations. In turn, these activities are recommended for implementation, and any resource requirements incorporated in department budget proposal. (IIA-47)

In terms of addressing achievement of its stated Student Learning Outcomes for courses, certificates, programs, including general and vocational education, and degrees, in December, 2003, the college Academic Senate adopted a resolution regarding the integration of measurable Student Learning Outcomes (SLOs) into the curriculum. In 2004, the Curriculum and Program Review Committees began to research, design and draft processes for integrating SLOs into the curriculum. The Academic Senate adopted the proposed SLO implementation package from the Curriculum and Program Review Committees in May 2004.
(IIA-29, IIA-23, IIA-46)

In fall 2004, the Curriculum and Program Review Committees began the process of integrating SLOs into the curriculum at both the course and program levels. This was the first of a 4-year process for integrating SLOs into all college course outlines and the first year of a 5-year cycle in which programs were reviewed for SLOs. In April 2005, the Academic Senate approved 24 new and existing course outlines for SLOs and forwarded them to the Governing Board for adoption. The results were published in the 2005-06 college catalog. (IIA-29, IIA-23)

In fall 2005 a college faculty handbook titled *Identifying and Measuring Student Learning Outcomes* was published to assist faculty in identifying and measuring Student Learning Outcomes and in incorporating SLOs into the curriculum. The SLO technical review process was supplemented with the formation of a subcommittee to review course outlines for SLOs prior to Curriculum Committee review and approval. The Technical Review Subcommittee consists of three faculty members, an instructional division dean and the instructional operations supervisor. (IIA-45, IIA-46)

General Education SLOs were developed a number of years ago and effective with the 2005-06 catalog, the college published Student Learning Outcomes as an

integral part of its GE pattern. All general education courses incorporate selected outcomes in the following areas: Thinking Skills, Quantitative Skills, Communication Skills, Lifelong Learning Skills, Adaptability to Change, and Enhancement of Personal Values. Courses are designed to include specific Student Learning Outcomes in the following areas: interdisciplinary linkages, information competency, writing across the curriculum, diversity, and workplace skills. (IIA-8, IIA-17)

Approved course outlines specify the expected learning outcomes and content that a student must master in order to be awarded credit. Evaluation methods are linked to each learning outcome. Representative assignments and assessments are identified. In every course, faculty are required to provide students with a syllabi to ensure that students are aware of expected learning outcomes, requirements, and evaluation methods. The college intends to continue development of assessment activities, and workshops are planned to provide tools for this effort. Already, several departments have designed research projects, such as the Math department, to assess curriculum design and instructional formats and methods that enhance student learning outcome achievement. (IIA-45)

Self Evaluation
Cuyamaca College exceeds this standard. The previous accreditation team commended the college for its integrated program review process. College processes ensure that results of program review and evaluation are fully integrated into the academic master planning process and subsequently into budget development processes. Evidence for this is demonstrated in the annual Academic Master Planning reports that identify program review activities that are indeed ranked highly and are recommended for inclusion into department budget Additionally, as described in the previous section, emphasis is placed on Student Learning Outcome implementation. The Academic Senate adopted the student learning outcome implementation package from the Curriculum Committee in May 2004. In fall 2004 the Curriculum Committee began the process of integrating Student Learning Outcomes into the curriculum at the course and program levels. In fall 2005 a college faculty handbook entitled “Identifying and Measuring Student Learning Outcomes” was published to assist faculty in identifying and measuring Student Learning Outcomes and incorporating them into the curriculum. General education Student Learning Outcomes were developed a number of years ago and appear in the college catalog that is published annually. (IIA-46, IIA-45)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary
The foreign language department uses departmental chapter exams and final exams for many reasons. In order to create department exams and validate their effectiveness in measuring student learning and minimize test biases, the foreign language department holds monthly meetings with full-time and adjunct faculty. At these department meetings, there is a great deal of dialogue. Each instructor is assigned one or two exams to create. The instructors review the exams for validity and to ensure that they accurately measure Student Learning Outcomes as stated in approved course outlines. (IIA-37)

No other departments currently use departmental exams.

Self Evaluation
Cuyamaca College meets this standard. The foreign language department uses departmental exams, and meets regularly to review them to ensure they accurately measure Student Learning Outcomes as stated in approved course outlines.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary
Cuyamaca College awards credit based on student achievement of the course's stated learning outcomes. Units of credit are based on the Carnegie Unit System noted in the Cuyamaca College Catalog. The Carnegie Unit System of credit is one unit per one lecture hour of class and one unit per three laboratory hours of class per week. The Carnegie Unit System conforms to the universal academic practice in American colleges and universities and the appropriate provisions of California Education Code and Title 5. The Cuyamaca College Catalog contains the guidelines for awarding grades of A, B, C, D, F, credit (C), no credit (NC), incomplete (I), and in-progress (IP). (IIA-8,)

Criteria for evaluation of Student Learning Outcomes and the award of credit are stated in the Cuyamaca College Catalog, in official course outlines, and on individual instructor syllabi. Information on the evaluation of student performance for a specific course appears in course syllabi distributed by instructors during their first class meeting. Course syllabi are updated each semester to reflect the course's Student Learning Outcomes and methods of evaluation. Course syllabi vary in format and form from instructor to instructor but all contain specific

information on grading criteria, Student Learning Outcomes, and methods of evaluation. *The Office of Instruction and Faculty Handbook* has a guide available showing the items to be included in a syllabus and suggestions for format. The instructional deans' offices maintain copies of all current syllabi. Instructors are required to submit syllabi to their instructional dean's office and department chair for their review by the end of the second week of class each semester. These procedures are identified in the Faculty Handbook with reminders in an Office of Instruction Bulletin that is distributed to all faculty at the start of each semester and individual reminders from division deans also at the start of each semester. (IIA-65, IIA-8, IIA-14, IIA-55)

Self Evaluation
Cuyamaca College meets this standard. Cuyamaca College awards credit based on student achievement of the course's stated learning outcomes, and guidelines for the awarding of credit are stated in the catalog. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary
Cuyamaca College awards degrees and certificates based on student achievement of the program's stated Student Learning Outcomes as set forth by the faculty. Students must complete the prescribed courses of study for each degree or certificate. These are delineated in the college catalog. Modifications of Major appeals are available in certain circumstances, and must be approved by the department chair and dean. All degree and certificate programs are approved by the Curriculum Committee, and those consisting of greater than 18 units are also submitted for review and approval by the State of California Chancellor's Office. (IIA-8, IIA-46)

Self Evaluation
Cuyamaca College meets this standard. Faculty prescribe the courses of study and those courses of study are approved by the college's Curriculum Committee and the Chancellor's Office when necessary. In order to successfully achieve a degree or certificate, students must complete the prescribed courses of study as outlined in the college catalog.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it including the following:

3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
General education requirements at Cuyamaca College include comprehensive learning outcomes. Learning outcomes include basic content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, and the social sciences. Students develop a breadth of knowledge that encourages critical thinking, promotes diversity, and prepares students to recognize, understand, and act upon the complex personal, social, and political and environmental issues of the modern world through a comprehensive general education component of all associate degree programs.

All associate degree programs require a minimum of twenty-two (22) semester units of general education plus two activity classes in Exercise Science. General education requirements include courses in language and rationality (written and oral communication and analytical thinking), natural sciences, humanities, and social and behavioral sciences.

Cuyamaca College's general education component of all associate degree programs was established several years ago by the college's Academic Senate and is based on the following philosophy:

> "General education courses provide a broad base of knowledge and skills and are intended to introduce a field of study and/or to prepare students for the workplace and community life. General education courses are meant to be introductory in nature, and course outlines shall include a clear plan for assessing students learning so that students are held accountable for utilizing their general education skills." (IIA-17)

The Academic Senate requires all courses certified for general education to provide six components that include information competency, writing across the curriculum, linkages, general education outcomes, workplace skills outcomes, and diversity outcomes. The senate adopted a comprehensive set of criteria for determining that these components are included in every general education course. All general education learning outcomes are published in the college catalog. (IIA-8, IIA-17)

Since the initial adoption of the college's general education package, the senate granted authority to the college's Curriculum Committee to develop and implement standards and a process for revising all course outlines (including general education) to meet course outline standards that include Student Learning Outcomes. That process is currently being implemented. The faculty co-chair of the Curriculum Committee reports to the Academic Senate. (IIA-58, IIA-46)

Self Evaluation
Cuyamaca College exceeds this standard. All associate degree programs require a minimum of 22 semester units of general education plus two exercise science activity classes. The general education component of all associate degree programs was established several years ago and requires six components including information competency, writing across the curriculum linkages, general education outcomes, workplace skills outcomes, and diversity outcomes be included in all general education courses. This requirement was established by the Academic Senate. All learning outcomes for general education are outlined in the college catalog.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

3b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
The general education component of Cuyamaca College's degree requirement is designed to develop the student's ability to be a productive individual and life long learner. Skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Students must also demonstrate competency in college composition (English 110) and Intermediate Algebra (Math 103 or 110). All general education components

of programs adhere to curriculum standards that include clear Student Learning Outcomes and measurements of evaluation for those outcomes. (IIA-58)

Self Evaluation
Cuyamaca College meets this standard. As per the Faculty Survey, 75.5% of the faculty integrate oral communication skills into the courses that they teach (Question 22b), 96% integrate crucial thinking/problem solving skills into the courses that they teach (Question 22c) and 78.8 integrate written communication skills into the courses they teach (Question 22a), 48.7% integrate math/quantitative skills to a great or moderate extent, and 36.6% integrate them to a small extent (Question 22d). All general education components of programs are approved by the curriculum committee and include Student Learning Outcomes that are measurable.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

3c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principals; civility and interpersonal skills; respect; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary
Cuyamaca College's general education requirements for all associate degree programs include six components that will enhance a student's ability to be an effective citizen, appreciate ethical principles, develop civility and interpersonal skills, respect, and a willingness to assume civic, political, and social responsibilities on a local, national and global basis. The six components include information competency, writing across the curriculum, linkages, general education outcomes, workplace skills outcomes, and diversity outcomes. These components include requirements to acquire and develop competency in information technology and Internet research using on-campus computer laboratories. (IIA-8, IIA-17)

All Cuyamaca College courses incorporate a minimum of six outcomes from at least three areas including applying thinking skills, quantitative, and communication skills; learning throughout life; adapting change; and enhancing personal values. To address civic responsibilities and cultural diversity, all courses must include three outcomes from the following: working effectively with persons from diverse populations; demonstrating respect for persons from diverse populations; and applying knowledge of different cultures, abilities, and lifestyles.

Self Evaluation
Cuyamaca College meets this standard. According to the Faculty Survey, 91.5% of the respondents incorporate values, ethics, civic responsibility and diverse

perspectives into their courses (Question #123). All courses offered at the college incorporate a minimum of six outcomes from at least three areas including critical thinking, quantitative, and communication skills; learning throughout life; adapting to change; and enhancing personal values.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The college offers thirty major program categories leading to over 56 associate degrees and 46 certificates. The objective of these degree programs is to offer instruction in a focused area of inquiry. Each degree requires a minimum of eighteen (18) units of coursework specific to the major, and many require many more units than the minimum. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources. (IIA-8)

Self Evaluation
Cuyamaca College meets this standard. The degrees and certificates of the college support the mission of the college. The college's 56 associate degree and 46 certificate programs provide focused study commensurate with the level of the degree.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary
Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. Assessment of technical and professional competencies achievement is conducted through feedback and recommendations from the 14 occupational advisory committees. Each committee consists of the program's coordinator and

instructors, a counselor, and business/industry members with extensive knowledge and or experience in the programs field of emphasis. The advisory committees recommend equipment and curriculum changes for the program. This ensures that Student Learning Outcomes include the most recent technology and standards with the use of state of the art equipment appropriate for the field of employment. Program accreditation through the National Institute for Automotive Service Excellent (ASE) and National Automotive Technical Education Foundation (NATEF) in Automotive Technology and the American Bar Association (ABA) in the Paralegal Program, CISCO Certification in the Computer and Information Sciences Program assists in ensuring the professional competence of students completing the programs. (IIA-28, IIA-41, IIA-36)

Advisory committees participate in the program review process, which includes a systematic analysis of specific job requirements and job relevance for each course. As part of the curriculum review process, the advisory committee makes recommendations to the program coordinator regarding the development of the new curriculum and the modification of existing curriculum. When new courses are submitted to the curriculum committee for approval, the committee verifies that the course outlines include appropriate evaluative measurements of Student Learning Outcomes. (IIA-46)

A biannual review of vocational training programs is prepared by program faculty and coordinated by the dean of instruction, division I. The reports are presented and reviewed by the governing board annually and include descriptions of programs, current labor market demand, comparison to other similar regional programs, and statistics related to program completion and employment of students who complete the programs. The review is essential to ensuring Cuyamaca College vocational and technical programs are meeting the needs of the community and region. Curriculum is reviewed and revised as necessary as the result of program review, biannual review of vocational training programs, and recommendations from advisory committees. (IIA-31)

The Cuyamaca CAlWORKs program is designed to facilitate welfare reform by providing educational opportunities for students to develop necessary workplace skills. The program coordinators works closely with faculty to develop a two-semester sequence of courses that help students become employable within one year. Thirteen programs of study now comprise the Cuyamaca CalWorks program. Classes are offered as part of the credit and non-credit programs at the college during the day, evening, and on weekends to provide flexibility in the scheduling demands of the students. (IIA-8)

Self Evaluation

Cuyamaca College meets this standard. Feedback and recommendations from the 14 occupational advisory committees ensure that Student Learning Outcomes are established and met with the use of state of the art equipment, technology, and

theory that are appropriate for the fields of employment. Advisory committees participate in program review processes for occupational programs and a biannual review of vocational training (occupational) programs is coordinated by the Dean of Instruction, Division I. All of these elements are utilized by faculty to determine the best possible vocational and occupational preparation.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected Student Learning Outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.

6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary
Cuyamaca College has clearly stated transfer-of-credit policies in order to facilitate without penalty the mobility of students. These policies are clearly stated in the college catalog and the institution certifies that the expected Student Learning Outcomes for transferred courses are comparable to the learning outcomes of its courses. The college also develops articulation agreements with public and private institutions as appropriate to its mission.
(IIA-8, IIA-12, IIA-22)

Cuyamaca College is accredited by the Western Association of Schools and Colleges (WASC) and follows the guidelines set forth by that association in awarding credit towards its associate degrees. All accredited California community colleges, state colleges, and universities follow rigorous Title 5 guidelines when determining whether a course will be awarded general education or elective credit. When an institution is awarded accreditation, it has demonstrated that it has adhered to applicable WASC guidelines and policies besides Title 5 guidelines.

Out-of-state institutions having similar accreditation policies are listed in the *Accredited Institutions of Post Secondary Education Programs Candidates* and

follow policies described in *Transfer Credit Practices of Designated Educational Institutions*. Course descriptions are accessed online from the college catalog or mailed from the sending institution for evaluation of credit by the college evaluator. Students requesting transfer of credit must have official transcripts on file with the college evaluation office from all institutions that they have attended prior to an evaluation being made. General education credit will be granted if Cuyamaca College or Grossmont College has an equal or similar course offered. This transfer course information is entered online and is made available to the student by mail or during a counseling appointment. (IIA-19, IIA-8)

All Cuyamaca College courses are identified in the college catalog as to their transferability to the California State University (CSU) system or the University of California (UC) system, to which general education pattern it applies, and its application to Associate of Arts or Associate of Science degree. In addition to the catalog, this information is available in the Orientation Handbook provided to each new student who attends a college orientation. (IIA-8, IIA-24)

The ASSIST Program is the official repository of the up-to-date articulation between the three systems of public education in California and can be accessed through www.assist.org. The site lists articulation of courses major by major or by department from each of the community colleges to the transferring institutions. Articulation agreements are written documents that list equivalent courses between Cuyamaca College and specific colleges or universities. Cuyamaca College has articulation agreements with 25 public and 18 private California institutions in the ASSIST database. The two major general education transfer agreements, the Intersegmental General Education Transfer Curriculum (IGETC), and the general education breadth requirements to California State Universities are also available on the ASSIST web site for evaluators, counselors, and students. This articulation information by major is also available on Cuyamaca College's articulation web page for CSU's, San Diego State University, University of California San Marcos, and for the University of California at San Diego (UCSD). The California Articulation Number (CAN) system, also available on the ASSIST web site, is the system-wide attempt to identify a common numbering system for use in applying transfer credit. The CAN system assists students, counselors, and evaluators in determining possible transfer credit by course number. The college also awards College Level Examination Program (CLEP) credit in accordance with the policy as described in the college catalog. (IIA-12, IIA-2, IIA-27, IIA-20)

Self Evaluation

Cuyamaca College meets this standard. Transfer-of-credit policies are clearly stated in the college catalog. Articulation agreements are coordinated through the college's articulation officer. All Cuyamaca College courses are identified in the college catalog as transferable to the California State University System (CSU) or the University of California System (UC), to which general education pattern it applies, and its application to Associate of Arts or Associate of Science Degree.

Updated articulation agreements may also be accessed through the State of California's official repository, ASSIST, which may be accessed on line at www.assist.org.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
Notification of elimination or change to program requirements is accomplished through the Cuyamaca College Catalog, class schedules, the web site: through faculty and staff who provide students in their programs with updated information and through information disseminated by counselors. Students are notified about pending changes, and accommodations are made by the college to meet their needs. If necessary, Modifications of Major are developed by the department chair and dean to ensure that the student can complete his or her educational goal in the rare instance of program elimination. (IIA-8, IIA-11, IIA-19)

Self Evaluation
Cuyamaca College meets this standard. The college catalog, class schedules, web site, and faculty effectively provide students with notification of changes to program requirements and/or elimination of programs.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalog, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
Cuyamaca College represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through its catalogs that are updated and published annually, a web site that is updated as changes are made, and the class schedule that is published for each semester including fall, spring, and summer. The Cuyamaca College Catalog provides a clear, factual, and consistent representation of Cuyamaca College. Other college and district

publications are consistent with information published in the catalog. Every effort is made to ensure that the information contained in these documents is consistent with representations made through communications such as department brochures, college newsletters and the schedule tabloids. (IIA-8, IIA-19, IIA-11, IIA-18)

The Cuyamaca College Office of Instruction coordinates with other college and district departments to ensure the information contained in the catalog is accurate. The Office of Instruction also develops the Cuyamaca College Class Schedule. Information is cross-checked for accuracy. As the schedule is developed, drafts are returned a minimum of two times to departments and division deans for proofreading. Despite a thorough process, there are typically late changes to the schedule. Addenda are distributed in a timely manner by the Office of instruction for late catalog and schedule changes. For example, an addendum to the catalog was published for the 2005-2006 catalog that included non-credit course descriptions. The Cuyamaca College web site is updated as the result of input the web master receives from college constituencies. (IIA-11, IIA-19)

Self Evaluation

Cuyamaca College meets this standard. The college catalog is an effective source for all representations of the college and its programs and every attempt is made for accuracy. The publication is consistent with all other district publications. The class schedule, prepared by the Office of Instruction, reflects course offerings each semester or term. Addenda are distributed in a timely manner as changes to the schedule occur after publication. The college web site is updated immediately upon the office of instruction receiving schedule changes approved by the instructional deans. As per the Faculty Survey, 98.1% of respondents agree that external college publications provide accurate information (question 3), and 94.1% of respondents agree that internal college publications provide accurate information (Question 4).

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public Governing Board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary
Cuyamaca College faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively with the support of college and district administration and the Grossmont-Cuyamaca Community District Governing Board. According to the Faculty Survey, 95.1% of faculty agree that they foster an open environment for student-teacher discussion of ideas related to course content (Question #2), and 95.1% agree that the college, as a whole, supports academic freedom (Question #5).

Grossmont-Cuyamaca Community College District Governing Board Policy #112 entitled "Controversial Issues," states that controversial issues can be used as a learning tool; however, they must be presented in a manner free of malevolent intent. The policy goes on to say that "treatment of controversial issues will be free of malevolent intent when involving issues such as race, religion, color, national origin, sex, handicap, medical condition, age, status as a Vietnam-era veteran, or marital status." In a similar vein, Governing Board Policy #114 entitled "On Campus Speakers" confirms that controversial issues and the relevance of those issues may be raised by speakers "so long as reasonable effort is made to make clear the conflicting viewpoints in an equitable manner." Faculty teach objectively and require critical thinking by their students in order to adequately comply with the official course outlines. (IIA-21)

The Faculty Handbook includes Governing Board Policy #4030 entitled "Academic Freedom." This policy states "the board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student in freedom in learning. It carries with it duties correlative with rights." (IIA-14, IIA-21)

Information concerning the integrity of the teaching-learning process is published in the 2005-2006 Orientation Handbook. The college promises to "strive in all our affairs to respect the opinions, values and traditions of others; to be honest, open and trustworthy, and fair and equitable in our treatment of others." The American Association of University Professors (AAUP) document, *Faculty Ethics: Expanding the AAUP Ethics Statement*, adopted by the Cuyamaca College Academic Senate in 1995, contains clear and detailed statements of faculty responsibility in exercising high ethics in the teaching-learning process. (IIA-24, IIA-29)

Self Evaluation
Cuyamaca College meets this standard. The Faculty Handbook serves as a key resource with regards to issues related to academic freedom and professionally accepted views. Information pertaining to the integrity of the teaching and

learning process is also published in the *2005-2006 Orientation Handbook* for faculty.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences of dishonesty.

Descriptive Summary
The college's policies on academic honesty and the sanctions for violations are stated in the Cuyamaca College Catalog. This includes regulations about computer software copyrights. There is a large section of the catalog devoted to the *Student Code of Conduct*, which includes the grounds for disciplinary action and types of disciplinary action. The s*tudent code of conduct* is also published in the *Student Discipline Procedures Manual* and the *Student Orientation Handbook*. Academic dishonesty is addressed in the *Code of Ethics* adopted by both Academic Senate and the Innovation and Planning Council in 1999. (IIA-8, IIA-25, IIA-56, IIA-24, IIA-26)

Self Evaluation
Cuyamaca College meets this standard. The college's policies related to academic honesty and consequences are clearly published in various places including the college's Catalog, the *Student Code of Conduct*, and the *Student Orientation Handbook*. In addition to accessing hard copies of these publications, they may be accessed via the college's web site.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary
Cuyamaca College has a *Student Code of Conduct.* This is printed in the catalog, class schedule, *Student Discipline Procedures Manual*, and *Student Orientation Handbook*. Information regarding codes of conduct for faculty, administrative and support staff is provided *Code of Ethics* which is posted in each classroom. In addition, the *Code of Ethics* is printed in the catalog and is framed in many offices. (IIA-25, IIA-24, IIA-26)

As a public institution, Cuyamaca College does not seek to instill specific beliefs or worldviews. The college's educational philosophy is contained in the catalog, with one statement as follows:

> The democratic way of life allows each individual personal freedom and initiative consistent with responsibilities to one another.

Self Evaluation
Cuyamaca College meets this standard by way of a philosophy that is widely accepted by faculty, staff, and students. The *Student Code of Conduct* and the *Code of Ethics* are disseminated widely.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards acceptable with Commission policies.

Descriptive Summary
Cuyamaca College does not offer curricula in foreign locations to students other than U.S. nationals.

Self Evaluation
This standard does not apply to Cuyamaca College.

Standard IIA: References

IIA-1 Program Review, Instructional Reports **I-60, IIIC-54**
IIA-2 Program Review, Instructional Instructions/Template
IIA-4 Academic Master Plans **I-2, IIA-4, IIIA-52, IIIB-5, IIIC-2, IIID-24, IV-1**
IIA-5 Academic Master Plan Instructions/Process {go to page 18)
IIA-6 Title III Newsletters
IIA-7 Technology Plans **IIIB-10, IIIC-3, IIID-6**
IIA-8 College Catalog **IIB-3, I-7, IIIA-21, IIIC-18, IV-26**
IIA-10 College Course Master List **IIIB-29**
IIA-11 Class Schedules **IIB-4**
IIA-12 ASSIST Software **IIB-55**
IIA-14 Faculty Handbook
IIA-15 SLO WASC Annual Report 2007
IIA-17 College General Education Course Criteria {GE Survival Kit /GE Worksheet} **IIB-8**
IIA-18 College Newsletters **IV-29**
IIA-19 College Web Site **I-36, IIB-42, IV-81**
IIA-20 California Articulation Number (CAN) {pg. 51}
IIA-21 Governing Board Policy #112
IIA-22 Articulation webpage {assist.org)
IIA-23 Program Review, Instructional Committee Minutes (none generated) **I-43, IV-58**
IIA-24 Student Orientation Handbook
IIA-25 Student Discipline Procedures Manual
IIA-26 Student Code of Conduct (pg. 42) **IIIA-79**
IIA-27 Workforce Development Committee Agenda and Minutes **IIID-42**
IIA-28 Vocational Advisory Committee Minutes
IIA-29 Academic Senate minutes **I-23, IV-3**
IIA-30 Vocational Technical Education Act (VTEA) Annual Report 2005-2006 **IIIC-21, IIID-16**
IIA-31 Vocational Training Programs Biannual Review
IIA-32 Curriculum Instructional Scheduling Procedures **IIB-11**
IIA-33 District Environmental Scan **I-18, IIB-22, IV-39** {Research Services/District-wide/Environmental Scan user name: ccuser password: reports02}
IIA-35 San Diego and Imperial County Regional Deans Consortium
IIA-36 American Bar Association (ABA) Application
IIA-37 Foreign Language Departmental Exams
IIA-38 College Report Cards
IIA-39 "Who Are Our Students?"
IIA-40 Departmental Budget Worksheet Sample
IIA-41 NATEF (National Automotive Technicians Education Foundation)
IIA-42 Staff Development Schedule **I-14, IIC-33, IIIA-83, IIIC-36, IV-14**
IIA-43 Cooperative Work Experience Handbook
IIA-44 Online Teaching and Learning Handbook

IIA-45 Identifying & Measuring SLO - Instructional Faculty Handbook
IIA-46 Curriculum Committee Minutes/Agendas **IIIC-28, IV-25**
IIA-47 Program Review, Instructional Executive Summary Reports **IIIA-1, I-56,**
IIA-48 Course Outline Formats {Alignment Form/Course Addition/Course Modification}
IIA-49 Instructional Operations Supervisor Job Description
IIA-51 Data on Demand **I-38**
IIA-52 Dynamic Class Schedule
IIA-53 Title III Grant **I-47, IIA-92, IIB-25, IIIC-23, IIID-11, IV-83**
IIA-54 Developing Online Course (ED214)
IIA-55 Instructional Bulletin spring 2007, summer 2007
IIA-56 Innovation and Planning Council (IPC) Agenda **I-41, IIIA-14, IIIC-10, IIID-3, IV-56**
IIA-57 Academic Master Plan (AMP) Agendas **I-2, IIIA-12, IIID-5, IV-2**
IIA-58 Curriculum Committee Handbook, Statewide Academic Senate
IIA-59 Curriculum Samples of "Letter of Intent" or Alignment {Letter of Intent/Alignment Form}
IIA-60 Preview **I-30**
IIA-61 Student Services Master Plan **I-3, IIB-2, IIIA-98, IIID-4, IV-75**
IIA-62 Research Office Survey Samples {research services}
IIA-63 Demographic Profile Samples {research services}
IIA-64 Technology Plan, Description of Smart Classrooms
IIA-65 Syllabi Sample and hardcopy
IIA-66 Online Teaching and Learning (OLT&L) Committee Minutes **I-51, IV-64**
IIA-67 Instructional Technology Council (ITC) Minutes **I-46, IIID-43**
IIA-68 Instructional Council (IC) Minutes **I-50, IV-57**
IIA-69 Student Learning Outcomes, Program Level
IIA-70 Program Review, Instructional Committee Agenda (none generated)
IIA-71 Title III Stipend

Standard II: Student Learning Programs and Services

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Student Learning Outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Cuyamaca College strives to assure the quality of its student services through the entire student pathway in order to support student learning and enhance the institution's mission. Qualitative and quantitative data is analyzed regularly to clearly understand the makeup of the student population, and data is used to make decisions regarding the nature, location and delivery of support services.

Recruitment efforts are institution-wide. The High School & Community Relations Coordinator and staff direct the implementation of the college's outreach activities, and participation at times is widespread. Instructional faculty, counselors, classified staff, students and administrators, even the president, are directly involved in outreach activities at swap meets, malls, grocery stores, farmers' markets and other sites in the community. There are calling campaigns, radio spots, mailers and commercial advertisements on the television. (IIB-32)

The college recruits and admits students from diverse backgrounds, and provides a wide range of support services for all. The student population is changing gradually over time in terms of ethnic diversity according to an Environmental Scan prepared by the district's research office (www.gcccd.edu/research/research.services.asp). To assure quality support service as a result of change, since the last accreditation site visit a Chaldean counselor completely fluent in Arabic and a Spanish-speaking counselor were hired. In fact, nearly all services now have staff who can speak Spanish and/or Arabic. Counseling services are also offered off site at the Sycuan Indian reservation, where classes are typically held every semester. (IIB-22, IIB-4)

In 2006, a high priority was put on high school recruitment efforts. Administrators from Cuyamaca College and the Grossmont-Union High School

District met to discuss ways to strengthen ties, improve communication and assure that students transitioning from high school benefit from a college education. As part of the effort to attract high school students, fees were eliminated in spring 2007. A full-time instructor in the Personal Development Counseling (PDC) Department conducted extensive outreach to the local high school district which resulted in offering PDC 124, Lifelong Success, "on site" at the high schools for high school credit, college credit, or both. In spring 2007, seven sections were offered; five sections are scheduled to be offered in summer 2007 and twelve sections in fall 2007. In addition, Financial Aid and EOPS regularly send representatives to do outreach at the high schools, and assessment sessions are offered for seniors. A parent night was held for the first time in spring 2007 to provide information related to transferring to a four-year college or university to incoming high school seniors and their parents. (IIB-20)

Since the last accreditation site visit, Cuyamaca College has become more "traditional" in terms of student age and academic goals. More students are coming to Cuyamaca College directly out of high school, increasing the proportion of young students on campus. More students also indicate that they want to transfer and earn a bachelor's degree. The Articulation Officer works with Curriculum Committee members to recommend the addition of appropriate general education and transfer courses and submit them for articulation at the four-year colleges and universities. Since the last accreditation site visit, as younger, transfer-oriented students have entered the college, courses have been added to the offerings including Mass Communication, Argumentation, Microbiology, Kumeyaay I, II, III and IV, Ethnobotany, and Introduction to Social Work. A Music Industry Degree has been submitted for approval to the System Office of the California Community Colleges. (IIB-22)

Students' academic needs are identified primarily through the matriculation process. New students are directed to group assessment and orientation sessions. During these sessions, students' skill levels in English, English as a Second Language (ESL) and mathematics are identified. Assessment is followed by an orientation facilitated by a counselor. Group assessment and orientation sessions are scheduled throughout the year, with the majority clustered before the start of each semester. Individual assessment sessions are arranged as needed for students with disabilities. As per matriculation guidelines, multiple measures guide placement recommendations, and there are provisions in place for students wishing to challenge their placement levels. (IIB-7, IIB-21, IIB-33)

Students' needs are also identified via periodical student surveys conducted by the Office of District-wide Academic, Student, Planning, and Research Services such as the Accreditation Survey, the Instructional Program Review Survey and the Student Services Program Review Survey. A statewide survey on career centers was conducted in fall 2006, and the results were studied by the career center staff and administration. The Grossmont-Cuyamaca Community College District participated in a statewide survey on the impact of assessment,

orientation, counseling and education plans on student success. Results were shared with the counselors and administrators. Results indicated that students who participated in all components (assessment, orientation, counseling and completion of education plans) succeed at a higher rate than those that do not. Therefore, the process of administering joint assessment/orientation sessions reinforces a strong college commitment to maximizing the potential for student success. (IIB-24, IIB-56, IIB-26, IIB-27)

The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. To assist in these efforts, the Student Success Committee, having wide representation from the college community, oversees all aspects of matriculation services, discusses ideas to improve student success, and provides advice to the Dean of Counseling & Matriculation. After students matriculate, follow-up communication consists of letters, presentations by counselors in the classrooms, and early alert notices. (IIB-23, IIB-28)

Through a Title III grant (2004-2009), retention efforts for first-year students were expanded at Cuyamaca College. With students providing the impetus, a "Student Survival Guide" was developed to enhance the success of first year students. Online counseling was initiated; the "Ask a Counselor" web site assures that counseling services, regardless of location, exist to support student learning. Stipends were awarded to faculty to encourage them to develop innovative projects in the areas of technology and curriculum development to increase student success. A big emphasis was put on projects involving student services and instruction. Outreach by counselors into the classrooms began in earnest, and learning communities were established through the Title III grant as well. (IIB-25, IIB-39, IIB-52)

As students continue down the path towards meeting their goals, congratulatory letters are sent to students when they appear on the President's List for good grades. To ensure goal completion, announcements about graduation and transfer deadlines are disseminated online at www.cuyamaca.edu/transfer_center/ as well as in the class schedule and via signs, fliers and mailings. Award ceremonies such as Commencement, the EOPS/CARE Recognition Ceremony and the Transfer Achievement Celebration are always held at the end of the year to recognize students who have completed their academic goals at Cuyamaca College. (IIB-34, IIB-40)

Ultimately, Cuyamaca College assures the quality of student support services through its program review process. During the time frame 2000-2003, all student services went through program review. There is a Student Services Program Review Committee (SSPRC) consisting of administrators, faculty, staff and students appointed through the shared governance process. In 2006, after discussion, there was a modification made to the program review process. With the hiring of the Vice President of Student Services in July 2006, and the influx

of new ideas, it was proposed that Student Services Program Review adopt national standards of good practice; specifically, the Council for the Advancement of Standards in Higher Education (CAS) standards, which have Student Learning Outcomes embedded in them. Moreover, in addition to changing the format, it was proposed that a new timeline be adopted, similar to that of the Instructional Program Review timeline. Thus, the timeline was altered so that every year, three programs are reviewed. Consequently, over the space of four years, twelve programs would have a thorough and comprehensive review. (IIB-35, IIB-48)

In spring 2006, the first three programs EOPS, Health & Wellness and Athletics were reviewed according to the CAS standards. The result of the information garnered from program review will highlight programs' successes and provide information that supports the need for modification, enhancement, improvement and funding. In addition, the programs' contribution to student success in relation to the college's overall mission and goals will be evaluated. (IIB-1, IIB-41, IIB-57, IIB-58)

Recommendations from the Student Services Program Review are incorporated into the various department plans developed annually by the functional areas which include the following components: college-wide values, program goals, previous program review recommendations, activities, resources needed, and emerging needs. The annual department plans for each area, as well as the results of the Student Services Program Reviews, are submitted to the Student Services Master Plan Committee for review. The Student Services Master Plan Committee establishes priorities for the departments and the Student Services Division emphasizing Student Learning Outcomes.

Since the last accreditation site visit, a comprehensive Student Services Master Plan was completed, approved through the shared governance committees and presented to the Governing Board. The Student Services Master Plan contains goals and plans for continued development and improvement of the various student services programs. The Student Services Master Plan is being implemented and will continue in this manner in keeping with the accreditation recommendation from the last site visit. (IIB-2)

With the adoption of CAS standards, within Student Service there is an emphasis on achievable, observable and assessable outcomes. CAS standards list "Student Learning and Development Outcome Domains," and there are stated expectations that all functional areas must place an emphasis on identifying relevant learning outcomes and assess their achievement by students. In spring 2007, Student Services began to identify specific learning outcomes for the functional areas. A Work Group was established to develop the process and template, and it is expected that the work group would eventually become a permanent committee. Approximately 40% of the functional areas completed identifying their Student Learning Outcomes in spring 2007 and submitted them for review by the work

group, including the University Transfer Center, CalWORKs, Career and Student Employment Center and Assessment. The remaining functional areas are working on their identifying their SLOs and expect to be complete in summer, 2007. (IIB-47)

Self Evaluation
Cuyamaca College meets the standard. Outreach activities are centrally coordinated. The entire college community participates in student outreach and recruitment, and student services are heavily involved in high school outreach. There are letters sent to homes, along with radio spots and commercial advertisements.

Students' academic needs are identified primarily through the matriculation components of admission, assessment/orientation and counseling processes. The college utilizes data to make decisions about how to enhance the learning environment and the support services it provides, and assure that all students benefit from a college education. For example, bilingual counselors and staff have been hired, counseling and other support services have been put online, and services are offered in off-site locations including the Sycuan Indian reservation. In these many ways, Cuyamaca College strives to adapt to its changing demographics.

Overall, students appear to be satisfied with the quality of support services they receive. For example, a large percentage, 72.5%, claim that the college provides adequate support services regardless of service location or delivery methods (Q25). Faculty responded similarly to the same question; 68.1% of faculty respondents feel that the college provides adequate support services regardless of service location or delivery methods, and 64% of students responding to the accreditation survey claim that they receive adequate academic advising; 23.8% are neutral (Q20).

The first Student Services Master Plan was completed in 2006, and will be updated annually. The college has always had a student services program review process, but adopted the national CAS standards in 2006, thereby modifying the process. The CAS standards have embedded in them Student Learning Outcomes, and the process of identifying Student Learning Outcomes in student services is partially complete. Thus, Cuyamaca College has instituted a regular cycle of evaluation, planning and improvement, contributing significantly to the achievement of the college mission as well as the integrity of the institution.

Planning Agenda
Cuyamaca College will monitor the implementation of the Student Services Master Plan and program review process to ensure that planning initiatives are in sync with each other, carried out and evaluated on a regular basis, and improvements to student support services are made as a result of this regular planning and review cycle.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information
- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

b. Requirements
- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

c. Major Policies Affecting Students
- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Funds**

d. Locations or publications where other policies may be found

Descriptive Summary
Cuyamaca College provides a hard copy catalog for its constituencies. The catalog is also available on the college web site at www.cuyamaca.edu. The college strives to ensure that information presented in the catalog is precise, accurate and current. The catalog contains general information, requirements and major policies affecting students. (IIB-3)

The catalog includes the academic calendar; college and district administration and faculty, including their degrees; names of the Governing Board members; college history, vision, and mission; and general information. In addition the catalog contains descriptions on admissions, services for students, academic policies and regulations, transfer information and degree requirements, associate degree programs and certificates; course and program information including credit, noncredit and community learning programs. Policies affecting students

are included in the student code of conduct standards; complaint and grievance procedures; sexual harassment, discrimination, as well as information on student fees, other financial obligations, and financial aid information. Locations where other policies may be found are listed in the catalog.

The Cuyamaca College catalog is updated and published on an annual basis. Updates to the college catalog are coordinated by the Office of Instruction, and a strict production timeline is followed. All departments and appropriate parties receive a first draft to update in the fall semester. They make their changes on the draft and submit them back to the Office of Instruction. In the spring semester, they receive page proofs to review. In addition, all curriculum additions and changes intended to go into effect are presented to the Governing Board in the spring prior to appearing in the catalog.
(IIB-11, IIB-12, IIB-13)

Hard copies of the college catalog are available for sale at the college bookstore. All faculty and staff have access to a copy, and copies are also available for student perusal in the Counseling Center, University Transfer Center, Library, and other student services and administrative offices throughout the campus. Catalogs are mailed to local high schools, adult and continuation schools, and four-year institutions. The catalog can be accessed on the college web site at www.cuyamaca.edu. Policies can also be found in other publications including the class schedule which is published every fall, spring, and summer. The class schedule is also available on the college web site. (IIB-3, IIB-4)

Self Evaluation
Cuyamaca College meets this standard. The careful timeline and organized manner in which the catalog is updated shows an institutional commitment to ensure that the catalog is as accurate as possible. This adds to the integrity of the institution. Survey results show that 88.1% of students and 98% of faculty claim that external college publications (e.g., class schedule, student handbook, and catalog) provide accurate information (Q3).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Cuyamaca College provides appropriate, comprehensive and reliable support services to all students. A goal included in the college's Strategic Plan is "to implement systems and services that promote access, equity and opportunities for individual growth and that serve the diverse college student population." This goal includes the following activity, "Ensure student access to college instructional and support services". (IIB-5)

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. In addition to studying data, student needs are identified in a number of ways, including through the matriculation process, the application process, during orientation and counseling sessions, personal interactions with instructors, as well as via periodic information collecting processes such as surveys.

Cuyamaca College assures equitable access regardless of service location or delivery method. Traditional support services are located in the Student Services One Stop Center, a facility which opened in 2001 that has been touted in a national magazine for its functionality. Increasing enrollment and changing enrollment patterns have demanded new delivery methods for student services. Indeed, many support services have begun to offer online capabilities, giving students greater access and flexibility. Since the last accreditation site visit, buying books, receiving advice from a counselor, registering for assessment and University Transfer Center workshops, and taking financial aid workshops all became available through an online delivery system accessed through the college web site, www.cuyamaca.edu. (IIB-18, IIB-42)

Support services include: Articulation, Assessment, Athletics, CalWORKS, Disabled Student Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Financial Aid, Health & Wellness, High School & Community Outreach, Student Government and Activities, Veterans Services, International Students, Counseling Services, Career and Student Employment Center, and the University Transfer Center. These services and programs are administered by the Vice President of Student Development and Services. In addition, there is a Child Development Center, Tutoring Center, Bookstore as well as Food Services which serve students, and these operate under the administration of the Vice President of Administrative Services. Most of the support services on campus publish brochures which publicize the availability of their services, types of services, hours of operation, and contact information. The support services at the college can also be located on the college web site at www.cuyamaca.edu. (IIB-14, IIB-42)

The many support services at the college include:

Articulation

In 2006, Cuyamaca College has a .50 Articulation Officer, reassigned from a full-time general counseling position. This individual initiates articulation agreements with public and private four-year colleges and universities, primarily in the state of California, in consultation with faculty, serves as a college liaison with other institutions and system-wide offices, i.e. ASSIST **(A**rticulation **S**ystem **S**timulating **I**nterinstitutional **S**tudent **T**ransfer). ASSIST is a computerized student-transfer information system that can be accessed online (www.assist.org). It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. (IIB-55)

The Articulation Officer sits on the Curriculum Committee. This individual updates on an annual basis the catalog, where appropriate, notes changes to the CSU-General Education, IGETC and associate degree planning sheets, as necessary, disseminates articulation information to departments and instructors, attends county-wide meetings and state conferences, and facilitates participation in the articulation process.

A major portion of the Articulation Officer's job is to work towards the alignment of courses in the Grossmont-Cuyamaca Community College District. Much progress has been made, but there are still courses that need to be aligned. The two articulation officers in the district take the lead role in working with their respective faculty to align courses. The Articulation Officers are also in the process of aligning courses with regards to their transfer status; i.e. transferring in the same manner to the transfer institutions and making sure the courses appear in the same areas on the CSU and IGETC transfer packages. (IIB-36, IIB-43)

Assessment

The Assessment Office provides individual and group testing of English, mathematics and ESL. Assessment tests are typically offered in conjunction with new student orientations given by full-time counselors but tests are also provided on an individual basis as needed. Accommodations are made for students with disabilities. The Assessment Office also provides Ability to Benefit (ATB) tests for financial aid purposes. Information about assessment can be accessed on the area's web site, www.cuyamaca.edu/counseling/Assessment. (IIB-40)

Athletics

Cuyamaca College has an intercollegiate Athletic Program which includes men's and women's cross country, soccer, basketball, track and field, men's golf, women's tennis and women's volleyball. The mission of the Athletic Program is to provide all student-athletes quality intercollegiate sports that will complement the college's instructional programs, enhance student life on campus, and foster community interest and support. The college's intercollegiate teams participate in the Pacific Coast Conference.

CalWORKS

The Cuyamaca College CalWORKS (California Work Opportunities and Responsibility to Kids) Program helps students who receive family cash assistance fulfill their Welfare-to-Work program requirements and provides additional support services. CalWORKS assists eligible students arrange subsidized child care, obtain necessary textbooks and supplies, and provides on-campus, paid work study. CalWORKS counselors work with each student to develop an education plan that leads to self-sufficiency and meets Welfare-to-Work requirements. In addition to providing counseling services for each student, counselors help students access campus and community resources.

Disabled Student Programs and Services (DSP&S)

The services provided by DSP&S are in compliance with the Americans with Disabilities Act, Sections 503 and 504 of the Vocational Rehabilitation Act, and California Law AB77 of 1977 and its regulations. DSP&S serves nearly 400 students each semester. Its goal is to "mainstream" students by providing a barrier-free environment with total access to programs. Students are assessed and assisted in developing a realistic educational plan. The services include the following: personal, vocational and academic counseling; learning disability assessment; speech and language services; readers and brailed media for the blind, assistance with registration, specialized classes, assistance with academic accommodations, temporary disabled parking, on-campus mobility assistance, interpreters for the deaf, note-takers, test facilitation, TDD, and referrals to other support services and outside agencies. In addition, DSP&S provides assistance and instruction to students using assistive technology and adaptive software and other computer equipment through the High Tech Center Computer Lab. In accordance with Title 5 and the American with Disabilities Act, the Cuyamaca College Disabled Students Programs & Services seeks to maximize independence and educational opportunities by providing supportive services, eliminating barriers, and promoting access for students with disabilities. (IIB-53, IIB-54, IIB-59, IIB-60, IIB-61, IIB-62, IIB-63, IIB-64, IIB-65, IIB-66, IIB-67, IIB-68, IIB-69, IIB-70, IIB-71, IIB-72, IIB-73)

Extended Opportunities Programs and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) is a state funded program designed for the orientation, recruitment and retention of California residents who are economically and educationally disadvantaged. EOPS provides services that are intensive supplements to those offered by the college. Students may receive some or all of the following services: grants and work study; book vouchers; academic, career and personal counseling; peer advising; priority registration; student orientations; transfer assistance and student advocacy.

Cooperative Agencies Resources for Education (CARE)

CARE is a state-funded program designed as a supplemental component of EOPS to provide educational support services. CARE serves EOPS students who are at

least 18 years of age and single heads of household, current recipients of TANF/CalWORKS (Temporary Assistance to Needy Families/California Work Opportunity and Responsibility to Kids), have one child under the age of 14 and are enrolled full-time). Students determined to be CARE eligible receive academic, personal and career counseling and personal development activities, workshops and programs to plan and develop strategies to meet their educational and/or vocational goals. Students may be eligible to receive grants, allowances and/or services for educationally-related expenditures for dependent care, transportation, and textbooks school supplies which may be awarded as a means of strengthening their retention, persistence, graduation and transfer rates.

Financial Aid & Scholarship Office

The purpose of financial aid is to ensure access and eliminate financial barriers to post-secondary education for all eligible students. The Financial Aid and Scholarship Office administer approximately 4.3 million dollars of federal, state, private and institutional student aid programs. These programs include, but are not limited to: the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, Federal Stafford Student Loans, the Board of Governors Fee Waiver, Cal Grant, EOPS Grant, CARE Grant, Chaffee Grant, Child Development Grant, Bureau of Indian Affairs Grant, and Scholarships. Furthermore, a 30-day interest-free emergency book loan is available to help students purchase books. The funds for the emergency loan program are donated by the Cuyamaca College Foundation, faculty, and community service organizations. Financial Aid now offers online services. Required workshops are available through an online format.

Health & Wellness Center

A registered nurse, health educators and support staff maintain the Health and Wellness Center. The Center works collaboratively with the entire college campus to provide a wide array of health services for students by meeting each individual's health care needs in a confidential environment. Services available include first aid and urgent care; vision, hearing, and blood pressure screening; body composition analysis; TB clearance testing, and referral to community resources as needed. The center is also a health education resource providing up-to-date information on subjects including nutrition, illness prevention, substance abuse, birth control and sexually transmitted diseases. Health-related programs emphasizing wellness are presented throughout the year. A mandatory health fee supports the Health and Wellness Center programs and provides for insurance coverage should a student be injured during a supervised on-campus or school-related activity.

High School & Community Outreach

High school & community outreach is a vital function of the institution, and serves an important role in coordinating high school tours, orientations and assessment for potential students and other events designed to showcase college programs and opportunities. High school & community outreach staff consist of a

full-time director who reports to the Dean of Admissions & Records, and several student-ambassadors who work on a part-time basis. (IIB-32)

Student Government and Activities

The Associated Students of Cuyamaca College (ASCC) Council is the official student governing body that represents all Cuyamaca College students. The ASCC's responsibilities include representing student interests on college, district, and statewide committees; participating in campus and district governance by sharing in the development of college policies; planning and implementing activities, programs and services for students, and drafting, adopting and supervising the ASCC budget. The Student Center, which is located in a portable building next to the Student Services One Stop Center, provides a place for students to relax, socialize, interact and network.

Veterans Services

The Admissions and Records (A & R) Office employs an A & R Specialist to assist students who are eligible for veteran education benefits. The specialist is responsible for adhering to Veterans Administration (VA) policies, collecting all needed student transcripts and paperwork, monitoring enrollment and submitting needed documentation to the Veteran's Administration. Students who intend to receive benefits meet with the A & R Specialist prior to the semester to submit the necessary paperwork to the VA. This meeting allows time for prior credit to be evaluated and for students to be notified whether or not their courses will be paid for by the VA. Counseling and monitoring of VA benefit recipients is provided on a continuous basis during the semester.

International Students

In spring 2006, Cuyamaca College had 26 international students representing 7 countries. The special needs of these students are coordinated by a counselor who is given approximately ten hours per week of reassigned time, and an International Student Admissions and Immigration Specialist. Special services for first time international students include a specialized assessment, orientation, registration, and follow up. International students are encouraged to participate in the activities of the Associate Students and the International Student Organization. New international students must attend a College Readiness Class, which consists of 4-6 sessions with topics ranging from: Surviving the First Week, American Educational System, Dealing with Culture Shock, and Adapting to American Culture. Each student meets with the International Student Counselor at least once per semester to develop two-year educational plans or to monitor academic progress. The International Student Counselor requests mid-semester progress reports from faculty to ensure student success. Other services include personal counseling to deal with issues that may impinge upon student success. The International Student Counselor and the International Student Admissions and Immigration Specialist are available throughout the year to assist students with questions or concerns. The International Student web page is

regularly updated to assist current and prospective students with immigration or academic matters.

The number of international students has decreased since the last accreditation site visit in 2001. At one time, Cuyamaca College served over 100 international students. The few international students at the college participate in an international club but do not have an array of social activities provided to them.

The Grossmont-Cuyamaca Community College District has one of the lowest cutoff scores (450) in the county on the Test of English as a Foreign Language (TOEFL), thus, some international students have limited English skills. These particular students have academic difficulties. Other colleges, including Grossmont College, offer specialized programs outside the credit program to help prepare them for the regular academic course offerings.

Counseling Services

The mission of the Counseling Center is to provide quality educational, career, occupational, and personal counseling and create a climate and structure in which each student has a maximum opportunity for self-fulfillment. Goals of the Counseling Center are:

- To provide counseling for students and staff relative to personal concerns;
- To provide academic counseling and other activities to assist students to achieve career goals;
- To provide students with information about their assessed skills and about course and program requirements to assist them in achieving their educational goals;
- To provide transfer counseling to students intending to complete their academic program at a four-year college or university;
- To provide academic and personal counseling to international students in order to facilitate their transition to the American culture and academic success;
- To provide orientation for new students regarding college curricula and services;
- To provide flexible counseling modes which accommodate groups, quick questions from students, and longer-time intensive and more detailed counseling;
- To articulate with baccalaureate institutions in order to assist students with transfer;
- To coordinate counseling/transfer services with other student services;
- To coordinate counseling services with instructional programs.

As of spring 2007, six counselors staff the Counseling Center. Of these, reassigned time is given to the Department Chair (.38) and the Personal Development Department Chair (.25); one is on a .60 reduction in load, and one is serving as the Interim Dean of Counseling & Matriculation. There are approximately ten part-time counselors. The number of full-time counselors has

decreased over the past five years due to retirements (including two in June 2006) with a consequent reduction in hours provided by full-time counselors. According to a Program Status Report completed in February 2007, this reduction has had an impact on services. (IIB-37)

The Counseling Center is open year round. Walk-in hours and appointments are available very day. The counselors provide matriculation counseling for new and continuing students, which include assisting students with admissions, assessment, orientation, advisement, and referrals to appropriate support services, follow-up on academic progress and research and evaluation of matriculation outcomes. In addition to general counseling, the department provides specialized counseling for athletes and international students. Students receive specialized counseling and advising services in EOPS, DSPS, the University Transfer Center and the Career and Student Employment Center. (IIB-3)

Cuyamaca College received a Title III grant to increase the retention and success of high risk students. Through grant funding, an EOPS counselor was reassigned to serve as the Title III Online Counselor/Retention Specialist from 2004 to January 2007. In spring 2007, Title III continues to support an online counseling position. This has allowed Cuyamaca College to make innovative strides in developing an online counseling process through the "Ask a Counselor" web site.

Title III strategies to improve student success include the close involvement of ASCC; Student Survival Guides, classroom presentations by counselors. In summer 2007, an innovative I Choose Education (ICE) program will be piloted, and a student mentoring project will be initiated in fall 2007. A personal welcome letter from the ASCC President is sent alerting students to all of the services available. (IIB-25, IIB-49)

Career and Student Employment Center

The Career and Student Employment Center provides career information, planning and employment assistance to students, staff and community members through individual appointments, workshops and the annual Career Fair. Assistance is provided in the areas of career assessment, career exploration, goal setting, labor market information, educational requirements for career decisions. The Career and Student Employment Center refers students to on and off-campus job openings through the Cuyamaca Job Link, an on-line employment service for current students and alumni. Staff assists students with resumes, interviewing and job search skills as well as maintaining skills once employed.

University Transfer Center

The University Transfer Center provides students with the most current information on four-year universities and colleges. A full-time counselor on 1.0 reassigned time coordinates the University Transfer Center. The center maintains current catalogs of California public universities and colleges, articulation agreements, CSU and UC admissions applications, college handbooks a

comprehensive web site, and a video collection of four-year universities and private colleges. The center has a computer lab that allows students to access the various university web sites on the Internet and complete online applications. The University Transfer Center Coordinator and counseling staff provide individual academic planning and online application workshops for admission to UC and CSU as well as to private institutions. Several times during each semester, representatives from four-year universities are available by appointment to evaluate students' records and facilitate the transfer process. In addition, transfer workshops are offered to give students an opportunity to hear from four-year colleges and universities regarding major-specific topics. The University Transfer Center web site provides online access to materials and information necessary to assist students with the transition from community college to the four-year universities. A newsletter, "University Transfer Update," is also sent out every semester. The University Transfer Center Director was nominated for a statewide Academic Senate award in 2005 for her work in enhancing access and information for faculty, staff and students through the web site. She also received a sabbatical in spring 2007 to enhance the counselors' web site.
(IIB-17)

Child Development Center

The Cuyamaca College Child Development Center licensed for 75 children, opened in fall 2001 and provides a quality educational experience for nearly 90 student and community families. The CDC is a critical component of the Child Development academic program and is committed to its role as a dynamic teaching facility. Child Development students complete course assignments, observations, and supervised field experience under the collaborative guidance of faculty and center staff. The center is frequently visited by early childhood professionals from throughout the state as a model child development program. The Director of the Child Development Center works closely with the CalWORKS Program through a TANF-CDC grant which gives support services to eligible students hoping to have careers in the childcare field.

Tutoring Center

Tutoring is under the administration of the Instructional Dean of Division II. The college offers tutoring which includes both academic and vocational tutoring for most subjects at no cost to enrolled students, Individual, group, and walk-in tutoring are available during day and evening hours. The principle centers are the General Tutoring Center, located in the Learning Resource Center, the Math Study Center in N-104, and the Writing Center (English/ESL) in L-135. In addition, specialized tutoring is available to students in programs such Graphic Design, CAD, and Cisco (CIS). Students under special programs such as EOPS and DSPS are offered extra tutoring time to accommodate their needs.

Bookstore

The Vice President of Administrative Services oversees the bookstore. The bookstore, which is managed by a private company, Barnes & Noble, is

temporarily located in the D Building pending completion of the Student Center in 2007. A wide variety of textbooks, supplies, sportswear, college spirit items, accessories, and snacks are offered. The bookstore buys back textbooks at the end of each semester. In 2005, the bookstore began an online delivery of services to provide enhanced service to students.

Food Services

Food Services, called the "Coyote's Den," is temporarily located in a trailer next to the Learning Resources Center (LRC) and is managed by an outside vendor, Aztec Shops Ltd. The Coyotes' Den offers a wide range of cafeteria-style services serving hot and cold entrees. There are hot and cold drinks, snack items, and self-serve salads and sandwiches. A microwave is available for use by students. The facilities include the food preparation area, cold storage facilities, kitchen clean up area, small office space, a cash register island, upright coolers, storage area and customer counter space. There is currently an outside (covered and open-air) patio seating area. When the new Student Center is completed in 2007, students will be able to have a food court style cafeteria area with an outside convenience store and a small Starbucks-style coffee shop.

Self Evaluation
Cuyamaca College meets this standard. With the opening of the Student Services One Stop Center in 2001, and the relocation of the ASCC portable building at the One Stop Center in 2005, the quantity and quality of support services have increased at the college. Services have become more organized and centralized, allowing for greater dialogue between and among services. As the student population has grown and changed over the years so have the delivery methods of student services. Online services have facilitated information and access to college programs and support services.

As evidenced by the accreditation survey, the college provides an array of top quality student services to support student learning. Indeed, over 94.2% of the faculty state that they refer students to the various support services available on campus (Q24), indicating a high level of trust in student support services. According to the same survey, the majority of student respondents, 72.5%, feel that the college provides adequate support services to its students regardless of service location or delivery methods (Q25). In addition, nearly 61% of students indicate that the assistance received in the tutoring labs helps them with their educational needs; 29% are neutral (Q102).

When the Vice President of Student Development and Services was hired in July 2006, advancement was made in the Student Services division with regards to staffing. In spring 2007, for example, a new counselor and a CalWORKs Specialist were hired, and hiring processes were initiated for vacant positions including a Dean of Counseling & Matriculation, an EOPS counselor, an Associate Dean of Special Funded Programs, an Admissions & Records Specialist, and a Health Services Supervisor. The accreditation survey, which indicates that 51% of faculty respondents feel that the college provides sufficient human resources to support its educational programs (Q11), was conducted prior to the progress made to staffing levels in Student Services.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard. With regards to staffing needs in the Student Services division, see Overarching Planning Agenda on Resources, including Faculty Resources and Student Support Resources.

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary
The Associated Students of Cuyamaca College (ASCC) offers students the opportunity to participate in activities that foster personal and civic responsibility as well as promoting intellectual, aesthetic and personal development. The ASCC Officers include a President, Executive Vice President, Evening Vice President,

Treasurer, and senators. In addition, there is a secretary. This organization provides an opportunity for students to participate in many aspects of college life including the decision-making process. ASCC leaders actively participate on every college and district committee that requires student representation. District committees include the district Legislative Strategy Committee; the Emergency Preparedness Committee; the Staff Diversity Committee; the District Strategic Planning and Budget Council; the Enrollment Marketing Committee; the Parking Committee; the District Coordinating Educational Council; and the Calendar Committee. College committees include the College Facilities Master Plan Council; the Innovation and Planning Council; the Instructional Technology Council; the Bookstore and Food Services Advisory Committee; the Budget Committee; the Campus Accessibility Committee; the Cashiering Appeals Committee; the College Policy and Procedure Committee; the Enrollment Management and Marketing Committee; the Facilities Committee; the Instructional Program Review Committee; the Petition Review Committee; the Safety Committee; the Scholarship Committee; the Student Due Process Committee; the Student/Gender Committee; the Student Services Master Plan Committee; the Student Services Program Review Committee; the Student Success Committee; the Tutoring Center Advisory Committee; and the Workforce Development Committee.

ASCC sponsors a myriad of activities designed to enhance and promote student campus life, including college hours, barbecues, schedule kickoff events, a Vice Presidents' luncheon for college faculty, staff, and administration, ice cream socials, First 15 Hour celebrations, the annual Commencement ceremony, groundbreaking ceremonies, etc. In addition, leadership development activities are offered for ASCC senators and officers, including off-campus workshops and seminars, retreats, and weekly breakfasts.

College clubs provide the opportunity for school involvement and dialogue with other students, faculty and administration. Through participation in clubs, students develop leadership skills and learn about teamwork as well as developing valuable future career and personal contacts. Students may form a new club by contacting the Associated Student Government Office. The following clubs are currently available for students: Automotive Club, Child Development Association, Christian Club, Club Able, Computer Club of Cuyamaca College, Coyote Express, Cuyamaca American Sign Language Association, Cuyamaca Association of Paralegal Studies, Cuyamaca Botanical Society, Cuyamaca Environmental Tech Association, Cuyamaca College Spanish Club, Engineering Club, EOPS Club, Floristry Club, Inter Club Council, International Student Organization, Mecha Club, Phi Theta Kappa International Society, Society of Hispanic Professional Engineers and Women in Information Technology. (IIB-6)

The Student Affairs Office maintains a Free Speech Board in the F-building area, as well as the Student Center, which allows students the opportunity to post their

opinions and viewpoints on a variety of subjects. These postings, however, must comply with the rules and regulations of the GCCCD and cannot be lewd, indecent, or obscene.

Discipline procedures contribute to the development of civic responsibility and personal development. The Grossmont-Cuyamaca Community College District (GCCCD) Student Discipline Procedures provide a prompt and reliable means to address violations of the GCCCD Standards of Student Conduct, and guarantees to the student(s) involved the due process rights assured them by state and federal constitutional protections. These procedures ensure compliance with board policy 535, which states that “It shall be the policy of the board to provide information to all students in the GCCCD about the type of conduct that is expected of each student, along with the applicable penalties for violation of the rules and regulations, and to set forth procedures that are fair and timely both to the student and to the district.”

The Intercollegiate Athletics Department's mission is to "provide all student athletes with quality intercollegiate sports that will complement the college's instructional programs, enhance student life on campus, and foster community interest and support." Athletics provides growth in student athletes’ skills in team work, fair play, sportsmanship and good conduct. Participants also gain an appreciation for social diversity, increased leadership experiences, and the achievement of success through hard work. Athletics enhances student life and fosters community interest. Team members often volunteer on-campus and in the community and take pride in presenting a positive image of athletics and academics in the institution. Special scholastic requirements for student athletes to actively enroll in and attend 12 or more units with special academic goals are in support of the intellectual mission of the college. According to past data, a higher percentage of 4 year student transfers are from athletics than from the student body as a whole. Athletic teams include the Cuyamaca Coyote's Cross Country, Track and Field, Soccer, Volleyball, Basketball, Tennis and Golf. (IIB-10)

The Personal Development Counseling Program helps students assess their personal strengths and to continue their personal and career development. Approximately 1600 students enroll in courses offered each year by the Personal Development Counseling Program. The majority of students in this program enroll in Personal Development Counseling (PDC) 124, Lifelong Success, and a UC-transferable course which includes topics relating to college, career and lifelong success. College success topics include motivation, time management, and learning skills. Career success topics include understanding personality and selecting a major, learning style and intelligence, exploring interests and values and career planning. Lifelong success topics include improving communication and relationships, thinking critically and creatively, maintaining a healthy lifestyle, appreciating diversity and understanding future life stages. PDC 124 is

currently offered at most local high schools and serves as a bridge from high school to college.

Self Evaluation
Cuyamaca College exceeds this standard. The college offers a multitude of programs that provide opportunities for learning and development through a wide variety of student activities and programs. Students have a great deal of interaction and dialogue with the college community. A number of questions on the student survey pertain to this standard. For example, the majority of students, 64.5%, agree that the college supports extracurricular activities that promote lifelong learning for its students (Q26). Nearly 66% of students feel that their role in institutional governance is clearly stated (Q57) and 52.5% feel that they have the opportunity to participate in the college's planning processes; 33.8% are neutral (Q72).

The vast majority of students, nearly 77%, indicate that the college fosters an environment of ethical behavior (Q93). Moreover, approximately 90% of the faculty and 60% of the staff respondents indicate that the college fosters an environment of ethical behavior; 20.8% of the staff is neutral. According to the faculty accreditation survey, 68.5% of the faculty respondents indicate that the college supports extracurricular activities that promote lifelong learning for its students (Q26). Approximately 85% of the faculty indicate that the development of personal and civic responsibility is integrated into the courses they teach, and 98% integrate at least to some extent, the development of intellectual curiosity and desire for lifelong learning into the courses they teach (Q22g, 22f). Finally, 91.5% of faculty and 71.3% of student respondents feel that the faculty at Cuyamaca College incorporates values, ethics, civic responsibility and diverse perspectives into their courses (Q123).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary
The Counseling Department provides academic, career and personal counseling to all students. In addition, students receive specialized counseling and advising services in Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), CalWORKs, the University Transfer Center and the Student Employment and Career Center. Specialized counseling is provided to athletes and international students. Counseling and advising programs are committed to "provide quality educational, career, occupational and personal

counseling and create a climate and structure in which each student has a maximum opportunity for self-fulfillment". (IIB-3)

Training for contract counselors is done in weekly meetings in which counselors share current information and invite faculty from academic and other student services areas to share information useful to students. Counselors attend regional and statewide meetings and conferences, as the budget permits, to be updated in the areas of transfer success, technology and such. Counselors also make every attempt to stay current in their fields. In 2006, counselors participated in a student suicide seminar. One counselor received a school crisis intervention certificate, and another counselor received his Marriage and Family Therapy (MFT) license. An extremely worthwhile and well-attended workshop is the Joint Workforce Committee/Counseling workshop held every year, which is a time for networking, updating and sharing between counselors and vocational education instructors. In spring 2007, the counselors from Grossmont College were also invited, as were the adjunct counselors, and approximately 50 instructors and counselors attended the event. (IIB-38)

Through the coordination of the department chair, there are formal training sessions for adjunct counselors. This is a well-organized training program so that new part-time counselors and interns have the appropriate training prior to beginning the advising function. Part-time counselors from other student service departments are invited, including EOPS, CARE and CalWORKs. With the increase in the number of adjunct counselors, training sessions are provided twice per year. A training manual was developed by the chair of the department, and this is used during the large staff training programs. New adjunct counselors also spend the first two weeks job shadowing full-time counselors as part of training. In addition, all counselors are expected to read the Minutes of all counselor meetings, which are published weekly, and all important information is kept in "Adjunct Binders" which the adjunct counselors are expected to review. Additional training is obtained though attending conferences and workshops. The adjunct training at Cuyamaca College has been described by adjunct counselors as the best program of all the community colleges in which they work. (IIB-16, IIB-30, IIB-7)

Evaluation of the Counseling Center is conducted through formal mechanisms. First, there is an official review every 5-6 years through the Student Services Program Review process. The last program review for Counseling occurred in May 2001, and the next is scheduled for fall 2007. Second, every year, the Counseling Center assesses itself through a department master plan "Update," which looks at the outcomes of the previous year's plan. Activities that are not complete are reviewed for relevancy and continued into the next year's department master plan if still applicable.

Full-time and adjunct counselors are evaluated on a regular basis according to the United Faculty contract. The counselors' training program is assessed through

open dialogue by the department chair, the Dean of Counseling & Matriculation, as well as the full-time counselors in attendance. The department chair uses the recommendations that are made for improvement at the debriefing sessions. (IIB-2, IIB-50, IIB-51)

Classified staff training also occurs on a regular basis, coordinated by the chair of Counseling and the Student Services Specialist. Training covers topics such as cross-training of staff, customer service and new procedures. In summer 2005, a large number of student services staff attended a customer service training program provided on campus by the Professional Development Academy and received certificates of completion. Evaluation of staff is conducted according to the CSEA contract. Staff is also invited to participate in staff development workshops held during Staff Development Week. (IIB-15, IIB-31)

Self Evaluation
The college meets the standard. According to the accreditation survey, 77% of faculty respondents feel that the program review process is effective in evaluating the strengths and weaknesses of individual programs (Q9), and 62% of the faculty feel that the processes for evaluating the college's student services programs help improve the quality of these services (Q23). Moreover, 83% of faculty respondents feel that they have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes (Q73).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

d. **The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Descriptive Summary
There is an institutional commitment to diversity at Cuyamaca College. The appreciation and understanding of diversity and promoting social harmony is a core value of the college. In the academic and student services areas, the college designs programs, practices and services to enhance student understanding and appreciation of diversity. In the academic area, diversity outcomes are an important component of any course approved for general education credit Diversity outcomes include these areas: (IIB-5, IIB-8)

- Work effectively with persons from diverse populations
- Demonstrate respect for persons from diverse populations
- Apply knowledge of different cultures, abilities and life styles

The Personal Development Counseling Department offers a course which many students take, PDC 124, Lifelong Success. The appreciation of diversity is a key component. Topics include understanding diversity, appreciating diversity, communicating across cultures, understanding sexual orientation and stages of ethical development in which students increase their ability to understand others who are different from themselves. One project is the sharing of a diversity poster in which students showcase their ethnic, cultural and other differences to classmates. Students are encouraged to share ethnic foods, art and music from their different cultures.

The Learning Resources Center supports academic and student support services by displaying materials that enhance student understanding and appreciation of diversity. Displays focusing on diversity include Martin Luther King's Birthday, National Black History Month, National Women's History Month, National Asian Pacific Heritage Month, National Hispanic Heritage Month, National Disabilities Awareness Month and the National Native American Heritage Month. For a list of library displays, see the reference list for Standard IIC.

The Associated Students of Cuyamaca College regularly sponsors College Hours and other activities that help students learn about and appreciate diversity. College Hours are publicized widely including in the class schedule. Numerous student organizations reflect the diverse interests of students at the college including: Club Able, EOPS Club, Cuyamaca American Sign Language Association, International Student Organization, Mecha Club, Society of Hispanic Professional Engineers, and Women in Information Technology. (IIB-6, IIB-44)

Disabled Student Program & Services (DSP&S) sponsors a variety of activities to increase the understanding and appreciation of disabilities, i.e. an Annual Wheelchair Basketball Game, High Tech Center Open House and a display in the LRC. From time to time, DSP&S sponsors resource fairs, movie days, and a wheelchair obstacle course. One week in October is designated as "Disability Awareness Week" which is designed to help educate the general population on diversity issues. (IIB-45)

Self Evaluation

Cuyamaca College meets this standard. The accreditation survey indicates that students are treated fairly and respectfully; nearly 78% of student respondents agree (Q116). Also, 68% of student respondents agree there are plenty of opportunities to learn about other cultures; 25% are neutral (Q119). There are specific college hours dedicated to various diversity issues. It is felt by 56% of student respondents that special events, e.g. athletics, cultural celebrations, concerts, art exhibits on campus are particularly effective in increasing sensitivity to other ethnic groups (Q120). Of students surveyed, 73% agree that diversity is actively promoted on campus, 83.5% of faculty agree (Q121). Approximately

69% of faculty respondents feel that they integrate an appreciation of cultural diversity in their courses to some extent (22e).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary
An instrument is not used for admission purposes. The two colleges in the district use the same assessment instruments for math, English, English as a Second Language and Ability-to-Benefit assessments. The Student Success Committee at Cuyamaca College, in conjunction with the academic departments and the Dean of Counseling & Matriculation, and counterparts at Grossmont College, routinely review the instruments and make recommendations for changes. The Ability-to-Benefit instrument was changed in spring 2006 by both colleges, for example, as were the cut-off scores of the mathematics assessment. Multiple measures, in the form of additional questions, are used in conjunction with the assessment instruments to provide a more accurate read on one's skill level.

The Office of Institutional Research, Planning and Academic Services regularly validate assessment instruments used to recommend placement of students into appropriate courses at Cuyamaca College. The office maintains state mandated validity standards for English, Math, and ESL assessment and works with other colleges to coordinate validation of assessment instruments statewide. This validation usually involves course/instrument content validation, examination of disproportionate impact, and regression analysis to examine predictive validity. The office periodically surveys sample classes of students to get feedback on their perceptions of assessment instrument biases/cultural sensitivity.

With regards to the use of APS for English placement purposes in the district, a re-validation process occurred in spring 2007 which involved consequential and content validation. (IIB-9, IIB-46)

For purposes of assessing mathematics skill levels, students take the MDTP. There has been serious discussion by the Math faculty at both campuses and the Student Success Committee of moving towards a self-assessment process that could be conducted online. Both colleges are in agreement that they would like to move in this direction, and the faculty are studying the data from other colleges and developing a prototype.

Self Evaluation
Cuyamaca College meets this standard. With faculty leading the way, appropriate parties from Cuyamaca College, in conjunction with their colleagues at

Grossmont College and the district Research Office regularly evaluate assessment instruments and practices to validate their effectiveness while minimizing biases. Changes to cutoff scores are made as a result of the studies.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary
The Admissions and Records Office is located in a separate office, and only employees of the Admissions and Records Office are able to access student files. These employees sign a confidentiality statement which acknowledges that student information is to be kept confidential. Student files are maintained in a secure automated filing system which is closed and locked nightly. Student records in the Counseling Center are also maintained in a locked cabinet. Students must produce identification upon requesting unofficial transcripts. Regular reminders are made to faculty, staff and student workers about the need to shred all documents that have social security numbers and other personal information, and training on confidentiality occurs on a regular basis. This appears to be the standard operating procedure in all student services' offices.

Students' academic history (transcripts) is maintained on the Student Record System which is backed up on a regular basis by Information Systems Department. Student file information (applications, petitions, transcripts from other schools, residency documentation, etc.) is maintained in a "hard copy" file. Files of students no longer attending Cuyamaca College are imaged and electronic copies are maintained on a server backed up by Information Systems. Prior to 2003, documents were microfilmed rather than imaged. The microfilmed student files are maintained in the Admissions and Records Office.

Student records, for the most part, are only released when the student gives written authorization to release information. Examples include sending transcripts and enrollment verifications at the students' request. Exceptions (release of information without student consent) include sending male student address and telephone information to military recruiters (authorized by the Solomon Act) and sending information electronically to the Student Loan Clearing House for loan deferrals. The Office of Institutional Research, Planning & Academic Services also releases information to the California Partnership for Achieving Student Success (CalPass).

Self Evaluation

The institution meets this standard. Cuyamaca College makes every attempt to ensure the confidentiality of its student records, not only in the Admissions & Records Office, but in the Counseling Center and other student services' offices. With the conversion to the use of student identification numbers rather than social security numbers, there will be greater potential for confidentiality and security for students.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of Student Learning Outcomes. The institution uses the results of these evaluations for the basis of improvement.

Descriptive Summary
Cuyamaca College evaluates its student support services to assure their adequacy in meeting identified student needs. This is accomplished in several ways. First, every year the functional areas are required to complete an update to their department plan submitted the previous year to the Student Services Master Plan Committee. The update is evaluated and used as the basis for continuous improvement. Second, there is an ongoing program review process in place. The last comprehensive review of student services occurred 2000-2003. In 2006, after much review, there was a modification made to the program review process. In 2000-2003, twelve functional areas were reviewed. This placed an inordinate amount of work on the members of the Student Services Program Review Committee.

In 2006, after evaluating the manner in which the previous program review process was conducted, it was proposed that Student Services Program Review adopt national standards of good practice, specifically, the Council for the Advancement of Standards in Higher Education (CAS) standards, which have embedded in them Student Learning Outcomes. The instrument is designed to systematically assess student services programs' contributions to student outcomes. Moreover, in addition to changing the format, it was proposed that a much more realistic timeline be considered. Thus, the timeline was altered so that every year, three programs would be reviewed; therefore, over the space of four years, twelve programs would have had a thorough and comprehensive review. In fall 2006, a survey for program review purposes was conducted on a large sample of students at Cuyamaca College.
(IIB-2, IIB-24, IIB-41, IIB-48)

There are also state-mandated reviews that are coordinated by the California Community Colleges Chancellor's Office as required for categorical-funded

programs, i.e. EOPS, DSPS. The results of the evaluations are incorporated into the annual department plans which include the following components: college-wide goals, program goals, program review recommendations, objectives, resources needed, activities and emerging needs. The department plans are then submitted to the Student Development & Services Master Plan committee for review. This document contains goals and plans for continued development and improvement of the various student services programs. The quality of the support services is thus assured through the college's regular evaluation, planning and improvement process. This process contributes to the achievement of the college mission as well as the integrity of the institution. (IIB-1, IIB-2, IIB-21)

Regarding Student Learning Outcomes for student services, with the adoption of CAS standards, there is an emphasis on achievable, observable and assessable outcomes. CAS standards have embedded in them student learning and development outcome domains, and there are stated expectations that all functional areas must place an emphasis on identifying relevant learning outcomes and assess their achievement by students. Student services began the process of identifying specific learning outcomes for functional areas in 2006-2007. A work group was established to develop the process, the model and template. Many of the functional areas completed identifying their Student Learning Outcomes in spring 2007; the remaining areas are in process and expect to be complete in 2007-2008. (IIB-47)

Self Evaluation
Cuyamaca College meets the standard. A Student Services Master Plan drives goals and activities, and departments are required to periodically submit updates to their annual plan. There is an ongoing program review process in place, and it is important to note that, upon review of the previous process, the college decided to modify the process and adopt national standards of good practice. With the identification of Student Learning Outcomes tied to the program review process, the entire cycle of planning, evaluation and improvement should be enhanced at Cuyamaca College.

Planning Agenda
Cuyamaca College will monitor the implementation of the Student Services Program Review using CAS standards to ensure that evaluations are carried out as planned and information forwarded to the Student Services Master Plan and that improvements to student support services are made as a result of this regular planning and review cycle.

Standard IIB: References

IIB-1 Council for the Advancement of Standards (CAS) General Standards used for Student Services Program Review
IIB-2 Student Services Master Plan **I-3, IIA-61, IIIA-98, IIID-4, IV-75**
IIB-3 College Catalog **I-7, IIA-8, IIIA-21, IIIC-18, IV-26**
IIB-4 College Schedule of Classes **IIA-11**
IIB-5 Strategic Plan **I-1, IIIA-103, IIID-1, IV-74**
IIB-6 College Clubs
IIB-7 College Matriculation Plan
IIB-8 GE Certification Survival Kit **IIA-17**
IIB-9 College Assessment Validation Status
IIB-10 Athletics Master Schedule
IIB-11 Curriculum, Production Timeline of Catalog **IIA-32**
IIB-12 Curriculum, Memos to Update Catalog
IIB-13 Curriculum, Packet for Governing Board
IIB-14 Student Support Services Brochures
IIB-15 Student Services, Student and Staff Training Sessions
IIB-16 Student Services, Adjunct Counselors Training
IIB-17 University Transfer Update Newsletter
IIB-18 Student Services "One Stop" Article (March 2006)
IIB-20 Student Services, Transfer Information Flyer - Parent Night Flier
IIB-21 Assessment, Orientation Schedule
IIB-22 District Environmental Scan **I-18, IA-33, IV-39**
IIB-23 Student Success Committee (SSC) Agendas & Minutes
IIB-24 Program Review, Student Services Student Survey **IV-79**
IIB-25 Title III Grant **I-47, IIA-53, IIIA-92, IIIC-23, IIID-11, IV-83**
IIB-26 Student Career Survey Results
IIB-27 Matriculation & The Persistence of First Time College Students
IIB-28 Examples of follow-up letters, early alert notices
IIB-29 College Course Master List **IIA-10**
IIB-30 Counselor Training Manual
IIB-31 Customer Service Training Flyers/Data
IIB-32 High School & Community Relations Coordinator: Job Description
IIB-33 Prerequisite Evaluation/Challenge Request Form
IIB-34 Congratulatory Letter, President's List
IIB-35 Program Review, Student Services Committee Agendas and Minutes **I-45, IV-77**
IIB-36 Articulation Officer Role
IIB-37 Program Status Report, Counseling Center
IIB-38 Counseling Meeting Minutes
IIB-39 New Student Survival Guide
IIB-40 Transfer Center Celebration Announcements/Invitations
IIB-41 Program Review, Student Services (EOPS – Draft)
IIB-42 College web site **I-36, IIA-19, IV-81**
IIB-43 Non-Aligned Course Lists

IIB-44 College Hours
IIB-45 DSPS Activities
IIB-46 APS Validation Study (English Placement System)
IIB-47 Student Learning Outcomes, Student Services Template
IIB-48 Program Review, Student Services Summary **I-33, IV-78**
IIB-49 Title III, ICE Flyer
IIB-50 Program Review, Student Services (Counseling)
IIB-51 Program Review, Student Services Timeline
IIB-52 Counseling Mini-workshop Letter
IIB-53 Accessibility Committee Meeting Agendas and attachments
IIB-54 Program Review, Student Services (DSPS - March 1999)
IIB-55 ASSIST Software **IIA-12**
IIB-56 Program Review, Student Services, Student Survey Results
IIB-57 Program Review, Student Services (Health & Wellness – Draft)
IIB-58 Program Review, Student Services (Athletics – Draft)
IIB-59 Program Review, Student Services Report for DSPS 2000
IIB-60 ADA, Accessibility Compliance Check
IIB-61 ADA, Self Evaluation and Transitional Plan
IIB-62 ADA, California Community Colleges AHEAD Training Executive Summary (1999)
IIB-63 ADA, Students and Disability Laws (2001)
IIB-64 ADA, A Guide to the New ADA-ABA Accessibility Guidelines
IIB-65 ADA, Standards for Accessible Design
IIB-66 ADA, Reference Manual
IIB-67 ADA, Checklist for Existing Facilities
IIB-68 ADA, Creating Accessible Schools (2000)
IIB-69 ADA, Took Kit: Accessibility
IIB-70 ADA, Disability Services: ADA Requirements (City of San Diego)
IIB-71 ADA, Title 5 Excerpt San Diego County Code of Regulatory Ordinance
IIB-72 ADA, Title 22 Land Use, Parking & Loading Standards
IIB-73 ADA, The Failure of Handicapped Parking Regulations in the City of San Diego (Report 2003)

Standard II: Student Learning Programs and Services

C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using Student Learning Outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission or the institution.

Descriptive Summary

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quality, quantity, currency, depth, and variety to support instructional offerings. To meet this standard, the college relies on professionals, including but not limited to librarians, teaching faculty, and both technical and support personnel that are all essential in facilitating student learning-- the core of the institution's mission. Through a variety of means, described in this introductory section and in the narrative on Technology Resources (Standard III.C), the college has endeavored to identify activities and work groups, such as the Teaching and Learning Center team, to provide essential learning resource support. The college has also utilized both general fund, ongoing block grant allocations, and special grant program funds, such as the five-year federal Title III grant project, to purchase materials and equipment, provide staff development services, pilot special support activities such as online tutoring to ensure that library and learning support services continue to expand to serve a growing student population and make use of technologically up-to-date methods. The college recognizes that library and learning support services are dynamic areas that require ongoing reassessment of staffing configurations, materials purchases, appropriate technological approaches, and other aspects of educational support services.

One of the primary responsibilities of the librarians is to select materials in conjunction with instructional faculty. Equipment is selected by the Learning Resource Specialist and maintained by the Instructional Media Services Coordinator. Computers and computerized smart classroom systems are selected by the Technology Planning Committee and maintained by the Instructional Media Services Coordinator. Materials and equipment must support college curricula. Resources include the Library Collection, Computer Laboratories, Instructional Media Services, Tutoring/Learning Centers, and the training facility known as The Teaching & Learning Center.

The programs and services listed below, including Library Collection, Computer Laboratories, Instructional Media Services (IMS), Tutoring/Learning Centers, Teaching and Learning Center (TLC), Staff Development, Displays and Home Page, are described in terms of how they contribute to meeting Standard C.1.a.

Library Collection

The Cuyamaca College Collection Development Policy states, "The purpose of the library collection is to support the instructional program of the college." Librarians work in conjunction with instructional faculty to add, maintain and update the collection of books, periodicals, electronic resources, and non-print materials. Each librarian is responsible for a number of subject areas. When an instructor designs a new course, he/she must fill out the form "Library Resources and Information Competency Support for Course Additions." Librarians collect the lists of recommended titles and submit them to the Collection Development Coordinator, who prioritizes the selections and orders them accordingly. Some materials are on "standing order" and are automatically purchased at regular intervals. The library also accepts donations after careful review. In 2005, the library print and non-print collections consisted of: 39,632 books, 1810 e-books, 109 periodicals, 122 audio recordings, 11 electronic databases, 25,784 microforms, and 2,364 video-recordings (discs and tapes) and 241 maps. Of the 2,364 video-recordings, 1134 are not closed captioned. To ensure adequate access to classroom textbooks, some instructors submit materials to be placed on reserve so that they can be checked-out for a limited time. Reserve items can be found in the online catalog by instructor, course number or course name. (IIC-1, IIC-2, IIC-3, IIC-4, IIC-5, IIC-6)

Computer Laboratories

There are five computer labs located in the LRC: a multi-purpose lab (L-206), an open lab (L-207), an extended open lab (Space L-207E), an English lab (L208), and the Teaching and Learning Center (L-121). The purpose of the open labs is to provide computers and software for students to use in their research and course-related assignments. Assistance in the use of computers and software applications is provided. Each student has a network account enabling access to a fast Internet connection, a personalized e-mail account, and course-related software applications. Students also have the ability to store a limited amount of work on the college's network. Students are required to register each semester for IS 198, a

non credit-no fee course, in order to use the lab facility. Exact specifications for the workstations housed in the four open labs are located in the Archives. (IIC-7, IIC-8, IIC-9, IIC-10, IIC-11, IIC-12, IIC-13, IIC-14)

Instructional Media Services (IMS)

The expertise of Instructional Media Services (IMS) staff is crucial to student learning. IMS is located in the LRC, and staff report directly to the Associate Dean of Learning Resources. There are two full-time individuals assigned to IMS: an Instructional Media Services Coordinator and an Instructional Media Services Technician. Instructional Media Services is responsible for providing support to faculty and administration. There is a technology standard for each smart classroom, and the Instructional Media Services Coordinator ensures that each is up to the standard. There are five major components of smart classrooms for which the IMS coordinator is responsible: data projectors, televisions, video and disc players, sound systems, Internet connections, and related accessories. In addition, the Media Services Coordinator is responsible for training staff and preparing written procedures for the use of the smart classrooms. Photographic services are also provided through the IMS department. (IIC-7, IIC-16, IIC-17, IIC-18)

Tutoring/Learning Centers

The Tutoring Center is located in the LRC and is available to support student learning in a wide variety of academic and vocational programs. A Learning Skills Specialist (1.0 FTE) reports directly to the Dean of Division II and oversees approximately 50 short-term hourly and/or student hourly tutors. In addition, program-specific supervised tutoring is provided in locations outside of the Tutoring Center such as, the Math Study Center, Graphic Design Open Lab, CADD Open Lab, and CISCO Open Lab in order to accommodate the licensed, specialized software required in these areas. Reading, Writing and English-as-a-Second-Language tutoring are conducted in the Writing Center. The college schedule publicizes information about supervised tutoring classes and lab hours.

The creation and support of a Writing Center has been a gradual but steady effort in the college; Communication Arts faculty have taken the lead to develop a plan, including a goal to serve all students across the curriculum who need writing assistance. Components of the plan include service delivery and tutor staffing and training. Through the college federal Title III grant program, innovative projects were supported such as the stipend project to the lead faculty in the Writing Center in 2004-2005 to investigate the best models and best practices for online tutoring. The Writing Center is administered separately from the Tutoring Center to facilitate department oversight, specialized training for tutors, and budget allocations to meet specific Writing Center needs.

Tutors in all locations are recommended for hire by the faculty and are trained by faculty through various tutor-Training courses (one for Math tutoring, one for English tutoring, and one for general tutoring). Each course is offered once per

semester in the fall and spring. Again, through the federal Title III grant project, innovative pilot programs have been developed for math that augment tutoring with faculty-led academic enrichment workshops, entitled *Aftermath*. Already the college has institutionalized these activities through the use of basic skills funding.

Tutoring is available for a wide variety of academic and vocational programs and is delivered in a variety of methods, including one-on-one, small group, walk in, video, and computer assisted instruction. The Math Study Center offers a variety of video and computer assisted tutorial materials. Students are entitled to two hours of free tutoring per class, per week. Students who are part of a special population, such as Equal Opportunity Programs and Services (EOPS), CARE, CalWORKS, or Disabled Programs and Services (DSP&S) are entitled to an additional 1-2 hours of tutoring per class, per week. Students must sign a mutual responsibility contract which outlines the roles and expectations of both student and tutor. Approximately 400 – 500 students receive tutoring services per semester in Math and general tutoring. (IIC-7, IIC-15, IIC-19, IIC-20, IIC-21, IIC-22, IIC-23, IIC-24, IIC-25, IIC-26)

Teaching and Learning Center (TLC)
The Teaching and Learning Center, located in the LRC, has a direct impact on student learning. The Web and Technology Support Specialist and a part-time instructional design and software training specialist, report directly to the Associate Dean of Learning Resources. The Computer Help Desk Specialist reports to the Instructional Computer Facilities Supervisor who in turn reports to the Associate Dean of Learning Resources. The TLC staff is responsible for providing technical support to faculty, technical support to students in online classes, and training and Web support to faculty and staff. In addition, there are regularly scheduled workshops for faculty in the TLC. TLC staff began offering basic orientations for students on WebCT and Blackboard in 2005.

The TLC has 12 PC workstations and one instructor station equipped with the MS Office Suite and Adobe software. The stations accommodate specialized software programs required for training. The TLC houses video conferencing equipment and a closed-captioning workstation. Help Desk service includes support for both faculty and students. Help Desk service includes support for the Faculty Workroom workstations, faculty office workstations, smart classrooms, and some individual and group Smart Classroom training. The TLC staffs the Help Desk telephone line six days a week. A Help Desk Action Form" is used to collect data, monitor the number of calls it receives and record types of request that it receives.

TLC Web support includes FrontPage training; Section 508 compliance issues, web standards and design, and web logo issues. Web support staffs are responsible for all new Web sites and pages and for the maintenance and updates of the college Web site. (IIC-7, IIC-27 , IIC-28, IIC-29, IIC-30, IIC-31, IIC-32)

Library Services - Staff Development

The Staff Development Committee purchases books, instructional materials, and videos when funds are available and then places them in the library's collection. These are used by faculty to complete some portion of their required staff development hours. The library offers 2 hours of staff development, "Building a Library Research Web site" in which instructors work with a librarian to build a web site module that highlight links and print resources relevant to their assignment. Staff development credit is given when a faculty member works with a librarian on how to use the library and its resources. In addition, librarians often present workshops during staff development week pertaining to the library's resources. (IIC-33, IIC-34)

Library Services - Displays

An ongoing series of library displays also supports student learning. The library has created creative and striking displays that showcase the library's resources and materials. The displays attract the attention of students and staff alike. The library has been asked to provide exhibits a variety of themes and ideas. In addition, the library has organized and hosted various panel discussions and presentations in conjunction with other departments. These public forums were well-attended and well-received by both the campus and the outside community. (IIC-35)

Library Services - Home Page

The Library web site has been designed to help students find materials in specific formats. The homepage highlights three major information formats: "books," "articles," and "web sites." For each, librarians have listed useful resources and search tools, including *I-link*, the online library catalog shared with Grossmont college. Under "more sources," there is a list of all electronic databases owned by the library, as well as a list of web sites useful for answering general reference questions. The site also features a number of selected links for research help, such as "Bibliography Style Guides," a set of course-specific research guides, and a link to the research course. Under "information," students can learn about library policies and procedures, as well as the library staff. Other highlights include an online interlibrary loan form and an "Ask-a-Librarian" service which is offered via e-mail. (IIC-36)

Self-Evaluation

Cuyamaca College meets the standard in various ways. As per the accreditation survey, 71.9% of the students surveyed and 74.7% of the faculty surveyed agree that "The LRC's collection, such as books, periodicals, media resources, and online databases, is adequate to meet the needs of my educational program." While these numbers are encouraging, approximately half the collection has a 1980 copyright date or older. This statistic suggests that the currency of the collection could be improved. In addition, 39,632 volumes are 66% of what the existing state standard recommends for a college the size of Cuyamaca (based on

60,000 volumes for 5,422 FTE students). While this would be a matter of concern for a library with only printed resources, it is recognized that students also have access to a wide range of electronic resources. Increases in the line item book budget for 2003-04, and small increments thereafter have ameliorated the situation somewhat, but the situation will become a serious problem as the college continues to grow if the collection of printed materials is allowed to fall further behind. Thus, the college will continue to work toward updating the library book collection, along with a balanced collection of electronic resources to support the instructional programs of the college.

Of the library's current collection of VHS and DVD titles, 658 still need to be closed captioned. This is of particular concern to the library because state law now requires that all videos must be captioned before they can be shown in the classroom. The college is currently exploring methods for re-allocating funds from the San Diego County Media Consortium to provide support for closed captioning. The college will also explore possible funding resources for video materials that still need to be closed captioned. (IIC-37, IIC-38, IIC-39)

The college also meets this standard with regards to its computer laboratories. The computer hardware in L206 (Multi-Purpose Lab) and L208 (English Lab) are adequate for the purpose of the classes assigned to these labs. The software programs available on these computers are executed very efficiently and the chance that students will lose their computer work as a result of hardware failure is very small.

In the student survey, 25.3% strongly agree and 50.5% agree that "Access to computer labs in the LRC is adequate for my educational needs." If the college was not in the process of planning to incorporate more computer labs as part of its capital construction projects, the computer hardware in the L207 (Open Lab) and the Extended Open Lab would require upgrades. Most of the current educational software programs require more internal memory (RAM) and higher processor speed for maximal performance. The college has recognized the ever-growing need to provide access to open computer labs as well as discipline-specific labs, and both the newly constructed Science/ Technology Mall (which came online in spring 2007) and the soon-to-be-opened Communication Arts building include new large open-labs and a variety of specialty venues such as in Graphic Design, Learning Skills, and Computer Information Sciences. Once these labs are fully operational in the new buildings, the library will recoup space that has had to be allocated for computer labs and will provide computer access primarily to support research library functions only. Student study space will also be made more available at that time in the library. As part of the planning process, faculty and staff have assessed the effectiveness and functionality of the hardware and software and have implemented changes in the new or projected lab.

The operations of Instructional Media Services meet the standard. The "Smart Classroom" set-up and operation has greatly enhanced classroom instruction. The Instructional Media Services Technician posts photographs of campus events on the college web site. (www.cuyamaca.edu/photoevents). IMS installation and maintenance of new equipment throughout the campus has led to more effective use of technology in the classrooms and certain administrative support functions. (IIC-18)

Cuyamaca College meets this standard with regards to Tutoring Services. Many improvements have occurred with regard to tutoring. Based on self-identified issues from the 2004 Accreditation Midterm Report, a Tutoring Advisory Committee was officially created and has met at least once a semester since spring 2005. The committee is charged with providing ongoing oversight and advice to the college for enhancing tutorial support services. Since the committee's formation, the training of tutors has been reviewed and updated, promotional flyer of general tutoring hours in the English, Aramaic, and Spanish languages were posted in classrooms, and the Writing Center (Reading, Writing, and ESL tutoring) was equipped with the Red Canyon hardware for student to use when checking into the center, and after four years, 0.2 FTE is set to be awarded to the faculty member overseeing the center beginning in fall 2007. In a recent survey completed by faculty and staff, responses to the statement "I refer students to the various services available on campus (e.g., Counseling, DSP&S, Tutoring, Health Services, Financial Aide, EOPS)" show a total of those Strongly agreeing/Agreeing at 94% and 93.9%, respectively, which is reflective of a high degree of awareness of the availability of support services and a willingness to share information regarding these services with students.

However, the budget for tutoring is 45% of what it was in 2003. The general tutoring budget has been assisted by several grants that will cease to exist in the near future. The Congressional Grant will end September 30, 2006 reducing the tutoring funds by $10,000, and the Title III Grant is due to end September 30, 2008 also reducing tutoring funds by $10,000. Tutoring received $25,000 from a VTEA grant for the 2006/2007 fiscal year which was a slight increase over 2005/2006 fiscal year but is still a major reduction from what was once allocated. Losing the Congressional Grant will cost the Tutoring center their tutors in Science, Biology, and Chemistry. The Congressional Grant paid for these tutors previously. CalWORKs will end on May 30th 2006 which will definitely impact the availability of tutoring in the Math Study Center during summer. The student hourly tutors have not received a raise in three years. However, in 2006/2007, funding was received from the State Chancellor office for basic skill tutoring. The Writing Center received $25,000 for all levels of English and ESL tutoring. The Math Center received $20,000 for all levels of math.

Statistics on students who use tutoring services have been kept since fall 2001. These figures show that usage of Tutoring has generally increased, however anecdotal evidence suggests that utilization figures could be higher. In an e-mail

to the Tutoring Advisory Committee, the English faculty member who is in charge of the Writing Center stated the most it has been open is approximately 750 contact hours a semester for the 8,000 students registered at Cuyamaca. Our sister college has 3,400 hours of tutoring support for 16,000 students through this comparison it would appear that a need exists for more tutoring service in the Writing Center. Fortunately, our English and ESL classes include an extra lab hour of instruction to provide students with the added support that many of them need. Nevertheless, when the Tutoring Center and the Writing Center are open for service, there are days and times when each area cannot accommodate the number of students who come for tutoring. It is anticipated that the move into the new Communication Arts building will provide more space for the Writing Center. It is also anticipated that after the Writing Center has moved, the current room used for the Writing Center will provide additional space for general tutoring. In addition, the college may explore options for providing expanded tutoring services in the new Communication Arts building. Student responses to the recent survey statement, "In general, the assistance in the tutoring labs has helped me with my educational needs," yielded the following results: 60.9 % of students strongly agreed/agreed with the statement, 29 % were neutral, and 10.1 disagreed/strongly disagreed. These results are promising, but the numbers are still indicative of a need to improve tutoring services for students. (IIC-40, IIC-41, IIC-42, IIC-43, IIC-44)

The TLC staff plays a crucial support role for online learning in their function as first responders at the Help Desk for faculty, staff and student technology training, as well as promoting access through Web support. According to the survey, 76.7% of students agree that "The College is committed to continuous improvement of the student learning process." The college recognizes the importance of providing TLC services as evidenced by the focus on providing staffing and equipment support to this unit via the activities and funds allocated through the federal Title III grant project which focused on technology integration and faculty training in technology. In short, technology support has been a major planning priority.

The Help Desk Specialist has been developing a manual which will outline policies and procedures, including procedures for online instruction support, to be used by those staffing the Help Desk. Web sites and tutorials have been created that address common concerns for faculty and online students. A partial list includes information and tutorials on Blackboard, WebCT, graphics, clip art and multimedia, accessibility, design, pedagogy, plug-ins and freeware; Microsoft tutorials, and Internet search techniques. By providing online support for students and faculty, Help Desk support six days per week for students enrolled in online courses, and live training in the use of online course delivery methods (Blackboard and WebCT) the college commitment to the improvement of the student learning process and support of the mission of the college is evidenced.

In addition to providing training, maintenance and support to 40 Smart Classrooms, TLC staff participated in a taskforce charged with development of a technology standard for all Smart Classrooms. The TLC staff provides basic support to faculty and staff in Web development and maintenance including ADA and Section 508 compliance issues. (IIC-45, IIC-46, IIC-47, IIC-48, IIC-49)

The library meets this standard in terms of staff development activities. The library has not purchased current professional development books, instructional materials, and videos in the library's collection for the past four years because of the lack of staff development funding from the State. However, the library does provide a variety of staff development opportunities through "Building a Library Research Web site" program, one-on-one librarian/faculty workshops and workshops scheduled in staff development week calendar. In the spring 2006 semester, another mode of delivering staff development opportunities was provided through the introduction of 4Faculty.org, which is an online professional development network of resources and learning modules designed specifically for the needs of community college faculty. Also, according to the faculty survey, 30% of the faculty strongly agrees and 56.7% of the faculty agree that staff development opportunities are generally available on student learning needs and pedagogical approaches. This indicates that there are sufficient staff development opportunities in quantity, currency, depth, and variety to facilitate educational offerings. (IIC-50)

The library meets the standard of supporting the institution's instructional programs and intellectual, aesthetic, and cultural activities through the library displays. The displays showcase different cultures and current issues and topics, such as Black History, Hispanic Heritage, Native American Heritage, Woman's History and Hubble Space Telescope, Water's Effect on Southern California's Growth, American Labor and 40th Year Commemoration of JFK's Assassination. The library displays also are sufficient in quantity, currency, depth, and variety to facilitate educational offerings. Staff and faculty have approached the library with exhibit themes and ideas to help promote their service area or field of interest. Such displays include Constitution Week, Disabilities Awareness, Renewable Energy Sources, the 50th Anniversary of the Brown vs. Board of Education and Black in the American West. Last, there are different modes of delivery to announce each new display via campus e-mails, College Hour announcements and in the Events link on the library home page. (IIC-35)

The library web site contributes to meeting the standard. The library web site serves as a user-friendly on-campus access point for all library collections, services, and policies. It also functions as a virtual library for off-campus users, providing numerous full-text articles from newspapers, magazines, and journals, not to mention a number of specialized subscription databases. In addition, Netlibrary, a collection of electronic books, is readily available on the library web site for both on-campus and off-campus users. Students unfamiliar with the research process can email a librarian through the "Ask-a-Librarian' service.

They can also browse a collection of course-specific research guides which are linked to the library web site, or they can complete a number of tutorials, linked to the library web site. In a recent survey completed by Cuyamaca students, 75.7 percent agreed that "the LRC provides adequate access to materials (on campus and online) to meet my educational needs." 20.6 percent of the students were neutral, and 3.6 percent disagreed. (IIC-36)

Planning Agenda
The college is committed to working internally and within the district to identify financial resources to increase funding to the college in order to fully implement Strategic Plan initiatives. One key area specifically addresses Support Service Resources.

- To support student learning and college instructional programs, the college will seek additional funds to enhance the scope and quality of support services, including the library book collection, electronic and video materials, and general tutoring and discipline-specific tutoring (such as tutoring in the projected Communication Arts building and the Math Center). (Please refer to the college's overarching planning agenda: Resources.)

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary
Cuyamaca College requires that information competency be incorporated into the curriculum of all the general education courses. Specifically, "Courses shall motivate students to develop information competency skills to improve the quality of education and everyday life through the selective use of information technology and information resources. Students will be able to identify information resources, apply appropriate tools to acquire information, formulate a search strategy, evaluate acquired information, and recognize alternative information sources." Several grants have helped to create a systematic process to achieve this. The library has an instructional program designed to teach students about information competency and how to become independent learners. During the academic year, 2004-2005, 79 library orientations were given to 2320 students. In addition, Cuyamaca College offers a 1-unit course, Research Methods in an Online World. The course, taught by a librarian, is designed to help students become effective online researchers. It is often taught online.

When designing courses, Cuyamaca instructors work closely with librarians to create learning activities that will enhance the information competency skills of their students. Instructors must fill out a "Library Resources and Information Competency Support for Course Additions" form that notes how these components will be added. In addition to the customized library orientations mentioned above, the instructor may opt to create in-class assignments which

include information competency components. Instructor may also request a course specific research guide, a web site which will appear on the library's home page (under the link "Research Guides"). A librarian will then work with the instructor to create a web site designed to help students find the information they need for a specific assignment, a set of assignments, or for the course in general. Finally, librarians have created a number of in-house tutorials for students and faculty, including "How to do a Research Paper," "Off-Campus Login Procedure," "Finding Videos and DVDs," and an "Infotrac Onefile." All of these tutorials are linked to the library's web site. (IIC-2, IIC-51, IIC-52, IIC-53, IIC-54, IIC-55)

Self-Evaluation

Cuyamaca College meets this standard. Cuyamaca College has been a pioneer in creating an integration model for infusing information competency into the general education curriculum. A number of other California community colleges have created similar programs based on this model. In addition, Cuyamaca College librarians regularly present course-specific workshops on research methods. Regular, one-on-one help for students needing assistance with the research process is offered at the library reference desk and more independent students can find a number of materials on the library web site geared to assist them with their assignments. As an aside, those who complete LIR 110, Research Methods in an Online World, often comment that it should be a requirement for college freshmen. In a recent survey offered to Cuyamaca College students, 73.8 percent agree that "LRC staff provide effective assistance in using the LRC resources – print and online – to find needed information." 57.1 percent agree that "the librarians helped me to be successful in my courses," while 36.3 percent were neutral on the subject, and 6.6 percent disagree. This last statistic suggests librarians could raise more awareness campus-wide about the services they provide, both in public and behind the scenes. (IIC-56, IIC-57)

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

c. The institution provides students and personnel responsible for student learning programs and services with adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The college provides students and staff with adequate access to library and other support devices in a variety of ways that support student learning. Wireless Internet Access is available in the library for students, faculty and staff. The library web site has been designed to help students easily find library materials in specific formats which can be accessed at any location—the college, off site or in homes. The library web site highlights three major information formats: books, articles, and web sites. For each of these categories, librarians have listed a

number of useful resources and search tools. The Cuyamaca and Grossmont libraries use a combined web-based catalog called *I-Link*, a product of SIRSI Corporation. With *I-Link*, services include online renewals and the ability to look up library fines. *I-Link* contains records for all holdings of the library collection: books—circulating, reference, reserves, periodical titles, and audio-visual material — video programs, DVDs, CDs, slides, maps and electronic books. In addition, one can easily perform the same search at the San Diego State University library catalog by clicking on the SDSU link in the I-Link online catalog. Under "More Sources," students find a list of electronic databases owned by the library, as well as a list of selected web sites useful for answering general reference questions.

The Library subscribes to eleven electronic databases that can be accessed from the library's web site on the "Databases A – Z" page, as well as from other useful places on the library's web site. Students, faculty, and staff may access these resources on campus, as well as from remote locations. Titles include, *Infotrac Onefile, ProQuest Newspapers, Books in Print, Encyclopedia Britannica, CQ Researcher, Health and Wellness Resource Center, Literature Resource Center, Opposing Viewpoints Research Center, Grove Art Online, and Grove Music Online.* The library web site also features a number of selected links for research help, such as Bibliography Style Guides, a set of course-specific research guides, and a link to the 1-unit course, Research Methods in an Online World. The course, taught by a librarian, is designed to help students become effective online researchers. It is often taught online.

Under Information, students can learn about library policies and procedures, as well as the library staff. Other highlights include an online interlibrary loan form and an Ask-A Librarian service which is offered via e-mail. A sub page designed specifically for faculty is also included. The library owns a *Netlibrary* e-book collection consisting of 1810 e-books. All of these books have been cataloged and linked to the online library catalog. Students, faculty, and staff can access these books on campus, as well as from remote locations. Recently, librarians have begun to work on an e-reserve system, which will allow instructors to submit files to be scanned for online access. Electronic Reserves (E-Reserves) may be accessed through the library's online catalog. Many items already on regular reserve may be included, such as a chapter from a book, periodical articles, images, maps, student sample papers, etc. In addition, E-Reserves offer selected links to articles in the library's periodical, newspaper, and reference electronic databases. The online interlibrary loan form, located on the library's homepage, allows online students to order books from libraries around the country. Distance learning students may contact a librarian for reference help through our Ask-a-Librarian e-mail service, as well as over the phone.

Another means of delivery is a courier for the Cuyamaca and Grossmont interlibrary loan service with San Diego State College. This courier makes daily runs between these two colleges and San Diego State University so that the

Cuyamaca Library can obtain items from the Grossmont Library and the San Diego State Library in two business days.

In addition, a Title III grant has provided funds to investigate and identify the best model of online tutoring which would support student learning. Also, to provide faulty with learning support services from diverse locations, there is an online staff development web site that give staff development workshops, guidelines and procedures. (IIC-36, IIC-58, IIC-52, IIC-5, IIC-42, IIC-33)

Self-Evaluation

Cuyamaca College meets the standard. Librarians and other Cuyamaca College staff members are continually looking for creative ways to ensure needed information resources are readily available to both students and faculty. Indeed, librarians and staff members do not shy away from new technology. During the 2005-2006 academic year, for example, the library became a hotspot for wireless users. Another notable accomplishment is the unusual interlibrary loan agreement involving the two libraries in the Grossmont-Cuyamaca Community College District, as well as the San Diego State University Library. Students and faculty on any of the three campuses may request available books from the other two institutions and can expect to receive them within two business days. In addition, Cuyamaca College librarians have collaborated to ensure most library services are available on the library web site. The library's collection of subscription databases, as well as the growing collection of e-books through *Netlibrary*, is most essential to off-campus users. Currently, librarians are in the process of purchasing a number of electronic reference books, which should greatly enhance the virtual library. At this time, the Cuyamaca College library offers reference service via email (Ask-a-Librarian). At some point, librarians may want to look into providing reference via an online chat program which could be done cooperatively with other community college libraries or through a service such as Question Point. Librarians continue to offer traditional forms of reference services over the phone and in person. They are always developing the in-house book collection. Cuyamaca College librarians regularly respond to faculty requests in person, over the phone, and via email. The results of two recent surveys, one completed by students, the other by faculty, are highly encouraging. Over 67% of students noted that "The college provides sufficient technological resources to support its educational programs;" 19.2% were neutral on the subject, and 13.5% disagreed. In addition, 75.7% of the students agreed that "The LRC provides adequate access to materials (on-campus and online) to meet my educational needs;" 20.6% were neutral, and 3.6 percent disagreed. Faculty responses were equally favorable. For example, 67.3% agreed that the college has "Sufficient technological resources to support its educational programs;" 19.2% remained neutral and 13.5% disagreed. Further, 74.7% agreed that the "library resources are adequate to meet the needs of my program;" 15.4% were neutral, and 9.9% disagreed. (IIC-59, IIC-36)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary
There is effective maintenance and security for the Learning Resource Center. The two doors used for public entrance and exit each have an alarm gate that sounds when material is not properly checked-out. All the library's books and periodicals have a Tattle-Tape security strips added to them, which is sensitized and triggers the security gates unless the strip is de-sensitized. The entire library building is wired with a security alarm, which is set every evening. If the alarm is not turned off when someone enters the building campus security is alerted. All full-time staff members have a code to turn off the alarm. There is a log that records all alarm activity, including a list of codes entered.

The Teaching & Learning Center is a campus-designated emergency operations center. In addition, there are four emergency kits in the library—two downstairs in technical services and at the circulation desk and two upstairs at the reference desk in the computer lab. The emergency kits contain a flashlight, an emergency binder of needed information, a first aid kit, a pair of scissors and a set of walkie-talkies. There is also an emergency barrel, provided by the Emergency Preparedness Committee. The barrel contains items that can be used in case of a disaster or if the library becomes the site for emergency evacuation for urgent situations such as the barrel fires or earthquakes. The barrel is located in the library's audio-visual equipment room. It is locked and the key is kept in a lock box.

Classrooms on campus have audio-visual equipment that is maintained by the library. In some of the classrooms, the televisions and video/DVD players are bolted down. In some classrooms they are not. Equipment on carts, such as slide and overhead projectors, are secured to the cart. There are also smart carts in some classrooms that contain a computer and projection system. The equipment on the smart carts is locked into the cart. All the equipment in the classrooms is inventoried as to which classroom has what equipment.

The Instructional Media Services Coordinator maintains the equipment in the smart classrooms. In addition, he alerts the library staff when bulbs (lamps) in the classroom equipment need to be replaced. There is also a district electrician on the college campus who repairs televisions and video/DVD players as a secondary responsibility.

Emergency red-buttons are installed on the telephones at the reference and circulation desks that provide one-touch phone access to Public Safety (i.e.

campus police). If there is a medical emergency involving a staff member or library user, or if an incident of violence or theft occurs in the library, the Public Safety officers are easily and immediately contacted.
(IIC-60, IIC-16, IIC-61)

Self-Evaluation
The Cuyamaca College meets this standard of effective maintenance and security for learning support services. There has been only one crime/incident report of theft of classroom equipment in the past two years. In addition, all classroom and office computer descriptions listed in the Technology Planning Resources on the Internet are password protected to prevent thieves from "shopping" for equipment to steal.

An inventory of the library book collection was done in 2002. The previous inventory was done ten years before. The results of the 2002 inventory showed a loss of three to five of its book collection. Although the amount of materials lost is low compared to the period between inventories, it is still significant, and one of the security gates that has been in operation since 1978 may not be reliable and may soon need to be replaced.

Faculty and student accreditation surveys overwhelmingly indicate that equipment in the LRC (e.g. VCRs, DVD players, CD ROM players, televisions) is properly maintained. For faculty, 29.3% strongly agree and 48.8% agree. For students, 25.9% strongly agree and 42.7% agree.

Plan
The standard is met, and the college will continue efforts that support meeting the standard.

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of the services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary
Interlibrary Loan is a national lending system through which library users may order books from other libraries in the United States. The Cuyamaca College Library offers interlibrary loan service to students and employees of the college. Because Grossmont and Cuyamaca Colleges share the cost of a courier that makes daily runs between these two colleges and San Diego State University, the Cuyamaca Library can obtain items from the Grossmont Library and the San Diego State Library in two business days. It takes longer to get materials from

other libraries. In 2004-2005, the library requested 5,720 items from the Grossmont College library and other libraries. The library lent out 436 items to the Grossmont College Library and other libraries.
(IIC-62, IIC-51)

Self-Evaluation
The library meets this standard. There is a formal agreement between Cuyamaca College and Online Computer Library Center, Incorporated (OCLC). OCLC is the organization that makes the interlibrary loan service possible. Interlibrary loan service is easily accessible and utilized though the online interlibrary loan form posted on the library's home page. Monthly statistics of the Interlibrary Loan requests show the performance of this service and help in evaluating this service on a regular basis. Cuyamaca College takes the responsibility to continue its agreement with OCLC each year thereby assuring the reliability of the service to the college. Cuyamaca College shares the cost of the service with Grossmont College by paying the mileage reimbursement costs for the courier. This mileage cost is documented as a line item in the library's budget each year. (IIC-63)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of Student Learning Outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary
The librarians are evaluated by students after giving library instruction sessions (i.e. orientations) and after providing reference services. Internally-developed forms are given to students to evaluate the librarians when it is time for their performance evaluations. Students are asked to rate reference services based on the following questions: "The librarian helped me clarify my topic;" "The librarian effectively showed me how to use the online catalog to locate books;" "The librarian showed me how to find articles in journals;" "The librarian was knowledgeable about Internet resources." On the orientation forms, the students are asked to rate the librarians in the following areas: "was adequately prepared for this class;" "teaches in an orderly and logical way;" "encourages student to ask questions or participate in discussions;" "speaks so I can hear and understand;" and "presents material in an interesting way." Students are also asked: "How did this orientation help you to prepare for this assignment?" and "How could the orientation have been done better?"

The library has identified two key Student Learning Outcomes. By the end of a student's college experience using the Cuyamaca College Library, a student will be able to:

- Outcome #1: Locate information using information management skills to utilize a variety of library resources effectively, including books, published articles, multi-media, and web sites.

- Outcome #2: Apply critical thinking skills and problem solving to evaluate information resources in order to determine reliability, validity, authority, and point of view.

The assessment survey to measure these outcomes is still under construction. (IIC-64, IIC-65)

Self-Evaluation

The library partially meets this standard. Goal #10 the 2006-2007 LRC Academic Master Plan (AMP) calls for the establishment of a department chair. One of the responsibilities of the chair is to write a program review for the library, the first one ever to be done for the LRC. A chair for the library has been chosen who has begun the process of putting together a program review report. This report, along with the results of the library Student Learning Outcomes assessment, will identify if student needs are being adequately met. (IIC-66)

Planning Agenda

1. The college will continue its efforts to implement a program review process for the library.
2. See college's Overarching Planning Agenda: Student Learning Outcomes.

Standard IIC: References

IIC-1 Library Collection Development Policy
IIC-2 Library Resources & Information Competency Support For Course Additions
IIC-3 Collection Development Subject Areas
IIC-4 Standing Orders
IIC-5 Library materials count
IIC-6 Link to Reserve Desk feature on I-Link online catalog
IIC-7 Map of LRC
IIC-8 Open Computer Lab L-206 software list
IIC-9 Open Computer Lab L-206 hardware list
IIC-10 Open Computer Lab L-207 and L-207E software list, PC and Max
IIC-11 Open Computer Lab L-207 hardware list
IIC-12 Open Computer Lab L-207E hardware list
IIC-13 Open Computer Lab L-208 software list
IIC-14 Open Computer Lab L-208 hardware list
IIC-15 Organizational Chart, under the Vice President of Instruction
IIC-16 Instructional Media Services job descriptions
IIC-17 IMS request for service forms
IIC-18 Photo Events Website
IIC-19 Job Description, Learning Skills Specialist
IIC-20 Job Application, Tutoring
IIC-21 Tutoring Website
IIC-22 Learning Skills Center Website
IIC-23 Title III Faculty Stipend-Award Recipients Year 1(2004-2005), awarded to Mary Graham
IIC-24 *AfterMath* flyer and description
IIC-25 Tutorial tracking log
IIC-26 Tutoring - Mutual Responsibility Contract
IIC-27 TLC job descriptions
IIC-28 TLC Webpage
IIC-29 Help Desk Support
IIC-30 Help Desk Webpage
IIC-31 TLC spring 05 training schedule
IIC-32 Web Contact Sheet
IIC-33 Staff Development: Guidelines & Procedures – Staff Development Resources
IIC-34 Staff Development – fall 2005: Alternative Activities
IIC-35 Library Displays and Forums information
IIC-36 Library Website
IIC-37 Report on number of volumes in the book collection by publication date
IIC-38 ALA/ACRL – AECT Minimum Standards for Libraries
IIC-39 Library book budget for 2002, 2003, 2004, 2005, and 2006.
IIC-40 Accreditation Midterm Report, November 1 **IV-6**
IIC-41 Tutor Advisory Minutes

IIC-42 Basic Skills Re-appropriation Spending Plan: 2006-07
IIC-43 Mary Graham's April 14, 2005 e-mail
IIC-44 Tutoring additional space
IIC-45 Online Student Support page
IIC-46 Online Orientation for Blackboard/WebCT
IIC-47 Online Faculty and Staff Support page
IIC-48 Web Standard page
IIC-49 Section 508 page
IIC-50 Staff Development Alternate Activities – spring 2006
IIC-51 Library statistics 2004-2005
IIC-52 LIR 110 Website
IIC-53 Library – Faculty Services – Schedule a Library Orientation
IIC-54 Research Guides Website
IIC-55 Cuyamaca College Library Tutorial Page
IIC-56 Information Competency Website
IIC-57 LIR student feedback
IIC-58 I-Link online catalog
IIC-59 Wireless Network Access web site
IIC-60 Emergency Preparedness Committee information
IIC-61 District Electronic Technician job description,
IIC-62 Library – FAQs – "May I order books from other libraries?"
IIC-63 OCLC (Online Computer Library Center) formal agreement
IIC-64 Librarian Evaluation forms - Reference Services and Library Orientation
IIC-65 Student Learning Outcomes web site
IIC-66 LRC Academic Master Plan 2006-07, goal #10

Standard III: Resources
A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

A.1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The Human Resources and Labor Relations Office (HR) of the Grossmont-Cuyamaca Community College District provides the support for the college to employ qualified personnel. Hiring policies for the Grossmont-Cuyamaca Community College District are clearly stated and are available at the HR Office, on the HR web site, and on the district's shared public folders drive. In addition, resources such as the United Faculty (UF) Agreement, the California School Employee Association (CSEA) Contract, the *Administrator's Association Handbook*, the *Hiring Regular Faculty Procedure Manual*, and the Hiring Staff Procedures delineate district policies and procedures on the selection of personnel. These are available online or in hard copy format. (IIIA-3, IIIA-5, IIIA-6, IIIA-2)

Criteria, qualifications and procedures for the selection of personnel in the Grossmont-Cuyamaca Community College District are clearly stated on the official public job description. Job descriptions are directly related to institutional mission, goals, and accurately reflect position duties,

responsibilities and authority. These are public documents and are available at the district's Human Resources and Labor Relations Office, on the HR web site. (IIIA-3)

Specific information regarding the hiring of administrators, faculty and staff at Cuyamaca College is listed below.

Administrators

Procedures for filling administrative vacancies are addressed in board policy, established administrative procedures, and California Education Code provisions. Minimum qualifications for administrators are established through the system-wide California Community College Chancellor's Office. Information about hiring management personnel is contained in Chapter III of the Grossmont-Cuyamaca Community College District Administrators' Handbook. The Handbook provides topics about the authorization of management positions, distribution of the position announcements, the committee composition, the duties of the committee chairperson and district Employment Services Office representatives, screening and interviewing procedures, and recommendation of the selected candidate. Hiring committees for permanent management positions at Cuyamaca College follow standard district-wide procedures. The job announcements are widely distributed. Advertisements are placed in local and national publications, the California Community Colleges Registry, and on the district web site. IIIA-28, IIIA-9, IIIA-11, IIIA-31, IIIA-29, IIIA-2, IIIA-3
The Administrators' Association has been a meet and confer representative and is augmenting procedures under applicable law. The *Administrator's Association Handbook* is in the process of being reviewed, and there are ongoing discussions with the district regarding revisions to the *Administrator's Association Handbook* and negotiating formal contract language for supervisors whom are exclusively represented by the association. (IIIA-2)

Faculty

Discussion regarding full-time faculty needs originates in the instructional and student services divisions. Faculty staffing recommendations from Program Review are also taken into consideration by both divisions and the Academic Master Planning Committee. The academic departments submit their requests for new faculty to the Academic Master Planning Committee. This Committee ranks the positions based upon quantitative and qualitative criteria including, but not limited to, departmental and discipline needs, data regarding enrollment and Weekly Student Contact Hours (WSCH), ratios of part-time to full-time faculty, institutional objectives, and program development priorities and submits its recommendations to the Academic Senate and ultimately to the Innovation and Planning Council for approval. Counselors and other student services areas submit their plans and accompanying staffing needs to the Student Services Master Plan Committee. These, too, are

forwarded to the college Innovation and Planning Council. (IIIA-1 IIIA-12, IIIA-13, IIIA-20, IIIA-14, IIIA-15)

Each hiring committee receives in-service training conducted by a representative from the Employment Services Office, and that individual serves as a resource to the hiring committee for the duration of the process. The hiring committee develops an announcement, paper screening criteria and interview questions based on the official job description. Subject area knowledge, experience and teaching effectiveness are the primary criteria for selection and hiring of faculty at Cuyamaca College. (IIIA-18, IIIA-17)

For faculty, minimum qualifications are required, and these are clearly stated in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook*. The minimum qualification for faculty in an academic discipline is a master's degree or the equivalent in a relevant subject area. The minimum qualification for faculty in a vocational subject area is a bachelor's degree and two years of experience or an associate degree and six years of experience. Every job announcement states the minimum qualifications of the position, and all applicants are screened to ensure that they have satisfied the minimum qualifications. Criteria for the selection of all personnel are affirmed by each hiring committee, and the Director of Employment Services who is also the district's Affirmative Action Officer. (IIIA-17, IIIA-16, IIIA-18)

Faculty plays a significant role in the selection of new faculty. All hiring committees must be composed of faculty, staff and administrators. The faculty members on each committee must be approved by the Academic Senate. The hiring committee reviews all applications, determines which applicants will be interviewed, conducts interviews of selected applicants, and forwards to the appropriate Vice President the names of at least three unranked candidates to be invited for a final interview.. In the hiring of instructors, the interview process typically includes a teaching demonstration to evaluate the candidate's ability to teach effectively. Additionally, in the hiring committee interview and in a final interview conducted by the President, appropriate vice president, and committee chair, questions are asked of the candidate to ensure his or her ability to contribute to the mission of the college. After the final interview, the President recommends the selected candidate to the Chancellor upon Chancellor review and recommendation, the selected candidate is forwarded to the Board of Trustees. (IIIA-20)

Applicants for adjunct faculty positions are processed by the Employment Services Office to ensure that they meet the same statewide minimum qualifications required of full-time instructors. The need for part-time faculty is determined primarily by the number of course sections offered in a particular academic term. Since the course sections vary from term to term, Employment Services accepts applications for part-time faculty positions on a

continuous basis. Department chairs and coordinators hire adjunct faculty from pools using various methods of selection deemed appropriate by each individual department. (IIIA-29)

Degrees held by full-time faculty and administrators are listed in the Cuyamaca College catalog, and the catalog is updated each year to ensure accuracy. All listed degrees are from accredited institutions. Candidates with degrees from non-U.S. institutions are required to provide an evaluation, which includes proof of equivalence. Full-time faculty members and academic administrators at Cuyamaca College all have earned master's or doctorate degrees, have established equivalency granted by the Governing Board, or have appropriate training for their teaching areas. (IIIA-21, IIIA-17)

Classified Staff

Classified employees are covered by the provisions of the *Local 707 California School Employees Association (CSEA) Negotiated Agreement*. Classified staff selection committees follow district-wide procedures and use standard forms. Recruitment for positions encompasses a variety of sources including local newspapers, college and career placement centers, the Employment Development Department, Department of Social Services, the district web site, and to individuals in an active file who have applied for the same or similar position in the past. Applications are on file for a period of one year. During the search process, the Employment Services Department assists with appropriate tracking of candidates. (IIIA-6, IIIA-16, IIIA-23, IIIA-24, IIIA-29)

Confidential/Supervisory Staff

Until fall 2005, the Supervisory and Confidential employees were a "meet and confer" group and had their own Handbook. Due to challenges registered by CSEA to PERB, there was a determination that selected non-exempt confidential employees would be exclusively represented by Local 707 CSEA, and supervisors would be exclusively represented by Administrators' Association. (IIIA-6, IIIA-2)

Self-Evaluation

The standard is met. There exists a well defined role for faculty in the hiring of full-time and adjunct faculty, resulting in a qualified, professional group of employees. Indeed, a strong percentage of the student respondents to the accreditation survey 86% agree that the college's instructors know about current issues in their field of expertise (Q35) and 88.3% of faculty and 76.5% of staff agreed that members of their department stay current in their field of expertise (Q38). Thus, there is evidence of strong commitment to hiring instructors who meet the state-wide Academic Senate-defined Minimum Qualifications. (IIIA-25)

The Grossmont-Cuyamaca Community College District has clear criteria, qualifications, and procedures for the selection of personnel, and these are accessible and available to the general public as well as to the college community. Results from the accreditation survey show that 88% of faculty believe that the college adheres to the district's policies for hiring and employment (Q36). On the other hand, 54.5% of staff respondents agree with that assessment; 31.2% do not agree that the college adheres to the district's policies for hiring and employment (Q36). (IIIA-25)

Survey results show higher levels of satisfaction among faculty regarding faculty selection processes. Ratings suggest that faculty selection processes are better understood by faculty. There exists a standardized process that is well understood for identifying vacancies and there exist established selection processes. In contrast, staff respondents report a different perception. Although processes exist for the identification of staff vacancies, and structured selection processes are in place, survey responses indicate that these are not as well understood or, perhaps, accepted. Whether this is due to lack of information about institutional processes or other factors remains unclear. The college is committed to fully assessing the issue.

Planning Agenda

In a number of the Accreditation Self Study Survey items, differences were noted in the response results between faculty and staff: specifically lower levels of agreement and higher levels of neutral responses and in some cases disagreements were noted. The college proposes to work with the Office of Institutional Research to conduct further assessment of underlying factors for staff's reported perceptions and for such noteworthy neutral response levels. Based on the results of this additional research, the college proposes to work collaboratively with the classified staff leadership to address issues as appropriate.

Specifically, the college administrative leadership and the district will work with classified staff leaders from the Classified Senate and CSEA to explore the reasons for the high level of disagreement with the statement on the accreditation survey (Q 36) that the college adheres to the district's policies for hiring and employment. (IIIA-25)

A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Cuyamaca College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The evaluation process for full-time and part-time faculty is a bargaining issue and is set forth in Article 5.4 of the United Faculty contract. Generally, for full-time and part-time faculty, the procedure calls for a peer and manager report as well as student evaluation questionnaires. An evaluation summary rating of or less may initiate a process for improvement. Since the last accreditation site visit, significant improvements have been implemented at the college to ensure timely and complete evaluation reports, including but not limited to the following: early identification of full- and part-time faculty to be evaluated each semester or term; clear and early assignment of faculty and manager evaluators; an expedited process for return, review, and sign-off by the evaluee, peer, and manager in order to facilitate follow-up action if needed; and careful tracking and review of recommendations made for subsequent evaluation. (IIIA-5)

For contract instructors who have not yet received tenure, a Tenure Review Committee is formed for each new hire and is composed of an administrator and two tenured faculty members who have been nominated by the faculty of the department and confirmed by the Academic Senate. The chair of the Tenure Review Committee is one of the tenured faculty. The newly hired tenure-track faculty member is evaluated at least once each year for four years, generally in the fall semester. Classroom visitations for the purpose of observation in the candidate's first semester of employment are done after the sixth week. In the candidate's second through eighth semesters of employment, the observations are done after the third week of classes (or equivalent for short-term classes). The peers and the administrator summarize their observations and evaluations and provide the candidate a summary rating on a five-point scale. (IIIA-26, IIIA-20,)

Student evaluations begin in the third week of classes or equivalent for short-term classes. The Summary Report contains a statistical summary of the student evaluations: one evaluation form from each member of the Tenure Review Committee with an assigned rating; copies of each committee member's notes documenting his/her observations; a cover sheet containing student, peer, and management summary ratings; and an overall summary rating based on the weight of each evaluation. The Tenure Review Committee presents the summary report to candidates by the end of the semester. The Tenure Review Committee must recommend to the President that the candidate: be continued as a contract faculty member for the next academic year; be continued as a contract faculty member for the next academic year subject to the conditions specified in the summary report; not be rehired, based on justifications specified in the summary report; or, in the fourth year only, be granted status as a tenured faculty member starting with the next academic year. (IIIA-33, IIIA-26)

The evaluation process for classified staff at Cuyamaca College is set forth in Article 12.4 of the CSEA Agreement. The immediate supervisor meets with the employee, and each element of the evaluation is discussed. Strong areas of performance are noted, weak areas are explained and specific recommendations made to improve. The evaluation should be signed by the immediate supervisor and administrator prior to the time of the meeting. The employee signs the evaluation although the signature indicates neither concurrence nor objection to the content, and the employee has the opportunity to request a further review of the evaluation, or his/her intent to file a written rebuttal. Any deficiency reported in the progress evaluation is accompanied by written documentation showing that the supervisor counseled the employee regarding the deficiency at the time it was noted. Such documentation must include the date the counseling took place and instructions given the employee regarding methods to be used to achieve improvement. All permanent, classified employees are evaluated on an annual basis. All probationary classified employees are evaluated at least three times during the probationary period. (IIIA-6, IIIA-2)

The evaluation procedure for administrators for Cuyamaca College is set forth on Chapter 7, Employee Evaluation Section. Annual evaluations are accomplished through a Performance Appraisal System. The Performance Appraisal System helps guarantee the fulfillment and development of administrators and is of critical importance to realizing the mission and values of the district. The central theme of the system is to encourage frequent flow of information from a variety of relevant perspectives and provide clear communication of performance expectations. Ongoing feedback and exchange are a necessary part of this system. The administrators utilize a process of continuous self-evaluation and an annual performance evaluation is conducted by the President. In addition, the district's Human Resources Department monitors the district's formal performance evaluation review process for individual administrators. (IIIA-35, IIIA-2)

Evaluations of personnel relate to assigned duties, and are conducted in accordance with the various negotiated union contracts. These are codified in the union contracts. Evaluation tools are routinely reviewed. For example, in February 2006 a CSEA Employee Evaluation Task Force was created, which included membership from CSEA, Human Resources, and Grossmont and Cuyamaca College administrators. The task force deliberated upon a new evaluation instrument. As of this writing, CSEA and the director are in collective bargaining and have tentatively agreed to a performance evaluation system that will enhance performance effectiveness. The previous CSEA evaluation tool was called Individual Strategic Plans (ISP) and was implemented from 1999 to 2005. It is currently being re-evaluated. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. (IIIA-6, IIIA-36)

Self Evaluation
Cuyamaca College meets the standard. Systematic evaluations related directly to assigned duties are completed in a timely fashion; results are discussed with the employees, and are placed in their personnel folders located in the Employment Services Office at the district office. According to the accreditation survey, 92.1% of faculty and 59.2% of staff respondents agree that performance evaluations are conducted according to their contract (Q37). In addition, 72.4% of faculty respondents agree that faculty evaluation procedures are effective in improving the quality of instruction (Q39). (IIIA-25)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.1.c. Faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary
Cuyamaca College is in the third year of its initiative to incorporate Student Learning Outcomes (SLOs) into courses, degrees and programs. At the course level, SLOs are being written into the Objectives section of the official course outline and faculty are encouraged to write course level SLOs into their course syllabi. In addition, the Methods of Evaluation section of the official course outline now requires faculty to explicitly describe the methods used to evaluate student achievement of the stated learning outcomes. (IIIA-56, IIIA-38, IIIA-39)

The faculty evaluation process is a negotiated item, and currently there are three components for soliciting feedback on teaching and learning effectiveness that include students, a faculty peer, and an administrator. The student component consists of a 25-question evaluation that includes 3 questions related to learning outcomes:
(IIIA-40)

1. Course objectives have been expressed clearly (#13 on student evaluation form)
2. Course objectives are being achieved (#11 on student evaluation form)
3. I am learning the course material (#15 on student evaluation form)

The Peer/Manager component involves a classroom visit, and twelve categories are evaluated based on the official job description. Two of these categories speak to the effectiveness of producing learning outcomes:
(IIIA-41)

1. Instructors are evaluated on the "Relationship of content to course objectives,"
2. Instructors are evaluated on how effective they are at creating a "Learning climate."

Self Evaluation
Incorporating SLOs into the curriculum has been a top college priority since spring 2003. Through the Academic Senate, the faculty has taken the lead role in initiating, directing, and evaluating the process. Under direction of the Academic Senate, the Curriculum Committee has developed a procedure for using current curriculum approval processes to link learning objectives to evaluation measures in all course outlines. Learning outcomes are now described in the Course Objectives section of the outline and linked directly to the evaluation measures described in the Method of Evaluation section. (IIIA-20, IIIA-41, IIIA-38)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary
California Education Code and Title 5 regulations set forth a permissible code of conduct for staff members. The district addresses these in a number of board policies and administrative procedures as well as provisions in various collective bargaining agreements with employee groups. The recently updated Board Policy 2715, "Code of Ethics/Standards of Practice," clearly states a Code of Ethics and Conduct for Governing Board members and further enumerates a list of responsibilities for trustees. A specific Human Resources policy (HR.2) sets forth clear definitions of conduct that would result in disciplinary action up to and including loss of employment. Moreover, Cuyamaca College has adopted a Code of Ethics which appears on posters which hang in various offices and is published in the college catalog and other appropriate publications. It states:

> *Cuyamaca College, as a public community college, and in the fulfillment of its mission, embraces a code of conduct for students, faculty, classified staff, and administrators. We recognize the value and dignity of each individual within the framework of the campus community. We strive in all our affairs to: (1) Respect the opinions, values, and traditions of others, (2) be responsible for our own behavior, (3) be honest, open and trustworthy,(4) be fair and equitable in our treatment*

of others, and (5) promote democratic principles, good citizenship and the standards of academic freedom.

The policies that deal with personnel issues are monitored and administered by the Vice Chancellor of Human Resources. Appropriate policies, regulations and manuals are updated in response to federal and state laws, legal decisions, collective bargaining, collegial consultation, and executive decision. The updates are distributed by the appropriate administrators via email and the district web site. Board policies concerning personnel are readily available at the district's HR office and on the district web site. (IIIA-3, IIIA-48, IIIA-21, IIIA-49, IIIA-29)

Self-Evaluation
Cuyamaca College meets the standard. The Governing Board and administration have consistently enforced the established codes of conduct with zero tolerance that would harm students and staff. Further, the college and district have supported freedom of expression for all segments of the college and district community to discuss the institutions and district employers.

In the accreditation survey a 88.9% of faculty respondents agree that the college fosters an environment of ethical behavior (Q93). Additionally, 59.7% of the staff and 76.6% of the student respondents agree with that assessment (Q93). Furthermore, results show that 91.5% of faculty and 71.3% of students agree that faculty campus incorporate values, ethics, civic responsibility, and diverse perspectives into their courses (Q123). (IIIA-25)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary
Cuyamaca College employs qualified faculty, administrators and staff to meet the needs of the students. According to the California Community Colleges Chancellor's Office Report on Staffing for fall 2005, Cuyamaca College had 90 tenured/tenure track faculty, and 110 (FTE) part-time faculty. (http://misweb.cccco.edu/mis/onlinestat/staff.cfm). In terms of the full-time to part-time faculty ratio, the Grossmont-Cuyamaca Community College District exceeds the state obligation, albeit slightly, as noted in the table below

(http://www.cccco.edu/divisions/cffp/fiscal/standards/full_time_faculty_obligation.htm). (IIIA-30, IIIA-50, IIIA-51)

Grossmont-Cuyamaca Community College District
Full-Time Faculty Obligation

	STATE OBLIGATION		*DISTRICT ACTUAL*	
Period	**FTEF #**	**Calculated %**	**FTEF #**	**FTEF %**
Fall 2001	268.7	50.1%	316.0	59.0%
Fall 2002	279.7	50.9%	308.0	56.1%
Fall 2003	281.7	52.1%	315.0	58.3%
Fall 2004	279.7	51.4%	285.5	52.4%
Fall 2005	282.7	49.1%	299.0	51.9%
Fall 2006	271.7	43.1%	293.1	46.5%

Note: State FT/PT % is calculated based on obligation provided. In years when the Board of Governors determines that inadequate funds have been provided to implement increases in the obligation, the district must only hold to the prior year percentage.

Cuyamaca College adheres to the minimum qualifications standards established by the state Chancellor's Office for all faculty positions. There is a process in place that allows applicants without the exact qualification to demonstrate equivalent qualifications. Of the full-time faculty members, 17 have doctorate degrees, 66 have masters degrees, 5 have bachelor's Degrees and 2 have associate's degrees. (IIIA-30)

The faculty positions to be filled are based on the Academic Master Plan. Every year, each department presents a detailed plan of its goals and priorities, and the plan includes recommendations for staffing. The reports are analyzed and evaluated by the Academic Master Plan Committee. Based on a combination of qualitative and quantitative data, the AMP creates a priority list of positions to be filled, and the college president, in conjunction with the cabinet, decide how many positions to fill after reviewing the budget. (IIIA-13, IIIA-12)

Administrators are hired through a process. The hiring committees consist of representatives from the administration, staff, and faculty to ensure that new employees are well qualified for their positions. There are fourteen members

of the administration, including the President, Vice Presidents of Instruction, Student Services and Administrative Services; 1 Executive Dean; 5 Deans, 2 Associate Deans and 2 Assistant Deans. Of the 14 administrators, 7 have doctorate degrees, 5 have masters degrees, and 1 has a bachelors degree www.cuyamaca.edu/administration/structure.asp. (IIIA-54)

Classified employees also meet or exceed the basic qualifications as stated in the job description of responsibilities based upon education, experience, and/or skill. Since 2003, the number of classified staff was 103 (FTE), in 2004, 109 (FTE), and in 2005, 111 (FTE).
(http://misweb.cccco.edu/mis/onlinestat/staff.cfm (IIIA-30)

Self Evaluation

Cuyamaca College partially meets the standard. In terms of having a sufficient number of full-time faculty, the full-time/part-time ratio is poor. It is especially difficult on the institution in terms of program growth and development, continuity, goal achievement and lack of staffing on shared governance committees and task forces. A few instructional disciplines have no full-time faculty members at all: Environmental Technology, Water and Wastewater Technology, Sociology, Business Financial Accounting, and Computer Assisted Drafting and Design (CADD).

Unfortunately, due to state budget shortfalls and flat enrollment, the college has been unable to fill many positions in recent years. There are several frozen positions, and the college has been unable to hire replacement positions for faculty who have retired. For the past few years, the college has only been able to hire two to four instructors each year, this number of new hires does not improve the full-time/part-time ratio. This situation may be exacerbated in the near future as many full-time instructors approach retirement age. As per the accreditation survey, 51% of the faculty agree that the college provides sufficient human resources to support its educational programs; 22.5% are neutral and 26.5% disagree (Q11) (IIIA-25)

The college's faculty, classified staff and administrators are experienced and qualified. Although the percentage of full time faculty is low, the service provided to the students, continues to be high, and this is reflected in the student responses to the survey, in which 79.1% agree that there are sufficient human resources to support its educational programs (Q11). (IIIA-25)

Planning Agenda

Although the college currently functions within its budget allocation, the college does not receive sufficient funds to fully implement its Strategic Plan initiatives (IV.B.3.c). The college is committed to working internally and within the district to identify additional financial resources to address deficiencies.

To ensure access to quality instruction and student services, the college will explore strategies to obtain funding to increase full-time faculty hiring in

discipline areas identified through the academic and student services master planning processes. (III.A.2). (See Institutional Overarching Planning Agendas.)

A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

A.3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Policies and procedures ensuring fairness in employment procedures are specified in district policies and administrative procedures, all of which are accessible on the district web site. These policies and procedures are reviewed and updated through a process of collegial consultation and address a broad range of concerns related to fairness and equity, such as leave policies. Board Policy 402, *Affirmative Action Employment Practice,* and Board Policy 405, *Nondiscrimination,* demonstrate the district's commitment to fairness and equal opportunities in employment. These policies are reinforced through collective bargaining agreements with faculty and staff and are clearly stated in the faculty and staff contracts. (IIIA-3, IIIA-5, IIIA-6)

Personnel policies and procedures affecting staff are specified in the board policy manual and referred to in the CSEA and UF contracts and the contract for the Administrators' Association. These documents are appropriately placed on the district's web site for the public and all employees to review. Hard copies are available upon request. All employee groups are consulted during the development of personnel policies and procedures via the district's collegial consultation process. Attention is focused on adherence to state guidelines for equitable treatment of personnel. Currently, the Vice Chancellor for Human Resources has established a Human Resource Task Force to review and update policies and procedures. (IIIA-3, IIIA-5, IIIA-29, IIIA-58)

Self Evaluation

The college meets the standard. Employment Services, specifically Personnel Services, has demonstrated adherence to established policies ensuring fairness and equity in hiring. There exists a strong track record of successfully filling positions with rare legal challenges. In terms of college climate, although somewhat distinct from this specific question, the Cuyamaca College survey shows that 84.3% of the faculty respondents agree that the college administrators treat them and their co-workers fairly, though only 61.4% of staff feels the same; 20.5% disagree (Q110). (IIIA-25)

Planning Agenda

The standard is met, and the college will continue efforts that support the standard.

A.3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
Privacy of information is clearly stated in the faculty and staff contracts, Bylaws and Board Policies, and the Grossmont-Cuyamaca Community College District Governing Board/United Faculty Agreement.(IIIA-3, IIIA-5)

The Office of Human Resources maintains an official personnel file for each employee. Personnel files are maintained in a room within the Human Resources office and are secured by a door that is locked at the close of business each day. A coded security alarm is in place. Only authorized personnel in Human Resources are permitted access to the personnel files. Confidential information, such as medical information, is maintained separately. All employees have provided the right to access their personnel files. An appointment and identification is required when employees view their own records. Identification and permission of individuals are required before authorized personnel may view employee records. Materials entered into computers are accessed through a security code. (IIIA-3)

Health records are kept in the Health & Wellness Office at Cuyamaca College and locked every evening. These records include TB tests, workers compensation forms, and accident reports. Copies of these forms are sent to Employment Services (TB) and Risk Management (workers compensation and accidents). These records are released only with the signature of the employee. (IIIA-59)

Human Resources is the exclusive repository for all personnel records; these records are maintained and stored in a secure manner in the Human Resources area of the district offices and do not leave the premises. Personnel files are permanent. Procedures are in place for employees to view their personnel files. The procedures are available to all personnel; employees have access to their personnel files and may review them in the presence of a Human Resources employee. Supervisors have access to the personnel files of those employees they oversee and those supervisors may also review employee files in the presence of a Human Resources employee. (IIIA-60)

Self Evaluation
Cuyamaca College meets the standard. The district has never faced a charge that employees' confidentiality has been violated in any of the areas referred to above. The district receives numerous public record requests to which it has been highly responsive; again, the district has never been found to be non-

compliant. The Grossmont-Cuyamaca Community College District and Cuyamaca College have demonstrated a commitment to securing all confidential personnel records**.** Employees have access to their personnel records in accordance with law.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
The district and the college are committed to effectively serving a diverse community. The Grossmont-Cuyamaca College District Staff Diversity Plan states:

> *The Governing Board of the Grossmont-Cuyamaca Community College District affirms their commitment to the concept and principles of providing equal educational opportunity and equal employment through affirmative action under Policy 103, Equal Access and Opportunity and Policy 209, Affirmative Action Employment Practice. This commitment applies to every aspect of educational policies, and practices in employment procedures within all position classifications, and to the treatment of employees, students, and the general public. The Policies and commitment of the Governing Board is implemented through the Staff Diversity Plan adopted by the Board.*

The district adopted a Staff Diversity Plan on November 14, 1994. Cuyamaca College reaffirms this commitment through one of its action initiatives, which is: "Diversity and Social Harmony: To provide an educational climate which recognizes and fosters the richness of diversity and enhances social harmony among our students, staff, community, and curriculum and services."(IIIA-61)

The Grossmont-Cuyamaca Community College District recognizes the value and strengths of diverse backgrounds and perspectives and makes positive efforts to foster opportunity, understanding and respect for all which includes the following (IIIA-63, IIIA-64, IIIA-65, IIIA-66):

- Embrace the diversity in the changing population.

- Enhance teaching and learning strategies designed to meet student's diverse learning styles.
- Ensure that faculty and staff reflect the community we serve.
- Infuse global perspectives into educational programs and services.

In 2005-2006, a number of workshops and seminars on diversity were held during staff development week, including:

- Multiple Intelligence & Learning Styles
- Personality Styles
- Using Behavior Style Strategies to Manage Differences
- Dynamics of Diversity

The Office of Student Affairs, in conjunction with the ASCC, presents a series of College Hours, forums and events that address diversity from various perspectives such as ethnicity, gender, age, culture, geography, and learning styles. (IIIA-67)

The college has also demonstrated commitment to address the need for diversity training for members of selection committees. As recently as spring 2007, the Innovation and Planning Council recommended to the district Office of Human Resources that this type of training be made mandatory for all future faculty selection committees. Currently the staff diversity is being revised and a new Staff Diversity Committee created. (IIIA-68)

Self Evaluation
Cuyamaca College meets the standard. Faculty respondents to the accreditation survey show that 83% agree that diversity in regard to age, gender and ethnicity at the college is actively promoted and 71.6% of the staff respondents also agree (Q121). (IIIA-25)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary
Information on employment equity is included in the *District Staff Diversity Plan*. The district is responsible for supplying pertinent information on employment equity to the State Chancellor's Office. The *District Staff Diversity Plan* includes Work Force Analysis (Title 5, SEC. 53004) and Utilization Analysis (Title 5, SEC. 53003 & 53004). The plan calls for a Work Force Analysis to be conducted on an annual basis by the Employment Coordinator and the Vice Chancellor Human Resources and Labor Relations.

This is an analysis of protected groups in the existing staff, which follows federal and state guidelines. The Work Force Analysis determines statistically the racial, ethnic, and gender composition of existing staff. The *District Staff Diversity Plan* also includes a utilization analysis that includes a determination of whether minorities, women, and persons with disabilities are being underutilized in any job category. This report is prepared annually by the Vice Chancellor of Human Resources, Vice Chancellor of Business Services and the Director of Employment Services. (IIIA-61, IIIA-28, IIIA-49, IIIA-71, IIIA-18)

Cuyamaca College's *Annual Implementation Plan Final Report* includes an assessment on the status of the activities aimed at enhancing the goal of diversity and social harmony. (IIIA-72)

Cuyamaca College Full Time Employees
(Administrators, Faculty, & Staff)
Ethnicity Headcount Distribution
EEO-6 report

Year	White	Hispanic	Pacific Islander	Filipino	Black	Native American	Total
2004	152	40	11	11	6	4	224
	68%	18%	5%	5%	3%	2%	
2005	154	41	11	10	6	5	227
	68%	18%	5%	4%	3%	2%	
2006	146	38	10	9	5	4	212
	69%	18%	5%	4%	2%	2%	

Self Evaluation
Cuyamaca College meets the standard. An annual *District Staff Diversity Plan* is prepared by the Vice Chancellor of Human Resources and Labor Relations and the Employment Coordinator which assesses the district's record in employment equity and diversity consistent with its mission. (IIIA-61)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary
The institution has demonstrated integrity in the treatment of its administration, faculty, staff and students as evidenced by its adherence to established board policies and administrative procedures that address this area. Policies are approved by the Governing Board after having been developed,

reviewed and approved through a process of collegial consultation, one more element that ensures integrity in the treatment of administration, students, faculty and staff. The *Policy and Administration Manual* is on file with all administrative staff and is available to other employees and employee groups for review as needed. (IIIA-3)

Many of the policies and procedures for regular faculty and regular classified staff are developed through collective bargaining and are detailed in the respective contracts. The policies and procedures for faculty can be found in the United Faculty Agreement, the administrative team in the *Administrator's Handbook*, and classified employees in the California School Employee's Association Contract. In addition, there is a District-wide Affirmative Action Employee Policy, and a Non-Discrimination Policy. (IIIA-5, IIIA-2, IIIA-6, IIIA-3, IIIA-75)

Additional policies are available in the *Sexual Harassment Handbook* and the District Staff Diversity Plan. Cuyamaca College has published a comprehensive *Organizational and Structures Handbook* which is distributed to all administrators, supervisors, and employee groups, including the Academic Senate and exclusive bargaining agents. The handbook contains general principles of participative governance and describes the role of the Academic Senate in providing key input on academic and professional matters. The handbook also sets forth administrative procedures, explains the planning and budget development process as well as the policy development process, and describes the charge and membership of each college standing council, committee, and sub-committee. (IIIA-76, IIIA-61, IIIA-77)

The college has demonstrated a commitment to addressing issues of equity and diversity, both through its hiring practices and in the programs and support offered to all staff and students. The college has developed policies and procedures to ensure equitable treatment of all staff and students. All complaints, grievances, and lawsuits related to discrimination, harassment, and other personnel issues are taken seriously and investigated. Depending upon the type of complaint, either Human Resources staff or external legal consultants conduct these investigations. Additionally, student discipline policies, procedures, and guidelines are published to ensure that due process rights and approaches for resolving disputes are understood.
(IIIA-78, IIIA-79)

Cuyamaca College further demonstrates this integrity by encouraging shared decision making that includes all of the college constituencies. All employees are encouraged to serve on college committees. Those committees defined by the college as collegial consultation committees mandate a composition that includes representation by all constituent groups. (IIIA-77)

Self-Evaluation
Cuyamaca College meets the standard. A strong 84.3% of faculty agree that the college administrators treat them and their co-workers fairly (Q110), and 94.3% of the faculty are satisfied with their job (Q113). Moreover, 82.4% of the faculty respondents feel that Cuyamaca College provides a positive work environment for all employees (Q118). As far as students, 77.8% agree that faculty treat them fairly and respectively (Q116). Additionally, 63.3% of the staff agree that college administrators respond to college staff concerns (Q136). (IIIA-25)

Evidence that the college meets the standard is reflected in the strong emphasis placed on shared governance and its related procedures within the institutional. Comprehensive human resource policies attest to the commitment given to the equitable treatment of faculty, staff, and students.

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary
The Professional Development Committee, with representation from administration, classified staff, faculty, adjunct faculty, and the classified and academic senates, is responsible for coordinating the college's professional development program. The Professional Development Coordinator (Job Description) is selected through a formal process of application and interview. The Professional Development Committee is responsible for assessing needs, developing the budget, reviewing proposals, and approving funds for activities. (IIIA-83)

The Professional Development Committee has developed a new, user-friendly Professional Development web page which provides a definition of professional development, how many hours are required to meet the professional development standard, all necessary forms that faculty members would need to report plans and completion of staff development requirements, and a calendar of events. The activities are intended for faculty, staff, and administrators. (IIIA-83)

As per state and college guidelines, only faculty members have a professional development requirement. A "flex" week (Professional Development Week)

at the beginning of the fall and spring semesters provides a multitude of professional growth opportunities for both faculty and staff. Recently, approaches have been implemented to provide online professional development activities in order to better serve all faculty and enhance access to professional development activities, especially for part-time faculty. (IIIA-83)

Professional development policies for all staff are designed to be consistent with the college's mission statement. Staff are encouraged to apply for staff development funds to attend conferences specific to their field of expertise. Programs presented on campus to assist staff in remaining current in their field of expertise have included topics such as innovative ideas for teaching, computer technology training, and professional growth workshops on topics such as conflict resolution and establishing a positive classroom climate. Academic staff are allocated time as part of their regular contract assignment for participation in professional development activities. Classified staff are invited to participate in staff development activities as their work schedule permits. These activities are publicized through professional development bulletins, interoffice departmental notices and the college email system. The professional development web site is www.cuyamaca.edu/professionaldevelopment. (IIIA-21, IIIA-83)

Technology training receives special attention across the institution in order to facilitate online teaching and to maximize the appropriate use of technology in the classroom. Many of the college teaching venues are configured as smart classrooms, and special training workshops on the use of these are offered as part of professional development program. The Teaching and Learning Center also offers ongoing technology training as well. Through the use of the state block funding allocation for technology and technology training (TTIP), development opportunities are afforded to faculty and staff in this area. In spring 2007, for example, 13 faculty members and an administrator attended the *Tech Ed Conference* in Ontario, California. (IIIA-87, IIIA-88)

As per the United Faculty Agreement, sabbatical leave opportunities are available for all academic staff. Sabbatical leaves provide academic staff with opportunities to increase their professional expertise and stay current in their fields. Additionally, faculty members are supported in attending off-campus activities to further professional development. A library of videos and online training activities, approved by the Staff Development Committee, are available to be used by adjunct or full-time faculty. (IIIA-5, IIIA-83)

The Professional Development Committee meets during the semester to review, evaluate, and plan for future staff development needs. The committee meets once a month to discuss issues and upcoming flex weeks. The committee schedules special workshops for professional development such as "Maximizing the Use of Smart Classrooms" and special forums on

accreditation or budget development. Through the federal Title III grant project, a series of off-campus seminars and institutes were provided utilizing the *On Course* program, a nationally recognized faculty training program that focuses on creating learner-centered classroom teaching. Ongoing Student Learning Outcome (SLOs) faculty training activities are also scheduled. Guidelines and philosophy of the committee can be accessed at these two web sites, http://www.cuyamaca.edu/professionaldev/guidelines.asp and http://www.cuyamaca.edu/professionaldev/philosophy.asp. (IIIA-3, IIIA-92, IIIA-93, IIIA-94)

Administrators are required to attend managerial and leadership training events sponsored through the district Human Resource Office as well as administrative retreats. As with to faculty, professional development funds for administrators are provided for conference attendance on topics related to administrators' areas of assignment. As part of the compensation package, administrators receive an annual professional development allocation to participate in activities of their choice. (IIIA-83, IIIA-3)

Self Evaluation
Cuyamaca College meets the standard. Over 80.2% of faculty respondents to the accreditation survey agree that staff development opportunities are generally available on student learning needs and pedagogical approaches (Q99). The district receives professional development dollars from the state for all staff. Professional development will be enhanced as the result of the one time funding. (IIIA-25)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
A needs assessment survey is done with regular and adjunct faculty and staff. Results of the survey are used to plan activities for each staff category within nine authorized uses of AB 1725 funds as outlined by the State Chancellor's Office. The Professional Development Coordinator is a member of the Innovation and Planning Council to ensure that professional development activities are coordinated with the college vision and goals of the Strategic Plan and Annual Implementation Plan. (IIIA-96, IIIA-97, IIIA-83, IIIA-99)

Professional development programs are held on campus (Flex Week) the week prior to the start of fall and spring semesters. Participants have an opportunity to evaluate each session they attend. After Flex Week is over, the Professional

Development Committee meets to review and evaluate the previous week's activities and make recommendations for improvement. (IIIA-83)

Faculty sabbaticals are recommended to the Governing Board and prioritized by United Faculty, the bargaining unit, on the relevance of the proposals submitted by the faculty to their disciplines and assignments. Upon completion of a sabbatical, the faculty member is required to submit a report of activities demonstrating accomplishment of sabbatical goals to the committee. Sabbatical recipients often share their experiences through reports presented at Board of Trustees meetings and college flex day workshops. (IIIA-3)

Self-Evaluation
Cuyamaca College meets the standard. Faculty and staff evaluate professional development sessions and submit the forms to the Staff Development Coordinator, who assesses them generally. Results of these evaluations are shared with the entire Professional Development Committee and as the basis for improvement. In addition, a periodic survey is distributed to the entire college community as a means of assessing needs for training. The results of the survey are incorporated in the Staff Development Plan that is submitted to the state. (IIIA-101, IIIA-102)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
Cuyamaca College has a planning culture. All plans are developed on the basis of the *Strategic Plan 2004-2010*. Both the college academic and student service master planning incorporate college values and strategic initiatives in bringing forward human resource recommendations. (IIIA-103, IIIA-13, IIIA-98)

Discussion regarding full-time faculty needs originates in the instructional and student services departments. The departments then submit their requests for new faculty to the Academic and Students Services Master Planning Committees. This Academic Master Planning Committee ranks the positions based upon quantitative and qualitative criteria including, but not limited to, departmental and discipline needs, enrollment and WSCH data, ratios of part-time to full-time faculty, and institutional objectives and submits its recommendations to the Academic Senate, then to the Innovation Planning Council. Counselors and other student services areas submit their plans and

accompanying staffing needs to the Student Services Master Plan Committee. Program Review is an integral part of the master plans for each of the divisions, and frequently recommendations for the addition of full-time faculty are initiated in this process. Recommendations are forwarded via Cabinet and the Budget Committee to determine allocation of new or released positions as funds are available. (IIIA-12, IIIA-13, IIIA-99, IIIA-1, IIIA-46)

In collaboration with instructional chairs and coordinators, college administrators evaluate the need for full- and part-time classified staff employees in academic departments. Student services managers also identify needed staff positions in that division and take into consideration categorical program requirements. The college President evaluates the need for management personnel and consults with the college Innovation and Planning Council. Planning for the filling of classified and management positions is less formally integrated. Staffing required to meet institutional goals is prioritized by area vice presidents, with recommendations made to the President. Positions are filled only if funding is available after all other budget obligations have been covered. The President of Cuyamaca College, with the advice and counsel of the President's executive team, makes the final decisions regarding these requests for human resources. (IIIA-99)

Self-Evaluation

Cuyamaca College meets the standard. Results from Survey Question #65 showed that 84.9% of the faculty agree that College Strategic and Master Plans are regularly assessed, and results are shared with college constituencies. Additionally, 79.7% of the faculty respondents (Question #75) said that college institutional planning decisions are driven by research data, and 63.2% of the staff respondents to Question #70 agreed that college planning processes are effective in identifying areas of development, growth and improvement. Results from Survey Question #39 showed that 72.4% of the faculty agree that faculty evaluation procedures are effective in improving the quality of instruction. (IIIA-25)

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

Standard IIIA: References

IIIA-1 Program Review, Instructional Executive Summary Report **I-56, IIA-47**
IIIA-2 Administrators' Association Handbook-2005
IIIA-3 Human Resources Website:
IIIA-5 Governing Board/United Faculty Agreement (UF)
IIIA-6 California School Employee Association Contract (CSEA)
IIIA-9 Hiring Committee Operating Procedures
IIIA-11 Advertisements in local and national publications
IIIA-12 Academic Master Planning Committee Minutes **IIA-57, IIIB-64, IIID-5, IV-2**
IIIA-13 Academic Master Plan 2006-2007z
IIIA-14 Innovation and Planning Council Minutes
IIIA-15 Student Services Master Plan Committee Minutes
IIIA-16 Job Announcements, Paper Screening Criteria, Interview Questions, Official Job Description (Samples)
IIIA-17 Minimum Qualifications for Faculty and Administrators in California Community College Handbook
IIIA-18 Job Description: Director of Employment Services
IIIA-20 Academic Senate: Organizational Chart **IID-50**
IIIA-21 College Catalog **I-7, IIA-8, IIB-3, IIIC-18, IV-26**
IIIA-23 Employment Development Department
IIIA-24 Department of Social Services
IIIA-25 Accreditation Survey **IIIB-43, IIIC-27, IIID-21, IV-8**
IIIA-26 Tenure Review Candidate List (Current)
IIIA-28 California Education Code **IIID-51, IV-38**
IIIA-29 District Website:
IIIA-30 Chancellor's Office Report on Staffing Fall 2005
IIIA-31 California Community College Registry
IIIA-33 Faculty Evaluation Summary F.T. Tenure/ F.T. Faculty/ P.T. Faculty {go to UF/GCCCD Agreement – Appendix pages 13-20}
IIIA-35 Human Resource Department (Org Chart)
IIIA-36 Individual Strategic Plans (ISP) from 1995-2005 (Chapter XVI Supervisory Confidential Handbook)
IIIA-38 Sample of Official Outline "Identifying and Measuring Student Learning Outcomes: Instructional Faculty Handbook" Page:27
IIIA-39 Sample SLO in course syllabi **IIA-65**
IIIA-40 Student Evaluation Form {go to UF/GCCCD Agreement – Appendix pages 13-20}
IIIA-41 Instructor Evaluation Form (Peer/Manager)
IIIA-46 Governance Structure Handbook: page 38 Budget Committee Org Chart **IIID-58**
IIIA-48 Sample HR poster
IIIA-49 Job Description: Vice Chancellor of Human Resources
IIIA-50 State Obligation
IIIA-51 Hiring Regular Facility Operator Procedure (PE)

IIIA-54 Administration Structure
IIIA-56 Identifying and Measuring Student Learning Outcomes, Instructional Faculty Handbook 2006-2007 **IV-89**
IIIA-58 Human Resources Task Force (Membership)
IIIA-59 Health and Wellness- Location
IIIA-60 District HR Office Location
IIIA-61 District Staff Diversity Plan Copy of Annual Report
Web site says to contact District.
IIIA-63 Workshop: Spring 2006 Multiple Intelligence & Learning Styles
IIIA-64 Workshop: Spring 2006 Personality Styles
IIIA-65 Workshop: Fall 2005 Using Behavior Styles Strategies to Manage Differences
IIIA-66 Workshop: Fall 2005 Dynamics of Diversity
IIIA-67 College Hour, Forums and Events
IIIA-68 Innovation and Planning Council (ICP) Minutes Spring 2007
IIIA-71 Job Description: Vice Chancellor of Business Services **IIID-73**
IIIA-72 Annual Implementation Plan-Final Report **I-15, IIID-2, IV-11**
IIIA-75 Non-Discrimination policy (BP 3410)
IIIA-76 Sexual Harassment (BP3430)
IIIA-77 Organizational and Structures Handbook **I-12, IV-65**
IIIA-78 External Legal Consultants
IIIA-79 Student Code of Conduct (Cuyamaca Catalog pg 43) **IIA-26**
IIIA-83 Professional Development **I-14, IIA-42, IIIC-36**
IIIA-87 State Block Funding Allocations for TTIP **IIIC-22, IIID-13**
IIIA-88 Spring 2007 Tech Ed Conference-Sample **IIIC-39**
IIIA-92 Title III **I-47, IIA-53, IIB-25, IIIC-23, IIID-11, IV-83**
IIIA-93 Professional Development Guidelines
IIIA-94 Professional Development Philosophy
IIIA-96 Professional Development Evaluation (Last Copy of Survey)
IIIA-97 AB 1725 funds
IIIA-98 Student Services Master Plan **I-3, IIA-61, IIB-2, IIID-4, IV-75**
IIIA-99 Innovation and Planning (Org. Chart)
IIIA-101 Professional Development Committee Minutes
IIIA-102 Staff Development Plan
IIIA-103 *Strategic Plan 2004-2010* **I-1, IIB-5, IIID-1, IV-74**

Standard III: Resources
B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Cuyamaca College plans, constructs, and maintains its physical resources to enhance and support student learning programs and services. Physical resource planning is integrated with institutional planning. *Master Plan 2000* serves as the primary planning document for the college, incorporating educational and facilities planning directions through the year 2015. *Master Plan 2000* was developed by an architectural firm in consultation with the Facilities Master Plan Task Force, and approved by the Governing Board in January 1999. (IIIB-1, IIIB-38, IIIB-39)

Since the last accreditation site visit, the Educational Facilities Master Plan Task Force reviewed the status of projects outlined in *Master Plan 2000*. It reconfirmed the projects but slightly modified the order of priorities to address logistical concerns in relation to the feasibility of progression. Additional items including safety, energy reduction, and information technology of facilities were also evaluated. The Governing Board realized there was a need for a major bond, and approved putting Proposition R (Prop R), a $207 million bond, before the public. In November 2002, Prop R was passed by the voters of East County. It contains strict accountability safeguards including a citizen's bond oversight committee, and independent audits. The purpose of Prop R is: (IIIB-38, IIIB-1, IIIB-41, IIIB-11)

To prepare our local Grossmont and Cuyamaca College students for jobs and 4-year colleges by:

- Repairing/acquiring/constructing/equipping college buildings, sites and science/computer labs
- Repairing leaking roofs, worn wiring/plumbing, aging restrooms
- Relieving overcrowding
- Renovating aging/deteriorating classrooms, labs
- Training medical workers/nurses and safety officers

In addition to Proposition R, Proposition 1D was passed in November 2006 Proposition 1D, the Kindergarten-University Public Education Facilities Bond Act of 2006 is a $10.5 billion bond issue provided needed funding to relieve public school overcrowding and to repair older schools. Funds may also be used to repair and upgrade existing public college and university buildings and to build new classrooms to accommodate the growing student enrollment in the California community colleges, the University of California and the California State University. The community college share was $1.5 billion, and Cuyamaca College was approved to build the Business/Professional Studies/Computer Information Science Building (CIS) and expand its Learning Resource Center as a result of this funding source.
(IIIB-1, IIIB-38, IIIB-25, IIIB-42)

With the passage of Propositions R and 1D, many projects from *Master Plan 2000* as well as from a Scheduled Maintenance Plan, have been completed or are pending completion. Completed projects include the Student Services One Stop Center, the Child Development Center, a track resurfacing project, remodels to the N, F, K and B buildings, and expansion of parking and bus stop enhancements. The remodel projects significantly enhanced the quality of the college learning environments as these resulted in a major renovation of the Automotives Technologies Complex, the creation of a Math Center, the remodel of science labs, and the renovation of the college administrative offices, including the faculty mailroom and clerical support services. Improvements to road and safety access have also been completed. Pending and in-progress projects in order of priority as identified in the updated *Master Plan 2000* include:

Science and Technology Mall
The building is designed around an open access computer "mall." This project will move nearly all Computer Information Science program labs and Graphic Design into a shared high-tech environment of digital labs and their counterpart conventional "wet" labs and faculty offices on the first floor. The second floor will house Biology, Chemistry, Physics, and Earth Science labs, as well as an innovative instrumentation lab to serve both Biology and Chemistry. These projects, allowing for an expansion and upgrade of vital transfer programs, make it possible to offer advanced and specialized classes such as Anatomy and Physiology and higher level organic chemistry. This building is currently under construction and completion is planned for August of 2007.

Communication Arts Building
This facility will become a visual landmark when people enter the campus. The location will shorten the walking time from the parking lots for many students attending classes in these buildings, along with giving disabled students access from the lower campus to the upper campus via elevators. This project will have multi-disciplinary laboratory and independent learning facilities for the following disciplines: English/English as a Second Language/Reading, Fine and

Professional Arts, Communications (formerly Speech), American Sign Language, Performing Arts, Astronomy, and related Assisted Learning. A novel feature will be a digital theater which can present virtual environments. This building is currently under construction and completion is scheduled for October 2007.

Student Center

The Cuyamaca College Student Center will address the need for enhanced campus life by providing a central hub for student activities and retail services. Proposed services for the center include a bookstore, food court, student health center, offices for the student government, and a large, multi-purpose room that can be partitioned to be used for meeting space. This center will alleviate overcrowded conditions at the temporary and modular facilities accommodating these activities. This building is currently under construction, and completion is scheduled for August 2007.

Business/Professional Studies/CIS Building

The Business/Professional Studies/Computer Information Systems Building will be built in an open area between the existing Exercise Science Complex and the Building A-G Complex. It will provide a permanent home for those programs temporarily located in the Science/Technology Mall. The programs, which will be housed in this building have a need for both lecture and lab classrooms. Some of these programs, Real Estate, Business Management and Entrepreneurship plan to keep their lecture-style format. However, the CIS Program, which generates significantly higher enrollments, plans to become completely lab-based, and therefore needs a considerable amount of laboratory space. The recently restructured Business Office Technology Program is likewise lab-based as it is an open-entry/open exit program, and it will also be relocated to this building. Since the passage of Proposition 1D funding in November 2006, the architectural design effort has commenced for the Business/CIS building. Construction is estimated to begin in June 2008. It should be noted that plans call for CIS to be relocated to this new building, then allowing Mathematics to occupy the first floor of the Science/ Technology Mall. (IIIB-25)

Permanent Remodel of Buildings B, D, E, F, & G

This proposed remodel would convert existing labs into high-tech lecture rooms. This renovation is planned to take place after the construction of the Science and Technology Mall, Communication Arts, and Business/CIS Buildings. In this way, all secondary effects of these additions will be addressed and will provide lecture space for more traditional delivery programs.

Library/LRC Expansion/Remodel

A remodel and expansion of this facility would accommodate projected library growth as well as convert to the Library space areas vacated by the construction of the Communications Arts, and Science and Technology Lab Facility.

Campus Signage

As part of the strategic planning process, a comprehensive campus signage plan was one of the priorities the college identified. The college hired a signage consultant to develop a signage standard for the campus that includes the college entrance marquee, exterior building signage and interior signage.

For all facilities, Cuyamaca College assures effective utilization and the continuing quality necessary to support its programs and services by evaluating quantitative data. A State Space Inventory, for example, is required by the Chancellor's office to be updated annually. Cuyamaca College submits its report, which includes spaces in every building that will be vacated, and/or occupied and operational by the end of each calendar year, including modular and portable buildings. This report becomes part of the justification for a Five-Year Construction Plan. The State uses these figures, along with projected enrollment growth, to develop capacity and load ratios that are considered in the prioritization of projects. (IIIB-4, IIIB-7)

Cuyamaca College submits a Five-Year Construction Plan annually to the State Chancellors Office as required. The plan includes the following:

a) Statement of College Educational Plans
b) Statement of College Energy Plans
c) College Cap/Load Rations
d) Distribution of Instructional Load and Forecast of Staff
e) Worksheet for Computing Full time Equivalency (FTE) Instructional Staff
f) Cumulative Summary of existing and proposed areas
g) Capacity of Net Existing On-Campus Assignable Square Footage (ASF)
h) Project Intent and Scope of proposed buildings, expansions, or remodels
i) 2005 Space Inventory
j) Campus Map
k) Conversion Table for Buildings on Campus

(IIIB-7)

Not all projects identified in *Master Plan 2000* are eligible for state funding, but all projects over $400,000 are placed on the list, regardless of funding source. Those that are eligible for state funding remain on the Five-Year Construction Plan until they are funded or rejected by the State, or until the facilities' priorities change because of other factors. (IIIB-7, IIIB-1)

Cuyamaca College has a Technology Plan which is the primary document used in the decision-making process for acquisition, distribution, and use of technology resources. District Information Systems (IS) personnel, in concert with college committee members, play a key role in the planning, development and support of the technology resources. (IIIB-10)

The two instructional buildings under construction in Spring 2007, the Science and Technology Mall and the Communication Arts Building, will have smart classrooms. In fact, all new buildings are pre-wired with high speed network cabling connected to the existing college infrastructure by fiber optic cable. The Science and Technology Mall will be equipped with ten computer labs for Computer and Information Science (CIS) and Graphic Design (GD), an open lab with approximately 124 computers on the first floor, and additional classroom sets of laptop computers for the nine science labs on the second floor. The Communication Arts Building will have a Writing Center with approximately 50 computers, two English as Second Language (ESL) labs and two English labs each with 25-35 computer stations. In addition, there will be a state-of-the-art midi lab for Music and a Digital Theater for multi-disciplinary use, two Reading labs and an American Sign Language (ASL) lab, each with computers. This infusion of technology resources throughout all new buildings demonstrates the college's commitment to its vision, "Learning for the Future."

There is an Ornamental Horticulture (OH) Program at Cuyamaca College that encompasses approximately eight acres, making it one of the largest OH facilities at a community college. Much of this land is utilized as part of the instructional program. The land is maintained by a full-time Ornamental Horticulture Technician. Equipment used by the OH Program, as well, is adequately maintained in order to support student learning in the program. In addition, there is a Water Conservation Garden as well as a Heritage of the Americas Museum that, at times, are used by the instructional programs. Grounds and facilities associated with the Water Conservation Garden and the Heritage of the Americas Museum are maintained by Cuyamaca College staff through joint powers agreements with appropriate parties.

Self-Evaluation

Cuyamaca College meets the standard. Proposition R made it possible for the college to advance the quantity and quality of physical resources necessary to support its programs and services. *Master Plan 2000* is used as a blueprint for educational and facilities master planning. Construction thus occurs in a systematic way in response to the educational needs of the college. (IIIB-1)

Completion of the Science and Technology Mall and Communication Arts buildings will allow the college to address some of the shortage of classroom and lab space as indicated in the accreditation survey, in which 58.3% of respondents agreed that, in general, the classrooms were large enough to comfortably accommodate all students enrolled in a given course (Q44) and 68.1% agreed that in the courses that require a lab, the equipment provided is adequate to meet the needs of the course (Q45). (IIIB-43)

After the accreditation survey, two major parking lot expansions were completed. In August 2006, Parking Lot #5 added 496 student and staff parking spaces. This expansion was done to address the need cited in the accreditation survey, in

which 40.8% of students agreed that there were adequate parking spaces for students; 40.9% disagreed (Q129). According to the accreditation survey, 63.8% faculty agreed there was adequate parking on campus for faculty/staff while 54.8% staff agreed (Q43). (IIIB-43)

Planning Agenda
The college has met the standard and will continue efforts that support meeting the standard. Proposition R funding will not be able to fund entire construction projects that appear in *Master Plan 2000*. The college will continue to prioritize projects and seek out external funding sources. (IIIB-1)

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary:
All facilities at Cuyamaca College are constructed and maintained to assure access, safety, security and a healthful learning and working environment while meeting the instructional and institutional goals. Buildings are constructed to meet state standards and approved by the State Division Architects. California community colleges are subject to the Field Act of 1933, a stringent building code based upon of earthquake hazards. The college typically retains the services of a Department of State Architect (DSA) inspector to be present during construction to ensure buildings are built to specifications. (IIIB-44)

All new and remodeled facilities are fully accessible and meet or exceed all Americans with Disabilities Act (ADA) standards and buildings codes. Architectural Barrier Removal has been addressed on the campus. In recent years, the college improved accessibility by replacing all classroom door handles with levered handles, added two automatic doors to the Career and Student Employment Center and the Health and Wellness Center, and remodeled restrooms stalls. In spring 2005, the bus stop location was moved to a new location at the end of Cuyamaca Drive West, and an ADA access path was provided to connect it to the main campus. In spring 2006, the sand volleyball court located west of the gymnasium was replaced with a new parking lot which added 16 spaces for individuals with disabilities. The College Accessibility Committee is co-chaired by the Vice President of Student Services and Disabled Student Programs Services Counselor (DSPS). The committee meets monthly to identify and review physical accessibility concerns and make recommendations to the Facilities Committee, which oversees matters impacting physical access and general facility-related issues. The DSPS staff works with the facilities department in providing reasonable classroom furniture accommodations for students with special needs. Also, DSPS has a mobility cart that holds several passengers and is used to transport students with physical disabilities to classrooms, labs, parking, and the bus stop areas. (IIIB-45, IIIB-46)

The district supports Cuyamaca College through Risk Management and Public Safety Departments, which both work to monitor and patrol the campus twenty-four hours a day for the security and safety of students, staff and facilities. The college's Public Safety Department consists of sworn police officers, parking/security officers, and a 24-hour dispatch staff. In recent years, the college completed a high technology police communication center with telephone and radio communications, alarm monitoring and fire alarm controls. In addition, emergency call boxes have been strategically placed on campus for use by faculty, staff, and students. Emergency speed dialing has also been implemented on certain designated phones to increase the number of sites on campus from which Public Safety can be called directly. A pay phone located in front of the Learning Resources Center has a special feature that allows a person to dial #1 and immediately be connected with the Public Safety Office. (IIIB-48)

The Cuyamaca College Hazardous Material Business Plan was updated in October 2006. This plan includes the inventory of hazardous materials and reports these materials to the local County Department of Health Services, Hazardous Materials Division. Also included are procedures to be followed to mitigate damage in the event of the release of hazardous materials on campus. To reduce or eliminate the potential of concealed hazards on the campus, the college has recently retrofitted the night lighting system for better visibility and broader illumination. Additionally, new lighting systems were installed in all the new parking areas located on the west side of the campus. (IIIB-9)

All employees of the district are issued a *Safety Tips Handbook* so they may take safety precautions. The core topics presented include: 1) *The Safety Handbook,* 2) The injury and illness prevention program, 3) Fire and Life Safety, 4) Emergency Preparedness, 5) Ergonomics/Back Injury Prevention, and 6) Hazard Communications. (IIIB-20)

The GCCCD Emergency Information booklets are distributed college-wide and posted in all classrooms and labs. In addition, there are regular fliers distributed each semester to all faculty and staff about crisis emergency procedures. Evacuation routing maps and a quick tip flyer are also posted in the classroom regarding fire alarms and power outage. There are regular emergency training drills. There have been various actual evacuation fire alarms and power outages due to the city and college construction activities that were successfully implemented. There was a full evacuation that lasted a week in October 2003 due to a fire storm that covered the entire San Diego County. Another incident occurred in September 2005, when a brush fire above the track caused dust and debris to travel down to the campus; evacuation procedures were implemented. An Emergency Preparedness Committee was instituted in 2002 under Governing Board Policy BP3501- Disaster Preparedness and BP3510 - Workplace Violence Plan to implement the district's training program to familiarize faculty and staff of proper emergency preparedness (IIIB-26, IIIB-27, IIIB-28).

College issues affecting access, safety and a healthy environment concerns are addressed through the Safety Committee, a shared governance committee. This committee, in conjunction with the district Risk Management Department, which meets on a monthly basis, focuses not only on the matter of personal safety, but also on the identification and removal of potential safety hazards.

The Facilities Department is the responsibility of the Vice President of Administrative Services. The Vice President holds weekly facilities meetings to review and update the needs of the college. The facilities staff meets on a daily basis to prioritize workload. Custodial staff members perform "task-oriented cleaning" procedures. A quality assurance inspection plan is used as an evaluation tool for custodial services. Currently, the scheduling and tracking for preventive maintenance and predictive management is accomplished through a computer database (ACT 1000). The system tracks work orders with weekly, monthly and quarterly computer-generated reports. Work requests are tracked by a computer database and reviewed monthly. (IIIB-49, IIIB-51)

The Facilities Department also participates in the college's recycling Program. In 2005, through the development of a Waste Management ad hoc committee, San Diego County donated 22 heavy-duty recycling outdoor containers. In 2006, the college's recycled 88% of its trash on campus. Since the adoption of "single-streaming" concept, placing bottles, paper, cans, recyclable goods in one container, the college has saved $10,000 in trash pickup costs. In addition, all new construction projects incorporate sustainable and environmentally responsible building concepts, which include water savings, energy efficient materials selection, and enhanced indoor environmental quality. (IIIB-52)

The college is committed to the efficient use of energy. In the past, Cuyamaca College has been successful in identifying and funding energy conservation projects. In 2001-2002 the college retained Chevron Energy Solutions to provide a complete energy usage analysis. The scope of work included the following components: (IIIB-53)

- Comprehensive survey to identify all energy consumption points.
- Identification of possible conservation measures.
- Analysis of cost/benefit ratios and rates of return on improvements.
- Engineering and design of economically feasible projects
- Coordination of financing.

The survey identified over $11 million worth of energy reduction or improvement projects, which were included in the $207 million general obligation bond request in November 2002. Since 2003, $4.5 million was spent on energy conservation projects college-wide. These projects included:

- Installation of skylights and high-efficiency lighting systems in classrooms.

- Installation of Direct Digital Controls (DDC) for Site HVAC systems and tied into an Energy Management System (EMS) computer for centralized controls.
- Installation of vending machine controllers that utilize a passive infrared sensor system that cycles vending machines on and off to conserve power.
- Installation of high-efficiency boilers and chillers, each serving multiple buildings.
- Replacement of defective underground boiler and chiller pipelines, sized larger in preparation for planned new buildings.
- Replacement of computer server room HVAC with new high-efficiency HVAC system.

These new energy conservation concepts will form the standard for systems for all future building remodels and new construction. This ensures the design of the new capital construction projects will maximize the use of energy reduction technologies.

An approved updated Hazardous Materials Business Plan for Cuyamaca College was adopted on October 6, 2006. Chapter 6.95 of the California Health and Safety Code requires every public and private entity in the State of California which handles hazardous materials to do three things: 1) inventory the hazardous materials and report those materials to the local county Department of Health Services, Hazardous Materials Division, 2) establish a plan outlining procedures to be followed to mitigate damage in the event of release of hazardous materials on the property, 3) to provide training. The Cuyamaca College Hazardous Materials Business Plan includes the following: (IIIB-9)

1. Inventory
   a. List of hazardous materials
   b. Chemical descriptions
   c. Stairs, ramps & sprinkler hook ups and staging areas
   d. Hazardous materials, main utility shut off locations
   e. Storm drains & fire connections and hydrants
   f. Fire Alarm control panels, floor sewer drains, and site drainage plan

2. Emergency Response Plan
   a. Emergency Coordinator Information
   b. Telephone tree and Emergency Notification Phone Roster
   c. Emergency equipment

3. Employee Training
   a. Handling hazardous materials and wastes
   b. How to read MSDS sheets
   c. How to read labels
   d. Coordination with emergency response agencies
   e. Implementation of the Emergency Response Plan

In terms of emergency power for the physical plant, Cuyamaca College hired a consultant, Johnson Consulting, to design extended emergency circuits to connect Building G to the new emergency generator power provided from the Central Plant Project. This design will allow all future outages to be corrected with minimal effort by campus personnel. The design should be completed in February 2007 and estimated work to be completed by summer, 2007.
(IIIB-54)

The college maintains a fire buffer zone. The fire access road and the concrete swale at the top of the hill behind A-G buildings was designated a high-risk fire zone. A landscape consultant was hired to design a project to provide protective irrigation systems. The design will include removing existing vegetation, installing automatic irrigation systems, and fire resistive vegetation. (IIIB-55)

Cuyamaca College is in the initial programming phase to install security gates at the main entrances of the college to enable closures between 11:00 p.m. and 6:00 a.m. on weekdays and possibly earlier on weekends and holidays. Other interior gates are also part of the consideration to allow controlled zones inside the main gates. (IIIB-56)

The college regularly applies for state scheduled maintenance funds earmarked for repairs to existing structures. The availability of these funds varies from year to year, with specific guidelines for the types of projects that qualify. The allocation of these funds requires a college match. Each project submitted is then rated against a state formula, with available funding determining the number of projects funded. The college updates the list of scheduled maintenance projects every year. Since the last accreditation site visit**,** completed scheduled maintenance projects include: (IIIB-42)

1) Boiler/Chiller underground lines (Central Plant, 2002))
2) Replace hot water tanks (Gymnasium, 2002)
3) Air Conditioning upgrades for classrooms (Bldgs O&P, 2003)
4) Re-roofing (Bldgs O&P, 2003)
5) Upgrade electrical panel and replace transformer (Bldg P, 2004)
6) Resurfacing running track (2006)

Pending/In-progress Scheduled Maintenance Projects include:

1) Repair/Replace damage signage (Campus-wide, 2007)
2) Upgrade electrical panel and replace transformer (Bldg C, 2007)
3) Renovate HVAC system (One-Stop Center, 2008)
4) Replace deteriorated restroom fixtures and partitions (Bldg F, H, & LRC)

Cuyamaca College also offers courses at various off site facilities. Community Learning classes, for example, are held in various off site locations. There is a

contract or memorandum of understanding for each location regarding having a safe classroom environment for classes. The Economic Development Center is housed at an industry park within the City of El Cajon to support the Regional Environmental Business Resource & Assistance Center (REBRAC) in its efforts to provide environmental health safety and homeland security (EHS2) training to Region X. Since REBRAC's inception in 1996, this facility has an agreement with Cuyamaca College's Community Learning to provide the non-credit training for the EHS2 industry. All off site facility related issues are directed to the facilities department for resolutions.
(IIIB-59, IIIB-60)

Self- Evaluation
Cuyamaca College meets this standard. Numerous safeguards are in place to ensure that there is adequate access, safety, security and a healthful learning and working environment at all facilities regardless of location. A strong 83.7% of faculty and 76.5% of staff agreed that physical facilities on campus are adequately maintained (Q131). In addition, 84.0% of the faculty respondents to the accreditation survey
agreed that adequate resources are available to them for classroom emergencies (Q46). (IIIB-43)

Hazardous material removal is a high priority at the college. As indicated by the accreditation survey, 79.3% of the faculty and 75.6% of staff agree that safety hazards are removed promptly (Q41). Regarding safety on campus during daylight hours, there was strong agreement across all college constituents; 96.2% of faculty, 91.7% of staff and 88% of student respondents (Q128). Even during evening hours, the results are positive; 81.8% of faculty, 75.6% of staff, and 65.8% of students agree that they feel safe on campus (Q130). The college continues to work with public safety regarding more patrols in the evening and increased lighting around the campus. For example, in July 2006, the district assigned two new electricians to the college to provide support in maintaining all lighting on the campus. Due to the new construction and new parking lots, additional lighting has been installed 65% of faculty, 59% of staff and 68.9% of student agree that the lighting at the college is adequately provided at appropriate times (Q132). (IIIB-43)

Adequate parking spaces were an issue on the accreditation survey. However, after the accreditation survey was conducted, two major parking lot expansions were completed in August 2006, Parking Lot 5 for student/staff and the parking lot next to the track. These added 496 student parking spaces and 16 spaces for individuals with disabilities and thereby addressed the accreditation survey response in which 40.8% of students agreed and 40.9% disagreed that, in general, there were adequate parking spaces for students (Q129). (IIIB-43)

Finally, there was strong agreement across all college constituents regarding the maintenance of landscaping; 84.3% of staff and 78.3% of students agreed that landscaping is adequately maintained (Q134).

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary
Cuyamaca College has a long-range capital planning program that consists of several elements: *Master Plan 2000*, Facilities Condition Assessment (3D/I), Five-Year Construction Plan, Academic Master Plan, Technology Plan, the *Strategic Plan, 2004-2010*, and the Student Service Master Plan (IIIB-1, IIIB-2, IIIB-5, IIIB-7, IIIB-10, IIIB-29, IIIB-30).

The Five Year Construction Plan, a report that is filed annually with the state, lists construction projects planned for the future and fully describes how existing and projected facilities will be used. The report uses current and projected enrollment data, as well as the college's current facility space inventory, to plan facilities to accommodate future enrollment growth. In addition, the facility condition assessment surveys the need for major maintenance projects and facility replacement. It also compares the cost of repairing and maintaining an existing facility to the cost of new construction. (IIIB-7)

The college has been successful in developing a variety of funding sources for facilities improvements. These funding sources include federal, state and local bonds. In addition, the Student Center is being constructed through student fees; the students voted to assess themselves in fall 1989, and since that time the funds has grown significantly. Overall, since 2001, the college has expended over $89 million in construction and facility projects. (IIIB-61)

Self-Evaluation
Cuyamaca College meets the standard. A strong 88.8% of faculty answering the accreditation survey agreed that the college has an effective planning process and 74.4% of staff respondents likewise agreed (Q7). (IIIB-43)

Facility Master Planning Council meetings are held monthly, and various college constituents, faculty, staff and students are present. Indeed, 83.7% of faculty agreed that they have sufficient opportunities to participate in facilities planning and development; 54.2% of staff agreed (Q94). Detailed updates of current facility issues and construction projects are presented at the meetings. Faculty, staff, and students are expected to disseminate the information to all members of their groups. (IIIB-1, IIIB-43)

The *Master Plan 2000* continues to guide the college in long-range institutional planning. In the accreditation survey, 82% of faculty and 71% of staff agree that the Facilities Master Plan is effective at guiding long-range institutional planning (Q95). (IIIB-43)

Planning Agenda
The standard is met, and the college will continue efforts to support meeting the standard.

b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary
Physical resource planning is fully integrated with institutional planning. In 1997, an Educational Facilities Master Plan Task Force was formed to develop an Educational and Facilities Master Plan for Cuyamaca College. *Master Plan 2000* was the result of a two-year effort involving all college constituency groups. The consultants hired to develop the plan, Spencer Hoskins Associates, interviewed administration (both college and district), faculty and staff for an initial assessment of perceived facilities needs. The consultants, working with the district Researcher, provided census data and analysis to project enrollment growth of 15,000 by 2015. The Task Force used brainstorming techniques to envision the college at 15,000 student enrollment, its educational programs and services; modes of delivering instruction and services; and the physical appearance and campus climate, as well as the influence of technology on all of these components by the year 2015. This work was categorized and combined with the Academic Master Plan's specific academic disciplines plan to develop the Academic Discipline Clusters. (IIIB-5, IIIB-62, IIIB-63)

During the process, the consultants worked with the task force on the implications for facilities' on all plans; assignable space data; future site plans and configuration scenarios; and building concepts and solutions for immediate facility needs. The result of this ongoing interactive activity helped the college relocate the site of the then proposed Water Conservation Garden, arranged through a joint powers agreement with two local water districts**;** identify the need to combine student services and related service functions resulting in a Student Services One-Stop Center at the front of the campus; reconfigure the N Building

classroom remodel; and move the location of the proposed Student Center to tie the campus together for improved student flow.

The facilities site portion of the *Master Plan 2000* was completed at the end of 1998 and was approved by the Governing Board in January 1999. The task force worked with the consultants and college staff to interpret the Educational Plan presented in this document into a campus site plan to reach capacity by. (IIIB-1, IIIB-65)

It was determined by *Master Plan 2000* consultants, working with members of the original Educational Facilities Master Plan Task Force that the college of the future would enhance the attributes of the present campus. Cuyamaca College is nestled against a backdrop of hills with a grand lawn area. The college setting is often described by the community, students and staff as "beautiful," "serene," and "natural." In 2003, design guidelines were established for the college based on the 2000 Master Plan. This document is being used as the basis for design in future construction and renovation. The core elements of these guidelines are to create a strong academic character for the campus through the design of collegiate-quality buildings and to design the campus so that as a whole, it is largely defined and perceived by its buildings in harmony with lush open spaces and the natural environment. (IIIB-1)

Several attributes are envisioned as an integral part of Cuyamaca College's future campus:

- Provide a strong sense of "entry," a gateway to the campus, to create a synergy for strong community relations.
- Reinforce the "heart" of the campus, the Grand Lawn, as the principal open space - a natural meeting place for students.
- Establish the existing LRC, new Student Center, and Communication Arts buildings as the primary buildings focused on the Grand Lawn.
- Ensure that new buildings fit in and are compatible with significant aspects of the original campus buildings and open spaces and are designed in a contemporary manner.
- Use design elements, building materials, landscaping and walkways to emphasize a cohesive and connected as well as outwardly focused campus.
- Make public spaces attractive and, where necessary, expand spaces to be used for existing and new public events.
- Enhance the connection to the immediate surrounding area (the Water Conservation Garden and Museum), establishing view corridors to significant buildings, entrances and the hills.
- Provide pathway connections to parking that reinforce a safe and comfortable walk to the campus core.
- Use the construction of new buildings and hard scape to establish ADA compliant connections throughout the campus.
- Ensure that new buildings and developments are cost-effective to build and

maintain and that the financial viability of the college is taken into account.

These attributes are envisioned for the interior buildings to promote the college's vision, "Learning for the Future:"

- The buildings are functionally designed to integrate and promote interdisciplinary relationships.
- The classrooms must be technologically visionary – able to accommodate the technology of the present but remain flexible for the technology of the future. This includes being flexible for furniture and media projection, having adequate lighting, cabling and electricity for multimedia, and being acoustically soundproof.
- The classrooms are of sufficient number to provide for short-term, intensive, open entry/open exit and open lab scheduling requirements and room utilization required to meet student learning in non-traditional environments.
- The offices for faculty and staff will be sufficient in number and physical size to provide interaction among students and the community and to accommodate computing capabilities.
- The buildings and offices will accommodate needed storage for materials, supplies and equipment for all campus functions.

The learning environment will have these attributes:

- Distance learning capabilities to provide instruction and services at remote sites through such delivery systems as video conferencing, Internet, cable, interactive classrooms both on and off the campus, e.g., businesses, other educational facilities, libraries, community and recreation centers and public agencies.
- All classrooms equipped with high tech multimedia equipment for demonstrations, access to networks and the Internet, libraries, video and other learning enhancements.
- Laboratories for individualized instruction and study, open entry/open exit instruction and specialized curriculum for all disciplines to promote interactive learning.
- All classrooms to provide the flexibility for accommodating a variety of instructional methodologies including collaborative learning, individual and group presentations, portfolio projects, and future modes of delivery.

The projected enrollment provided by the district Research Office for the Grossmont-Cuyamaca Community College District and ultimately the potential enrollment for both Cuyamaca and Grossmont Colleges were determined by using SANDAG census projections, California Community College adult population's projections, and student in flow and out flow historical patterns to other college districts in San Diego County. (IIIB-67)

This enrollment data was reviewed by the former Educational Facilities Master Plan Task Force and district staff and an agreement was reached that Cuyamaca College's maximum student enrollment should not exceed 15,000. After the 15,000 enrollment capacity was established, the projections were used to determine the Weekly Student Contract Hours (WSCH) projections incrementally to the year 2015. The Academic Discipline Clusters WSCH projections for the Short-Term (8,000), Mid-Term (10,000) and Long-Term (15,000) enrollments were then determined using two methodologies. Simply using a single linear projection of actual WSCH of Cuyamaca College's present academic programs was sufficiently feasible to determine future academic cluster WSCH. One method used the actual WSCH of present academic programs and a factor on a scale of 1-10 growth to project the relationship of growth in proportion to a comprehensive college of 15,000 students. The second method used colleges of approximately the same size of 15,000 and their academic program WSCH to determine if the projected mix of academic programs verified method one. The combination of the two methods produced a realistic projection of the academic disciplines and the appropriate WSCH incrementally over time until the 15,000 student enrollment and 151,687.8 WSCH were reached. (IIIB-1)

The WSCH projections will need to be validated periodically as the college continues to refine academic plans and has the facilities to introduce and expand academic programs. The interrelationship among enrollment projections, the present academic discipline mix, academic planning and development, and facilities restraints impact significantly the comprehensiveness of Cuyamaca College and the potential for its growth. (IIIB-1)

The Educational and Facilities' Master Plan Task Force reconvened in 2002 to review the status of major facilities projects outlined in *Master Plan 2000*. It reconfirmed the facilities projects outlined in the plan but slightly modified the order of priorities to address logistical concerns with relation to the feasibility in the progression of projects. (IIIB-1)

The facility needs including safety, energy reduction and information technology were also evaluated at that time.

The college also submits a "Five-Year Construction Plan" to the state on an annual basis. This entails an annual, systematic assessment on the effective use of physical resources. The results are evaluated and serve as the basis for improvement. (IIIB-7)

Self-Evaluation

Cuyamaca College meets the standard. *Master Plan 2000* is used as a blueprint for educational and facilities master planning. Construction occurs in an organized and systematic way in response to the college's educational needs. Passage of Proposition R allowed the college to implement many, though not all,

of the facilities priorities outlined in *Master Plan 2000*.
(IIIB-1)

Through the passage of Proposition R, state bonds and scheduled maintenance funding many facility related survey questions are being addressed and have been completed or will be completed within the next two years. For example, the Science and Technology Mall and Communication Arts buildings will allow the college to address some of the classroom and lab space shortage as indicated in the accreditation survey, in which 58.3% of respondents agreed that in general, the classrooms were large enough to comfortably accommodate all students enrolled in a given course (Q44) and 68.1% agreed that in the courses that require a lab, the equipment provided is adequate to meet the needs of the course (Q45). (IIIB-43)

Planning Agenda
The standard is met, and the college will continue efforts to support meeting the standard.

Standard IIIB: References

IIIB-1 Educational Master Plan 2000, Cuyamaca College, June 30, 2000 **IIID-7**
IIIB-2 Facilities Assessment Report 3/D International July 1, 2002
IIIB-4 State Space Inventory October 2006-2007
IIIB-5 Academic Master Plan 2006-2007 **I-2, IIA-4, IIIA-52, IIIC-2, IIID-24, IV-1**
IIIB-7 Five-Year Construction Plan
Grossmont Cuyamaca-Community College District, Five Year Construction Plan 2009 2013
IIIB-9 Hazardous Material Business Plan, Cuyamaca College, October 6, 2006
IIIB-10 Technology Plan **IIA-7, IIIC-3, IIID-6**
IIIB-11 Proposition R Bond Building Fund, El Cajon, California, June 30, 2004 (Need User Name and Password) **I-27, IIIB-41, IIIC-26, IIID-8, IV-69**
IIIB-20 Safety Training Handbook GCCCD
IIIB-25 Proposition 1D, (Kindergarten-University Public Education Facilities for State of California)
IIIB-26 Emergency Information Booklets
IIIB-27 Disaster Preparedness BP 3501
IIIB-28 Workplace Violence Plan BP3510
IIIB-29 Facilities Committee
IIIB-30 Emergency Preparedness Plan
IIIB-38 Facilities Plan Task Force
IIIB-39 Governing Board Minutes January 1999 **I-37, IIIA-100, IIID-48, IV-49**
IIIB-41 Prop R Bond Approved November 2002
IIIB-42 Scheduled Maintenance Plan
IIIB-43 Accreditation Survey **IIIA-25 IIIC-27, IIID-21, IV-8**
IIIB-44 Field Act of 1993 {field search: field act 1993}
IIIB-45 Americans with Disabilities Act (ADA) **IV-91**
IIIB-46 Risk Management and Public Safety Department (Org Chart) **IIID-67**
IIIB-48 Emergency Call Boxes Fliers
IIIB-49 Facilities Meeting: Weekly Minutes
IIIB-51 Scheduling and Tracking for Preventative Maintenance and Predictive Management: Computer Database (ACT1000)
IIIB-52 Recycle Report 2006
IIIB-53 Comprehensive Energy Analysis GCCCD July 2002
IIIB-54 Johnson Consulting
IIIB-55 Landscaping Consultant
IIIB-56 Security Gates Drawings
IIIB-59 Memorandum of Understanding / Offsite Location / Facility Use Agreement
IIIB-60 Non-Credit Training for EHS2 Industry: Agreement
IIIB-61 Prop R Fact Sheet
IIIB-62 Educational Facilities Master Plan Task Force 1997 Minutes
IIIB-63 Consultants: Spencer Hoskins Associates: Contract
IIIB-65 Governing Board Minutes: January 1999
IIIB-67 SANDAG Census Projections

Standard III: Resources
C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

The Cuyamaca College vision is "Learning for the Future." Technology is at the forefront of the college's planning, resource development, and resource allocation by virtue of the college vision and core values that include Innovation and Creativity and Resource Development. Technology facilitates and supports creativity and innovation and calls for continued focus on resource development in order to support the total cost of ownership for computer labs, smart classrooms, online courses, and college operations and services. Below is a description of the way in which technology resources are used to support student learning programs and services and to improve institutional effectiveness. The college's commitment to providing high quality education congruent with the institutional mission is evident in the complete integration of technology planning and institutional planning.

III.C.1. The institution assures that any technology support it provides is designated to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
Cuyamaca College is committed to providing students, faculty, and staff with the latest and most effective technology through a comprehensive process of planning, implementation, and support. The processes and procedures pertaining to technology are designed to enhance and support the mission, operation, and effectiveness of the institution. Responsibility for these processes lies with interrelated shared governance committees and councils promoting institutional dialogue as follows:

1) the Academic Master Plan (AMP) Committee uses the college Strategic Plan as a guide to making recommendations to the Innovation and Planning Council (IPC) and Vice President of Instruction on the development and review of academic programs and services;
2) the Student Services Master Plan (SSMP) Committee makes recommendations to the IPC through its annual, comprehensive Student Services Master Plan that includes ten separate departments and that aligns with other college plans;
3) the Instructional Technology Council (ITC) provides a forum for the discussion of current and emerging technology issues, trends, innovations, changes and needs related to instructional programs;
4) the Technology Plan Committee (TPC) prioritizes requests for technology according to clearly established criteria, identifies institutional trends and makes

recommendations concerning the college-wide acquisition and upgrading of instructional technology, and submits recommendations to the ITC in the form of the annual College Technology Plan;
5) the Online Teaching and Learning Committee (OT&L) submits recommendations for consideration and approval to the ITC and Curriculum, General Education and Academic Policies and Procedures Committee regarding online course planning, standards of good practice, and technology standards for online teaching and learning; and
6) District Information Systems (IS) Services provides district-wide technology support.

The campus-wide and Internet access information technology and telecommunications infrastructure comprise a robust, high-speed network that features reliability, data backup and disaster recovery, privacy, and security. The infrastructure includes a redundant fiber optic backbone, 100 Megabit/Second Switched Ethernet to the desktops, redundant DS3 and T1 Internet access, redundant firewall protection, spam/virus suppression systems, and Uninterruptible Power Supplies (UPS) protecting all college servers. Data backup is performed daily. (IIIC-3, IIIC-1, IIIC-10, IIIC-11, IIIC-12, IIIC-13, IIIC-14, IIIC-15, IIIC-16)

Currently, the college maintains approximately 575 student-accessible PC or Apple computers using the latest operating systems. Thirty-five classrooms are equipped with computers, high-resolution overhead projectors or TV monitors, DVD and VHS players, and wireless access. Cuyamaca College provides all full-time staff and faculty members with at least one computer with Internet access. “Hot spots” are located throughout the campus for student, faculty, and staff wireless Internet access. Email accounts are provided to permanent staff and full-time faculty, part-time faculty, and all full and part-time students. All students are allocated hard drive space on the H Drive on the instructional network. (IIIC-54)

Technology support for online learning is extensive. Online learning is facilitated by Blackboard and WebCT course management systems. Courses requiring library research are provided the same level of support online as on-campus courses: online catalogs, periodical and specialized subscription databases, and reference support via telephone and email. Online and telephone help desk services are available to faculty and students 62 hours per week. (IIIC-14, IIIC-17, IIIC-18, IIIC-19)

Cuyamaca College’s WebConnect system allows students to apply to the college and to enroll in classes online. The system has worked very well since it was established in 2001 with significant increases in numbers of students using online applications and registration each semester. Improvements have been added as needs and available technologies have converged. Online counseling through the college web site was initiated and became so successful that Title III funds were allocated to create a full-time position in 2003. “Ask a Counselor” is now responding to approximately 70 students per month via email, with significantly higher numbers (over 120) in November and January, apparently due to the start of the spring semester. Cuyamaca College has had an effective degree audit system in place for nine years. (IIIC-20, IIIC-6, IIIC-7)

The college and Internet technology infrastructure is maintained by eight highly qualified hardware/software and networking staff. The college support team works in conjunction with cistrict IS staff to provide efficient services in the areas of network administration, hardware/software support, Web development, help desk, audio/video installations, online courseware training, and other technology related needs. Planning is currently underway to supply the latest information technology and telecommunications infrastructure in the new Science and Technology Building, Communication Arts Building, and Student Center. (IIIC-22)

Self-Evaluation

Cuyamaca College meets the standard. The annual technology planning cycle is one example of the way in which the college is engaged in inclusive, informed, and intentional dialogue about institutional quality and improvement. It is an effective means to fairly distribute limited technology funds for purchasing instruction and classroom computer hardware and software. Driven by the Academic Master Planning and funding availability, the yearly Technology Plan accurately reflects and addresses the teaching technology needs and priorities of faculty members and the learning requirements of students in the classroom. The college Accreditation Survey 2006 indicates that 81.8 percent of students and 67.3 percent of faculty strongly agree or agree that the college provides sufficient technological resources to support its educational programs (Q10). When asked if the equipment provided in lab courses was adequate to meet the needs of the course, 75.4 percent of students agreed or strongly agreed and 68.0 percent of faculty agreed or strongly agreed (Q45). Overall 78.7 percent of students strongly agreed or agreed that they had adequate access to computers (Q100), and 75.8 percent of students reported that access to computer labs in the LRC is adequate (Q34).
(IIIC-2, IIIC-3, IIIC-32)

The goal is to replace equipment as necessary, but that goal is not always achievable because of the year-to-year funding changes and increased use of technology campus-wide. Currently, primary funding sources for the Technology Plan and other college technology requirements include (1) Instructional Equipment and Library Materials (IELM) block grants funds earmarked for equipment and materials that increase the use of modern technology for instructional purposes and for allowable student support services equipment and (2) Technology and Telecommunications Infrastructure Program (TTIP) block grant funds earmarked for library ongoing electronic resources, data and video network connections, and usage of the California Research and Education Network (CalREN). Both IELM and TTIP funds are ongoing categorical funds from the State that fluctuate based on general fund allocations derived from FTES and are reflective of the general health of the state budget. Additional funds for technology may come from the Vocational Technology Education Act (VTEA), a college five-year Title III grant, a recent three-year National Science Foundation (NSF) grant, and two Congressional Awards to date. Local bonds are appropriately allocated and are being used for the purchase of technology in new buildings. The college also funds non-instructional technology needs, on a limited basis, from the general fund. Some faculty and staff are concerned about the year-to-year fluctuations of these funding streams, and rarely can the

college fund all of the requests through the Technology Plan; however, overall college operations and effectiveness continue to be enhanced by technology and related support services. (IIIC-3, IIIC-21, IIIC-23, IIIC-24, IIIC-25, IIIC-26)

During the last several years, significant improvements in technology have been achieved in performance and reliability of the college information technology and telecommunication infrastructure. All instruction and staff servers and workstations are effectively protected from viruses and other intrusions, data is backed up daily for easy disaster recovery, and equipment uptime is insured with UPS and redundant systems. The district is currently adding electrical generators to protect the operations of college servers and network in the event of external power failures. The college Accreditation Survey 2006 indicates that 75.2 percent of faculty and 64.3 percent of staff believe that computer equipment is adequate to meet the needs of their work function (Q42). (IIIC-27)

According to the college Accreditation Survey 2006, 71.9 percent of students and 74.4 percent of faculty agree or strongly agree that the LRC's collection, such as books, periodicals, media resources and online databases are adequate to meet the needs of their educational program (Q29). When asked if they use the computers on campus to access their online classes, 60.6 percent of students reported in the affirmative (Q101). (IIIC-27)

These performance and reliability improvements in technology are the result of both the installation of advanced classroom, network, and backbone equipment, and the maintenance and support of a dedicated and professional team of computer and network specialists with backup from the district Information Services Department. This integrated team responds quickly and effectively to all support requirements, dramatically reducing equipment interruptions and downtime. The college Accreditation Survey 2006 indicates that 74.8 percent of faculty and 67.5 percent of staff are satisfied with the level of support and maintenance of hardware and software (Q133). (IIIC-27)

Planning Agenda
The standard is met, and the college will continue efforts to support meeting the standard.

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary
Cuyamaca College and the Grossmont-Cuyamaca Community College District (GCCCD) assume a need for ongoing technology training and, therefore, plan and provide comprehensive and high quality training and ongoing support in information technology to college groups including students, faculty, and classified staff. The college responds in a timely fashion to technological changes and requests for training from the college community. The college Curriculum Committee and industry advisory committees contribute guidance and assistance to faculty members in planning, developing, and evaluating academic courses and programs, ensuring that students receive requisite and

relevant information technology training. Faculty experts, district IS, and vendor personnel provide planning, development, and delivery of information technology training to other faculty members and classified staff. Training sessions are evaluated by participants as to the quality of instruction and relevance to their assignment. (IIIC-28, IIIC-29, IIIC-16, IIIC-15)

Students

Cuyamaca College offers students a wide array of entry and advanced courses in Computer and Information Science (CIS) and Business Office Technology (BOT), and technology is regularly integrated into other course offerings. Lab technicians and aides are present in most labs to support instructors and to assist students in their information technology needs. Students receive quality online course experiences using Blackboard and WebCT online management programs. Online and call-in help desk services are available to students who require training and assistance in online course navigation, technical assistance, and informal training in using the online registration, class enrollment, counseling, and library services and systems. Students with special needs, disabilities, and low basic technology skills receive tutoring and additional training and support in information technology. A High Tech Center has been established in the LRC to provide specialized adaptive technology such as a voice activated computer system, large print format monitors, tape recorders, and smart pads for electronic note-taking. (IIIC-32, IIIC-17, IIIC-33, IIIC-34, IIIC-35)

Faculty

Faculty members receive comprehensive technology training during Professional Development Week each semester. Examples include how to develop online courses and how to use Blackboard and Web CT online course management programs. The LRC staff offer faculty members individual technology training and group workshops throughout the year. Faculty attend numerous off-campus technology seminars and workshops such as the Tech-Ed Conference and conferences and workshops sponsored by The League for Innovation in Community Colleges, and The Community College Foundation. (IIIC-36, IIIC-39, IIIC-40, IIIC-41)

Staff

Classified staff and administration receive training and support in the advanced technological infrastructure and systems that efficiently support and facilitate campus-wide operations. In addition, training and support in the use of Microsoft Office Suite, Outlook, and Internet browser programs is provided. Staff members also receive additional specialized training and ongoing support from District IS and vendors in the use of Insight and IFAS. Staff is currently receiving on-the-job training in the new student record keeping system and degree audit program, Colleague and DARS, respectively, that will ultimately give more functionality in the areas of Admissions and Records, course and program management, and communications for the college and its students. (IIIC-42, IIIC-43, IIIC-44, IIIC-45)

Self-Evaluation
Cuyamaca College meets or exceeds the standard. Recognized as a leader in information technology education, Cuyamaca College is committed not only to student success, but also to ensuring that faculty, classified staff, and administrative personnel are well-trained in information technology. CIS and BOT offer dozens of information technology classes, professional certifications, and degree programs and many other course offerings contain technology components. Therefore, students receive effective and appropriate information technology skills and training before entering the workforce or higher education. Moreover, students receive valuable and suitable technology assistance and support to meet their needs and to facilitate a successful college experience. The college Accreditation Survey 2006 indicates that 81.7 percent of the students agree or strongly agree that the college provides sufficient technological resources to support its educational programs (Q10) and 68.8 percent of students agree or strongly agree that LRC staff provide effective assistance in using the LRC resources – print and online – to find needed information (Q30).During the required professional development week, faculty members receive appropriate information technology training that is planned and presented by motivated faculty members. Each session is evaluated by the attendees to ensure its effectiveness. Supplemental off-campus workshops provide additional beneficial opportunities for technology training. The college Accreditation Survey 2006 indicates that 67.3 percent of the faculty agree or strongly agree that the college provides sufficient technological resources (by inference, includes training) to support its educational programs (Q10) and 74.8 percent of the faculty agree or strongly agree that they are satisfied with the support (by inference, includes training) and maintenance of computer hardware and software (Q133). (IIIC-27)

The classified staff and administrative personnel have been well-trained to oversee and facilitate the existing technology-based college operations and student support services. As new training requirements evolve, such as for the new Colleague program, and after careful planning and coordination, they receive suitable training from District IS and vendors' personnel. The college Accreditation Survey 2006 indicates that 67.5 percent of the college staff members agree or strongly agree that they are satisfied with the support (by inference, includes training) and maintenance of computer hardware and software (Q133). Teaching and Learning Center Training logs are available as evidence of the technology training sessions offered. (IIIC-27)

Planning Agenda
The standard is met, and the college will continue efforts to support meeting the standard.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary
Acquisition and utilization of technology resources at Cuyamaca College result from planning through technology and computing committees. Instructional areas are represented monthly at the district level by the Instructional Computing Advisory Committee (ICAC) and at the college level by the college Instructional Technology

Council (ITC) where both qualitative and quantitative information about college programs and services is heard. The ITC has established sub-committees that further engage instructional faculty in intentional dialogue about institutional quality and improvement: the Technology Plan Committee (TPC) and the Online Teaching and Learning Committee (OT&LC). (IIIC-46, IIIC-47, IIIC-13)

The TPC receives requests for new equipment and software in October from the instructional departments via the AMP. These requests are evaluated between October and February through a consultation process involving liaisons from the TPC and the instructional department chairs and coordinators. During this time the TPC also receives guidance from the faculty liaison to the AMP which evaluates technology needs in the larger context of the overall needs of the college. The result is a prioritized list of requests that is used the following academic year after the final amount of block grant funding is known. (IIIC-47, IIIC-48)

Student Services and administrative functions are represented on the district Administrative Technology Advisory Committee (ATAC). Cuyamaca College representatives advocate for support of infrastructure and other needs funded at the district level. At the college level, student services managers work with their departments to identify needs to be supported through the normal budget development process. (IIIC-49)

Self Evaluation

Cuyamaca College meets the standard. The planning, acquisition, and maintenance of equipment and technology infrastructure is well organized and functions effectively at Cuyamaca College. The college Accreditation Survey 2006 shows there is general acceptance and satisfaction with the planning, acquisition, and maintenance of technology; 75.2 percent of faculty and 64.3 percent of staff agree or strongly agree that computer equipment is adequate to meet the needs of their work function (Q42); 74.8 percent of the faculty and 67.5 percent of the staff are satisfied with the level of support and maintenance of their computer hardware and software (Q133); 78.1 percent of faculty agreed or strongly agreed that the equipment in the LRC is properly maintained (Q28); and 74.7 percent of faculty and 71.8 percent of students agree or strongly agree that the LRC's collection, such as books, periodicals, media resources and online databases, is adequate to meet the needs of their educational programs (Q29). (IIIC-27)

The working relationship between the planning and oversight committees within the college is comprehensive and effective. The Academic Master Planning (AMP) Committee evaluates instructional department requests in the context of college-wide instructional needs. The TPC prioritizes the AMP's recommendations using objective ranking criteria to stay within budget constraints. TPC decisions are then forwarded to the ITC for approval. Student Services managers work with their departments to identify needs to be supported through the normal budget construction process. This transparent process functions well and has broad support throughout the college. In the college Accreditation Survey 2006, 76.7 percent of faculty but only 50.7 percent of staff agree or

strongly agree that the college uses objective assessment when planning for resource utilization (Q104). (IIIC-2)

Generally speaking, institutional planning places great emphasis and priority on technology planning at Cuyamaca College. The campus-wide and Internet access information technology and telecommunications infrastructure features reliability, data backup and disaster recovery, privacy, and security to ensure appropriate reliability. From simple open lab access for students who need to prepare their assignments, to planning and implementing the latest technology for our new buildings, the college is doing a good job.

Some faculty and staff are concerned about the year-to-year fluctuations of ongoing categorical funding allocations from the State and believe it would be advantageous for long-range planning to identify additional, more consistent technology funding sources.

Planning Agenda

- *Technology Resources:* The college will expand its planning process to examine the full range of funding sources—not limited to technology block grants—that are earmarked for technology that would support the total cost of ownership. (III.C.1.c; III.C.1.d)
  (Part of college's overarching Resources planning agenda)

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
Distribution and utilization of technology resources result from comprehensive and careful institutional evaluation, planning and implementation. As a result, students, faculty, and staff receive reasonably up-to-date equipment that is well-supported by professional personnel and by a robust, reliable, and secure technical college infrastructure. As indicated above, the Technology Plan is the primary document relied upon in the decision-making process for acquisition and distribution and use of technology resources. District IS personnel, in concert with various district and college committee members, play a key role in the planning, development, and support of the technology resources. The Learning Resource Center's (LRC) Information Services (IS) provides professional and effective campus and online hardware, software, helpdesk, and instructional support to students, faculty, and staff. (IIIC-51)

As previously stated, the institution has a robust college infrastructure for networking. Thirty-five classrooms are equipped with smart technology (networked computers with data projectors or TV monitors and media playback equipment). Classroom laboratories in Computer and Information Science, Mathematics, Communication Arts, Business Office Technology, Graphic Design, Computer Aided Drafting and Design (CADD) Technology, and Automotive Technology are used daily, from morning to night, and are often shared by other disciplines. In the science department, laptops have been purchased

to provide flexibility among the disciplines with the ability to move the computers from classroom to classroom as needed for scientific data collection and analysis. Open computer labs in the H Building are available six days per week to provide flexibility for students needing time to complete homework or assistance with online or web-enhanced courses. Course management systems such as Blackboard and WebCT have become commonplace, with training and technical support available to both faculty and students. (IIIC-17)

The college is in the process of building two new instructional buildings, each with smart classrooms throughout. All new buildings have a high speed network cabling infrastructure and are connected to the existing college infrastructure by appropriate levels of fiber optic cable. District IS has actively participated with college planners and building committees to ensure appropriate technology infrastructure will be connected to the existing college infrastructure. The Science and Technology Building will be equipped with ten computer labs for Computer and Information Science (CIS) and Graphic Design (GD), an open lab with 104 computers on the first floor, and approximately 100 laptop computers that may be shared among the nine science labs on the second floor. The Communication Arts Building will have a Writing Center with approximately 50 computers, two English-as-Second Language (ESL) labs and two English labs each with 25-35 computer stations. In addition, there will be a state-of-the-art midi lab for Music and a Digital Theater for multi-disciplinary use, two Reading labs and an American Sign Language (ASL) lab, each with computers. This infusion of technology and technology resources throughout all new buildings demonstrates the college's commitment to "Learning for the Future" and the core values of Innovation, Creativity, and Resource Development. (IIIC-3, IIIC-5)

Counseling, Admissions and Records (A&R), Financial Aid, and Outreach make extensive use of technology in providing college-wide services. In A&R, technology is used to provide information and services to students, faculty, staff, and the general public. The Student Record System (SRS) is central to processing and managing admissions and registration functions, for degree audit functions (used by Counseling) and for maintaining a student's academic history. Using our online system, WebConnect, students are able to apply for admission, to register for classes, to update their demographic information, and to view their grades from prior terms. Scanning technology is used for processing applications, drop rosters, and grade rosters. Imaging technology is used extensively. (IIIC-50, IIIC-6)

The Financial Aid system is highly automated from the initial application for financial aid to the final delivery of funds. Technology is also used by the High School and Community Outreach Department to maintain a database of contacts, so that effective enrollment strategies can be used to encourage prospective students to apply and enroll. Outreach also responds to all prospective student inquiries received either over the web or via e-mail. (IIIC-50, IIIC-53)

Self Evaluation

Cuyamaca College meets this standard. In cooperation with district IS, technology resources that support and enhance programs and services are provided. According to the college Accreditation Survey 2006, when asked if equipment provided for lab courses is adequate to meet the needs of the course, 68.1 percent of faculty and 75.4 percent of students strongly agreed or agreed (Q45). (IIIC-43)

Students have access to a variety of resources through WebConnect including the ability to apply for admission, register for classes, and look-up their grades from prior terms. They are able to apply for Financial Aid online and receive payments through direct deposit, access online counseling and access online library resources. Students also have access to open computer labs in the H Building six days per week to complete homework or obtain assistance with online or web-enhanced courses. Training and technical support are available to both faculty and students using course management systems such as Blackboard and WebCT. The distribution and utilization of technology resources support, facilitate, and enhance student learning. When asked if the LRC's collection, such as books, periodicals, media resources and online databases was adequate to meet the needs of their educational program, 71.9 percent of students and 74.7 percent of faculty strongly agreed or agreed (Q29). (IIIC-27, IIIC-6)

Planning Agenda

- *Technology Resources:* The college will expand its planning process to examine the full range of funding sources—not limited to technology block grants—that are earmarked for technology that would support the total cost of ownership. (III.C.1.c; III.C.1.d)

III. C. 2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

As described above, technology planning is integrated with institutional planning. Cuyamaca College systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. Evidence may be found in such planning documents as Program Review, the annual Academic Master Plan, and Facilities Master Plan. The Facilities Committee is comprised of members from every constituent group who engage in intentional dialogue about institutional quality and improvement and makes decisions based upon input from its members. Recent projects have included planning and construction of three new buildings: two in instructional areas and one in student services, modifications to roadways, pathways, and parking lots to address both the challenges of construction and safety concerns for staff and for students, and modifications and renovation of classrooms to meet changing institutional needs. The college infrastructure goals are integrated into the district IS Annual Technology Plan. All planning documents address needs of technology as applicable and provide input into the district IS Technology Plan that supports and dovetails with the GCCCD Strategic Plan and the Way Forward. (IIIC-17, IIIC-2, IIIC-5, IIIC-8, IIIC-9)

Self Evaluation

Cuyamaca College meets this standard. Cuyamaca College systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement as seen in the Academic Master Planning process, Program Review, Facilities Master Plan, the annual Technology Plan, and the planning of new instructional facilities. These well established, collaborative processes ensure effective dialogue, evaluation, planning, improvement, and implementation of the Strategic Plan. A large majority (87.8%) of faculty and 59.4 percent of staff agree or strongly agree that they have an opportunity to participate in college-wide technology planning activities (Q96). It is evident that a gap exists in perception between faculty and staff regarding opportunities to participate in technology planning. It is possible that faculty have closer involvement with instructional technology planning and are therefore more aware of the processes. Nonetheless, it is critical that improved communication take place with staff to better dialogue and share information about technology planning and staff interest in participation. (IIIC-27)

Planning Agenda

The standard is met, and the college will continue efforts to support meeting the standard.

Standard IIIC: References

IIIC-1 District Governance Structure, 2003 **IV-31**
IIIC-2 Academic Master Plans **I-2, IIA-4, IIIA-52, IIIB-5, IIID-24, IV-1**
IIIC-3 Technology Plan, 2005-2006 **IIA-7, IIIB-10, IIID-6**
(Need Name and Password)
IIIC-5 Building Plans - Science and Technology Mall (page 170) and Communication Arts Building (page 174)
IIIC-6 Web Connect
IIIC-7 California Community Colleges Online Application Center
IIIC-8 Facilities Committee sample minutes **I-49, IIIB-24**
IIIC-9 Annual Implementation Plan
IIIC-10 Innovation and Planning Council (IPC) Minutes **I-41, IIA-56, IIIA-14, IIID-3, IV-56**
IIIC-11 Job Description: Vice President of Instruction **IIID-96**
IIIC-12 Student Services Master Plan Committee **I-35**
IIIC-13 Instructional Technology Council (ITC)
IIIC-14 Online Teaching and Learning Committee (see page 50)
IIIC-15 General Education and Academic Policies and Procedures Committee: Minutes **IV-25**
IIIC-16 District Information System (IS) Services (Brochure or Org Chart)
IIIC-17 Blackboard and WebCT course management system **I-60, IIA-1**
IIIC-18 College Catalog **I-7, IIA-8, IIB-3, IIIA-21, IV-26**
IIIC-19 Periodical and specialized database (Library)
IIIC-20 "Ask a Counselor" **I-32**
IIIC-21 Vocational Technology Education (VTEA) Annual Report **IIA-30, IIID-16**
IIIC-22 Technology and Telecommunications Infrastructure (TTIP) Block Grant **IIIA-87, IIID-13**
IIIC-23 Title III Grant **I-47, IIA-53, IIB-25, IIIA-92, IIID-11, IV-83**
IIIC-24 National Science Foundation (NSF) Grant **I-58, IIID-17**
IIIC-25 Congressional Award Contract
IIIC-26 Prop R **I-27, IIIB-11, IIID-8, IV-69**
IIIC-27 Accreditation Survey **IIIA-25, IIIB-43, IIID-21, IV-8**
IIIC-28 Curriculum Committee Minutes **IIA-46**
IIIC-29 Industry Advisory Committees
IIIC-30 District IS Organizational Chart
IIIC-32 Advance Courses in Computer and Information Science (CIS) and Business Office of Technology (BOT)
IIIC-33 Online and Call-in Help Desk Service
IIIC-34 Tutoring and Additional Training
IIIC-35 High Tech Center
IIIC-36 Professional Development Week **I-14, IIA-42, IIIA-83**
IIIC-39 Tech Ed Conference Samples **IIIA-88**
IIIC-40 The League for Innovation in Community Colleges
IIIC-41 The Community College Foundation
IIIC-42 Microsoft Office Suite, Outlook, and Internet Browser Programs

IIIC-43 Insight
IIIC-44 Interface Fund Accounting System **(**IFAS) **IIID-59**
IIIC-45 Admissions & Records (Colleague & Degree Audit Reporting System-DARS)
IIIC-46 Instructional Computing Advisory Committee (ICAC)
IIIC-47 Technology Plan Committee (OT&L)
IIIC-48 Technology Plan Faculty Liaison to AMP {Need Name and Password}
IIIC-49 District Administrative Technology Advisory Committee (ATAC) Minutes
IIIC-50 Student Services Resources
IIIC-51 Learning Resources Center LRC
IIIC-53 High School and Community Outreach
IIIC-54 Wireless Hot Spots

Standard III: Resources
D. Financial Resources

D.1. The institution relies upon its mission and goals as the foundation for financial planning.

D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Financial planning at Cuyamaca College is fully integrated with and supports institutional planning. In an institution that prides itself on academic excellence, the demand for continuous improvement and innovation often exceeds the capacity of financial resources. Therefore, the importance of linking financial planning to institutional planning is critical, so that fair, justifiable and appropriate decisions can be made. The college has established a strong culture of planning based on criteria-driven processes designed to advance strategic planning goals and drive budget development and resource allocation decisions.

There are several major planning processes that drive financial planning, beginning with *Strategic Plan, 2004-2010*. *Strategic Plan, 2004-2010* is the foundation for financial planning as it outlines the mission, vision, values, key priorities and activities that will advance the college. This plan identifies five areas of focus, with specific goals and activities to be accomplished over the six-year time period. Activities to be accomplished every year are outlined in an Annual Implementation Plan (AIP) which is developed by the Innovation and Planning Council (IPC). Thus, the Annual Implementation Plan mobilizes and allocates institutional, human, fiscal, technical and physical resources on an annual basis, and long range financial planning reflects the *Strategic Plan, 2004-2010*. (IIID-1, IIID-2, IIID-3)

Academic and student service master plans are strongly linked to *Strategic Plan, 2004-2010,* and these annual plans also drive the budget process. The master planning committees for the two major divisions review individual department plans and determine priorities based on a set of criteria that are rooted in the college values and strategic goals. A technology plan is also derived from the college academic master planning process. By linking these two processes, the college is assured that technology recommendations are strictly based on instructional requirements. The Technology Plan is updated annually and guides the decision-making process for the acquisition, distribution, and use of technology resources. (IIID-1, IIID-4, IIID-5, IIID-6)

One fundamental source of financial planning is *Master Plan 2000,* a milestone document that established an educational master plan and projected campus facilities to reach the full enrollment forecast of 15,000 students by 2010. Since its adoption, the facilities master planning list of projects has driven resource

allocation at the college. In 2002, the Governing Board approved a $207 million bond for capital improvement projects (Proposition R) which significantly increased the ability of Cuyamaca College to implement many projects listed in *Master Plan 2000*. (IIID-7, IIID-8)

The Budget Committee, which is comprised of representatives from all college constituency groups including administrative, faculty, classified and students, is responsible for reviewing expenditures and income, making recommendations, and informing the various college constituent groups of the status of funding and expenditures and any modifications made to the budget throughout the year in response to funding changes. Discussions focus on state and local funding and the non-collective bargaining parts of the expenditure budget. Institutional goals are discussed in general, with responsibility for ensuring that priorities and decisions meet the college mission and goals. Based on committee input, the President and Cabinet members set spending priorities and ensure that these can be accomplished within a balanced budget. (IIID-20)

Cuyamaca College is primarily dependent upon state funding. An income allocation model determines the actual amount allocated to Cuyamaca College from the Grossmont-Cuyamaca Community College District. The financial resources are distributed among a number of funds, each of which is a separate fiscal and accounting entity and is designed to account for different categories of activities that contribute to the college's mission, strategic goals and overall operations. The college's General Fund finances three categories of activities as described below: (IIID-10)

General Fund - Unrestricted

The primary operating fund of the college is the unrestricted general fund. It represents revenues and expenditures that support the instructional programs, instructional support services, student services, maintenance and operations, and business and institutional services, all of which are instrumental to successful fulfillment of the mission. A district-wide allocation process determines the overall level of appropriation to the college. Unrestricted adopted budgets for the college over the last five years and the percentage changes from each preceding year are listed below. In 2002-2003 and 2003-2004, the projected revenue and state funding allocations produced a deficit budget that severely impacted Cuyamaca College. Major reductions in all departments were made. (IIID-10)

GENERAL FUND ALLOCATION

Fiscal Year	Amount	% Change
2002-2003	$20,241,907	12 %
2003-2004	$20,169,283	-0.4
2004-2005	$21,314,295	6 %
2005-2006	$23,843,948	12 %
2006-2007	$24,751,554	4 %

General Fund - Restricted

This fund represents revenues and expenditures largely comprised of categorical programs, grants or contracts that must be utilized in accordance with directives provided either by federal or state law or the public or private funding agency. Some of the restricted accounts are: Equal Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Basic Skills, State General Child Care, Matriculation, CalWORKS, TANF, Regional Environmental Business Resource and Assistant Center (REBRAC), Vocational Technical Education, Vocational English as a Second Language, and the federally funded Title III grant project. (IIID-11)

Currently, primary funding sources for the Technology Plan and other college technology requirements include (1) Instructional Equipment and Library Materials (IELM) block grants funds earmarked for equipment and materials that increase the use of modern technology for instructional purposes and for allowable student support services equipment and (2) Technology and Telecommunications Infrastructure Program (TTIP) block grant funds earmarked for library ongoing electronic resources, data and video network connections, and usage of the California Research and Education Network (CalREN). Both IELM and TTIP funds are ongoing categorical funds from the state that fluctuate based on general fund allocations derived from FTES and are reflective of the general health of the state budget. Additional funds for technology may come from the Vocational Technology Education Act (VTEA), a college five-year Title III grant, a recent three-year National Science Foundation (NSF) grant, and two Congressional Awards to date. (IIID-13, IIID-12, IIID-14, IIID-15, IIID-16, IIID-11, IIID-17)

Supplemental Funds

Supplemental funds represent a wide range of revenues and expenditures from specific sources that are restricted. Supplemental funds include the Child Development Center Fund, College Bookstore Special Revenue Fund, Ornamental Horticulture, Associated Students of Cuyamaca College, Cuyamaca College Student Center Fund, and Capital Outlay Projects Fund (Capital Outlay Projects and Proposition "R" construction). (IIID-18)

The annual budget for Cuyamaca College is sufficient to meet its expenditure requirements, but it does not provide the funding desired to meet all the needs of the various areas nor to fully fund the college's Strategic Plan. Thus, the budgeting process is linked closely with *Strategic Plan, 2004-2010* and all other College planning processes, so requests for new positions, equipment, facilities and the like can be reviewed in the contexts of how those requests meet planning goals. Prior to the adoption of the annual budget, the college financial planning process is, by necessity, flexible. Once the annual budget is adopted, it is possible to determine how many projects and objectives on the priority list can be funded and implemented. (IIID-1)

The Board of Trustees has ultimate fiscal responsibility for the institution and is apprised of all planning activities through monthly meetings, individual meetings, board meetings, retreats, budget and capital project workshops (IIID-19)

Self-Evaluation
Cuyamaca College meets the standard. There is a strong perception that financial planning is fully integrated with and supports institutional planning. As indicated by the accreditation survey, 72.9% of faculty and 57.7% of staff respondents agreed that the college's financial planning supports institutional goals and Student Learning Outcomes (Q48). (IIID-21)

The annual budget is sufficient to meet the college's expenditure requirements, but it does not provide sufficient funding to meet all the necessities of the various areas of the college nor to fully fund its Strategic Plan. In this environment, planning becomes crucial. Only through disciplined planning processes that take place throughout the institution—academic and student service master planning, technology planning, the Annual Implementation Plan—can decisions be made about the allocation of funds. Within the planning context, additional funds are used to increase the number of faculty and classified positions, to support instructional, student services and infrastructure technology needs, and address the need for adequate facilities.

In terms of involvement, 73.8% of faculty and 44% of staff agreed that they have sufficient opportunities to participate in the development of college financial plans and budgets despite the fact that many of the planned budget needs are not always met due to limited resources (Q47). While there is a wide gap in the positive response rates between faculty and staff, indicating that more staff communication is in order regarding budget processes through such mechanisms as shared governance committees and college open forums, it must be pointed out that 38.7% of staff are neutral about this item. (IIID-21)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary
Institutional planning at Cuyamaca College reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Immediately after the close of the fiscal year, the Budget Committee and President's Cabinet begin making projections and

assumptions regarding the fiscal needs of the next year. Projections are based on salary and benefit costs, utility and operational costs, and other fixed expenditures. Since the college's budget process takes place well before the state budget is approved, the Vice President of Administrative Services makes conservative and flexible plans for revenues and expenditures at or below the previous year's budget. (IIID-20, IIID-22)

College divisions develop their budget proposals using a "Baseline Budget Allocation" reflecting the previous year's budget. The Budget Committee, with recommendations from the President's Cabinet and feedback received through the budget forums, considers division and department budget proposals to make budget allocations based on priorities set in the Annual Implementation Plan. The Annual Implementation Plan is developed by the IPC using the priorities in *Strategic Plan, 2004-2010*, as well as the Academic Master Plan, Facilities Master Plan, Technology Plan and Student Services Master Plan. Priorities focused on student learning are always considered first by the Budget Committee. (IIID-23, IIID-20, IIID-2, IIID-24, IIID-7, IIID-11)

A model planning relationship exists between the offices of Administrative Services and Instruction with regard to linking the planning of scheduled course offerings to projected funding. Working together, the two offices have been remarkably accurate in projecting the student attendance (FTES) that will be produced by carefully scheduling class offerings. These FTES projections are presented to the Budget Committee and Innovation Planning Council for input. (IIID-22, IIID-20, IIID-3)

After the state budget is finalized by the Legislature, the Grossmont-Cuyamaca Community College District receives its allocation, and Cuyamaca College in turn receives its share based on the district's allocation funding formula. In 2006-2007, the adopted budget for Cuyamaca College is $24.7 million. Institutional planning also includes acquisition of external funding through grants, contracts and partnerships with external groups. In 2006-2007, the total amount of external grants is $5.1 million, which include the Regional Environmental Business Resource and Assistant Center (REBRAC), Vocational Technical Education (VTEA), Vocational English as a Second Language, and the federal Title III grant. (IIID-26, IIID-16, IIID-11)

In recent years, state block grants and categorical funds have enabled Cuyamaca College to implement a number of planning goals in specific areas such as new equipment and technology. A major commitment has been the hiring of new faculty and classified staff funded from a number of sources, including Partnership for Excellence funds. (IIID-28)

In addition, Cuyamaca College and the Grossmont-Cuyamaca Community College District have continued to impress upon state legislators and the Governor the need for funding equity from the state in order to better serve

students. This has been met with three state budgets, 2004-2005, 2005-2006 and 2006-2007, that included monies for equalization in order to better close the gap between needs and the resources required to meet them. (IIID-29)

Self-Evaluation
Cuyamaca College meets the standard. The college plans and acts conservatively with regards to budget allocation, using sources from general and categorical funds. Decisions are made after much dialogue and planning, based on strategic planning priorities and realistic needs analyses. Baseline budgets are always used as the starting point for future projections, and all new requests must be completely justified. In particular, there is excellent collaboration between Administrative Services and Instruction, which results in accurate projections and outcomes. While funding comes from many sources, it typically is not enough to cover all needs. With the strong support of the Governing Board, the district was successfully able to advocate for equalization funding for all community colleges; nonetheless, it will take time to address years of inadequate funding.

The annual budget for Cuyamaca College is sufficient to meet its expenditure requirements, but it does not provide the funding desired to meet all the needs of the various areas nor to fully fund the college's Strategic Plan. Thus, the budgeting process is linked closely with *Strategic Plan 2004-2010* and all other college planning processes, so that requests for new positions, equipment, facilities and the like can be reviewed in the contexts of how those requests meet planning goals. Prior to the adoption of the annual budget, the college financial planning process is, by necessity, flexible. Once the annual budget is adopted, it is possible to determine how many projects and objectives on the priority list can be funded and implemented. (IIID-1)

Planning Agenda
The standard is met and the college will continue efforts that support meeting the standard.

D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary
Cuyamaca College takes into account long-range financial priorities when making short-term financial plans. As a safety measure, the Grossmont-Cuyamaca Community College District is committed to maintaining significant reserves to meet long-range financial priorities and assure financial stability for the colleges. The California Community College Chancellor's Office recommends a 5% general-fund reserve. The district has never been placed on the "watch list" (below 3%) and is committed to maintaining adequate general fund reserves. The district's financial plan also reflects an ongoing commitment to

provide open access to programs and services for the community. (IIID-30, IIID-31)

The *Strategic Plan, 2004-2010* is the basis for long-term planning and for establishing fiscal priorities to achieve planning objectives. Short-term plans tend to be more responsive to immediate fiscal realities, and more priorities are addressed if funding increases. Indeed, due to the last three years of equalization funding, Cuyamaca College received significant financial increases and was able to address several priorities. For example, since 2004-2005, the college has been able to unfreeze eight faculty positions and twelve classified positions. A typical short-term financial plan for a fiscal year consists of the following: (IIID-1)

1) Current year estimates for ongoing operations and obligations (salary and benefit costs, utilities and operational costs)
2) Prior year actual expenses and revenues (baseline budgets)
3) Future year's new obligations and revenue projects, which are used to determine the amount to be added to or reduced from the current year accounts (new buildings, new educational programs, new staffing) (IIID-32, IIID-33, IIID-34)

Financial planning is on the conservative side when projecting liabilities and obligations covered by the General Fund in order to cover under projected costs. The district projection of revenues includes only those amounts and items for which there is a high degree of certainty. (IIID-10)

Payments of long-term liabilities and obligations are included in both short-term and long-term planning, with matches made to revenue streams wherever appropriate. For example, the long-term lease revenue bond (5-year bond) for maintaining parking lots was completely paid off during 2005-2006. (IIID-36)

Self Evaluation

Cuyamaca College meets the standard. The college takes into account its long-range financial priorities before committing to short-term financial plans and obligations in order to assure financial stability**.** In 2006-2007, the Grossmont-Cuyamaca Community College District set aside a reserve of 5% of the total budget, amounting to a reserve of $4.2 million dollars.

In light of appropriate fiscal conservativeness maintained at the district and college levels, most faculty and staff feel a certain amount of financial security. This is evidenced by the accreditation survey in which nearly 70% of faculty and 54.8% of staff respondents agreed that the district identifies resources for future obligations before committing to those obligations; 24% of staff are neutral (Q108). (IIID-21)

Planning Agenda

The standard is met and the college will continue efforts that support meeting the standard.

D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Cuyamaca College has a clearly defined budget process involving open dialogue and discussion. Indeed, a number of college-wide shared governance committees and other bodies contribute to the planning process, some having a more specialized focus than others. All college-wide shared governance committees include representation from all constituency groups on campus including: Administration, Academic Senate, Classified Senate, Faculty, United Faculty, California State Employees Association and the Associated Students. (IIID-98)

Cuyamaca College receives its allocation based on a formula in the district's Allocation Funding Model. This allocation model was recently reviewed at the district level, and remains in place after careful scrutiny by all involved parties, despite the fact that funds are scarce and there are entities that may have to wait to have their needs met.

Each year, departments and divisions are given a "Baseline Budget Allocation" based on the budget from the previous year. Items requested beyond the previous year's baseline allocation are prioritized within the department based on one of the planning documents, such as the Academic Master Plan, Student Services Master Plan, Facilities Master Plan, and Technology Plan. Department chairs usually disseminate budget information to department members. Equipment and facility needs are generally identified and prioritized through discussion or voting among departmental faculty. Plans are submitted to the Budget Committee for review. (IIID-23, IIID-6, IIID-7, IIID-4)

Based on priorities set by the Innovation and Planning Council (IPC) and noted in the Annual Implementation Plan, the Budget Committee advises the President on the state of the annual budget. The President's Cabinet then determines appropriate funding sources for the approved budget items, i.e. general fund, categorical funds, supplemental funds. Multiple factors are considered in fiscal planning. Increases in liabilities and obligations covered by the General Fund, such as the costs of health and retirement benefits, worker's compensation insurance, and energy rates have increased significantly and had greater impact on financial planning. Nondiscretionary funds are spent according to a set of collectively prioritized district and campus-wide needs. (IIID-3, IIID-2, IIID-38)

Additionally, a district-wide joint ad hoc committee meets yearly to allocate Vocational and Technical Education Act (VTEA) funds for the following year. In

2006-2007, VTEA was replaced with Career Technical Education. At the college, the Workforce Development Committee is charged with reviewing technical/vocational department plans and setting priorities to fund the various proposals that meet the grant core indicators.
(IIID-16, IIID-41, IIID-42)

In addition to the submission of technology requests via the Technology Plan, departments and programs submit requests for non-technology instructional equipment. The funding source for these requests is state categorical instructional equipment money. The amount of these funds varies from year to year and must be matched, often from the General Fund. The Instructional Technology Committee and Vice President of Instruction review and prioritize the requests based on the potential effect on Student Learning Outcomes and the academic master plan objectives, and distribute available funds across departments to meet as many prioritized requests as possible. (IIID-6, IIID-43)

There is widespread dissemination of the college budget. Budget forums are held routinely to inform faculty and staff about the tentative budget, the adoption budget, or the state of the budget. All faculty and staff are invited to attend the budget forums. In addition, regular presentations about the budget are made to the Academic Senate and the Innovation and Planning Council. (IIID-3)

Departments, programs and other college groups submit requests for additional financial support in years when the budget has increased revenues. Requests for additional faculty positions are reviewed and prioritized by the Academic Master Plan Committee, and then submitted to the Innovation and Planning Council, which reviews and recommends to the President.
(IIID-24, IIID-3)

As personnel is added in all categories—faculty, staff, and administration—it is evident that that budget planning is impacted.

Self-Evaluation
Cuyamaca College meets the standard by having a set of well-defined guidelines and processes for financial planning and budget development based upon the mission, values and goals of the college. These processes are open and opportunities exist for participation in the process by all college constituencies.

The state of the college budget is disseminated broadly, at forums including Innovation Planning Council, Budget Forum and Governing Board workshops. Responses to the accreditation survey indicates that 74% of the faculty, but only 44% of staff, agree they have appropriate opportunities to participate in the development of financial plans and budgets; 38.7% of staff are neutral about this (Q47). Administrative Services, in conjunction with the Classified Senate, will continue to find more effective ways to communicate the financial plans and budgets to staff. (IIID-21)

In terms of involvement, 73.8% of faculty and 44% of staff agreed that they have sufficient opportunities to participate in the development of college financial plans and budgets despite the fact that many of the planned budget needs are not always met due to limited resources (Q47). While there is a wide gap in the positive response rates between faculty and staff, indicating that more staff communication is in order regarding budget processes through such mechanisms as shared governance committees and college open forums, it must be pointed out that 38.7% of staff are neutral about this item. (IIID-21)

Planning Agenda
The standard is met and the college will continue efforts that support meeting the standard.

D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary
Financial documents reflect the appropriate use of financial resources to support student learning programs and services. Throughout the budget planning process, funds are first allocated to ongoing expenses, including anticipated increases in those expenses. Additional funds are allocated to support institutional objectives established through the planning process. These objectives support the college goals, which are primarily directed at improving student learning.
Since the last accreditation site visit in 2001, the college has successfully passed independent audits, which reflect appropriate use of financial resources to support student learning and fiscal integrity. The Cuyamaca College Administrative Services Division operates according to federal, state, district, and college regulations and guidelines. The Grossmont-Cuyamaca Community College District and Cuyamaca College follow Generally Accepted Accounting Principles (GAAP), and the reporting requirements set forth by the *California Community College Budget and Accounting Manual (BAM)*. (IIID-8, IIID-45, IIID-46, IIID-47)

Each year, following adoption by the district Board of Trustees, the college and district budget is submitted to the State Chancellor's Office and the San Diego County Department of Education. The District Business/Fiscal Operations Office also provides a quarterly report regarding the financial status of the district to the GCCCD Board of Trustees. Cuyamaca College's budget and allocation decisions follow the goals, mission, and objectives identified by the college. District allocations to the college are based on the district income allocation funding formula. (IIID-48, IIID-31, IIID-30)

In addition, the college meets the provisions of Education Code Section 84362 (referred to here as "the 50% law") by spending more than 50% of the "current expense of education" as defined therein on the "salaries of classroom instructors."

50% Law Calculation

Fiscal Year	Percentage
2001-2002	52.26%
2002-2003	51.91%
2003-2004	51.14%
2004-2005	51.18%
2005-2006	51.52%

Only unrestricted general fund is used in this calculation. The 50% Law is designed to ensure that the institution places the highest priority, as reflected in its budget allocations, on direct instructional expenses, that is, teaching and learning. Although there are many aspects of this regulation that have come under discussion statewide, particularly the exclusion of non-teaching professional salaries (counselors and librarians) in the calculation, the college definitely meets the letter and spirit of the law, and this is evidence of the strong institutional support placed on student learning. (IIID-51)

Self Evaluation

Cuyamaca College meets the standard. The College follows standard accounting practices and consistently meets standards for exemplary audits. In response to the accreditation survey, 72.9% of faculty and 57.7% of staff respondents said that the college's financial planning supports institutional goals and Student Learning Outcomes (Q48). (IIID-21)

Planning Agenda

The standard is met and the college will continue efforts that support meeting the standard.

D.2.b Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is provided throughout the institution. In addition to the annual audit and budget reports presented to the Governing Board in public sessions, copies of the audit report are sent to the leadership of the United Faculty and CSEA (collective bargaining groups), Academic Senate and Classified Senate. The annual audit is sent to the college library and posted on the college's web site for public access. As the body ultimately responsible for certifying the financial position of the college, the Governing Board is also given regular updates with regard to any changes to the current budget and the projected impact of legislation, funding agency requirements, and externally driven changes in expenditures. District financial information may be presented at monthly

Governing Board meetings that are open to the public. All individual attendees have the opportunity to initiate dialogue during these meetings. (IIID-81, IIID-53, IIID-54, IIID-55, IIID-56, IIID-48)

The Budget Committee is the primary mechanism for disseminating financial and budget information to the college community. Representatives from each constituent group serve on the committee and are charged with reporting back to their respective groups. (IIID-20)

Departments are also provided with a copy of their baseline budgets prior to the beginning of each fiscal year for review and modifications. At the same time, they are given the ability to request additional funding for resource development.

Budgets are assigned to a system of cost centers, generally tied to departments, programs and specific offices or functions. Each cost center can be accessed daily indicating current expenditures and encumbrances. Administrators, managers, directors are accountable for ensuring cost centers assigned to their areas of responsibilities remain within budget.

The financial information system used by the district is the Interface Fund Accounting System (IFAS). IFAS provides information for budget development and control and is accessed through the district's computer network. Authorized employees of the district are allowed access to the system upon completing IFAS training conducted by the district. (IIID-59)

An Adoption Budget booklet is produced which provides information about the budget process. The Adoption Budget booklet is available to all employees and is provided to all attendees at the board meetings. This booklet is another way of providing budget information throughout the institution. (IIID-31)

Self Evaluation
Cuyamaca College meets the standard. There is wide dissemination of financial information through budget forums, committee and department meetings, and public board meetings, and financial information is easily accessed through IFAS. Results from the accreditation survey indicate that 71.9% of faculty respondents and 49.3% of staff respondents feel that the college provides appropriate and timely financial information to college faculty and staff (Q106). Administrative Services, in collaboration with the Classified Senate, will continue to find more ways to communicate the financial plans and budgets to staff. (IIID-61, IIID-21)

Planning Agenda
The standard is met and the college will continue efforts that support meeting the standard.

D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Provisions exist at Cuyamaca College for financial stability; reserves are available to meet both anticipated and unanticipated needs. In 2006-2007, the Grossmont-Cuyamaca Community College District had a cash reserve of 4.5% of its prior year's actual expenditures from unrestricted general funds. Ongoing cash flow analyses and dialogue are completed at the college and district levels.

The most common method used by the district to generate additional income is through the use of one-year Tax and Revenue Anticipation Notes (TRANs). The District usually borrows five million dollars at approximately 4% interest at the beginning of the fiscal year. The district then puts this money into an account that earns interest and draws on it as needed. Fortunately, the flow of apportionment, property tax, and student tuition revenues generally occurs with sufficient time to meet the payback deadlines. (IIID-62)

To maintain a high level of risk management, the district belongs to the Joint Power Authority (JPA) in association with three nearby community college districts for property, auto, professional liability insurance and worker's compensation. An additional $14,000,000 of excess liability is provided through the School's Excess Liability Fund (SELF). Through the JPA, there are periodic workshops, ongoing inspections of district facilities, and active Safety Committee meetings. (IIID-63, IIID-64)

The district's Safety committee is actively responsible for safety practices, site inspections, and preparation of all state, county, and district required disaster preparedness plans. The district's Risk Management Office is responsible for monitoring and ensuring federal and state mandated compliances (AQMD, Cal OSHA, hazardous materials and waste treatment, storm water management, etc.), managing environmental review and responding to violation citations. The Office is also responsible for processing worker's compensation claims and managing employee health and welfare benefits. Cuyamaca College also has campus committees for safety and emergency preparedness to complement the district's oversight.
(IIID-65, IIID-66, IIID-67)

The college's response to unforeseen emergencies depends upon the nature and scope of the financial emergency. The district funds emergencies due to facilities and maintenance issues. Other emergencies due to unanticipated problems related to educational programs and services, and those considered minor ($15,000 – 25,000), become the college's responsibility. Examples of these would be unplanned needs to make accommodations for disabled students or breakdowns in instructional equipment.

At the conclusions of each fiscal year, the college maintains an ending balance that is carried over to the next fiscal years so as to ensure fiscal stability. The last two years, 2004-2005 and 2005-2006 showed significant increases in ending balances due to large holding accounts that were designated for possible contractual increases that were being collectively bargained at the time and were not completed during the same fiscal year. The holding account balances were carried over to the next fiscal year until the negotiations were ratified and approved. The ending balances for Cuyamaca College are as follows: (IIID-10)

ENDING BALANCES

Fiscal Year	Amount	% Change
2002-2003	$996,207	- -
2003-2004	$810,701	-18.6 %
2004-2005	$1,878,331	132%
2005-2006	$2,008,193	7%

Self-Evaluation

The college meets the standard. The college's response to unforeseen emergencies depends upon the nature and scope of the financial emergency. Emergencies that result due to unanticipated problems that arise in educational programs and services, and those considered minor ($15,000-25,000), are the college's responsibility. Through the JPA, the college carries out periodic workshops, ongoing inspections of district facilities, and active Safety Committee meetings in order to preclude emergencies in these areas. The district's Safety committee is actively responsible for safety practices, site inspections and preparation of all state, county, and district required disaster preparedness plans. Cuyamaca College has also established campus committees for safety and emergency preparedness to complement the district's oversight in an attempt to avoid preventable emergencies. (IIID-65, IIID-66)

Results from the accreditation survey show that 27.8% of faculty and 28.4% of staff respondents feel that the college receives adequate financial support to effectively carry out its mission (Q81). Due to the 5% Governing Board reserve, in 2006-2007 the college's financial stability is very strong. More communication regarding Board reserves, ending balances, JPA and TRANs transactions are needed to show that the college is fiscally healthy. (IIID-21)

Planning Agenda

The standard is met and the college will continue efforts that support meeting the standard.

D.2.d. The Institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs,

contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary
The management of financial resources is handled at the college level under the direction of the Vice President of Administrative Services, with oversight occurring at the district level under the Vice Chancellor of Business Services. The college Business Services establishes and maintains internal control procedures that support financial integrity and ensures that financial resources are being used for institutional programs and services. An independent CPA firm conducts a complete audit of all financial records and internal controls annually. (IIID-22, IIID-73, IIID-74)

In addition, internal self-audits are conducted regularly, both formally and informally, within the Business Services offices and by program and departments through the review of monthly budget reports. (IIID-75)

Financial Aid is subject to ongoing internal review, due to regular draw downs of funds for students. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission. (IIID-76)

The auxiliary operations for the college consist of monitoring staffing for three restricted grants, REBRAC, Title III, and VESL. Business Services also has oversight over various departments that have trust accounts. Some of these accounts may result from fundraising activities generated by the individual departments. Associated Students receives revenue generated by the $10 student ID fee. There are bookstore and food services commission that support student activities. In addition, income and expenditure statements are generated for each auxiliary and trust account, as requested by the account holder. Account holders are expected to monitor these reports for accuracy. (IIID-26, IIID-11, IIID-77)

The Cuyamaca College Foundation is a separate entity with 501 (c) 3 status and has its own board of directors. The Foundation Board is responsible for overseeing the management of Foundation investments and distributing the income in accordance with donor wishes. The Cuyamaca College Foundation has an independent Board of Directors made up of no more than thirty (30) members including a President, Vice President, Secretary and Treasurer. The Foundation is a major fund-raising entity that supports the college, students and faculty by providing scholarships for students, financing initiatives that foster innovative learning, and funding capital improvements. An annual report is prepared and sent to each director no later than 120 days after the end of the Foundation's fiscal year. The Foundation Board meets monthly and is subject to an annual audit, independent of the annual college audit.
(IIID-78, IIID-79, IIID-87)

The final fiscal responsibility for the college rests with the Governing Board, which reviews budget reports, as well as reports on financial aid, auxiliary services and the Foundation. All grants and externally funded programs must be accepted by the Governing Board, and contractual relationships are also board-approved. Creating budgets for grants and other externally funded projects, issuing purchase orders, and payments to contractors and vendors are dependent upon Board approval and evidence that college fiscal procedures have been followed. (IIID-48)

Self-Evaluation
The College meets this standard. Recent reviews by external auditors have resulted in excellent results. In addition to the oversight plans listed above, the district provides regular budget workshops for the district community and public at large during Governing Board meetings so that any questions or concerns can be addressed. The College ensures that all auxiliary activities, fundraising and grants are used with integrity in a manner consistent with the mission and goals of the institution. The appropriate approval processes and review are in place to ensure that grant activities and fundraising efforts support the programs and services of the institution. Evidence of this is found in the annual audit, which is reviewed by the Board of Governors.
(IIID-81, IIID-80)

Planning Agenda
The standard is met and the college will continue efforts that support meeting the standard.

D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary
The use of all financial resources must reflect the mission and goals of Cuyamaca College. Special funds are audited or reviewed by the funding agency and consistently demonstrate the integrity of financial management practices. These audits and reviews are independent of the annual college audit. (IIID-81)

Faculty who wish to apply for grants must first justify their proposal based on criteria that reflects the mission, vision and values of the institution. Grant projects therefore must reflect institutional planning and goals. The use of auxiliary funds is determined by the department or program raising the funds and must be consistent with departmental and program goals, which, in turn, have met institutional goals. Funds donated to the Foundation, both restricted and unrestricted, are solicited with the institutional mission and specific college or program goals in mind.

Financial Aid to students is another indirect financial resource in that it provides access to students who might not otherwise be able to afford the cost of tuition. Since the last accreditation visit in 2001, the number of students receiving financial aid and funding has steadily increased.

FINANCIAL AID

Fiscal Year	Funding	Number of Students
2002-2003	$3,455,640	3,178
2003-2004	$3,781,338	4,789
2004-2005	$4,286,348	5,213
2005-2006	$4,643,062	5,625

Self Evaluation
The College meets the standard ensuring that all auxiliary activities, fundraising and grants are used with integrity in a manner consistent with the mission and goals of the institution. The appropriate approval processes and review are in place to ensure that grant activities and fundraising efforts support the programs and services of the institution. Evidence of this is found in the annual audit, which is reviewed by the Board of Governors.
(IIID-81, IIID-82)

Planning Agenda
The standard is met and the college will continue efforts that support meeting the standard.

D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary
Contracts with external agencies are consistent with the mission and goals of Cuyamaca College. The college has a variety of contractual agreements, ranging from purchase orders to construction contracts, and including consultant contracts, service contracts, and lease purchase agreements. Standard terminology protecting the college is on the back of all purchase orders. Legal counsel has reviewed this terminology and the standard consultant agreement so that the integrity of the institution is maintained.

Board policies and college administrative regulations define bidding and expenditure limits of purchasing activities. The conflict of interest policy prohibits the purchase of materials or services from any employee or student of the district except under specific conditions. The District Purchasing Department is responsible for ensuring that the college obtains the best possible price while adhering to state regulations. The department employs both formal and informal bidding processes, depending upon the projected cost of a purchase order (PO)

and/or it falls above or below the state-mandated threshold requiring competitive bidding. (IIID-85, IIID-86, IIID-87)

Consistent with established district-wide procedures, Cuyamaca College personnel submit a Request for Contract to the district Purchasing and Contract Department for all contractual expenditures or income agreements with external entities. The district-wide Request for Contract procedures document tracks contract recipients and beneficiaries, contractor data, contract type and information, contract purpose and justification, and the authority approval. All Requests for Contracts completed at the college are first reviewed by the Business Services department and then approved by the President prior to being sent to the district for processing. (IIID-89, IIID-90)

The district Purchasing and Contracts Department is responsible for reviewing all contractual agreements with external entities for compliance with established codes, regulations, policies, and procedures. After review, the contract documents are prepared for signature of the Senior Director of Purchasing to commit the district to expend or accept receipt of funds. The Purchasing Department follows all established guidelines ensuring that all contractors are licensed and approved to perform the services specified and, when necessary, have appropriate insurance to cover the students, staff and the college. (IIID-86, IIID-91)

Many contracts require Board of Trustees approval and are included in the agenda of the monthly open board meetings, thus providing an opportunity for public comment and open discussion by the board. (IIID-82, IIID-61)

Contracts over $15,000 require either the use of a public government contract or a bid process, with the award going to the lowest bidder. Large equipment purchases and construction contracts constitute the majority of bids solicited by the college. This process affects planning to the extent that extra time must be built in for any purchase or project requiring a bid process. (IIID-92)

Self Evaluation

The college meets the standard. Cuyamaca College ensures that all contractual agreements with external entities are consistent with the mission and goals of the institution. Cuyamaca College and the GCCCD adhere to policies and procedures regarding contractual agreements and conform to policies adopted by the district's Board of Trustees. Evidence of this is found in the annual audit, which is reviewed by the Board of Governors**.**

Planning Agenda

The standard is met and the college will continue efforts that support meeting the standard.

D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary:
The annual audits are the primary external sources for evaluating financial management processes. Feedback and findings from the audit are used to improve financial management systems. In addition to the general audit, many categorical programs, particularly Financial Aid, have specific independent audits. Sources of informal evaluation include feedback from the program review process and from end users. (IIID-81)

The Governing Board approves both a Tentative Budget and an Adoption Budget. At the end of each budget development process, the district and the college meet to discuss about areas for process improvement. Quarterly fiscal reports are made to the Governing Board, which include the status of all funds, deposits and investments. (IIID-61, IIID-97, IIID-93)

Once the annual budgets are loaded into the accounting systems, budget printouts can easily be accessed through the IFAS system for reference and review. Throughout the fiscal year, constant monitoring of salary adjustments due to bargaining unit negotiations impact the review budgets as well as expenditures. (IIID-59)

The purchasing process is an integral part of the financial management system. Once requisitions have been received in Purchasing, a requisition number is assigned, and later a purchase order is issued with a different number. Copies of both the requisition and the purchase order are sent to the initiator. The requisition and purchase order numbers are used to track activity and location of the item. Most purchases are delivered to Receiving, which certifies receipt of the item(s) and approves payment of the purchase order by Accounts Payable. The process is relatively smooth. The staff of the district Purchasing Department and college Business Services communicate regularly by e-mail and regarding the status of purchase orders; staff also meet on a quarterly basis to evaluate and improve the process. (IIID-90, IIID-87)

Self Evaluation
The college meets the standard by completing an annual evaluation and audit of the financial management processes. The College then uses the results of these to improve its financial management systems. Evidence can be found in the annual audit report as well as the Governing Board minutes when the audit is presented for review**.** (IIID-61)

Planning Agenda
The standard is met and the college will continue efforts that support meeting the standard.

D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The district Vice Chancellor of Business Services is charged with maintaining and monitoring the district and Cuyamaca College's finances, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization/foundation, institutional investments, and assets. The College President and Vice President of Administrative Services control the Cuyamaca College budget, with oversight by the district Vice Chancellor. All college-level requests for equipment, services, and contracts are submitted by the divisions and departments to their deans for approval. They are then forwarded to the appropriate Vice Presidents of Instruction/Student Services, who forward them for budget review and approval by the Vice President of Administrative Services. The College President then reviews and submits approved requests to the district Vice Chancellor of Business Services for submission to the Chancellor and finally to the Governing Board of Trustees. (IIID-73, IIID-22, IIID-96, IIID-19)

The Governing Board approves both a Tentative and an Adoption Budget. Quarterly fiscal reports are made to the Governing Board, which include the status of all funds, deposits, and investments. Independent auditors, who are selected every three years, evaluate the financial management of the district on an annual basis. In addition to the general audit, many categorical programs, particularly Financial Aid, have specific independent audits, as well as annual reporting on program expenses. The audits make suggestions in our business services processes, timelines, procedures and internal/external procedures and processes. Improvements in these procedures and processes are then made based on these suggestions. (IIID-97, IIID-81)

In addition, regarding general fund accounts, administrators and managers assess their respective budgets on a regular basis to utilize non-personnel line items effectively.

In terms of overall evaluation of financial planning processes, annually the Vice President of Administrative Services reviews the budget calendar and processes with cabinet members prior to dissemination. The budget calendar and processes are presented to the Budget Committee and the Innovation and Planning Council for review and input. In 2003-2004, based on feedback from cabinet members, Administrative Council and various faculty members, the budget processes were improved to provide earlier timelines for faculty chairs and deans to review baseline budgets. (IIID-22, IIID-20)

Self-Evaluation

Cuyamaca College meets the standard. The college meets the standard by completing an annual evaluation and audit of the financial management

processes. The college then uses the results of these to improve its financial management systems. Evidence can be found in the annual audit report as well as the Governing Board minutes when the audit is presented for review**.** (IIID-48)

Planning Agenda
The standard is met and the college will continue efforts that support meeting the standard.

Standard IIID: References

IIID-1 Strategic Plan 2004-2010 **I-1, IIB-5, IIIA-103, IV-74**
IIID-2 Annual Implementation (AIP) **I-15, IIIA-72, IV-11**
IIID-3 Innovation & Planning Council Minutes (IPC) **I-41, IIA-56, IIIA-14, IIIC-10, IV-56**
IIID-4 Student Services Master Plan **I-3, IIA-6, IIB-2, IIA-98, IV-75**
IIID-5 Academic Master Planning Committee Minutes **IIA-57, IIIA-12, IIIB-64, IV-2**
IIID-6 Technology Plan (Need User Name and Password) **IIA-7, IIIB-10, IIIC-3**
IIID-7 Educational Master Plan 2000 **IIIB-1**
IIID-8 Approving Prop R
IIID-10 Income Allocation Model
IIID-11 Title III Grant **I-47, IIA-53, IIB-25, IIIC-53, IV-83**
IIID-12 Instructional Equipment and Library Materials (IELM) Block Grant Funds
IIID-13 Technology and Telecommunications Infrastructure Program (TTIP) Block Grant Fund **IIIA-87, IIIC-22**
IIID-14 California Research and Education Network (CalREN)
IIID-15 FTES Analysis
IIID-16 Vocational Technology Education Act (VTEA) **IIA-30, IIIC-21**
IIID-17 National Science Foundation Grant (NSF) **I-58, IIIC-24**
IIID-18 Prop "R" Budget
IIID-19 Board of Trustees
IIID-20 Budget Committee Minutes **I-26, IV-17**
IIID-21 Accreditation Survey **IIIA-25, IIIB-43, IIIC-27, IV-48**
IIID-22 Job Description: Vice President of Administrative Services
IIID-23 Baseline Budget Allocation Worksheet
IIID-24 Academic Master Plan **I-2, IIA-4, IIIA-52, IIIB-5, IIIC-2, IV-1**
IIID-26 Regional Environmental Business Resources and Assistance Center (REBRAC)
IIID-28 Partnership for Excellence Funds (Income Allocation Formula)
IIID-29 State Budget 2006-2007
IIID-30 California Community College Chancellor's Office
IIID-31 District's Financial Plan
IIID-32 Ongoing Obligation & Operations (Salary, Benefit Costs. Utilities and Operational Cost) {page 17}
IIID-33 Prior Years Actual Expenses {page 17}
IIID-34 Future Year Obligations (New) {page 17}
IIID-36 Long Term Lease Revenue Bond (5 Year Bond)
IIID-38 Supplemental Fund
IIID-41 Career Technical Education
IIID-42 Workforce Development Committee Minutes **IIA-27**
IIID-43 Instructional Technology Committee Minutes **I-46, IIA-67, IV-61**
IIID-45 Administrative Services Department
IIID-46 Generally Accepted Accounting Principals (GAAP)
IIID-47 California Communities College Budget and Accounting Manual (BAM)

IIID-48 Governing Board Meeting Minutes **I-37, IIIA-100, IIIB-39, IV-49**
IIID-51 Education Code Section 84362 “50% Law” **IIIA-28, IV-38**
IIID-53 United Faculty (UF)
IIID-54 California School Employees Association CSEA
IIID-55 Academic Senate Organizational Chart **IIIA-20**
IIID-56 Classified Senate
IIID-59 Interface Fund Accounting System (IFAS) **IIIC-44**
IIID-61 Budget Forums
IIID-62 Fax Revenue Anticipation Notes (TRANS)
IIID-63 Joint Power Authority (JPA)
IIID-64 Schools Excess Liability Fund (SELF)
IIID-65 District Safety Committee
IIID-66 Disaster Preparedness Plans: District Required {Page 1}
IIID-67 Risk Management Office: District **IIIB-46**
IIID-73 Job Description: Vice Chancellor of Business Services **IIIA-71**
IIID-74 External Auditors / Independent CPA Firm
IIID-75 Internal Self Audit, 2006
IIID-76 California Student Aid Commission **IV-84**
IIID-77 Vocational ESL (VESL) Grant {go to page 5}
IIID-78 Foundation 501 (c) 3 status {go to page 8}
IIID-79 Foundation Board of Directors **I-62**
IIID-80 Governing Board Budget Workshop
IIID-81 Annual Audit
IIID-82 Board of Governors of California Community Colleges
IIID-85 Board Policies and College Administrative and Regulations
IIID-86 District Purchasing and Contracts Department
IIID-87 Purchase Order (Procedure)
IIID-89 District Wide Request for Contract Procedure
IIID-90 Business Services Department
IIID-91 Job Description: Senior Director of Purchasing
IIID-92 Contract Bid Policies and Procedures
IIID-93 Governing Board Quarterly Fiscal Report
IIID-96 Job Description: Vice President of Instruction **IIIC-11**
IIID-97 Tentative and Adoptive Budget {page 17}
IIID-98 Shared Governance Committee

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Cuyamaca College fully embraces the concept of shared governance in which staff, faculty, administrators and students play critical roles in the decision-making process. A manifestation of that commitment is the existence of a climate in which all college constituencies feel empowered to influence the course of the institution, and take the initiative to discuss, plan, and implement measures that promote excellence at all levels. Such a climate allows the institution to effectively identify its values, set and achieve goals, learn and improve.

Representatives of the college constituencies that are integral to the shared governance process include students, faculty, staff, and administration. These constituencies are represented by the Associated Students of Cuyamaca College (ASCC), the Academic Senate, the Classified Senate, and the Administrative Council. As deemed appropriate, representatives from each of the constituencies are included on most major college councils, committees, and task forces. (IV-13, IV-3, IV-23, IV-9)

Institutional decision making at Cuyamaca College is the result of inter-committee communication, consultation and collaboration. The principal decision making body of the institution is the Innovation and Planning Council (IPC). The permanent membership of the IPC includes representatives from all the major college constituency groups including the President, the three college Vice-Presidents, the Executive Dean, the President and the Vice-President of the

Academic Senate, the Cuyamaca Vice-President of the district-wide Classified Senate, the Cuyamaca Vice-President of the district-wide United Faculty, a CSEA representative, and the President of the Associated Students. Its rotating membership includes three faculty selected by the Academic Senate, one member selected by the Administrative Council, one classified staff member selected by the Cuyamaca Vice-President of the Classified Senate, and one student representative selected by the Associated Students. Ex-Officio members include the Staff Development Director and the Grant Writer. Ultimately, the work of college committees and task forces pass through the IPC for discussion and approval prior to implementation. As part of its decision making process, the IPC solicits direct feedback from the Academic and Classified Senates, as well as the Administrative Council and the ASCC. (IV-56, IV-3, IV-23, IV-9, IV-13)

Self Evaluation

The college meets the standard. Most college committees include representation from students, faculty, staff, and administration. Representation from all college constituencies provides a mechanism for college-wide dialogue, problem solving and decision making. For example, the IPC functions as the highest collaborative council at the college, and is the most prominent advisory committee to the President. Compelling evidence that IPC channels the voice of all constituencies is the range and importance of its annual products: the college Annual Implementation Plan, all proposed board Policies and modifications, critical reports from all college units such as annual program reviews and master plans. Thus, a well-organized, systematic process guides institutional decision making, and there is effective inter-committee communication, consultation and collaboration. (IV-11, IV-15)

Another indicator of institutional recognition and utilization of leadership throughout the organization is the importance given to faculty-driven committees such as the Academic Master Plan Committee, Instructional and Student Services Program Review Committees and the Curriculum General Education & Academic Policies and Procedures Committee (Curriculum Committee). The Academic Master Plan and the Student Services Master Plan are both updated yearly to ensure institutional responsiveness to student, faculty, and staff concerns and recommendations. College academic and student services programs and departments undergo institutional program reviews on a regular basis to assess strengths and weaknesses. Program reviews include surveys which solicit student ideas and opinions. (IV-2, IV-58, IV-77, IV-25, IV-1, IV-75)

Additional indicators that institutional leadership creates an environment encouraging empowerment, innovation, and excellence can be found in the accreditation survey. In the accreditation survey, 90.7% of faculty respondents indicated they had the opportunity to participate in college planning processes; only 2.1% disagreed (Q72). 84.5% of the faculty in the survey indicated the college administration encouraged creative and innovative ideas to solve programs, while only 4.9% disagreed (Q112). Among staff respondents, 84.5%

indicated they were aware of the college mission, vision and values, as opposed to only 2.5% who disagreed (Q67). Additionally, 85.5% indicated they clearly understood their roles in helping the college achieve its goals; 5.3% did not (Q77). Of the student respondents, 85.1% agreed the college provided a positive learning and working environment; 1.5% were not in accord (Q118). (IV-8)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
Cuyamaca College is fully committed to participatory governance. The College's governance handbook, *Organizational & Governance Structures*, gathers in one volume a complete description of the principles, goals, organizational structures, and processes that govern decision-making at Cuyamaca College. Within that handbook are:

- Organizational charts that provide specific areas of responsibility and supervision for all college administrators;
- A list of the general principles that guide participatory governance at the college;
- Definitions of all constituent groups that participate in the governance process;
- Definitions with lists of all the governance structures at the college;
- Specific language delineating which individuals or groups have the authority to appoint members of governance bodies;
- Complete descriptions of the charge, membership structure, and reporting responsibilities of every council and standing committee at the college.

The Policy and Procedure Committee is the group that reviews and recommends campus wide policies and procedures to the college President. Its membership includes senior administrators, the Academic Senate President, the Vice President of the Classified Senate, representatives from both the classified and faculty collective bargaining units, and the President of the Associated Students. The

Policy and Procedure Committee is a subcommittee of the Innovation and Planning Council (IPC), recognized as the shared governance "body" of the college. The permanent membership of the IPC includes administrators, faculty, classified staff, and a student representative. The IPC receives planning and budget recommendations from a number of standing committees, including the following:

1. Academic Master Plan Committee
2. Instructional Program Review Committee
3. Instructional Technology Plan Committee
4. Student Services Master Plan Committee
5. Student Services Program Review Committee
6. Online Teaching and Learning Committee
7. Budget Committee

All of these committees include administrative and faculty representatives. Numbers 4, 5, 6 and 7 have classified representatives, and numbers 2, 4, 5, and 7 have student representatives. The IPC publishes updates of its activities every semester both in hard copies that are distributed campus wide and on the college web site at http://www.cuyamaca.edu/cc/IPC/ipcupdates.asp. The updates list the council membership, discuss planning and policy issues, and list all actions taken by the council at its meetings. Over the course of each academic year, the IPC receives and acts upon the following plans, each the product of a separate standing committee: Academic Master Plan, Student Services Master Plan, Instructional Program Review, Student Services Program Review, Instructional Technology Master Plan, and Facilities Master Plan. These and other planning initiatives are addressed via the Annual Implementation Plan. (IV-67, IV-56, IV-2, IV-58, IV-61, IV-75, IV-64, IV-17, IV-81, IV-1, IV-59, IV-78, IV-60, IV-42, IV-11)

Self Evaluation

The college meets the standard. Cuyamaca College is fully committed to participatory governance, and this is evidenced by the fact that over 85.4% of faculty and staff respondents to the Accreditation Survey agree that they can clearly describe their role in helping the college achieve its goals (Q77). There are numerous shared governance committees and councils, all with clearly defined purposes and memberships. These serve as a mechanism for faculty, staff, administrators and students to dialogue and have a voice in institutional decision-making. Dissemination of agendas, minutes and other materials is widespread. (IV-8)

In this manner, it is not surprising that 81.1% of faculty and 65.7% of student respondents feel that the role of each group in institutional governance is clearly stated (Q57). Agreement by the staff to this question (55.6%) was lower than the other groups. This might be attributed to the fact that, in addition to the written policy at the local level, through the college's governance handbook,

Organizational & Governance Structure, the role of the faculty is well-defined in AB1725, whereas the role of the staff is not delineated in such a manner. (IV-8, IV-65)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
Cuyamaca College relies on the faculty, primarily through the Academic Senate and Curriculum Committee, for recommendations about student learning programs and services. The College's governance handbook, *Organizational & Governance Structures*, clearly identifies the Academic Senate as the official representative of the faculty (p.17), and further states “in academic and professional matters, as defined by AB1725, the [College] President will rely primarily on the judgment of the Academic Senate” (p.16). "Academic and Professional matters" means the following policy development and implementation matters:

1. Curriculum including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and;
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

The Academic Senate at Cuyamaca College takes its professional role very seriously. The Vice President of the Academic Senate receives .20 reassigned time, and one of the charges of the position is to ensure that all committees are staffed with the necessary number of faculty members. The Academic Senate also plays a prominent role at the Governing Board meetings, and the president of the Academic Senate gives a regular report of activities at each meeting.
(IV-3, IV-25, IV-65, IV-50)

The Curriculum Committee includes a majority of faculty in its permanent membership, and its charge explicitly places it "under the authority of the Academic Senate." Indeed, the faculty members drive decision-making on the Curriculum Committee as well as the Academic Master Plan Committee. Decisions are made only if a quorum is present. On the Academic Master Plan Committee, as well, faculty lead the way and make key decisions; i.e. ranking of department plans and selection of which areas will receive a new faculty member. The Academic Senate reviews the planning recommendations and reports of the committees described in item A.2.a on an annual basis. (IV-2)

Self-Evaluation
The college meets the standard. The faculty, through the Academic Senate, the Curriculum Committee, the Instructional Program Review Committee, the Student Services Program Review Committee, the Academic Master Plan Committee and the Student Services Master Plan Committee, in particular, assumes a leadership role in developing recommendations about student learning programs and services. Faculty take the lead on these committees; thus, it is not surprising that nearly all of the faculty (93%) responding to the accreditation survey feel they have the opportunity to participate in dialogue with colleagues about how to improve student learning and institutional processes (Q73). At its April 6 2006 meeting, for example, the Academic Senate approved the 2006-2007 curriculum packet of new and revised courses and programs submitted by the Curriculum Committee prior to its submission to the Governing Board. On May 11, 2006, the Academic Senate endorsed the college's 2006-2007 Academic Master Plan, Instructional Technology Plan and Student Services Master Plan. On October 27, 2005, the Academic Senate endorsed and recommended to the Innovation and Planning Council a slate of new faculty positions, by discipline, developed by the Academic Master Plan Committee. (IV-3, IV-25, IV-58, IV-77, IV-2, IV-76, IV-8, IV-50, IV-1, IV-60, IV-75, IV-56)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.3. Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary
District level structures are described in the handbook, *District Governance Structure* Among the general principles stated in that handbook are the following:

- "The Governing Board has final responsibility and authority for District policies and procedures, and any individual may address the board regarding them."

- "The board charges the Chancellor with the responsibility for governance of the institution; in turn, the Chancellor creates a structure and a systematic process for decision making which allow for the effective participation of faculty, staff, and students."
- The district-wide governance structure is charged with making recommendations through committees to the Chancellor."
- "Broad participation from all segments of the district is encouraged and expected in the governance structure."
- "Each constituency represented on a committee appoints its own representatives, taking into account not only the needs of the constituency but also the broader needs of the institution."
- "The responsibility of participants in decision-making includes articulating the concerns of their constituents and, in turn, reporting to them on the progress of issues. In addition all participants should make a sincere attempt to understand issues from a broad, district-wide perspective."
- "Governance is facilitated by extensive communication, timely and appropriate information sharing and notice of meetings, public deliberation, full campus participation, and published records." (iii-iv)

In addition, the *District Governance Structure* handbook defines the membership and roles of every constituent group in the district (iv-v), and outlines the council and committee structure that implements governance at the district level (vii). Finally, the handbook includes an official description for every district-wide council and committee that specifies its charge, composition, meeting schedule, and reporting responsibilities. (IV-31)

The principal, but by no means, only district-wide governance structure is the District Executive Council (DEC). Its charge is to advise "the Chancellor on district-wide policy development and governance issues, and on matters referred to the Council by the colleges, District Office, and/or College/District standing councils or committees." In addition, DEC "reviews and recommends items for the docket of Governing Board meetings." DEC makes its recommendations by consensus, and its standing membership includes the executive leaders of every constituency group from both colleges, the presidents of every collective bargaining group, the presidents of both colleges, and the senior district administrators. DEC meets each month, one week before the regularly scheduled Governing Board meeting.
(IV-34, IV-50)

Self-Evaluation
The college meets the standard. The district's governance structure ensures that all constituencies have the opportunity to work together for the good of the institution. According to the accreditation survey, 52.1% of the faculty and 46.4% of the staff respondents agree that the district offices are *structured* to provide effective management; 34.2% of faculty are and 26.1% of staff are neutral (Q51). A smaller percentage agrees that the district offices are *managed* effectively

(Q53). On the other hand, 82% of the faculty agree that "the Academic Senate effectively meets its responsibilities concerning academic and professional matters" (Q62). (IV-8)

Regarding discussion and communication, 67.9% of the faculty and 49.3% of the staff agree that "Formal arrangements exist for regular, reciprocal communication of views and concerns between faculty/staff and the Governing Board" (Q86). It is noted that a gap exists between faculty and staff perceptions, and the college is committed to further exploring reasons for the difference. While 77.9% of the faculty agree that "The President uses established mechanisms to ensure a faculty voice in matters of shared concern" (Q83), to this same question, faculty respondents are somewhat less enthusiastic (56.6%) with regards to the Chancellor (Q84). Finally, 55.1% of the faculty and 57.7 % of the staff agree that "the Chancellor fosters appropriate communication among the Governing Board, College personnel, and students" (Q56). (IV-8)

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Cuyamaca College strives to maintain the highest standards of honesty and integrity in order to provide a model of those attributes for its students and community. College programs and departments regularly undergo financial audits, compliance reviews, and accreditations. For example, the Admissions and Records Office undergoes an annual fiscal audit from an external accounting firm hired by the GCCCD. Federal and state agencies regularly conduct compliance reviews of academic and student services programs and departments, an example of which was the on-campus compliance review conducted by the California Student Aid Commission in the fall 2006 Semester. That compliance review assessed Financial Aid Office administration of the Cal Grant Program. The excellent relationship the college maintains with the U.S. Department of Education is evidenced by the recent Department of Education approval of a Program Participation Agreement which renews college certification to administer federal financial aid programs. In addition, during the last year, the Automotive Technology Program and the Child Development Program underwent successful reviews from their respective accrediting agencies. Currently, the Citizens Bond Oversight Committee monitors construction projects

for the district, including the three major buildings being constructed at Cuyamaca College. Finally, a Title III grant awarded to the college has been renewed annually since its inception in 2003, attesting to the professionalism and integrity of the program staff. (IV-43, IV-44, IV-10, IV-84, IV-45, IV-14, IV-20, IV-83)

Institutional integrity is further exemplified by the expeditious and honest college response to commission recommendations that followed the last ACCJC/WASC accreditation review. Those recommendations were incorporated into Annual Implementation Plans, and addressed in a systematic and comprehensive manner. Institutional compliance with Commission standards is also shown by its timely submission of and response to the Mid Term Report. (IV-11, IV-6)

The college has worked earnestly and conscientiously to prepare this accreditation self study. The following are some of the major steps involved in preparing the self study document: a steering committee (including a community representative) was formed and monthly meetings were held; subcommittees for the four standards were organized and met regularly; a web site was designed and put online; a survey questionnaire was distributed and results compiled. In addition, a joint district workshop conducted by Dr. Debra Blue from the ACCJC was attended by accreditation team members and a comprehensive drafting process was instituted. (IV-8, IV-7, IV-4)

Self-Evaluation

The college meets the standard. Cuyamaca College advocates and demonstrates honesty and integrity in its relationships with external agencies. This is exemplified by its participation in compliance reviews and fiscal audits undergone by a broad spectrum of academic and student services programs. In addition, institutional honesty and integrity go to the very core of meeting the rigorous standards of agencies and commissions that accredit the institution as a whole, and individual programs such as Automotive Technology and Child Development. (IV-10, IV-43, IV-44, IV-14, IV-20)

Institutional honesty and integrity is also demonstrated by the college's serious commitment to producing a fair and accurate accreditation self-study. To produce the self study, the college solicited and obtained a broad base of perspectives from students, faculty, staff, administrators, and representatives from the surrounding community, as well as direct committee participation by all these constituencies.

Recommendations that resulted from the college's last accreditation self study and site visit have been responded to thoroughly and diligently, and incorporated into the college's Annual Implementation Plans. Finally, in response to recently revised accreditation standards, the college has developed processes to define, identify, and assess measurable Student Learning Outcomes at the course and program levels. (IV-11)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary
Cuyamaca College, through its *Strategic Plan 2004-2010* and its shared governance handbook, *Organizational and Governance Structure*, describes the structures of the leadership, governance, and decision-making processes of the college. The strategic plan provides the major direction of the college for the next six years. Each year the Innovation and Planning Council, the principal shared governance body of the college, develops an Annual Implementation Plan taken from activities and priorities found in the strategic plan, as well as from previous self study recommendations. The activities chosen for the Annual Implementation Plan are vetted through the constituency groups of the college before the plan is finalized. Throughout the year, periodic updates on progress toward meeting these activities are reported to the members of the Innovation and Planning Council. At the end of the year an Annual Implementation Plan Final Report is created and distributed to the constituency groups of the college. (IV-74, IV-65, IV-56, IV-11, IV-8, IV-12)

The *Shared Governance Handbook* describes in detail the council and committee structures of the college with an introduction that explains each constituency group's role in the shared governance of the college. Regular review of the *Shared Governance Handbook* takes place through the Policy and Procedures Committee. Recommendations for changes to a committee structure or composition can be initiated by any member of the college. Once changes are recommended, these changes are again vetted through all constituency groups of the college. One example of such a change is transforming the original Facilities Task Force into a permanent Facilities Master Plan Council. (IV-65, IV-67, IV-42)

During staff development week every spring, the President of the college and the President of the Academic Senate hold a shared governance workshop where the *Shared Governance Handbook* is reviewed along with the process that exists for making changes. This provides an opportunity for any faculty, staff, or administrator to get questions answered about the shared governance process, as well as recommendations for possible changes noted which will be sent to the Policies and Procedures Committee for consideration. Currently, the Policies and Procedures Committee is in the process of an overall review of the *Shared*

Governance Handbook and will be recommending changes to the Innovation and Planning Council. (IV-52, IV-67, IV-56)

In addition, "debriefings" are held at the end of the year by each of the major committees. The Academic Master Plan Committee routinely debriefs at the end of their cycle of work each year to discuss what worked, what didn't work, and how the process could be streamlined. The Curriculum Committee also debriefs at the end of the year. Recommendations for improvement are recorded and shared with the IPC, the Academic Senate and the Instructional Council as appropriate for further refinement before implementation during the next cycle. (IV-2, IV-25, IV-56, IV-57)

The Student Services Program Review Committee, which started reviewing programs in fall 2006, realized that the process needed modification and enhancement. After research and consultation with the new Vice President of Student Services, the co-chairs presented to the committee a proposal to convert to the use of national standards developed by the Council for the Advancement of Standards in Higher Education (CAS). A discussion of the process itself revealed that changes were in order to the timeline and the number or programs reviewed on an annual basis. Recommendations for change were supported by the entire committee and the recommendations then went to the Academic Senate and the Innovation and Planning Council. Both groups supported the changes as well and the CAS standards and process changes were officially adopted for use in student services program review. (IV-77, IV-87, IV-3, IV-56)

Self Evaluation

The College meets the standard. For many years, Cuyamaca College has had a strong planning culture, and evaluations of plans, structures and processes take place on a regular basis. In 2006, each committee and council listed in the *Organizational and Governance Structures* handbook was reviewed thoroughly, and changes were made where necessary. The College Strategic Plan, Academic Master Plan, Student Services Master Plan and Facilities Master Plan undergo evaluations each year with the results made available to the constituency groups of the college through the Innovation and Planning Council, the Academic Senate, the Classified Senate, the Associated Students, and the President's Cabinet. As evidenced by responses made by faculty and staff on the accreditation survey, the process is working. In response to the statement, "College Strategic and Master Plans are regularly assessed and results are shared with College constituencies," 84.9% of the faculty agreed and 76.9% of the staff agreed (Q65). When the committees who prepare these plans identify weaknesses, solutions are proposed by the committees and are shared at the Innovation and Planning Council. As an example, the Academic Master Plan Committee routinely "debriefs" at the end of their cycle of work each year to discuss what worked, what didn't work, and how the process could be streamlined. These recommendations for improvement are recorded in the minutes and shared with IPC, the Academic Senate and the Instructional Council

for further refinement before implementation during the next cycle. (IV-65, IV-74, IV-1, IV-75, IV-42, IV-56, IV-3, IV-23, IV-13, IV-68, IV-8, IV-2, IV-57)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B. Board and Administrative Organization
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Governing Board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Governing Board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The Grossmont-Cuyamaca Community College District Governing Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. The GCCCD Governing Board includes five members of the community who fill at-large seats. Elections are held every two years in even numbered years with terms staggered to change two seats in one election and three seats in the next. Potential candidates, who must live within the geographical district, choose a seat for which they want to run (BP 2100). The associated student bodies of Cuyamaca College (ASCC) and Grossmont College (ASGC) elect a student trustee each year who is a non-voting board member (BP2105). Due to the death of one of the Governing Board members in 2006, a seat was vacant for approximately two months. Since the board member's seat was up for election in November, 2006, the remaining board members decided it was not practical to appoint an individual to fill the position on an interim basis for such a short period of time.
(IV-15, IV-13)

Monthly meetings alternate between the two colleges even numbered months at Grossmont College and odd numbered months at Cuyamaca College. Except for special meetings, all scheduled meetings begin at 5:30 p.m. when the board adjourns to closed session followed by the regular meeting beginning at 6:30 p.m.

All regular and special meetings are open to the public, accessible to persons with disabilities and otherwise comply with Brown Act provisions. (IV-15, IV-88)

Once the Governing Board reaches a decision, it acts as a whole. Through BP 2330 (Quorum and Vote), the board acts by majority vote of its five members except when a 2/3 vote is required in special circumstances. (IV-15)

Self-Evaluation
The standard is met. The Governing Board is an independent policy making body that advocates for and defends the institutions. The Governing Board acts by majority vote of its five members except when a 2/3 vote is required in special circumstances. It acts as a whole upon reaching a decision. One example of evidence to support the unity of the current board's actions is found in their recommended use of Prop R funds to carry out their vision for two comprehensive colleges. The funds from the Prop R bond passed by the citizens of the community are being used for building new facilities and repairing existing facilities at both colleges as stated in the original bond language. (IV-15, IV-48, IV-69)

The board President speaks for the board to the media via, *In the News* and is involved in community service clubs to advocate and promote the Grossmont-Cuyamaca Community College District. Additionally, individual board members are also very involved with community service clubs, chambers of commerce as well as other community groups and community forums. (IV-55)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.1.b. The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The Governing Board establishes policies consistent with the mission of the district and two colleges to ensure quality, integrity and improvement of student learning programs and services. Each year, the Chancellor's Office provides updates to existing board policies and develops new policies as needed and recommended by the Community College League of California (CCLC) to remain consistent with the mission statement and ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. These policies are distributed to the constituency groups through their representatives who sit on the District Executive Council for review and input. After each group has had the opportunity for input, policies are modified, if necessary, and presented to the board at their regularly scheduled

monthly meeting for adoption.
(IV-15, IV-19, IV-34)

According to Board Policy 4020 the Governing Board approves new curriculum and proposed revisions to existing curriculum from both colleges during the spring semester of each year. The colleges inform the board of student learning issues as requested via written and oral reports at board meetings. These reports also include results of the college's annual program review process. Resources to support student learning programs and services are determined by the colleges through the current district budget allocation model. Additionally, for the past two years the chancellor has provided stipends to both colleges in the district to support the development of Student Learning Outcomes. (IV-15, IV-50, IV-21, IV-89)

Self-Evaluation

The standard is met. In 2001, a comprehensive overhaul of the Governing Board's policies was initiated using the CCLC Policy and Procedure Service's recommendations and numbering system. While the vast majority of updates and modifications are recommended by CCLC, policies may also be initiated locally to address specific needs. The volume of policies that need to be modified or written to assure that the Governing Board's established policies insure quality, integrity, as well as improvement of student learning programs, and reflect current changes to the education code are often numerous. The District-wide Strategic Planning and Budget Council (DSP&BC) has worked to clarify new policy development, policy revisions and streamline associated administrative procedures by using background information cover sheets for board policies, specifying a sixty-day review period (with options to extend where additional time is requested/needed), and integrating college constituency group representatives' comments and suggestions into the DEC discussion process. Getting input from all constituency groups in a timely manner is, however, still a challenge due to conflicting meeting schedules of each of the constituency groups. According to the accreditation survey, 61% of faculty and 50% of staff respondents agree that the Governing Board provides the support necessary to effectively manage the district (Q49), and 57.7% of faculty and 48% of staff respondents agree that the Governing Board's decision-making processes are consistent with its mission statement and policies (Q50). (IV-15, IV-19, IV-89, IV-95, IV-34, IV-8)

Planning Agenda

See Planning Agenda #1 for Standard IV B.1.b at the end of section B.

B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Governing Board of the Grossmont-Cuyamaca Community College District has ultimate responsibility for educational quality as stated in BP 4020 (Program and Curriculum Development) and BP 4025 (Philosophy and Criteria for Associate Degree and General Education). It establishes policies regarding student academic preparation and success through mutual agreement with the two district college academic senates. Each spring, the board approves all new and modified curriculum that has been developed at both colleges throughout that academic year. Also, annual reports are made to the board on academic and student services programs that have been reviewed. The college Curriculum Committee, in conjunction with the Academic Senate, provides updates to the board on progress in incorporating Student Learning Outcomes into official course outlines. (IV-15, IV-3, IV-89)

The District is currently developing a new board policy entitled Board Duties and Responsibilities (BP 2200) that includes establishing ethical and legal standards for college operations and monitoring institutional performance and educational quality. The Governing Board has responsibility for financial integrity and establishing the policies and procedures regulating business activities and financial obligations of the district. Regular reports and action items from the Vice Chancellor of Business Services are placed on regular board meeting agendas. (IV-15, IV-50)

The Governing Board has the responsibility for legal matters and has delegated to the Chancellor the executive responsibility for administering the policies adopted by the board (BP 2430) to designate those responsibilities to others. The Chancellor has identified the district vice chancellor of human resources as the Equal Employment Opportunity and Americans with Disabilities Act (ADA) compliance officer. The board has identified the Vice Chancellor of Human Resources as the designee to refer appropriate employment issues to legal counsel, and the district Vice Chancellor of Business Services as the designee to refer appropriate non-labor contract issues to legal counsel. (IV-15, IV-90, IV-91)

In terms of meeting its responsibility to insure educational quality, the Governing Board reviews and takes action on matters dealing with curriculum approval, program review, reports on student service programs, student equity reports, and all midterm and progress reports regarding accreditation as well as numerous other topics related to educational issues. (IV-50)

Self-Evaluation

The standard is met. The Governing Board has ultimate responsibility for educational quality, legal matters and financial integrity. Once the Governing Board acts on its agenda items, those actions are final. Annual review of the numerous board policies related to student academic preparation is completed at the college by the Academic Senate and the shared governance committee (IPC) to ensure quality education. In addition, yearly curriculum changes, new courses, and new programs are sent to the board for information and action in the spring.

Most recently, this action occurred at the May 18, 2006 board meeting. The faculty and administrative co-chairs of the Curriculum Committee are available to answer questions for board members at those two meetings. (IV-3, IV-56, IV-50, IV-25)

Board Policy 2430 delegates to the Chancellor and through him to other district officers, responsibilities related to legal matters and financial integrity. According to the accreditation survey, 62.5% of the faculty and 52.1% of the staff respondents agree while only 4.2% of the faculty and 19.2% of the staff disagree that the district offices ensure the implementation of statutes, regulations and board policies (Q54). Around 58.7% of faculty and 46.2% of staff respondents agree that the GCCCD provides adequate opportunities for all constituencies to participate in the development of district-wide financial plans and budgets while only 16% of the faculty and 16.9% of the staff disagree (Q109). (IV-15, IV-8)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.1.d. The institution or the Governing Board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure and operating procedures.

Descriptive Summary
The Governing Board publishes the board's size, duties, responsibilities, structure and operating procedures. These are included in Chapter 2 of the Governing Board Policy Manual as BP's 2100, 2310, 2315, 2010, 2015**,** 2105, 2110, and 2210. All board policies are posted on the district web site. Copies of all policies and administrative procedures are readily available to district employees through the Chancellor's office as per BP 2410. (IV-15, IV-82)

Self-Evaluation
The standard is met. As stated above, all board policies are posted on the district web site and available to all employees of the district through the GCCCD internet and email network. Operating procedures can also be obtained from the Chancellor's office. (IV-82)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.1.e. The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary
The GCCCD Governing Board acts in a manner consistent with its policies and bylaws. The GCCCD Governing Board approves and adopts policies that are appropriate for the organization and operation of the district, and the board regularly evaluates these policies. The board delegates to the Chancellor the task of updating board policies and ensuring their completeness by using annual recommendations from CCLC, and new policies are based on legislation. (IV-50, IV-51)

The Governing Board regularly evaluates its policies by delegating to the Chancellor the task of making sure board policies are up-to-date and complete by using annual recommendations from the Community College League of California (CCLC) on modifications and recommended new policies based on current legislation. The district shared governance process allows for the college to endorse or recommend modifications of these policies through its shared governance process that involves all of the constituency groups at the college (BP4210). College endorsements and recommendations are then heard at DEC with new policies and modified policies going to the board for approval. The Chancellor recommends new policies and revisions of current policies to the Governing Board. Newly recommended policies and procedures appear on board agendas the first time for information and the second time for action. (IV-19, IV-15, IV-34, IV-92)

Self-Evaluation
The standard is met. The current process used by the board to regularly evaluate its policies and practices is working. The Governing Board does act in a manner consistent with its policies and bylaws as evidenced by reading the minutes of board meetings. However, seeking input from all constituents on revisions to board policies to keep them current with the law is time consuming. Members of the District-wide Executive Council continue to refine the process to ensure that the board receives updated policies in a timely manner for consideration. The accreditation survey in which 60% of the faculty and 48.7% of the staff agreed to the statement, “Faculty/staff members have timely access to the information they need to make informed decisions or recommendations on GCCCD matters” (Q79). Additionally, only 18.3% of the faculty and 17.9% of the staff disagreed that, “The chancellor fosters appropriate communication among the governing board, college personnel, and students” (Q56). (IV-34, IV-8)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.1.f. The Governing Board has a program for board development and new member orientation. It has a mechanism for providing for continuity of Board membership and staggered terms of office.

Descriptive Summary
The Governing Board has a policy (BP 2740) for board development and new member orientation. Development and orientation of new board members occurs in several ways. Individual meetings between new board members and the stakeholders such as the Classified Senate, the Academic Senate, district officials, and college administrators take place. New board members are encouraged to attend meetings of college departments and committees and to participate fully in college events. New board members actively participate in college events that include convocations, ground breaking ceremonies, and commencement, to name a few. New board members are encouraged to attend the new trustee orientation meetings held at CCLC's annual conference, which they attend, and to participate in CCLC and in Association of California Community College Administrators (ACCCA). Recently, in August 2006, the Governing Board held a training workshop conducted by CCLC consultants. Written materials, trustee handbooks, and a code of ethics are provided to all new board members. (IV-15, IV-95, IV-94, IV-93, IV-26)

In 2006, the Chancellor and the members of his staff including the Vice Chancellor of Human Resources and the Vice Chancellor for Business Services provided a series of specific briefings and encouraged the new board member to meet with college presidents and other stakeholders. (IV-21)

Terms of board members are staggered so that two are elected one term and three the next. The staggered terms promote continuity of the board organization (BP2100). (IV-15)

Self-Evaluation
The standard is partially met. In addition to the methods described above, in 2006, the Chancellor and the members of his staff including the Vice Chancellor of Human Resources and the Vice Chancellor for Business Services provided a series of specific briefings and encouraged the new board member to meet with college presidents and other stakeholders. Despite the many ways that new board members are oriented, the process is not formally established.

Planning Agenda
See Planning Agenda 2 for Standard IV B.1.f at the end of section B.

B.1.g. The Governing Board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

Descriptive Summary
The Governing Board adopted a self-evaluation process (BP 2745) in August, 2001. This process may include development of an instrument to incorporate criteria contained in board policies regarding board operations as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.

The process for evaluation is approved by the board. If instruments are used, all board members complete the evaluation instrument and submit them to the board president. A summary of the evaluation is then presented and discussed at a board session scheduled for that purpose. The results are to be used to identify accomplishments in the past year and goals for the following year (BP's 2220, 2745). (IV-50, IV-15)

Self-Evaluation
The standard is partially met. Board Policy 2745 has not been fully implemented. Evaluation of the Governing Board has been informal in the past. As a result of a board retreat held in August 2006 the board evaluation process is now under review. A committee of the board has been formed and the members are viewing criteria to develop an instrument and process to be implemented upon completion.

Planning Agenda
See Planning Agenda 2 for Standard IV B.1.g at the end of section B.

B.1.h. The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The Governing Board has a Code of Ethics/Standards of Practice (BP 2715). The board maintains high standards of ethical conduct for its member. Members of the board are committed to its code of ethics. (IV-15)

Self-Evaluation
The standard is met. Board Policy BP 2715: Code of Ethics/Standards of Behavior circulated for several months within the District Executive Council and the Governing Board prior to its consideration as an information item on the Governing Board March 2007 agenda. The policy states the code of ethics and contains a comprehensive section on violations and dealing with violations. Board members asked questions, made comments, and requested clarifications. An updated, revised policy was adopted by the Governing Board April 17, 2007, including the section on dealing with behavior that violates the code. (IV-15)

Planning Agenda
The standard is met, and the college will continue effects that support meeting the standard.

B.1.i. The Governing Board is informed about and involved in the accreditation process.

Descriptive Summary
The Chancellor ensures that the district complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges

and of other district programs that seek special accreditation. Both colleges' self-studies and interim accreditation reports are presented to the board at regular board meetings as per BP 3200. The current president of the board, at the request of the college, is serving on Standard IV.B. At its September 2006 and May 2007 board meetings, both colleges made presentations regarding the Self Study status, organization and milestone developments, such as progress made in the area of Student Learning Outcomes. (IV-6, IV-7, IV-50, IV-89)

Self-Evaluation
The standard is met. To launch the current self-study, the Governing Board was introduced to the new accreditation standards by attending a workshop and presentation made by Dr. Barbara Beno of the ACCJC. In addition, board members have attended training sessions on accreditation at CCLC statewide workshops. The current board President serves on the college Standard IV writing team and has been an important resource on the standard. Periodic reports are made to the board by both the President of the college and the president of the Academic Senate regarding the progress of the self-study process. Also, update reports on the college's integration of Student Learning Outcomes have been given by the academic senate president and Curriculum co-chair. (IV-5, IV-89)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.1.j. The Governing Board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the Governing Board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
The Grossmont Cuyamaca Community College District (GCCCD) Governing Board of Trustees has primary responsibility for hiring and evaluating the Chancellor as described in Board Policy 2435. The board delegates to the Chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action (BP 2430). Board Policy 2431, regarding vacancy of the Chancellor, states that the board shall establish a search process to fill the vacancy and that this process shall be fair and comply with relevant regulations. (IV-15)

Board Policy 2435 states the conditions under which the evaluation of the Chancellor is conducted by the Governing Board. The policy states that the

criteria for evaluation shall be based on board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with BP 2430. (IV-15)

Self-Evaluation
The standard is partially met. The Governing Board evaluated the Chancellor in closed session in August, 2006. Using criteria developed by the board, an oral evaluation was performed and the Chancellor met the expectations of the board on all items. Evidence that the evaluation took place appears in the agenda for closed session of the August 15, 2006, regularly scheduled board meeting. (IV-49)

The procedure for selecting and evaluating the President of Cuyamaca College is delegated to the Chancellor, subject to review by the board. Both presidents in the district are regularly evaluated by the Chancellor who reports the results and recommendations made to the board. (IV-15)

Planning Agenda
See Planning Agenda 2 for Standard IV B.1.j at the end of section B.

B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

B.2.a. The president plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size and complexity. He/she delegates authority to administrators and others consistent with their responsibilities as appropriate.

Descriptive Summary
The President of Cuyamaca College plans, oversees and evaluates the administrative structure of the institution in alignment with its mission, purposes and activities, and in keeping with its size and complexity. The president directly oversees and evaluates members of the President's Cabinet. The President's Cabinet is comprised of the President, the Vice President of Instruction, the Vice President of Student Development and Services, the Vice President of Administrative Services, and the Executive Dean of Institutional Advancement. (IV-68)

The administrative structure of the college also includes the college's Administrative Council which is comprised of the President's Cabinet and five full deans, two associate deans, two assistant deans, two managers, and one director. While the President directly evaluates the members of the President's Cabinet, the members of the President's Cabinet directly oversee and evaluate the Administrative Council members within their respective divisions. (IV-9)

The President chairs both the President's Cabinet and the Administrative Council which both meet on a regular basis. The weekly meetings of the President's Cabinet provide an opportunity for the cabinet to provide informational updates on their respective divisions and for the cabinet to take action on matters within the purview of the cabinet. The Administrative Council meets on a bi-monthly basis to receive updates from the cabinet, to discuss short- and long-term college plans and to receive informational updates respective to each area. (IV-68, IV-9)

While the President ultimately has authority over college operations, the President delegates authority and responsibility to members of the President's Cabinet, Administrative Council, and other appropriate administrators and individuals in alignment with their job functions and responsibilities. Each member of the Administrative Council has a specific job description which outlines his/her respective job duties and responsibilities. Members of the President's Cabinet and Administrative Council are evaluated on an annual basis. (IV-68, IV-9)

Self-Evaluation

The college meets the standard. The President of the institution has been proactive in ensuring that the administrative structure of the institution is appropriately organized to address the college's purposes, size and complexity. Unfortunately, due to budget reductions which began in the 2002-2003 academic year, the institution had to freeze many vacant positions. Positions were frozen in the areas of administration, staff and faculty. Despite this, President worked to ensure that critical functions were overseen and carried out either through hourly support or through the shifting of functions within the organization. For example, in 2003, the Executive Dean, Educational Development and Services, retired and the position was not filled due to budget reductions to the institution until 2006. In an effort to ensure that critical functions of the Executive Dean were carried out, a plan was developed for functions to be shifted to several of the instructional deans. Functions which were placed with the instructional deans were done so with the intent to align functions in accordance with their specific area of oversight. Prior to filling the position of Executive Dean in 2006, a review of the position's functions was done resulting in a slight modification to the position to better serve the needs of the institution. This reorganization created the Office of Institutional Advancement and placed within this area the functions of resource development, promoting college and community relations, and providing institutional support services. This reorganization was done in an effort to meet new and emerging needs within the institution. In addition, the college in collaboration with Grossmont College and the district office, restructured a cabinet-level position, the Dean of Administrative Services, to Vice President of Administrative Services to more accurately represent the scope of functions and responsibilities of the position. (IV-17)

In surveying members of the college community on their perceptions as to whether "the college administration is *structured* to provide effective management," (Q58) 80% of the faculty and 48.7% of the staff agreed. When surveyed on "the college administration is *staffed* to provide effective management," (Q59) 79.6% of the faculty and 44.2% of the staff agreed. There is a gap in the perceptions of faculty versus staff; i.e. the difference in agreement with the Q58 and Q59 is more than 30%. On a related question, approximately 85.9% of the faculty and 48.8% of the staff perceive that the college is managed effectively (Q60). Once again, there is a gap in the perceptions of faculty versus staff. Whether the gap in perceptions between faculty and staff is due to lack of information or genuine differences in assessment is a matter that will be explored in collaboration with the staff leadership. (IV-8)

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve Student Learning Outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The President of Cuyamaca College guides the institutional improvement of the teaching and learning environment. The President has a routine strategic planning process which serves to establish a collegial process in which the college mission, values, goals and priorities are set. In addition to leading the process to set the college's planning direction, the President ensures that evaluation and planning rely on high quality research and analysis related to both internal and external conditions and factors which may potentially influence the institution. The President ensures that educational planning is linked with resource planning and distribution in an effort to achieve Student Learning Outcomes. The President, through the cabinet, Administrative Council, and shared governance bodies of the college, establishes procedures to evaluate overall institutional planning and implementation efforts. The President consults on a regular basis with the district Research and Planning Committee under the leadership of the Associate Vice-Chancellor in charge of district research. In addition, the President works directly with the district Research Office on a regular basis. She consistently uses data to make decision. For example, in 2003, the President, with the support of the

President's Cabinet and the Innovation and Planning Council, worked with the college community to develop the college's *Strategic Plan, 2004-2010*. This plan was developed with the support of the district's Office of Institutional Planning, Research and Academic Services. Through the process of a college-wide forum with focus groups and a college-wide institutional planning survey, data was collected and assessed to assist the college in developing its strategic plan. The college's *Strategic Plan 2004-2010* outlines the college's mission, vision, values, key priorities, and activities to advance the college. (IV-11, IV-68, IV-9, IV-32, IV-56, IV-74, IV-96)

The President, in collaboration with the college's major shared governance council, the Innovation and Planning Council (IPC), and the Policy & Procedures Committee works to ensure that the organizational and governance structures of the college are well established, broadly disseminated, and routinely reviewed and updated to meet the needs of the institution. Through the establishment of the college's organizational and shared governance structures, the President is able to establish a collegial process which then sets the broader values, goals, and priorities for the institution. (IV-65, IV-56, IV-67)

Ever year, the college President and the President of the Academic Senate co-present a workshop during Staff Development week on the college's *Organizational and Governance Structures* handbook. At this workshop, the presenters review the college's organizational structure and the various governance councils, committees, ad hoc committees, etc., with attention to their charge, composition, meeting schedule, and designated chairperson. Also, the process for requesting a change to a governance group's composition, meeting time, or its charge is reviewed. (IV-52, IV-65)

The President, in collaboration with the Innovation and Planning Council, develops the college's Annual Implementation Plan, which outlines key activities for the academic year which are based on the college's *Strategic Plan, 2004-2010*. Periodic progress reports are provided to the Innovation and Planning Council on the progress of the Annual Implementation Plan. In addition to the college's Strategic Plan and the Annual Implementation Plan, are a host of master plans which are developed on an annual basis to advance the institution in relation to a specific area or specific goals. The instructional division, on an annual basis, develops the Academic Master Plan, the Instructional Technology Master Plan and completes a program review. In developing each of these plans and in completing academic program review, attention is paid to both internal and external conditions assessed through an Environmental Scan done by the district's Office of Institutional Planning, Research and Academic Services. Likewise, the Student Services Division has engaged in the development and implementation of the Student Services Master Plan and Program Review to ensure that evaluation and planning are based on timely and relevant research and data. (IV-56, IV-11, IV-1, IV-60, IV-59, IV-39, IV-75, IV-78)

The President works directly with the President's Cabinet and college-wide Budget Committee to ensure that the college's Strategic Plan and divisional master plans are linked with resource planning. Each division of the organization presents to the President's Cabinet prioritized items from their master plans which have funding implications. The President, in concert with the President's Cabinet and Budget Committee, develops the institutional budget based on the college planning priorities. Both the proposed tentative and adoption budgets are presented to the college community in a college-wide forum allowing for open dialogue on the budget and college planning priorities. In addition, the proposed tentative and adoption budgets are later presented to the Governing Board in an open public meeting. (IV-68, IV-17, IV-74, IV-59, IV-50)

The President and President's Cabinet routinely monitor institutional outcomes first hand in addition to the more formalized program review processes which are in place. During the beginning weeks of each semester, the president reviews on a daily basis enrollment statistics and works closely with the Vice President of Instruction to ensure that students have access to classes. Throughout the academic year, various reports and reviews are conducted to monitor institutional outcomes. The reviews range from Academic Program Review, Student Services Program Review, the monitoring of degree completions, certificate completions, student transfers, and job placements. At the end of each semester, Financial Aid, EOPS, and CARE monitor student records to meet institutional, state, and federal "satisfactory progress" standards. (IV-68, IV-77, IV-78, IV-79,)

Self-Evaluation

The college meets the standard. The President has been active in leading the college in establishing and maintaining the various institutional organizational and governance structures, and disseminating them to the college community. In addition, the President in concert with the President's Cabinet and Innovation and Planning Council, has worked to ensure the development, review, and implementation of college plans.

Responses to the Accreditation Survey question, "The College is managed effectively," indicate that 85.9% of the faculty and 48.8% of staff respondents agreed (Q60). In response to survey question, "College Strategic and Master Plans are regularly assessed and results are shared with college constituencies," 84.9% of the faculty and 76.9% of staff agreed (Q65). Responses to the survey question, "I understand the college's goals and the extent to which they are achieved," 77.8% of the faculty and 72.2% of staff agreed (Q66). Responses to the survey question, "The President uses established mechanisms to ensure a faculty voice in matters of shared concern," indicate 77.9% of the faculty agree (Q83). (IV-8)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary
The President has primary responsibility for assuring the implementation of statutes, regulations and Governing Board policies and for assuring that institutional practices are consistent with the institutional mission and policies. Through various shared governance bodies, the President is able to ensure that statutes, regulations and Governing Board policies are implemented and adhered to. (IV-8, IV-15)

On a district level, the President is a member of the Chancellor's Cabinet, and the District Executive Council (DEC), the planning council charged with the review of new and existing policies and procedures. The President is also a member of the District Strategic Planning and Budget Council, (DSP& BC), which is charged with the review of district plans and budgets. The President also participates in all Governing Board meetings and district trainings provided by the Vice Chancellor of Human Resources and Administrative Services. District management trainings focus on such topics as sexual harassment, evaluations, plans of improvement, management rights, investigations, job descriptions, and discipline. (IV-21, IV-34, IV-35, IV-50)

At the college level, the President chairs the college's Policy & Procedures Committee and the college's Innovation and Planning Council, the two shared governance bodies charged with responsibility for the review of college and district polices and procedures. All revisions to existing district policies and procedures are done on both a college and district level. The various constituent groups of both the college and the district are afforded an opportunity to review modifications to policy and procedures and to review proposed policies and procedures before action is taken by the Governing Board. Once District policies and procedures are adopted by the Governing Board, the President works to ensure that policies and procedures are implemented and adhered to. In addition, through the leadership of the Chancellors' Cabinet, the President's Cabinet, the Administrative Council, and various college and district directors and supervisors, the President works to ensure adherence to various state and federal statutes and educational codes. (IV-67, IV-56, IV-68, IV-9)

Self-Evaluation
The college meets the standard. The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. Through its shared

governance processes, there is an opportunity for college dialogue on the consideration of new and revised district and college policies and procedures. According to an accreditation survey question, “Faculty exercise a substantial voice in establishing college-level procedures,” 77.9% of the faculty agreed with this statement (Q61). (IV18)

Cuyamaca College and the district Office have a strong commitment to the adherence of district polices and procedures and compliance with state and federal regulations and the educational code. On the question, “District Offices ensure the implementation of statutes, regulations and board policies,” 62.5% of the faculty and 52.1% of the staff agree (Q54). The college has a record of success with external reviews, including its annual certified audit which includes a detailed review of the Financial Aid Office and categorical programs. (IV-73, IV-63)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.2.d The president effectively controls budget and expenditures.

Descriptive Summary
The President is the chair of the college Budget Committee, a shared governance committee comprised of faculty, classified staff, students, and administrators. The Budget Committee works in collaboration with the college President to develop the annual college budget and to ensure that college plans and budgets are effectively linked and monitored. During the development phase of the college budget, the college community is afforded the opportunity to provide input to the proposed, tentative, and adoption budgets. (IV-17)

A key member of the Budget Committee is the Vice President of Administrative Services who has major responsibility for oversight of the institutional budget. The President works closely with the Vice President of Administrative Services to effectively control the college budget and expenditures. The Vice President of Administrative Services reviews all college expenditures and budget transfer requests to ensure fiscal compliance. In addition, the President works with the Vice President of Administrative Services to review and monitor individual department budgets to ensure compliance with district and college policies and procedures, and external funding regulations. (IV-17)

In addition to working with the Budget Committee and the Vice President of Administrative Services, the President works directly with other members of the President’s Cabinet to ensure that they are fully monitoring budgets within their respective divisions and are also aware of policies and procedures related to the budget. The District Office and members of the Chancellor’s Cabinet also work to ensure that the college is in compliance with district fiscal policies and

procedures and external regulatory requirements pertaining to the college budget. (IV-68, IV-21)

Self-Evaluation
The college meets the standard. The President of Cuyamaca College effectively controls the budget and expenditures. The college has a record of unqualified audit reports. Five independent audits in 2006 were spotless. Due to the President's efforts in effectively controlling budget and expenditures, 72.9% of the faculty and 57.7% of the staff agreed with the statement, "The College's financial planning supports institutional goals and Student Learning Outcomes" (Q48). In addition, according to the same survey, the 76.7% of faculty and 50.7% of the staff feel that the college uses objective assessment when planning for resource utilization (Q104). (IV-63, IV-73, IV-8)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.2.e The president works and communicates effectively with the communities serviced by the institution.

Descriptive Summary
The President of Cuyamaca College has been proactive in working to communicate effectively with the communities served by the institution. The President has membership in various community organizations and actively participates with the local Chamber of Commerce, local businesses and educational institutions, and cultivates relationships with key individuals of the community. In addition, the college newsletter, *Cuyamaca College News* and various district publications are mailed to the community. College events are open to the public and assist the President in communicating with the broader community served by the college. (IV-71, IV-29)

Currently, the President is serving as the President of the San Diego and Imperial Counties Community Colleges Association (SDICCA), a consortium of the educational leaders of the surrounding community colleges, San Diego State University, California State University San Marcos, and the University of California, San Diego. In addition, the President is a member of the San Diego Workforce Investment Board, and the San Diego Workforce Advancement Committee. (IV-70, IV-40, IV-72)

The President also serves on the California Community Colleges State Economic Development Advisory Council and has been active in representing the concerns of community colleges on a statewide level. Through her leadership role with economic development, the President has reached out to the local colleges of San Diego and Imperial Counties to facilitate dialogue among statewide regional economic development directors in the San Diego area. The President has also

been an active supporter and collaborator with the San Diego East County Chamber of Commerce. For four years, the President has been the chairperson of the Chamber's Leadership Day, a development program for local leaders. (IV-18, IV-17)

The President is a member of the Cuyamaca College Foundation Board. In this capacity, she works to increase the college's ties to the local community and is instrumental in garnering financial support for the college through the increased fundraising efforts of the College Foundation. The President is also a member of the East County Economic Development Council Partnership for Education and Economic Development & K-12 Collaborative, a consortium of educational and business leaders in the East County San Diego. More recently, the President became a member of the East County K-12 Superintendents group, which is focused on improving linkages between the various educational sectors of eastern San Diego. The President serves as a member of the Water Conservation Garden Board of Directors and the Heritage of the Americans Museum Board of Directors. Both of these board positions have enabled the President to reach out to the local community and establish strong ties between the college and community members. For the last two years, the President has served as the President of the Grossmont-Cuyamaca Community College District Auxiliary, an organization devoted to the development of entrepreneurial endeavors and providing a flexible vehicle for the colleges and the district to obtain and administer grants and contracts. (IV-28, IV-36, IV-37, IV-80, IV-54, IV-53)

Self-Evaluation

The standard is met. The President serves on a number of boards and committees, and is extremely active in the community. Through her various roles in the community, the President is able to assume a proactive leadership role in the educational community on a local, state and federal level by representing the various issues and concerns of the educational institutions of San Diego and Imperial Counties. Through board and committee seats, the President establishes strong community partnerships with local business communities and industry. She has been active in developing regional cluster groups and has been able to link education with business and industry. The President was twice nominated for the Chamber of Commerce's Outstanding Leader in Education award.

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the Governing Board.

B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges.

Descriptive Summary

The policy-making body for the district is the publicly elected Governing Board. Its authority is delineated in the *Education Code of California* and its mandate is to provide oversight of and direction to the district. The Governing Board has established a *Policy Manual* that clearly delineates the process by which policies are adopted, amended, and repealed. The Governing Board appoints the Chancellor, who serves as the "Chief Administrative Officer" of the district, and to whom is delegated authority to implement and enforce Governing Board policies and procedures. *District Governance Structure* serves as a vehicle by which district responsibilities and functions are delineated and communicated. At the college level, authority and responsibility for implementing Governing Board policies and procedures, as well as Chancellor directives, rests with the Cuyamaca College President. The handbook, *Cuyamaca College Organizational and Governance Structures* delineates how operational responsibilities and functions are distributed within the college administrative structure. (IV-38, IV-75, IV-31, IV-65)

Self Evaluation

The standard is met. There exists a clear delineation between the operational responsibilities and functions of the district and those of the college. The district and the college have clearly written documents detailing their respective responsibilities. The Governing Board has policy and Administrative Procedures Manuals (both available on the web). The District abides by District Governance Structure and recently developed the Organizational Map of District Functions (both available on the web), which specifically delineates District and College functions and a matrix. The matrix was developed by joint college/district committees.

For example, in Section 4 of the Organizational Map, there is a delineation of board, district, and college responsibilities related to Business Operations (pp.5-6). The college is guided by *Cuyamaca College Organizational and Governance Structures*. That document contains detailed charts showing the administrative structure of the college, and the programs and departments which fall within the purview of each college administrator (pp. 3-12). At the college level, some departments and programs have manuals of policies and procedures that detail college and district functions. For example, on page 25 of the 2006-2007 *Cuyamaca College Financial Aid Policy and Procedure Manual*, Section 504.9A specifies the types of financial aid checks that will be mailed to students by the district Accounting Office, and Section 504.9B specifies the types of financial aid checks that will be disbursed by the Cuyamaca College Cashier's Office (IV.46). According to the accreditation survey, 61.8% of the faculty and 58% of the staff

agree that there are clear divisions of authority and responsibility between the Governing Board, the district offices, and the college (Q55). Among faculty respondents, 88.7% agreed the GCCCD supports academic freedom (Q98). Thus, it could be argued that with respect to the function of teaching, there exists a clear delineation between the role played by faculty (i.e., pedagogy), and the role played by the district (i.e., administration). (IV-15, IV-31, IV-66, IV-65, IV-46, IV-8)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary
The GCCCD provides a variety of centralized services to the two colleges in the district. The district has primary responsibility for services related to human resources, fiscal affairs, and information technology. Examples of centralized services are benefits, purchasing, and research. The services provided by the district are critical to the effective and efficient operation of Cuyamaca College. Over time, the quality and effectiveness of these services has varied depending on the staffing situation at the district office.

Self Evaluation
The standard is met. Clear channels of communication between college and district administrators, as well as commitment to shared governance as evidenced by college representation on district committees has resulted in adequate provision of services by the district. Seventy-seven of the faculty members surveyed agreed that the resources from the district Institutional Research and Planning Office help provide them with the information they need while 4.8% disagreed. Regarding the same service, 56.3% of the staff members were satisfied (Q76). Responses varied significantly by group to the statement, "District services are regularly evaluated with regard to their support of College missions and functions." (Q88) Agreeing with this statement were 60.8% of the faculty, 36.4% of District employees and 30.5% of the college staff. Regarding the provision of information, 61.3% of the faculty, and 46.8% of the staff felt the district provides sufficient and accurate information regarding district issues and board actions that impact the college (Q92). (IV-8)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary
The initial step to providing resources to each college in the district begins with the funded CAP FTES Goal that is established at the state level. Once that goal has been determined, the district FTES Task Force, chaired by the Vice Chancellor of Business and made up of representatives from the constituency groups at each college, meets to set FTES goals for each college taking into account an assessment of potential growth for each college in the coming year. The colleges in the district are then funded based on these goals utilizing a budget allocation formula agreed to by the district and the two colleges in 1998 (Governing Board docket item 602.1, Income Allocation Model 12/15/1998). (IV-27, IV-30, IV-47)

Self Evaluation
The standard is partially met. The college, like the district, is climbing out of years of state funding shortfalls that the new state formula will address. As part of a multi-college district, Cuyamaca College recognizes that budgetary issues must be addressed on a district wide basis, and that division of resources must be done in an equitable manner. Although an adequate level of funding to provide basic operations of the college does exist, as evidenced by the fact that Cuyamaca College completes each year with an ending balance, this does not mean that the college receives the resources needed to adequately fund its strategic plan. A very low percentages of faculty (27.8%) and staff (28.4%) were in agreement with the statement, "The college received adequate financial support to effectively carry out its mission" (Q81). There was agreement on a somewhat higher level by faculty (58.2%) and staff (48.4%) to the statement, "Districtwide resources are distributed based on an objective assessment of the needs of each college" (Q90). (IV-74, IV-8)

Based on the results of the accreditation survey, faculty and staff do not feel that Cuyamaca College receives adequate resources. This could stem from the fact that the current budget allocation model does not address the needs of Cuyamaca College to implement its *Strategic Plan 2004-2010*. These needs include the fact that Cuyamaca is a relatively small college requiring the addition of new programs and services. The funding model does not address the need for increasing the levels of full-time faculty and staff. Last, the current model does not address the structural needs of the college. With the opening of new buildings, staffing needs will increase, requiring more faculty, lab aids, tech lab aids, and custodians. The three new buildings almost double the size of the current physical plant to manage without a full-time dedicated position to oversee building maintenance and operations. Although Cuyamaca College continues to provide effective services and operations to students, faculty, and staff, the fact that it does not have sufficient resources to fund key positions that have counterparts at the other college in the district is a deep overriding concern. (IV-74)

Planning Agenda
Although the college currently operates within its budget, the college will work within district processes to increase much needed funding to be able to carry out all of its strategic plan initiatives.

B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary
The district controls its expenditures by budgeting expenditures within its available resources. IFAS is the fiscal software system used district-wide. It does not allow line-item expenditures to exceed the amount budgeted. The President of the college is held responsible for maintaining college expenditures within the college budget. One method the district uses to control expenditures is the practice of allowing one time revenue streams to be used only for one time expenditures and not for ongoing expenses of the district/college. The Chancellor, as the chief executive officer for Grossmont Cuyamaca Community College District, has overall responsibility and accountability for resource management, budgetary development, and control of expenditures. According to Board Policy 6300 – Fiscal Management, the Chancellor establishes procedures to assure that the district's fiscal management is in accordance with the principles contained in Title 5. These include assuring that adequate internal controls exist; that fiscal objectives, procedures, and constraints are communicated to the board and employees; that adjustments to the budget are made in a timely manner; that the management information system provides timely, accurate, and reliable fiscal information; and that responsibility and accountability for fiscal management are clearly delineated. The Chancellor consults regularly with the district's Vice Chancellor for Business Services, who is charged with the development, approval, and control of the district budget and expenditures. The Chancellor and Vice Chancellor submit financial reports to the board at Governing Board meetings and to the Chancellor's Extended Cabinet meetings. The Vice Chancellor reviews the expenditures and status of the budget as well as the projected year-end budget with the Board of Trustees. The board reviews and approves the list of expenditures at each monthly Governing Board meeting. Other financial reports are provided as appropriate and/or requested by board members. (IV-15, IV-22, IV-21, IV-50)

Budget issues, processes, including distribution of resources, are also discussed at the monthly meeting of the shared governance District Strategic Planning and Budget Committee comprising members from the constituency groups of the two colleges and the district. (IV-35)

Self Evaluation
The standard is met. Since the last accreditation cycle, yearly comprehensive audits have been "unqualified." Expenditures have been made within budget parameters. Major bond agencies such as Standards & Poor, Moody have commented on the good fiscal practices of the district. Year ending balances meet

the state guidelines of 5% of the unrestricted general fund. The college survey results show that 41.9% of faculty and 48.4% of staff agree that the district offices control their expenditures to ensure adequate funding for both colleges (Q105). Response rates may reflect a level of unfamiliarity with budget processes. The President of the college and the Vice President for Business Services hold a budget forum each semester that is open to the entire college. This forum includes total revenue to the district, how the funds flow through the funding formula to both colleges, criteria used to develop the college budget, the development cycle, and what the proposed budget for the year will be. The members of the Academic Senate are given reports on the budgeting process and materials that show where money the district receives is divided between the four entities, Cuyamaca College, Grossmont College, district-wide functions, and district services. Senators are encouraged to share this information with their constituency groups. The Classified Senate members also receive this information and are encouraged to share with their constituency groups. Whether this is done by the senators in both senates is unknown. (IV-16, IV-17, IV-8, IV-3)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.3.e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary
The President of Cuyamaca College, who reports to the Chancellor, has full administrative responsibility and authority for the college. The President is charged with ensuring that the programs and operations of the college are administered in compliance with the various rules, regulations, policies and legal requirements.

Through the various district participatory processes and committees, the President and members of Cuyamaca College's shared governance leadership team are able to effectively participate in the development and/or modification of district board policies and administrative procedures which guide the operation of both the district and the college.

Once these policies are adopted by the board of Trustees, the President is charged with the administration and implementation of them. While the President may rely upon the Chancellor or members of the Chancellor Cabinet or legal counsel for needed clarification or guidance regarding the administration of a particular district policy, it is incumbent upon the president to ensure college compliance. The President is given full authority to oversee the operations of the college and is held accountable by the Chancellor.

(IV-21)

The President, in addition to ensuring the implementation of district policies, is also charged with oversight responsibility for the operations of the college. The President has specific responsibility for institutional leadership. She does this by exercising strong dynamic, institutional and academic leadership to advance the college's mission and college relationships. She provides leadership to all segments of the college community to ensure effective and productive relationships within the college and with the district; she provides faculty, staff, student, and community perspectives to the Chancellor and the Governing Board. With regards to community relations, the President promotes and maintains close contact between the college and the community. As per the budget, she provides oversight, responsibility for development, implementation and management of the college budget to ensure the fiscal integrity of the college. She creatively seeks public and private funding sources to augment the college budget, including grants and the college Foundation. In her administration, she ensures adherence to college and district policies and procedures, in concert with governmental laws and regulations. Long-range planning consists of working with the various segments of the community, the district, and the college to prepare long-range college goals and priorities. Because of her commitment to shared governance she creates a climate of collegial participatory governance. In terms of organizational structure, the President provides leadership in the development and implementation of organizational structure of the college. Finally, in the area of curriculum, she provides the necessary leadership to ensure that the college meets the educational needs of the community assuring articulation of curricula within the district and between the college, high schools and baccalaureate institutions. (IV-21, IV-15, IV-31, IV-41, IV-30)

Self Evaluation
The college meets the standard. The President of Cuyamaca College reports that the Chancellor has given her full responsibility and authority to implement and administer district policies without interference from the Chancellor. Furthermore she reports being held accountable for the operations of the college.

The President of Cuyamaca College functions to implement and administer district policies at Cuyamaca College through the support and leadership of members of the President's Cabinet, Administrative Council, and various participatory governance structures and processes. The President, through her leadership role in various college, district, and state organizations is able to implement and administer district policy and oversee college operations. The President chairs several major participatory governance councils and committees at the college – Innovation & Planning Council, College Facilities Master Plan Council, Policy & Procedure Committee, and the Budget Committee. In addition to her leadership role on each of these bodies, she also chairs the President's Cabinet and Administrative Council, and she is a member of the college Foundation. On a district level, the president is able to participate in the

development and modification of both district policies and regulations which will impact the operation of the college. The President is a member of the following committees: Chancellor's Cabinet, Extended Chancellor's Cabinet, District wide Executive Council, District wide Strategic Planning and Budget Council, District wide Coordinating Educational Council, Legislative Strategy Committee and the Grossmont-Cuyamaca Community College District Auxiliary. (IV-56, IV-42, IV-17, IV-68, IV-9, IV-21, IV-41, IV-34, IV-35, IV-33, IV-62, IV-53)

The Chancellor holds the President accountable for the implementation and administration of delegated district policies and the operations of the college. The president demonstrates accountability through a monthly written report to the Chancellor, a monthly written and verbal report to the Governing Board, the actions of the various committees and councils which she leads, and through routine college processes and systems which ensure compliance with district policies and various rules, regulations, policies, and legal requirements. (IV-50)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

B.3.f. The district/system acts as the liaison between the colleges and the Governing Board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary
Within the organizational structure of the GCCCD, the Chancellor and his district staff comprise the only organizational entity connected directly to the Governing Board as well as the college presidents. The use of technology facilitates timely communication. The Internet makes possible the rapid dissemination of long documents, minutes of meetings, and research data. Connected computer networks allow for instantaneous communication between the district and the colleges. Approximately half of the board meetings are conducted on the Cuyamaca campus, and all board meetings are videotaped, and available for viewing at the LRC. The top college administrators make it a priority to attend all board meetings and make themselves available for spontaneous questions from board members. Board meetings are also attended by significant numbers of classified staff and faculty. (IV-51)

A variety of college publications serve to communicate topical campus information to the board and the district staff. Conversely, publications from the board and the Chancellor inform the college community of significant regional and state matters affecting the college. (IV-24)

Self Evaluation
The standard is met. The District Office acts as a liaison between the college, and the Governing Board. Information from the Chancellor's Office flows in two

directions. From the direction of the college comes information from the President. Through extensive participation on committees and councils, the President dialogues with campus and community constituents regarding their ideas, issues, and concerns. She then takes that information to the Chancellor's Executive Cabinet. The Chancellor, in turn, shares this knowledge with the board. Conversely, from the direction of the board comes a sharing of board members' ideas, issues and concerns and responses to district and college issues presented to them. Board directives are then communicated to the President by the Chancellor. The District Office and the college also have efficient and timely communication by way of district committees that include members from a variety of campus constituencies. In addition, the attendance at board meetings by college administrators, faculty, and staff promotes good communication with the board, and engenders a sense of community within the district. In agreement with the statement, "The district offices ensure the implementation of statutes, regulations, and board policies," were 62.5% of the faculty, 54.2% of the district staff, and 52.1% of the college staff (Q54). In question (56), 57.7% percent of the college staff, and 55.1% of the faculty were of the opinion that the Chancellor fosters appropriate communication among the Governing Board, college personnel, and students. It was felt by 48.8% of the faculty and 41.9% of the college staff that the district offices provide appropriate and timely financial information to College staff and faculty (Q107). Satisfied with communication within the college, such as mail, e-mail, voice mail, meetings, newsletters, web sites, and forums were 90.4% of the faculty and 77.1% of the college staff (Q111). (IV-8)

Planning Agenda

The standard is met, and the college will continue efforts that support meeting the standard.

B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

District/college roles, governance, decision-making structures, and decision-making processes undergo periodic evaluation as a result of the district/college commitment to and implementation of the shared governance process. The *District Governance Structure and District Committee Structure* is a publication from the Chancellor's Office that was updated in 2003 and is undergoing review in fall 2006. This publication lists the administrative structure at the district level and gives a comprehensive listing of all district committees with their charges and compositions. Representatives from all the major district/college constituencies are part of an extensive network of inter-related committees which inform and guide decision making processes at all levels of the system.

Committee deliberations, recommendations, decisions, and directives are published and widely available through a variety of sources. In addition, through regularly scheduled open meetings, the Chancellor and the college President make themselves available to individual college constituents who wish to comment on or evaluate district/college structures and processes. Another significant component of internal district/college evaluation is the accreditation process in general and the student/faculty/staff surveys, the "Organizational Map of District Functions for Accreditation" developed in the Chancellor's office with input from colleges, the Self Study, and the final recommendations of the Accreditation Committee in particular. (IV-31, IV-66, IV-7)

Self Evaluation
The standard is met. The *District Governance Structure and Committee Structure* has been undergoing review since fall 2006. Currently District Executive Council (DEC) is in the process of reviewing and evaluating this document for additional changes to reflect or update current practices. With a newly adopted mission statement, the members will concentrate on the shared governance committee structure and composition. In preparation of the self study, both colleges and the district office have worked together to develop the *Organizational Map of District and College Functions for Accreditation.* This group also developed a matrix of role delineations for the district and college to address ACCJC's Standard IV. (IV-34, IV-26, IV-66)

At the college, the Policies and Procedures Committee, a subcommittee of IPC, has been evaluating, reviewing and revising its publication *Organizational and Governance Structures.* (IV-67, IV-65)

Planning Agenda
The standard is met, and the college will continue efforts that support meeting the standard.

Planning Agendas for Standard IV.B
1. The college recommends that the District Executive Council continue to refine the process for allowing all constituency groups to provide input in a timely manner. (Standard IV B.1.b)
2. The college recommends that the board make available to all district constituency groups the processes for: orientation of new board members, self-evaluation of the board members, and evaluation of the Chancellor and President. (Standard IV B.1.f.h.j.)

Standard IV: References

IV-1 Academic Master Plan **I-2, IIA-4, IIIA-52, IIIB-5, IIIC-2, IIID-24**
IV-2 Academic Master Plan Committee Minutes **IIA-57, IIIA-12, IIIB-64, IIID-5**
IV-3 Academic Senate Minutes **I-23, IIA-29**
IV-4 ACCJC – Debra Blue Workshop Announcement
IV-5 ACCJC – Barbara Beno Workshop Announcement
IV-6 Accreditation Mid-Term Report **IIC-40**
IV-7 Accreditation Steering Committee Minutes
IV-8 Accreditation Survey **IIIA-24, IIIB-43, IIIC-27, IIID-21**
IV-9 Administrative Council Minutes **I-10**
IV-10 Admissions and Records Office Annual Audit Documents
IV-11 Annual Implementation Plan **I-15, IIIA-72, IIID-2**
IV-12 Annual Implementation Plan Final Report
IV-13 Associated Students of Cuyamaca College (ASCC) Minutes
IV-14 Automotive Technology Program Accreditation Documents (ASE/NATEF) **IIA-41**
IV-15 Governing Board Policies **I-29, IIIA-32**
IV-16 Bond Agency Ratings
IV-17 Budget Committee Minutes **I-26, IIID-9**
IV-18 California Community Colleges State Economic Development Advisory Council Minutes
IV-19 CCLC Board Chair Handbook
IV-20 Child Development Center Accreditation Documents
IV-21 Chancellor's Cabinet Minutes
IV-22 Title 5 **IIIA-47**
IV-23 Classified Senate Minutes
IV-24 The Courier
IV-25 Curriculum, General Education & Academic Policies and Procedures Committee Minutes **IIIC-15**
IV-26 College Catalog 2006-2007 **I-7, IIA-8, IIB-3, IIIA-21**
IV-27 District FTES Task Force Agendas
IV-28 Cuyamaca College Foundation Board Minutes
IV-29 Cuyamaca Newsletters **IIA-18**
IV-30 District FTES Task Force Minutes
IV-31 District Governance Structure **IIIC-1**
IV-32 District Research and Planning Committee Minutes
IV-33 District wide Coordinating Educational Council Minutes **I-40**
IV-34 District wide Executive Council (DEC) Minutes
IV-35 District wide Strategic Planning and Budget Council Minutes **I-39**
IV-36 East County Economic Development Council Partnership for Education and Economic Development & K-12 Collaborative Minutes
IV-37 East County K-12 Superintendents Group Minutes
IV-38 Education Code of California **IIIA-28, IIID-51**
IV-39 District Environmental Scan **I-18, IIA-33, IIB-22**
IV-40 San Diego Workforce Investment Board

IV-41 Chancellor's Extended Cabinet Minutes
IV-42 Facilities Master Plan Council Minutes
IV-43 Financial Aid Office Annual Audit Documents
IV-44 Financial Aid Office Cal Grant Audit Documents
IV-45 Financial Aid Office U.S. Department of Education PPA Documents
IV-46 Financial Aid Policies and Procedures Manual 2006-2007
IV-47 Governing Board Docket Item 602.1, Income Allocation Model – 12/15/1998
IV-48 Governing Board Action
IV-49 Governing Board Meeting Agenda of August 15, 2006 **I-37, IIIA-100, IIIB-39, IIID-48**
IV-50 Governing Board Meeting Minutes
IV-51 Governing Board Meeting Videos on Shared Governance: CD in Library Box
IV-52 Staff Development Workshop **I-54, IIIA-91**
IV-53 District College Auxiliary Minutes **I-24**
IV-54 Heritage of the Americas Museum Board of Directors Minutes
IV-55 "In the News"
IV-56 Innovation and Planning Council Minutes **I-41, IIIC-10, IIID-3**
IV-57 Instructional Council Minutes **I-50, IIA-68**
IV-58 Program Review Instructional Reports **I-43, IIA-23**
IV-59 Program Review Instructional Executive Summary Reports
IV-60 College Technology Plan (Password needed)
IV-61 Instructional Technology Council **I-46, IIA-67, IIID-43**
IV-62 Legislative Strategy Committee Agendas
IV-63 News Release, 01/17/06, "Spotless Independent Audits for East County College District."
IV-64 Online Teaching and Learning Committee Minutes **I-51, IIA-66**
IV-65 Organizational & Governance Structures **I-12, IIIA-77**
IV-66 Organizational Map of District Functions
IV-67 Policy and Procedure Committee Minutes
IV-68 President's Cabinet Minutes
IV-69 Prop R Bond Documents **I-27, IIIB-41, IIIC-26, IIID-8**
IV-70 San Diego and Imperial Counties Community Colleges Association (SDICCA) Minutes
IV-71 San Diego East County Chamber of Commerce Minutes
IV-72 San Diego Workforce Advancement Committee Minutes
IV-73 Sanchez, "Grossmont-Cuyamaca College District's Audit Reveals No Problems" San Diego Union, 01/21/06.
IV-74 Strategic Plan, 2004-2010 **I-1, IIA-3, IIIA-103, IIID-1**
IV-75 Student Services Master Plan **I-3, IIA-61, IIB-2, IIIA-98, IIID-4**
IV-76 Student Services Master Plan Committee Minutes **IIIA-15**
IV-77 Program Review Student Service Committee Minutes **I-45, IIB-35**
IV-78 Program Review Student Services Reports **I-33, IIB-48**
IV-79 Program Review Student Services Survey **IIB-56**
IV-80 Water Conservation Garden Board of Directors Minutes
IV-81 College web site **I-36, IIA-19, IIB-42**
IV-82 GCCCD web site

IV-83 Title III Grant **I-47, IIA-53, IIB-25, IIIA-92, IIIC-23, IIID-11**
IV-84 California Student Aid Commission 2006 Compliance Review
IV-87 Council for the Advancement of Standards in Higher Education (CAS)
IV-88 Brown Act Provisions
IV-89 Student Learning Outcomes: Governing Board Report **IIIA-37**
IV-90 Equal Employment Opportunity
IV-91 Americans with Disabilities Act (ADA) **IIIB-45**
IV-92 Governing Board Agendas
IV-93 Association of California Community College (ACCCA)
IV-94 Trustee Handbook
IV-95 Community College League of California: CCLC
IV-96 Strategic Planning Survey

PLANNING AGENDAS

I. Institutional Overarching Planning Agendas

Resources

Although the college currently functions within its budget allocation, the college does not receive sufficient funds to fully implement its Strategic Plan Initiatives (IV.B.3.c). The college is committed to working internally and within the district to identify additional financial resources to address deficiencies in the following areas:

- *Faculty Resources*: To ensure access to quality instruction and student services, the college will explore strategies to obtain funding to increase full-time faculty hiring in discipline areas identified through the academic and student services master planning processes. (III.A.2)

- *Technology Resources:* The College will expand its planning process to examine the full range of funding sources—not limited to technology block grants—that are earmarked for technology that would support the total cost of ownership. (II.C; III.C.1.c; III.C.1.d)

- *Support Service Resources*: To support student learning and college instructional programs, the college will seek additional funds to enhance the scope and quality of support services, including the library book collection, electronic and video materials, and general tutoring and discipline-specific tutoring (such as tutoring in the Communication Arts Building and Math center). (II.C.1.a.)

- *Staffing Resources:* To ensure adequate staff support for College learning programs and services and to provide support for College facilities as these expand with the addition of new buildings, the College will continue to explore strategies to fund these planning priorities. (III.A.2.)

Student Learning Outcomes

In view of the progress achieved thus far in developing and implementing Student Learning Outcomes, the college recommends the implementation of a systematic cycle for evaluating the effectiveness of SLO' evaluation measures in assessing course and program level learning outcomes.

- The Curriculum Committee will continue to work with individual departments to ensure that all courses are updated with SLO's and all new submissions to the Curriculum Committee will include SLO's (II.A.1.c.)

- College Services, primarily the Library and Student Development Services, will continue to pursue SLO assessment activities. Selection of assessment instruments

and development of assessment procedures comprise elements of this SLO plan. (II.C.2)

- The Academic Senate in conjunction with the Instructional Council and Academic Departments will establish a procedure for the inclusion of SLO's into course syllabi as well as a syllabus review process (II.A.1.c.)

II. Planning Agendas for Specific Standards

Standard I: Mission and Effectiveness

I.B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Plan: Although the standard is met, and the college will continue efforts that support meeting the standard, the college commits to assessing its planning and resource allocation process by initiating a review of all component planning cycles, such as the Academic Master Plan, Student Services Master Plan, Technology Master Plan and Annual Implementation Plan.

Additionally, to be considered, are evaluating components such as:

- Research that informs each cycle in order to assess linkage to student outcomes
- Assessing the workflow and coordination of all cycles to coincide with budget allocation
- Analysis of planning results in light of the mission of the institution.

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Plan: Although the standard is met, the college will continue efforts that support meeting the standard even further. The institution commits itself to designing a formal evaluation system to assess whether decisions, based on various institutional planning and approval processes, have positively impacted institutional effectiveness and learning outcomes. The evaluation mechanism will review internal assessment processes in instruction, student services, library and student support services, to ensure that student learning outcomes are positively impacted. Examples of positive student outcomes may include:

- Instruction: student retention and persistence data
- Student Services: participation rates in counseling programs, orientation activities, etc

- Library/Learning Support Services: use of library and tutoring support services as well as enrollments in library orientation sessions.

Standard II: Student Learning Programs & Services

II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Plan: Cuyamaca College will monitor the implementation of the Student Services Master Plan and program review process to ensure that planning initiatives are in sync with each other, carried out and evaluated on a regular basis, and improvements to student support services are made as a result of this regular planning and review cycle.

II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations for the basis of improvement.

Plan: Cuyamaca College will monitor the implementation the Student Services Program Review using CAS standards to ensure that evaluations are carried out as planned and information forwarded to the Student Services Master plan, and that improvements to student support services are made as a result of this regular planning and review cycle.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of Student Learning Outcomes. The institution uses the results of these evaluations as the basis for improvement.

Plan:

1. The college will continue its efforts to implement a program review process for the library.
2. See college's Overarching Planning Agenda: Student Learning Outcomes.

Standard III: Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Plan: In a number of the Accreditation Self Study Survey items, differences were noted in the response results between faculty and staff: specifically, lower levels of agreement and higher levels of neutral responses and in some cases, disagreements were noted. The college proposes to work with the Office of Institutional Research to conduct further assessment of underlying factors for staff's reported perceptions and for such noteworthy neutral response levels. Based on the results of this additional research, the college proposes to work collaboratively with the classified staff leadership to address issues as appropriate.

Standard IV: Leadership and Governance

IV.B. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Planning Agendas for Standard IV.B

1. The college recommends that the District Executive Council continue to refine the process for allowing all constituency groups to provide input in a timely manner. (Standard IV B.1.b)
2. The college recommends that the board make available to all district constituency groups the processes for: orientation of new board members, self-evaluation of the board members, and evaluation of the Chancellor and President. (Standard IV B.1.f.h.j.)

LIST OF EVIDENCE AVAILABLE IN THE TEAM ROOM

Introduction

D-1 District Environmental Scan
D-2 The Arab Population: 2000, Census 2000 Brief
D-3 Factbook
D-4 District Research Office databases {Data On Demand}
D-5 EEO-6 Report: Full-Time Employees from 07/01/2005 – 12/31/2005. Site Location: Cuyamaca College, from GCCCD Personnel Office
D-6 Education Code, (CEC Section 84757) www.cde.ca.gov {Laws & Regulations}
D-7 EEO-6 Report: Full-Time Employees from 07/01/2006 – 12/31/2006. Site Location: Cuyamaca College (from GCCCD Personnel Office)
D-8 EEO-6 Report: Part-Time Faculty from 07/01/2006 – 12/31/2006. Site Location: Cuyamaca College (from GCCCD Personnel Office)
D-9 San Diego Union Tribune Article dated April 28, 2000 by Sheila Buska
D-10 Cuyamaca College Catalog, 2007-2008
D-11 Community College Week, December 10, 2001, pg. 8 (Fastest Growning Community Colleges - 2,500-4,999 Students) **hardcopy only**
Community College Week, December 9, 2002, pg. 9 (Fastest Grown Community Colleges – 5,000-9,999 Students) **hardcopy only**

Student Learning Outcomes

SLO-1 Academic Senate Regular Meeting Minutes, 12/04/03 and 05/13/04
SLO-2 SLO Workshop Proposals, Fall 2006 and Fall 2007
SLO-3 SLO Training and Support Memos, 08/22/05 and 08/14/06
SLO-4 SLO Instructional Faculty Handbooks, 2005-06 and 2006-07
SLO-5 2006-07 Institutional Annual Report Update on Student Learning Outcomes, pp. 1-5
SLO-6 Academic Senate Regular Meeting Minutes, 04/12/07
SLO-7 SLO Instructional Faculty Handbook, 2006-07, pp. 17-23 {see SLO-4}
SLO-8 Cuyamaca College Curriculum, General Education and Academic Policies & Procedures Committee Minutes, 12/16/98, 09/05/00, 05/01/01
SLO-9 GE Certification Survival Kit, 1998
SLO-10 2006-07 Institutional Annual Report Update on Student Learning Outcomes, pp. 11-14 (see SLO-5)
SLO-11 2006-07 Institutional Annual Report Update on Student Learning Outcomes, pp. 6-10 (see SLO-5)

Standard I: Institutional Mission and Effect4eness

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