



**CUYAMACA COLLEGE**

**GROSSMONT COMMUNITY  
COLLEGE DISTRICT**

**Comprehensive Report  
October 1984**



ACKNOWLEDGEMENT AND APPRECIATION

TO

GEORGIA GREAVES

FOR

COVER AND ART WORK

SELF-STUDY COMPREHENSIVE REPORT:  
REAFFIRMATION OF ACCREDITATION

Submitted by

CUYAMACA COLLEGE  
GROSSMONT COMMUNITY COLLEGE DISTRICT  
2950 JAMACHA ROAD  
EL CAJON CA 92020

October 1984

to

ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY COMPREHENSIVE REPORT

August 1, 1984

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FROM: CUYAMACA COLLEGE  
2950 Jamacha Road  
El Cajon CA 92020

This Institutional Self-Study Comprehensive 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 Report accurately reflects the nature and substance of this institution.

Phyllis L. Wiedman  
Phyllis L. Wiedman, Acting President  
Cuyamaca College  
Chief Administrative Officer

Helen G. Phillips  
Helen Phillips, Student Representative to Board of Trustees  
Associated Students Cuyamaca College

Barbara H. Collis  
Barbara Collis, President  
Board of Trustees  
Grossmont Community College District

Anthony Zambelli  
Anthony Zambelli, President  
Faculty Council  
Faculty Representative

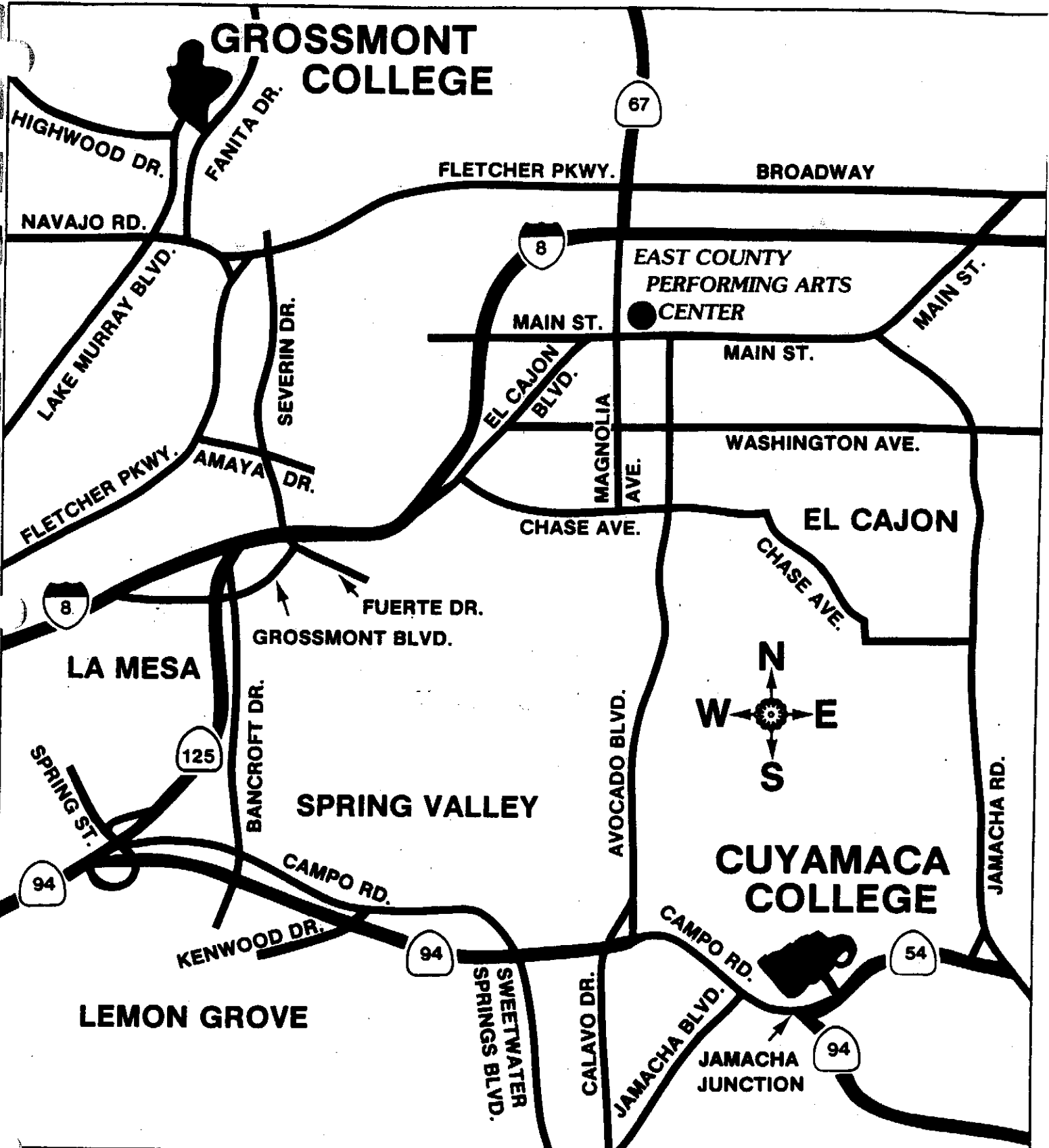
Donald E. Walker  
Donald E. Walker, Chancellor  
Grossmont Community College District

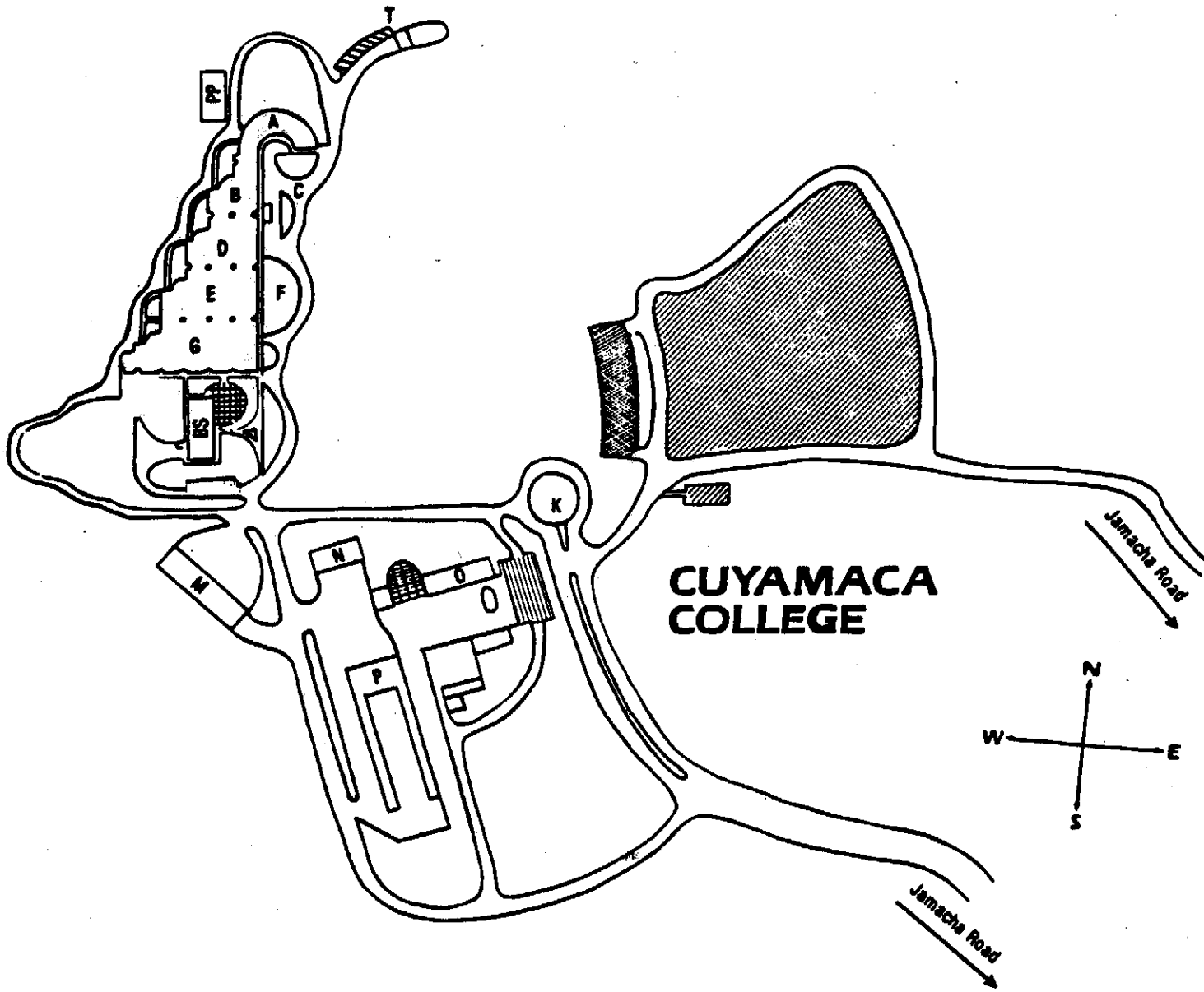
Sharon M. Barrett  
Sharon M. Barrett, Master Class Scheduler  
Classified Representative

Samuel S. Turner  
Samuel S. Turner, Chairman  
Accreditation  
Cuyamaca English Instructor

C. K. Hill  
C. K. Hill, Retired Optometrist  
Casa De Oro Travel Agency Owner

# GROSSMONT COLLEGE





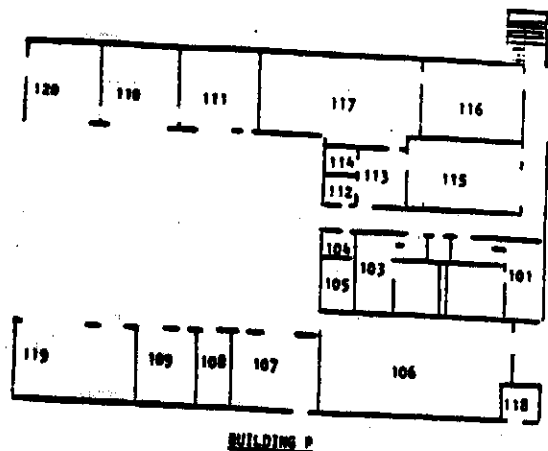
**CUYAMACA  
COLLEGE**

- A - Library, Tutorial Center**
- B - Math Lab, Sciences**
- C - Student Activities,**
- D - Liberal Arts, Disabled Student Services**
- E - Computer Technology, Electronics**
- F - Administration, Counseling, Health Services**
- G - Drafting, TSI, Architectural Graphics**

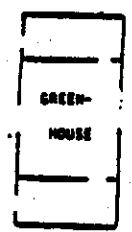
- BS - Bookstore**
- T - Financial Aid, EOPS**
- K - Kiosk, Campus Police Information**
- M - Warehouse, Grounds, Custodian**
- N - Industrial Technology, Welding**
- O - Ornamental Horticulture**
- P - Automotive Technology, Physical Education**
- PP - Power Plant**

**CAMPUS MAP**

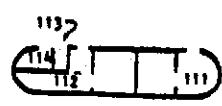




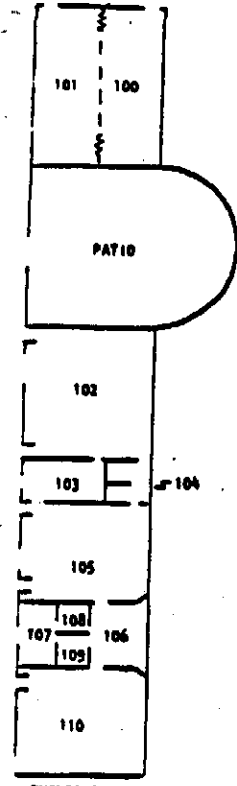
**BUILDING P**



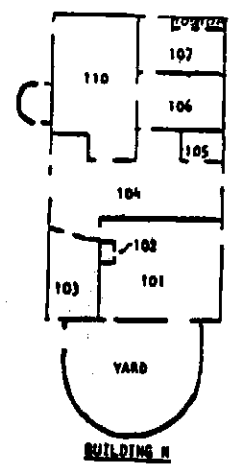
**GREENHOUSE**



113  
114  
112  
111

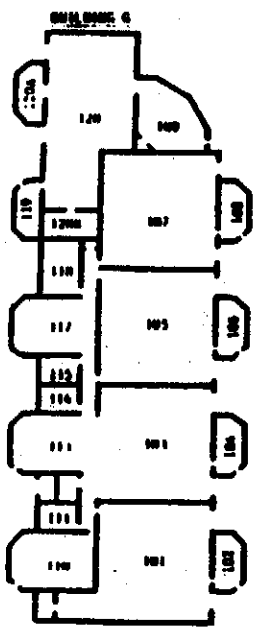


**BUILDING Q**

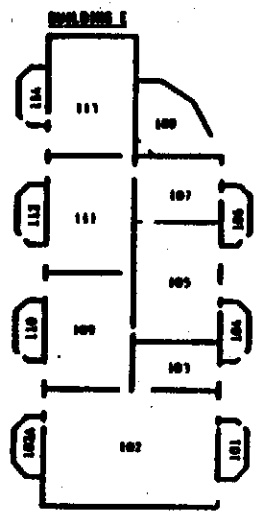


**BUILDING N**

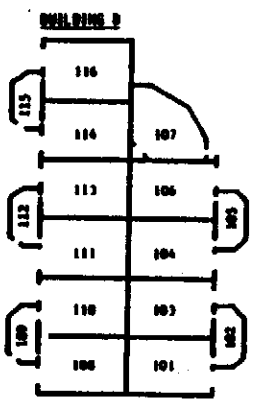
- N** Industrial Technology-Welding
- O** Ornamental Horticulture-  
Landscape Maintenance
- P** Automotive Technology  
Physical Education



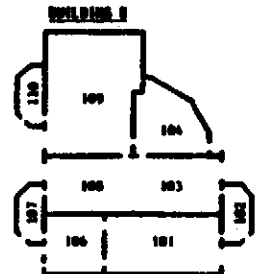
**BUILDING G**



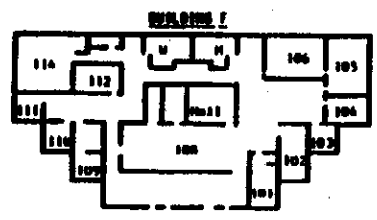
**BUILDING E**



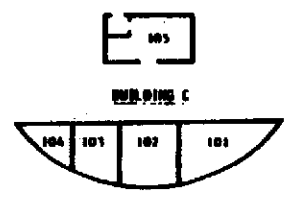
**BUILDING D**



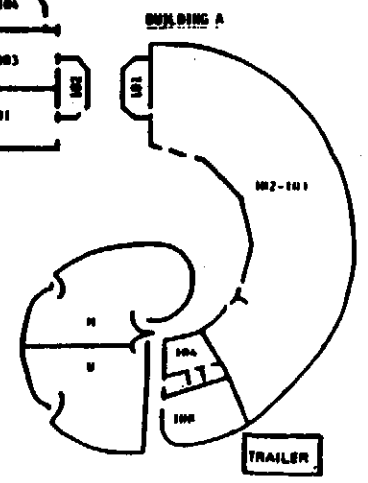
**BUILDING I**



**BUILDING F**



**BUILDING C**



**BUILDING A**

**TRAILER**

- BUILDING A**  
A101-103 Library and Media Services  
A104 Physical Education Office  
A105 Tutorial Center
- BUILDING B**  
B101-110 Science
- BUILDING C**  
C101-104 Maintenance  
C105 Computer Activities
- BUILDING D**  
D101-116 Arts and Sciences
- BUILDING E**  
E101-114 Electronic Technology  
Computer Technology

- BUILDING F**  
F101 Business Office  
F102 Vice President's Office  
F104 Instruction/Student Services Office  
F105 President's Office  
F106 Conference Room  
F107 Admissions and Records Office  
F108-111 Counseling Center, Career Center  
F112 Health Services  
F114 Staff Lounge
- BUILDING G**  
G101-121 Architectural Graphics  
Art  
Drafting Technology  
Technical & Scientific Museum
- TRAILER**  
SOPS  
Financial Aid



## ABSTRACT

Since the last evaluation team visit in April 1980, some significant changes have occurred at Cuyamaca Community College and to the Grossmont Community College District.

\*The college continues to be plagued by fiscal uncertainty. The decline in state apportionment combined with State Chancellor's Office mandated course cuts in 1982, forced the college to reduce the number of class sections in 1982-83 by 21 percent. As a young and growing college, Cuyamaca was significantly affected, and low enrollment in 1983-84 resulted.

\*In 1982 the Director of Admissions and Records was combined with that position at Grossmont College to become one District Dean position; the position and tasks at Cuyamaca were filled by classified staff.

\*In January 1983, the founding President, Wallace F. Cohen, took the position of interim Superintendent of the District; the temporarily empty President's position was filled under "Acting-President" status by the Vice-President, Phyllis L. Wiedman. The Vice-President's duties were delegated.

\*In the spring of 1983, interim Superintendent Cohen announced his retirement; and in the summer of 1983 the Board hired Donald E. Walker as new Superintendent (title changed to Chancellor in 1984).

\*In March 1984, Phyllis L. Wiedman, the Acting-President, resigned effective July 1, 1984, to become the President of Diablo Valley College.

\*In April 1984, the District Long-Range Planning Committee recommended that Cuyamaca remain a separately accredited, comprehensive college; the

Board approved the recommendation that the organizational structure continue with a President, College Librarian, and Business Officer and that the office of Vice-President be changed to Dean.

\*In June 1984, the District appointed Samuel M. Ciccati, the Vice-President of Grossmont College, as President of Cuyamaca College; the announcement of and search for the position of Administrative Dean commenced in July.

\*Program modifications have occurred. Added were studio art classes to liberal arts, Computer Aided Drafting (CAD) to Drafting Technology and a writing lab (Writing Across the Curriculum Program), and a math lab.

\*To generate increased community interest in the District and to seek avenues of alternate funding, Grossmont Community College District Foundation was revitalized as a District Foundation in 1983.

#### GOALS AND OBJECTIVES

The educational philosophy of the college stresses the importance of each individual and the dedication of the institution to providing educational programs and experiences designed to enhance individual learning and growth. The objectives of the college provide for programs of general and continuing education, transfer education, career education, developmental education, counseling and guidance, community services, and co-curricular activities. The college intends to more vigorously portray its mission to the community.

#### EDUCATIONAL PROGRAM

The instructional programs are clearly related to the objectives of the institution. The vocational component is strong and the general

education component needs expanding. The faculty uses a variety of instructional strategies and provisions are made for students with learning or physical disabilities. There is close cooperation between instruction and counseling and broad participation in curriculum review and development.

#### INSTITUTIONAL STAFF

All employed personnel are qualified by training and experience to achieve the institutional objectives harmoniously. Even though the staff is subject to financial restraints and to a seeming lack of community support, morale remains high. Professional growth is encouraged by the District and vigorously pursued by staff. Continuous examination and review of policies and procedures for classified and certificated staff will be continued.

#### STUDENT SERVICES

Student Services at Cuyamaca College provide students with a broad range of support services designed to assist them in achieving their educational goals and promoting their personal growth. Functions of the Student Services area include Counseling, Career Center, Health Services, Campus Activities, Veterans' Affairs, Disabled Student Services, Extended Opportunity Programs and Services, Financial Aid, Admissions and Records, Tutorial services, and Bookstore services. Some of the Student Services areas are experiencing a shortage of facilities as the student enrollment grows. A large, single evaluation is planned every other year.

### COMMUNITY SERVICES

Community Services is a District function in the Grossmont Community College District, and this fact plus an absence of facilities appropriate to most community services offerings has limited the college's participation in this area. Plans are being formulated for a review of the role of the college in the District Community Services offerings.

### LEARNING RESOURCES

The college library remains located in temporary facilities and is limited to 5,525 square feet, an expansion of almost 1,000 square feet since it opened. However, the physical layout is attractive, functional, and currently serves well the student needs.

The library handles media services for the instructional program and has available all of the basic instructional equipment normally associated with such an activity. The book collection has more than doubled since 1978. The equipment is new and adequate in quantity, but facilities for storage and dispensing of equipment is limited.

Plans for a new library have been included in the State Chancellor's budget for the last three years, and there is concern that continued cut-backs will undermine quality of present service.

### PHYSICAL RESOURCES

The college plant, now six years old, was well planned and constructed; however as in all colleges, minor remodeling has been accomplished as necessary even though initially planned phases of construction

have not been resumed because of budget restrictions. Cleaning and repairs are adequate though minimally staffed, and all unsafe conditions are remedied as soon as possible. All necessary materials and equipment are minimally satisfactory.

#### FINANCIAL RESOURCES

The District continues sound and prudent fiscal management in concert with dwindling resources. The depletion of District reserves over the last few years, and the minimal budgeting of general reserves and appropriations for contingencies creates a dangerous situation. Only with a stable, long-range funding base provided by legislative action can the District realistically plan for the future.

#### GOVERNANCE AND ADMINISTRATION

The Grossmont Community College District is governed by a five person Board of Trustees (plus two student members), and the present administrative structure of the college consists of the President, Administrative Dean, College Librarian, and Campus Business Officer. The Board of Trustees has been very supportive of Cuyamaca College and believes that the administrative staff is sufficient to conduct the affairs of the college given its present size.

Faculty and students actively participate in institutional governance through committees and the Faculty Council. When appropriate, classified personnel also participate. Matters within the scope of collective bargaining are dealt with through negotiation, and contracts with certificated and classified staff are in force. All in all, the

relationship among the Board, faculty, administration, and staff has been good.

#### DISTRICT OR SYSTEM RELATIONSHIPS

Cuyamaca College is the newer and smaller of the two colleges in the Grossmont Community College District. Even though Cuyamaca was founded as a comprehensive college separate from Grossmont College, lines of authority and allocations of responsibility have often been questioned by some of the staff at the original campus. However, the District Long Range Planning Committee (consisting of administrators, faculty, classified staff, community members, and students) recommended that Cuyamaca College remain comprehensive and separate.

The District system of communications seems timely and efficient, while the processes established by the District for coordinating program development and evaluation, facilities planning, and budget development and administration are quite organized and efficient. Even though the District develops and publishes appropriate policies and agreements, for faculty, administration, and classified staff it is hoped that a policy handbook for the management team positions (management, supervisory and confidential) will be completed.



## ORGANIZATION FOR SELF-STUDY

### GENERAL

The Cuyamaca College Self-Study began in May 1983, with the selection by the college Acting-President of a faculty member to serve as chair. The organization for the self-study fell logically into four areas: 1) forming a Steering Committee after properly orienting faculty, staff, and students; 2) researching and compiling data for the ten standards by the ten different subcommittees into a complete report; 4) reviewing and correcting the report by members of the faculty, the administration, and the community.

Throughout the four stages of the process, due consideration was given to maintaining diverse opinions and evaluations in order to achieve thorough objectivity. In fact, on such a small campus, it appeared impossible to find someone not already serving the self-study in some capacity. All in all, the report represents a community project, and the process itself unified the community.

### STEERING COMMITTEE

Chair:	Samuel S. Turner, English
Subcommittee (Standards) Chairs:	Bernadine Abbott, Librarian James Custeau, Automotive Technology Janet Ford, Mathematics Marjie Herr, Counseling Donna Johnson, Mathematics Kathleen McWilliams, English

Robert Nicholson, Business Officer  
 Ingrid Tarikas, Health Services  
 Therese Weedon, Architectural  
 Graphics  
 Anthony Zambelli, History

Board Representative: Barbara Collis, President of Board

Student Representative: Helen Phillips, Student Representative to Board

Part-time Faculty Representative: Susan Stewart, Speech

Community Representative: C. K. Hill, retired Optometrist, Casa de Oro Travel Agency owner

Secretary: Wanda Arsulich, Secretary to the President

Consultant: Walter A. Yuhl, History, former Superintendent

Advisory: Paul Boatner, District Dean of Admissions and Records  
 Phyllis Wiedman, Acting-President

Team Arrangements: Rose Marie Doyle, Instruction/Student Services Assistant

TIME LINE

May 1983: Phyllis Wiedman, Acting-President, appointed Samuel S. Turner, English department faculty to serve as Chair of Accreditation Process

August 15, 1983: Three-hour workshop with Robert Swenson at Grossmont College

August 17, 1983: Full-time faculty orientation (Commission's videotape presentation)

August 26, 1983: Accreditation Subcommittees (Standards) sign-ups for Faculty and Classified (Students, community members, part-timers added in early September)

September 29, 1983:	Samuel Turner, Phyllis Wiedman and Ingrid Tarikas attended the Commission's Self-Study Workshop at the Orange Coast College Campus
October 24, 1983:	Organizational meeting to confirm Steering Committee's members, Subcommittee's members, the calendar, the meeting dates
November 15, 1983:	Subcommittee plans presented to Steering Committee so that ideas and strategies could be shared, and problems addressed. Data gathering instruments were reviewed  Oral report of process and Status of Study given to the Governing Board
November 1983 - February 1984:	Data gathered (questionnaires, surveys, interviews, etc.)
January 16, 1984:	Three-hour work session with full-time faculty
January 18, 1984:	Subcommittees (Standards) met for two hours
March 5, 1984:	First drafts to be presented by subcommittees to the Steering Committee
April 9, 1984:	Revised drafts submitted by Subcommittee Chairs
May 8, 1984:	Final drafts due from Chairs
May 14, 1984:	Final draft of Report submitted to Steering Committee
June 1984:	Final draft of report submitted to Acting-President for signature to Steering Committee members for signatures to Chancellor for signature
August 1984:	to Governing Board for signature

- September 1984: Mail reports to WASC  
Make motel and dinner arrangements for  
WASC Evaluation Team
- October 23-25, 1984: Comprehensive Visit by Evaluation Team,  
Western Association of Schools and  
Colleges

### SUBCOMMITTEES (STANDARDS)

#### Functions and Objectives

Donna Johnson, Chair  
Salah Balegh, Biology  
Maryvette Cabrera, Multi-Media Tech, Library  
Jose Villarreal, Chemistry

#### Instructional Programs

Janet Ford, Chair  
Pei Hua Chou, College Librarian (Administrator)  
Alex Contreras, District Director, EOPS  
Marsha Fralick, Counseling

#### Institutional Staff

James Custeau, Chair  
Sharon Barrett, Master Class Scheduler  
Thomas Doyle, Psychology  
Shiu Tsung, Anthropology and Sociology

#### Student Services

Kathleen McWilliams, Chair  
Sharon Clark, Evaluations Technician/Veterans  
Charlaine McPherson, Receptionist  
George Murphy, Counseling  
Darcy Quillan, Student  
Edward Tucker, Activities Coordinator

#### Community Services

Bernadine Abbott, Chair  
Louis Hansotte, Real Estate  
Charles Hyde, Electronic Technology  
Donna Stone, Secretary, Administrative

Learning Resources

Ingrid Tarikas, Chair  
Peter Larson, Technical & Scientific Illustration  
John Morley, Architectural Graphics, CAD  
Frances Wellnitz, Typist-Clerk, Financial Aids  
Patricia Wilhelm, Student

Physical Plant and Equipment

Robert Nicholson, Chair  
Kermit Eckert, Electronic Technology  
Donald Ferris, Industrial Technology, Technical Math  
Vincent Geroche, Automotive Tool Room Attendant  
James Romig, Welding

Financial Resources

Therese Weedon, Chair  
Gloria Brancaccio, Physical Education  
Valjean Hammons, Clerk, Admissions & Records  
John Shue, Technical Math, Drafting Technology  
William Tester, Computer Technology

Institutional Governance and Administration

Marjie Herr, Chair  
Robert Holden, Engineering, Mathematics, Political Science  
Duane Pillsbury, Real Estate  
Keith Richardson, Physical Education  
Walter Sachau, Custodian

District or System Relationships

Anthony Zambelli, Chair  
Kenneth Kinman, Computer Technology  
Bradford Monroe, Ornamental Horticulture  
Helen Phillips, Student

Team Arrangements

Wanda Arsulich, Secretary to the President  
Rose Marie Doyle, Instruction/Student Services Assistant

## DESCRIPTIVE BACKGROUND

Cuyamaca College, the second college serving the Grossmont Community College District, is located on a 165-acre site just north of Jamacha Road and approximately one mile east of the Campo Road Junction.

The building site which was at one time a part of the Old Monte Vista Ranch, was acquired by the Board of Trustees in September 1972; a ground-breaking ceremony was held on April 16, 1977, and construction on the first buildings was begun immediately thereafter with occupancy scheduled for the Fall Semester 1978. In May 1977 the Board of Trustees appointed the President of the college and he assumed his duties on July 1 of that year. Temporary administrative offices for the college were established at 9600 Campo Road, Spring Valley, in the Casa de Oro area in January 1978. During the 1977-78 year the administrative staff and new faculty members were selected and appointed by the Board of Trustees. The college applied for and was granted candidate status for accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges during the 1977-78 academic year.

The first phase construction project for Cuyamaca College was designed to provide new and expanded facilities for the Engineering and Technology program previously housed on the Grossmont College campus. That program included courses in Electronic Technology, Engineering,

Computer Technology, Surveying, Technical and Scientific Illustration, Architectural Graphics, Industrial Technology, Drafting Technology, and Real Estate. Classroom space and facilities also were provided for courses in Anthropology, Business, Economics, English Composition, Foreign Languages, Geography, History, Literature, Mathematics, Biological and Physical Sciences (with labs), Personal Development, Philosophy, Physical Education, Political Science, Psychology, Reading, Sociology, Speech, and Technical Mathematics.

The college opened in the fall of 1978 with an enrollment of approximately 1900 students. At the same time construction was begun on the second phase of the college building project which was designed to provide instruction in the areas of Automotive Technology, Landscape Maintenance and Horticulture, Major Appliance Repair, and Welding. That facility was completed and instruction began in the Spring Semester 1980.

The third phase construction project was funded in the Governor's Budget for working drawings for a multi-story library/classroom/laboratory building which was eliminated following the passage of Proposition 13. On February 1, 1980 a modified version of the same project was filed with the State Chancellor's Office. That project has yet to be included in any State Project Budget.

Since the 1980 accreditation visit, Cuyamaca has experienced serious fiscal reductions. Due to budget cuts as well as the reductions due to the State Chancellor's Office mandated course cuts in 1982, Cuyamaca reduced the number of class sections in 1982-83 by approximately 21 percent. These cuts affected what has been described as "the critical mass" in

Cuyamaca's general education offerings. The cutbacks in general education have contributed significantly to the lower enrollment experienced in 1983-84.

In the area of administration, an Acting-President was appointed in January 1983 and served until June 1984. She also handled Vice-Presidential responsibilities with the hourly assistance of faculty. During this time a District Long-Range Planning Committee reviewed the organization of the District and recommended that Cuyamaca remain a separately accredited, comprehensive college. The Board approved the recommendation that the organizational structure continue with a President, College Librarian, and Business Officer and that the position of Vice-President be changed to Administrative Dean. Due to budget reductions in 1982, the Directors of Admissions and Records positions on each campus were consolidated into one District Dean position. A classified supervisor oversees the operation of the Cuyamaca Admissions and Records Office. There has been a reduction in the number of classified positions; the number of contract certificated positions has remained constant.

Some program modifications have occurred since the 1980 visit. Studio art classes were added to the liberal arts program. Computer Aided Drafting (CAD) was added to the Drafting Technology program, and courses in Computer Aided Machinery (CAM) and Robotics are planned for 1984-1985. The Real Estate Degree and Certificate programs that were deleted by mandate in 1982 will be reinstated in 1984. The Degree and Certificate in Industrial Technology were deleted in 1983 due to low enrollments.



## DEMOGRAPHICS

The Grossmont Community College District encompasses areas ranging from the urban centers such as El Cajon and La Mesa to the rural regions of Alpine, Jamul and Mountain Empire. Population is concentrated in El Cajon and La Mesa with approximately 45 percent of the District population in these two cities. Population in the suburbs of Lakeside, Lemon Grove, Santee and Spring Valley comprises about 38 percent of the total with the balance scattered through the mountain and desert communities. The District itself ranges from the Mexican border north to the Ramona Unified School District and eastward from the San Diego City limits to the Imperial County line.

The pattern of population distribution is expected to change within the next 20 years, according to the projections from the San Diego Association of Governments (SANDAG). They indicate a total area-wide growth in population between 1984 and 1990 of 75,000. These projections are divided approximately 60 percent to the Spring Valley/Casa de Oro/southeast El Cajon area (Cuyamaca College campus area), and 40 percent to Santee/northwestern El Cajon (Grossmont College campus area). Using these figures, a straight line projection of enrollment utilizing the same percentages of each major zip code within the District indicates a 1990 District enrollment of 21,500 to 22,000 students. However, since most of the major growth in the area is immediately adjacent to the two colleges, total District growth could be even higher. Even though

indications are that no major changes will transpire in the demographics of the District between 1984 and 1990, the outlook for the college District, in general, and Cuyamaca College, in particular, seems quite promising.

Cuyamaca College serves the residents of eastern San Diego County. The total area served has a population, according to the 1980 census, of 394,328. Seventy percent of the population is concentrated in incorporated cities with the remainder dispersed through the sprawling rural setting of the county.

# TOTAL DISTRICT ENROLLMENT

1961-1983

<u>YEAR</u>		<u>ENROLLMENT</u>	<u>YEAR</u>		<u>ENROLLMENT</u>
1961-62	Fall	1,538	1972-73	Fall	12,460
	Spring	1,531		Spring	12,306
1962-63	Fall	2,383	1973-74	Fall	12,945
	Spring	1,985		Spring	13,056
1963-64	Fall	2,755	1974-75	Fall	15,229
	Spring	2,546		Spring	15,643
1964-65	Fall	3,658	1975-76	Fall	15,915
	Spring	3,558		Spring	15,369
1965-66	Fall	4,734	1976-77	Fall	15,330
	Spring	4,166		Spring	16,145
1966-67	Fall	4,871	1977-78	Fall	15,686
	Spring	4,466		Spring	14,615
1967-68	Fall	5,629	**1978-79	Fall	16,051
	Spring	5,313		Spring	15,554
1968-69	Fall	6,525	1979-80	Fall	14,699
	Spring	6,340		Spring	15,402
1969-70	Fall	7,748	1980-81	Fall	17,389
	Spring	7,918		Spring	17,745
1970-71	Fall	9,845	1981-82	Fall	18,607
	Spring	10,332		Spring	18,499
1971-72	Fall	11,406	1982-83	Fall	18,377
	Spring	11,798		Spring	18,555
			1983-84	Fall	17,853
				Spring	16,444

\*\*Cuyamaca College Began

SELECTED STUDENT CHARACTERISTICS

The following data is based on:

	<u>First Census, Fall 1983</u>		<u>First Census, Spring 1984</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>I. SEX</u>				
Male	1,731	66	1,699	67
Female	874	33	835	33
Total	2,605		2,534	

II. RACIAL AND ETHNIC CATEGORIES

American Indian	53	2.0	40	1.6
Asian	111	4.3	114	4.5
Black	54	2.1	43	1.7
White	2,136	82.0	2,076	81.9
Hispanic	196	7.5	205	8.1
Filipino	41	1.6	31	1.2
Other	13	.5	21	.8
Unknown	1		4	.2
Total	2,605		2,534	

III. CITIZENSHIP

USA	2,449	94.0	2,371	93.6
Foreign Immigrant	131	5.0	139	5.5
Parolee	19	.7	14	.6
Student	6	.2	10	.4
Other				
Total	2,605		2,534	

SELECTED STUDENT CHARACTERISTICS - CONTINUED

	<u>First Census, Fall 1983</u>		<u>First Census, Spring 1984</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>IV. RESIDENCE</u>				
District Resident	2,227	85.5	2,130	84.1
Other Community College District	328	12.6	360	14.2
Non District				
Other States	31	1.2	29	1.1
Foreign	19	.7	14	.6
Total	2,605		2,534	

V. ENROLLMENT STATUS

First Time	398	15.3	266	10.5
First Transfer	501	19.2	573	22.6
Returning Transfer	65	2.5	103	4.1
Returning	139	5.3	169	6.7
Continuing	1,502	57.7	1,423	56.2
Total	2,605		2,534	

VI. STUDENT LEVEL

High School	16	.6	28	1.1
Freshman	2,183	83.8	2,036	80.3
Sophomore	246	9.4	280	11.0
Other Undergraduate	74	2.8	86	3.4
AA Degree	86	3.3	104	4.1
BA Degree+				
Total	2,605		2,534	

SELECTED STUDENT CHARACTERISTICS - CONTINUED

<u>VII. STUDENT TYPE</u>	<u>First Census, Fall 1983</u>		<u>First Census, Spring 1984</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Full-Time	444	17.0	371	14.6
Part-Time	<u>2,161</u>	83.0	<u>2,163</u>	85.4
Total	2,605		2,534	

VIII. ENROLLMENT PATTERN

Day ----- Credit	735	28.2	651	25.7
Noncredit				
Day/Evening - Credit	587	22.5	609	24.0
Noncredit				
Evening ----- Credit	<u>1,283</u>	49.3	<u>1,274</u>	50.3
Noncredit				
Total	2,605		2,534	

IX. SCHOOL FULL TERM CREDIT CLASSES

Day	11,809.0
Extended Day	<u>10,713.0</u>
Total	22,915.0

SELECTED STUDENT CHARACTERISTICS - CONTINUED

	<u>First Census, Fall 1983</u>		<u>First Census, Spring 1984</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>X. TOTAL POTENTIAL HOURS ATTENDED</u>				
Day ----- Credit	5,000.0		4,136.0	
Noncredit				
Evening ----- Credit	352.0		728.0	
Noncredit				
Total	5,352.0		4,864.0	
<u>XI. UNITS ATTEMPTED</u>				
Full Term	16,855.0		15,723.0	
Positive Attendance	238.5		216.5	
Not Used				
ITV				
Apprenticeship				
Independent Study				
Work Experience				
Total	17,093.5		15,939.5	
<u>XII. VETERANS AID</u>				
No Veterans Aid	2,340	89.8	2,277	89.9
Veterans	254	9.8	249	9.8
Dependents	11	.4	8	.3
Total	2,605		2,534	

SELECTED STUDENT CHARACTERISTICS - CONTINUED

	<u>First Census, Fall 1983</u>		<u>First Census, Spring 1984</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Under 18	227	8.7	24	.9
Age 18	227	8.7	130	5.1
Age 19	194	7.4	209	8.2
Age 20	180	6.9	192	7.6
Age 21	136	5.2	158	6.2
Age 22	117	4.5	122	4.0
Age 23	113	4.3	138	5.4
Age 24	102	3.9	116	4.6
Age 25	102	3.9	114	4.5
Age 26	107	4.1	122	4.8
Age 27	118	4.5	94	3.7
Age 28	84	3.2	122	4.8
Age 29	95	3.6	102	4.0
Age 30-34	302	11.6	333	13.1
Age 35-39	190	7.3	196	7.7
Age 40-44	136	5.2	156	6.2
Age 45-49	85	3.3	81	3.2
Age 50-54	46	1.8	47	1.9
Age 55-59	30	1.2	36	1.4
Age 60-64	6	.2	14	2.6
Age 65-69	7	.3	7	3.3
Over 69	1		1	
Total	2,605		2,534	



RESPONSES TO RECOMMENDATIONS  
FROM THE  
MOST RECENT EVALUATION

FUNCTIONS AND OBJECTIVES

Recommendation 1.

The Board and administration work to move Cuyamaca College in the direction of meeting the agreed-upon objective of becoming a comprehensive institution.

Since the accreditation team visit, the college has broadened its liberal arts offerings by adding classes in studio art (1981), philosophy (1982) and humanities (1982). Since 1980 additional courses and programs have been reviewed by the college Curriculum Committee when submitted by faculty. Unfortunately the state crisis in funding forced the college to reduce offerings by 21 percent or 110 classes, in essence adversely affecting the goal of becoming comprehensive. However, in filling the vacated position of President, June 1984, the Board reaffirmed its commitment to Cuyamaca as an independent, separately accredited comprehensive college within the District.

Recommendation 2.

The college consider developing and implementing a systematic academic planning and needs assessment process for the purpose of planning future programs and services.

A college-wide Long-Range Planning Committee has met frequently in order to best determine future needs of the college. In a broader frame,

## FUNCTIONS AND OBJECTIVES - CONTINUED

the District in 1983 implemented a District Long-Range Planning Committee with Cuyamaca representation which will affect the college.

Recommendation 3.

The District Office review its responsibility in program planning and coordination giving recognition to the mission and objectives of Cuyamaca College and Grossmont College and consideration to the need for a more formal planning process.

Prior to 1983, efforts were made to accomplish this through regular meetings. With the hiring of a new District Superintendent in 1983 considerable effort has been made by the District Office in the creation of a District Long-Range Planning Committee consisting of six sub-committees: Goals and Objectives, Intra-District Relations, Data, East County Performing Arts Center (ECPAC), Resource Development, and Contract Services.

## INSTRUCTIONAL PROGRAMS

Recommendation 1.

The college should consider methods for measuring the effectiveness of its instructional programs, for example, transfer acceptance and performance, job placement and licensure of students completing vocational programs.

Follow-up data has been obtained through VEA surveys and counseling staff visitations with colleges and industry. We now receive follow-up data from the CSU system, and from our vocational coordinators who follow-up on students who have been placed in industry.

INSTRUCTIONAL PROGRAMS - CONTINUED

Recommendation 2.

The college should develop and maintain current course outlines and assure their availability to the appropriate full and part-time faculty.

All course outlines have been reviewed and updated since the 1980 accreditation report.

Recommendation 3.

As the college grows, consideration should be given to a departmental or divisional structure as a means of insuring academic excellence.

No action has been taken, because the growth implied in the 1980 evaluation has yet to occur.

Recommendation 4.

The college should explore the possibility of offering beginning vocational courses at off-campus locations distant from the college.

From Spring 1981 through Spring 1983, TSI 299 - Computer Graphics course was offered at General Dynamics. More profoundly, the District Office is considering operating the District Out-Reach Program through Cuyamaca College.

## INSTITUTIONAL STAFF

### Recommendation 1.

The college consider means of improving communication with part-time faculty, especially in regard to course contact and instructional strategies and outcomes.

Meetings with part-time faculty are held during each staff development period (twice a year), and part-time faculty are encouraged to attend and participate in all college meetings. In the vocational areas, vocational coordinators are working in this area as part of their overall responsibility.

### Recommendation 2.

In future facilities planning, consideration be given to providing some office space or an office area to part-time faculty so they may provide better assistance to students and fulfill other instructional responsibilities.

A work station with typewriter, tables and supplies has been provided in the administration area for this purpose. Additionally, a part-time faculty office with desks and file space is available.

### Recommendation 3.

Attention should be given to the classified staff's perception that the duties of given positions are not interpreted and applied uniformly throughout the District.

Since this recommendation was made, a reclassification study has been completed by the District.

## STUDENT SERVICES

### Recommendation 1.

The current arrangement which provides that EOPS, Financial Aid and enabling staff report to a District administrator should be reviewed, with opportunity for input from those with a professional involvement.

The arrangement has been reviewed and regular meetings with District administrators have been held on the Cuyamaca campus. The Handicapped Services Enabler has reported to the Vice-President of the college. In the fall of 1984, all Special Services will report to a college administrator.

### Recommendation 2.

Consideration should be given to the possibility of centralizing student service areas to provide more coordinated services and a more efficient use of space and personnel.

Any action on this recommendation is contingent upon future building plans.

### Recommendation 3.

The college should consider the provision of a private rest area, running water and more convenient toilet facilities for the health services program.

Any action on this recommendation is contingent upon future building plans.

## STUDENT SERVICES - CONTINUED

Recommendation 4.

The college should review the work load in the Veterans' Affairs Office and consider adjustments if necessary.

Initially the college applied for and received Veterans' Cost of Instruction Program (VCIP) funds which allowed hourly personnel to be hired. Currently VCIP funds and hourly advisors under the Veterans' Administration are available.

Recommendation 5.

Future planning for tutorial needs should be reviewed and consideration given to cross-funding possibilities of EOPS, VEA, CETA and handicapped program.

To the extent that cross-funding is possible under the constraints imposed by the regulations of the various programs mentioned, this is being done.

## COMMUNITY SERVICES

Recommendation 1.

The District and the college should consider developing a planning and procedures process, utilizing a community advisory committee and college personnel.

Due to limited facilities for presenting community services programs on the campus, it has not been appropriate to implement this recommendation to date. However, community services offerings have increased on the Cuyamaca campus and with the projections to develop the area surrounding the campus, community services should expand with the growing needs of the community.

## COMMUNITY SERVICES - CONTINUED

### Recommendation 2.

The college should consider ways to increase its visibility in the community through the resources of the community services program.

The staff has met with the Dean of Community Education, and some community service classes, as appropriate, are presented on the Cuyamaca campus. Additionally, the college has presented community information programs at Parkway Plaza and has offered seminars for industry on campus. The public has also been invited to various activities during College Hour and other special events.

## LEARNING RESOURCES

### Recommendation 1.

The college should consider planning for an expanded library facility immediately as a transitional measure until a permanent location is available.

In 1981, the library facility removed a wall and expanded into the adjoining space formerly used by physical education.

### Recommendation 2.

The college should explore upgrading the media possibilities for the present library rather than waiting for a permanent site to become available. This exploration could extend to closed circuit TV and other electric devices for use in the learning carrels in the library.

This recommendation has been discussed with the library staff but no action has been taken.

## LEARNING RESOURCES - CONTINUED

### Recommendation 3.

The college should consider ways to inform faculty, students and staff of new library acquisitions.

Since 1980, staff members in the various disciplines have been notified personally of new acquisitions in their field. In the Spring of 1984, a new computer program will produce on demand various accession lists. (From Date to Date list, acquisitions by department lists, etc.)

### Recommendation 4.

The District review the provision of learning resource materials for its colleges to assure equity in processing faculty requests.

Meetings have been held and this matter has been largely resolved.

## PHYSICAL PLANT AND EQUIPMENT

### Recommendation 1.

The college should consider developing a facilities planning process that coordinates with the academic planning process recommended in the "Objectives and Functions" section of this report.

This recommendation is being accomplished through the Long-Range Planning Committee, in consultation with the District Office where appropriate.



PHYSICAL PLANT AND EQUIPMENT - CONTINUED

Recommendation 2.

Action should be considered to develop and implement a systematic long-range preventative maintenance and repair schedule.

The college has entered into contracts for preventative maintenance on the heating and air handling system, and meets annually with the District Maintenance and Operations Manager to review other maintenance and repair needs.

Recommendation 3.

The college should evaluate all existing areas to consider possible changes to accommodate present and future needs.

This has been done extensively and continually.

Recommendation 4.

An examination should be conducted of the possibilities for providing improved food service facilities.

The college has explored all possibilities available given the limited space and funds. A "Hot Food" truck is presently on campus day and evening hours.

## FINANCIAL RESOURCES

### Recommendation 1.

The District consider developing a formal process to allocate an equitable share of the District budget for all aspects of current operations at Cuyamaca College as a means of providing increased authority at the campus level.

Under present budgeting and fiscal procedures, allocation is decided at the Chancellor's Cabinet upon which the Cuyamaca President serves. Development and administration of the Cuyamaca budget is under the control of the Cuyamaca administrators.

### Recommendation 2.

The District should review periodically the reporting relationship of the College Business Officer.

This matter has been reviewed periodically by the President of Cuyamaca College and the Vice-Chancellor for Business.

### Recommendation 3.

Means should be explored to improve communication between the District Business Office and the staff initiating job requests so that progress reports are made and estimated completion dates are given.

Regular meetings between the Cuyamaca College President and the District Maintenance and Operations Manager have been held for this purpose, and the results have been positive.

## GOVERNANCE AND ADMINISTRATION

### Recommendation 1.

The Board should reaffirm its policy position regarding Cuyamaca College's comprehensiveness in accordance with the recommendation in the "Objectives and Functions" section of this report.

Each year since 1980, the Governing Board has approved program changes in the curriculum that have moved the college toward a comprehensiveness commensurate with the facilities available. Furthermore, acting on the recommendation of the District Long-Range Planning Committee, the Board in April 1984 recommended that Cuyamaca College remain a separately accredited, comprehensive institution.

### Recommendation 2.

The District and its two colleges should study the need for a more formalized governance structure and new planning procedures, both at the campus and District levels, in order to deal effectively with program development, resource allocation, provision of staffing and services and flow of information.

Under the direction of the new Chancellor, hired in 1983, the newly formed District Long-Range Planning Committee has concerned itself with Goals and Objectives, Intra-District Relations, Data, East County Performing Arts Center (ECPAC), Resource Development, and Contract Services. Meetings of the Chancellor, Vice-Chancellor, College Presidents and Vice-President, and appropriate District staff have been held regularly.

GOVERNANCE AND ADMINISTRATION - CONTINUED

Recommendation 3.

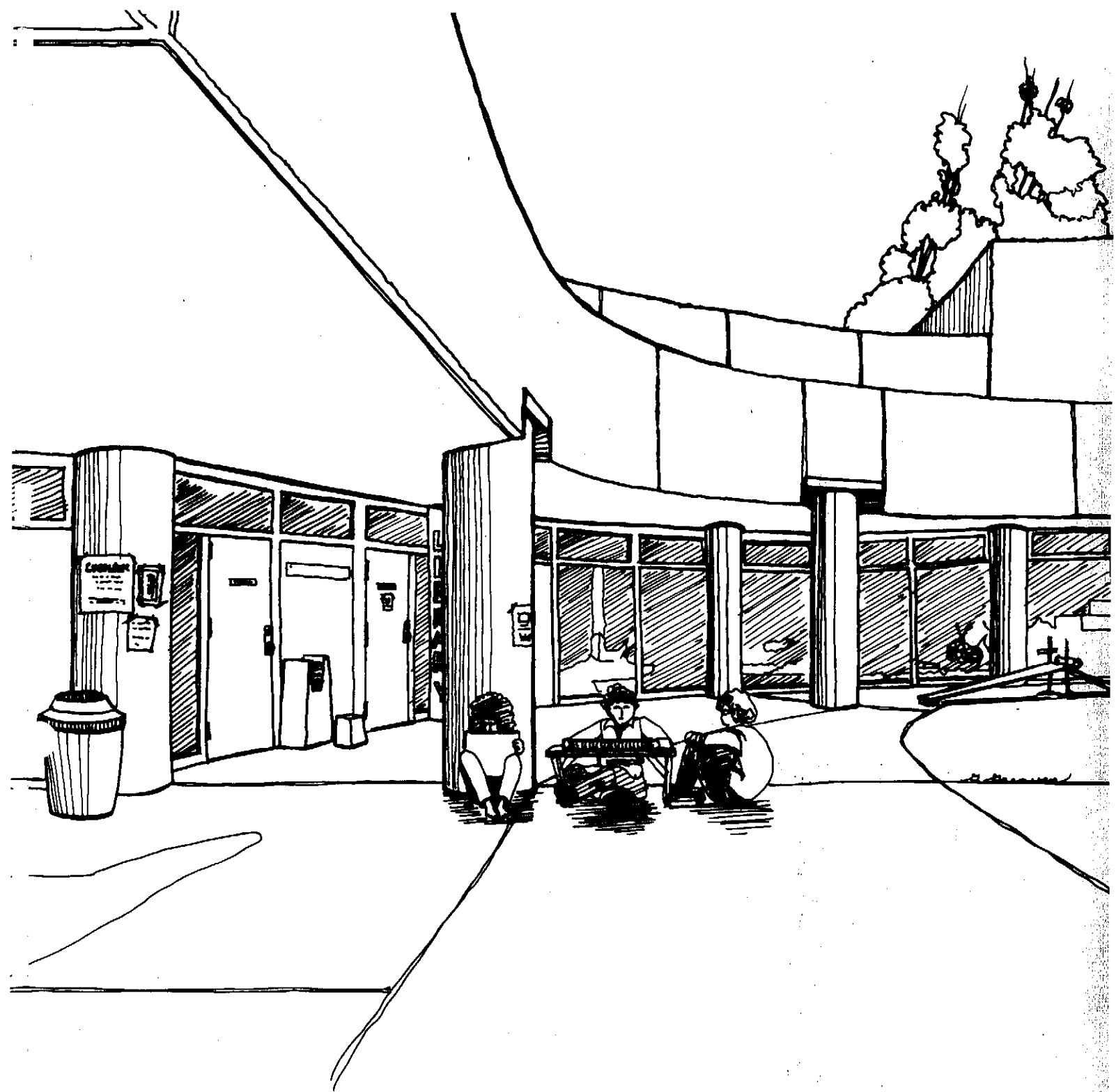
The college and District should review the need for an organized public information service with appropriate staffing.

The District Long-Range Planning Committee is currently reviewing the possibility of this service.

Recommendation 4.

The newly organized college long-range planning committee should consider recommending changes in administrative organization as part of its study of program development and facilities planning.

Currently, this is being accomplished.



# Goals and Objectives



## STANDARD ONE GOALS AND OBJECTIVES

### STANDARD 1A

The institution is guided by clearly stated general goals and specific objectives which are consistent with the historical and legal mission of the public community college, or in the case of the independent institutions, are appropriate to the usual functions of postsecondary education.

### DESCRIPTION

Cuyamaca College is dedicated to a belief in the intrinsic worth and dignity of each individual and to the concept that all persons should have the opportunity to grow and develop to their fullest potential as contributing citizens in a democratic society. The college views each student as possessing unique abilities, interests and needs, and it is committed to providing a variety of educational programs and experiences in an academic environment that will enhance individual learning and growth.

The objectives of the college, as stated in the catalog, are as follows:

"In order to maximize the opportunity for the development of individual's personal, social, and intellectual qualities, the college provides:

A general and continuing education program offering intellectual and social experiences for the development of the skills, attitudes and values needed by students to realize their full potential as individuals in a free society.

A transfer program equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at the baccalaureate level.

A career program to provide technical skills and related instruction for entry-level employment, retraining, and advancement.

A developmental program to assist students who may enter the college inadequately prepared in one or more academic areas.

A guidance program through which students may become more aware of their interests and abilities and of the educational-vocational opportunities available to them.

A community service program to assist in meeting the cultural, educational and recreational needs of the district.

A co-curricular activities program with opportunities for personal development and social responsibility."

#### APPRAISAL

The present statement of objectives, developed by the President and Deans of the College when preparing the first college catalog, was derived through a review of the historical mission of the community college in California, of the objectives of the Grossmont Community College District, and of the anticipated needs of the community and students to be served by Cuyamaca College. The statement has been reviewed and accepted by the college Curriculum Committee and the District Board of Trustees.

In 1984, questionnaires to evaluate the goals and objectives were distributed to Management/Supervisory/Confidential staff, classified staff, full-time faculty, part-time faculty, Board members, and students. Responses to these questionnaires indicated no significant differences



of opinion as to what institutional objectives should be. The college community as a whole appears to be of one mind -- indicating that the main goals should be the general education program, transfer programs, and career programs.

#### PLANS

Cuyamaca College's stated goals and objectives are consistent with the historical and legal mission of the public community college, and the college plans to continue to review these goals and objectives for clarity, for acceptance, and for accuracy.

#### STANDARD 1B

The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distinctive nature.

#### DESCRIPTION

The statement of goals and objectives as given in the college catalog describes the programs offered at Cuyamaca College accurately and in detail.

Dissemination of information concerning individuality and goals and objectives is accomplished through distribution of the college catalog, through visits to local high schools by counselors, through participation in activities with San Diego State University and other local four-year institutions, and through EOPS activities on campus and throughout the community. Although this latter program is funded to serve the disadvantaged and is administered to do so, brochures describing Cuyamaca College's

programs, primarily vocational and transfer programs, are distributed widely.

#### APPRAISAL

Although information is distributed widely concerning Cuyamaca's role as a college which offers a liberal arts program as well as a number of very successful technical programs, the community in general is not as aware of programs nor goals and objectives as it could or should be.

#### PLANS

Brochures describing in detail individual programs should be circulated more widely and in greater quantities. Furthermore, more visits to local high schools and local civic groups by counselors, faculty, and administrators will be an area of concentration.

#### STANDARD 1C

The goals and objectives are re-examined periodically with participation by all segments of the institution.

#### DESCRIPTION

Continuous communication takes place among members of the institution concerning the improvement and examination of objectives, methods, and modes of cooperation.

Officially, an annual report and various meetings exist to assure continued examination by the total community.

These are (1) An annual report to the Board by President and Administrative Dean; (2) Weekly administrative staff meetings; (3) An annual meeting of each department with President and Administrative Dean for purpose of evaluating accomplishments and examining needs; (4) Various meetings of the site Long-Range Planning Committee; (5) Meetings of the Curriculum Committee to study and revise the curriculum; (6) Meetings of the General Education Committee; and (7) Meetings of the newly formed Program Review Committee, in which each college program will be reviewed every three years.

A review by students, staff, and trustees to examine the effectiveness and the relevance of the goals and objectives to Cuyamaca's social, economic, and political environment has revealed the following:

#### Goals and Objectives of General Education

##### Appraisal

Given the recent budget limitations and small enrollment, general and continuing education courses are so limited in number that greater variety of offerings in many areas would be very beneficial for both day and night students. The faculty and student body are aware of these limitations, and great effort is put forth to provide necessary curricula and schedules so that needs are met. General Education course offerings are just not sufficient at the present time for the purpose of developing a liberal arts program, but funding is such that more offerings are not currently possible.

## Plans

A District Long-Range Planning Committee is now looking at future needs of the college based on demographics, changes in the local and San Diego economies, and future enrollment projections. Multicultural offerings in the humanities, psychology, fine arts, and social sciences should be expanded. As time permits, the following should be reviewed:

- 1) Some existing courses need to be offered more extensively in order to provide time choices for students;
- 2) Decisions should be made regarding the lack of certain programs, such as offerings in business courses; and
- 3) A continuing program of public information to depict the comprehensive nature of the college.

In June 1984 the Board of Trustees requested that programs at Grossmont College be examined to see which might transplant to Cuyamaca.

## Goals and Objectives of Transfer Program

### Appraisal

The transfer programs at Cuyamaca College are effective in meeting the equivalency of four-year institutions. The effectiveness of the transfer courses is demonstrated by college efforts in terms of the amount of subject matter covered, the depth and rigor with which the material is covered, and the evaluation procedures and grading scales.

In developing new courses, care is taken to assure transferability, and the faculty is concerned with identifying programs to which they should pay careful attention because of the popularity of these courses with students; for instance, engineering is one such course. All in all, articulation has been effective with four-year institutions.

## Plans

Cuyamaca plans to continue to improve the availability of good academic counseling, the excellent communication between faculty and counselors, and the articulation and coordination with local high schools and the four-year transfer institutions.

## Goals and Objectives of Career Programs

### Appraisal

Programs exist for the purpose of meeting student needs relative to both present and future employment as well as changing job functions. Most of the graduates from career programs are hired in areas where they actively seek employment.

Among the college functions that contribute to the fulfillment of the stated objectives are excellent counseling that is provided by the staff of the Career Center, and employment opportunities that are carefully researched before initiating a new program or expanding an existing one.

Input relating to curriculum development, course objectives, and content evaluation is provided through regular consultation with future employers, by members of the program advisory committees and the District Vocational Advisory Committee, and coordination with other related educational institutions in the area.

## Plans

The college should continue to develop the Career Center and provide a strong program of career counseling for all students.

## Goals and Objectives of the Developmental Program

### Appraisal

The college provides a variety of offerings and functions aimed at meeting the developmental program objectives. These include college survival skill courses, remedial courses in mathematics and English, Writing Laboratory to promote writing across the curriculum, tutoring in many disciplines, testing and screening placement, and learning disabilities counseling.

Evaluation of students' performance shows improvement for most of those who participate in the program.

### Plans

The college will continue to support and expand courses related to college survival skills and remediation and to strengthen the tutoring service as necessary by expanding tutorial services as needed, reviewing counseling service objectives every couple of years, reinforcing pre-testing and placement to students to enhance academic success, and continuing the services supplied by the math lab and the writing lab.

## Goals and Objectives of Guidance Program

### Appraisal

Considering the limited staff, the college efforts to further counseling objectives have been quite successful. The institution provides a variety of guidance offerings such as counseling services including classroom visitations, Career Center, Personal Development courses, testing and placement services, and student government activities.

### Plans

The college is committed to a balanced program of counseling and guidance for both day and evening students and will continue to provide these services to meet growing enrollments by expanding counseling staff so that counseling can be provided more often (especially evenings) and so that research can be reported on requirements of transfer programs. By 1985, Cuyamaca hopes to participate in the state-wide matriculation project and will thereby, of necessity, increase its counseling efforts.

### Goals and Objectives of Community Services

#### Appraisal

The community services program is primarily a District responsibility. A limited number of the District's community service programs are currently held at Cuyamaca College.

The college itself provides some services such as public use of the library and the parcourse, College Hour presentations by faculty, a Women's Conference, and a Women's History Week essay contest. On the whole, these offerings have been effective and well received.

#### Plans

The college will continue to explore additional community service offerings on campus and will continue to utilize a Community Service Committee.

## Goals and Objectives of Co-Curricular Activities

### Appraisal

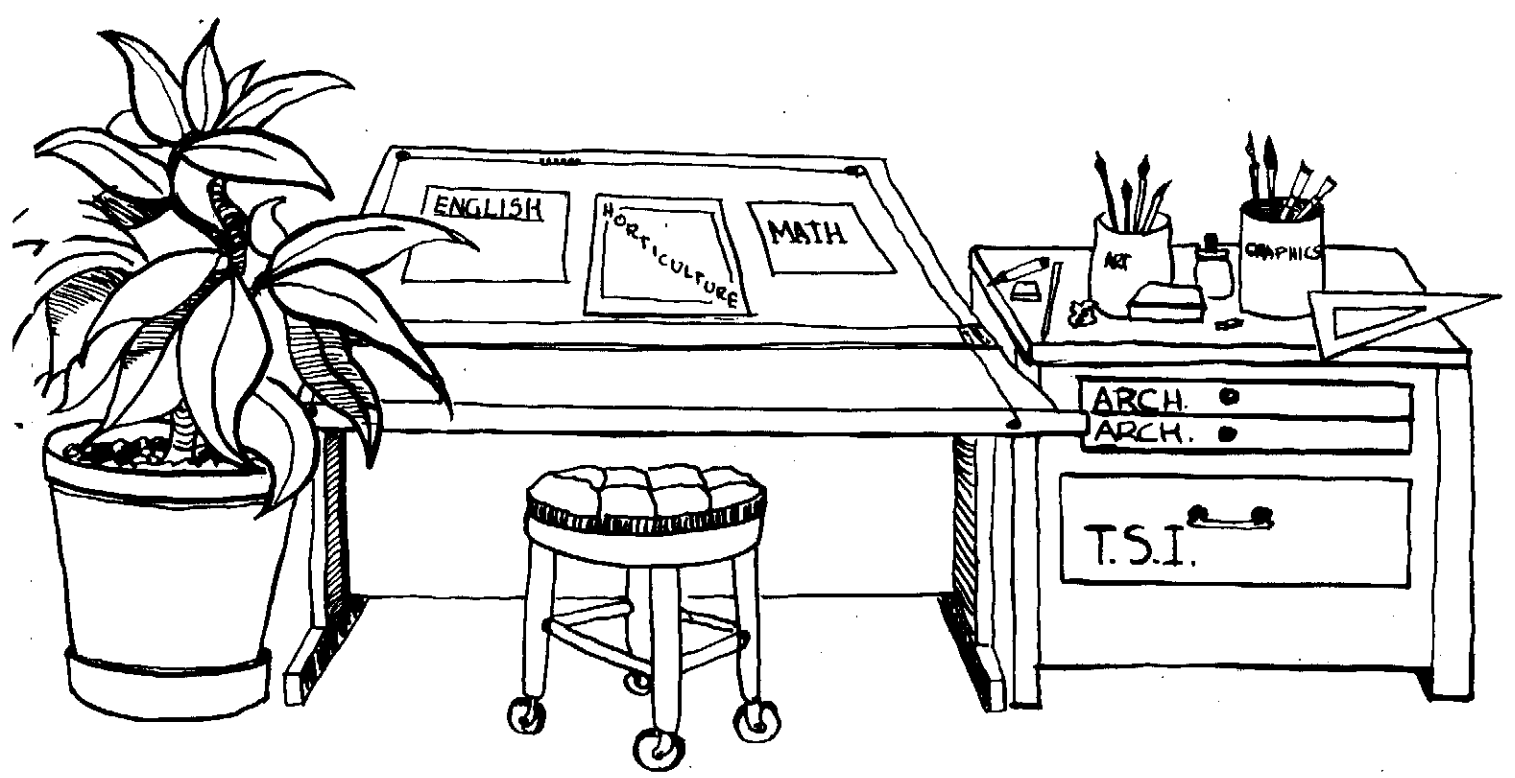
Considering physical facilities and budget limitations and the small enrollment, the college offerings have been quite successful. Co-curricular activities provided include Personal Development courses, College Hour programs, a college newspaper, student government coupled with leadership training classes, student participation in college committees, and student representation on the District Board of Trustees.

### Plans

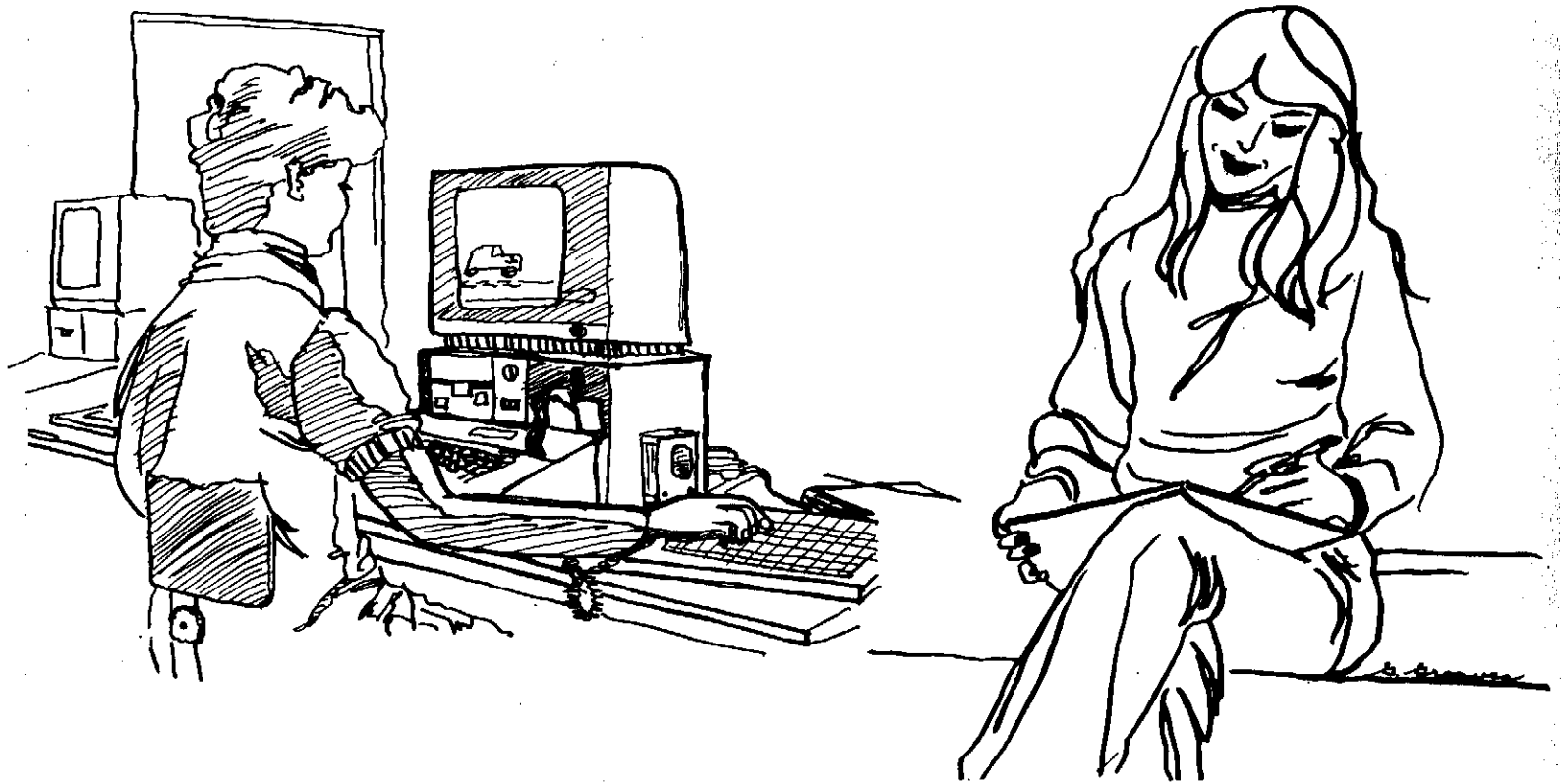
As the physical plant of the college is developed, adequate facilities for the goals of co-curricular activities will be recommended. (e.g. expand the facilities for student center and food services, and expand the physical education facilities to allow for intramurals and other co-curricular activities. Currently, a project is underway to develop a large playing field for soccer and other activities).

Given time and the degree to which the staff and Governing Board are aware of and committed to the college, the goals and objectives will be more fully realized through further planning and resource allocations.





## Educational Programs





## STANDARD TWO

### EDUCATIONAL PROGRAMS

#### STANDARD 2A

The educational program is clearly related to the objectives of the institution. This relationship between objectives and program is demonstrated in the policies of admission, content of curricula, requirements for graduation, and institutional methods and procedures.

#### DESCRIPTION

Cuyamaca College is a small but comprehensive community college. As stated in the current catalog, the objectives of the college include the following: general education, a transfer program equivalent to the lower division curriculum of baccalaureate level colleges, career education to provide technical skills for employment, developmental courses to assist students inadequately prepared for college work, a guidance program, a program of community service, and a co-curricular program.

The instructional program includes nine vocational certificates or degrees: Architectural Graphics and Interiors, Automotive Technology, Computer Technology, Drafting Technology, Electronic Technology, Engineering, Ornamental Horticulture, Surveying and Technical and Scientific Illustration. Many of these vocational majors are also transferable to four-year colleges and universities.

General education includes courses in anthropology, art, art history, astronomy, biology, chemistry, economics, English, geography, history, humanities, mathematics, music, philosophy, physical education,

physical science, physics, political science, psychology, sociology, Spanish, and speech. With these courses, students can complete their general education requirements for two-year degrees and prepare for transfer to four-year colleges or universities. Remedial and Personal Development courses are designed to assist students with special needs to achieve higher levels of success in their academic work.

Maintaining the comprehensive nature of the general education curriculum is seen as an important goal. During staff development, faculty have met to discuss general education offerings and scheduling. A General Education Committee, began in 1983, meets to coordinate scheduling and to suggest future courses to be offered.

There is no distinction made between day and evening courses in the areas of instructional program and faculty. Courses are offered to meet the vocational and general education needs of the students and the community, and full and part-time instructors teach both day and evening classes. At the present time all courses, with the exception of a few physical education classes that require special facilities, are offered on the campus.

The needs of disadvantaged and handicapped students in instructional programs are met in several ways. Day and evening tutoring is provided both in the Tutorial Center and, when more appropriate, in the classrooms. To assist the academically disadvantaged student, courses in college "survival" skills, remedial math and English, reading, and study skills are offered. After obtaining basic skills, these disadvantaged students can move into the college level English and mathematics

courses. Completion of these college level courses with a passing grade satisfies the competency requirement for English and mathematics.

The Disabled Student Services Specialist arranges for purchase of special instructional equipment and provides counseling and services as needs are identified. Special equipment includes adjustable drafting tables for students in wheelchairs and print magnifiers for the sight-handicapped. Interpreters for the deaf, and readers for the blind are provided.

The student services area of the college provides important support for disadvantaged and disabled students in the instructional program. Services include counseling, financial aid, career center, health services, library, campus activities and tutoring. The Extended Opportunity Program and Services concentrates on assisting students who are disadvantaged by economics, language or social adversity.

Through counseling and the career center, special assistance is given to re-entry students, women, and students preparing to enter non-traditional careers.

For those students who need to improve their writing skills, faculty have implemented a "Writing Across the Curriculum" project. The premise upon which this program is based is that writing is important in all areas of the curriculum. To assist faculty with writing projects across various disciplines, a writing lab staffed by a director, a graduate student, has been established. Students use the writing lab for assistance with writing in any class. The writing lab director and the English department serve as consultants to help faculty design

writing projects or suggest ways of helping students improve their writing. Faculty support for the project has been enthusiastic and students have found the writing lab to be useful and valuable.

The college is experimenting with some short course offerings. Selected courses are offered in a more concentrated eight-week session. Other short courses meet on Friday afternoons or Saturdays. In high demand areas, courses have been offered Friday nights or Saturdays.

Some areas are using lab instruction to help meet student needs. In mathematics, a lab situation with computers enable faculty to offer some individualized instruction within large classes. All English composition is taught twice weekly in two-hour blocks of time and this method allows for larger class enrollments with additional individual assistance provided by teaching assistants. Individualized help during the writing process is provided during class time.

#### APPRAISAL

A student survey was administered to 425 day and evening students in the vocational and liberal arts areas to add to the appraisal of the instructional program. Of the 425 surveys distributed, 339 were returned (80 percent). Of the students sampled, 42 percent were day students, 26 percent were night students and 32 percent were both day and evening students. Full-time students accounted for 44 percent of the sample and part-time students accounted for 56 percent of the sample. Students were 65 percent male and 35 percent female. For 40 percent of the students, this semester was their first semester attending college.

When asked about student goals, 35 percent planned to transfer to a four-year college or university, 24 percent planned to earn an associate degree, 8 percent planned to earn a vocational certificate, 14 percent were attending for job advancement and 19 percent were attending for self-improvement.

Students were then asked to evaluate the instructional program. When asked if the courses at Cuyamaca College met their needs, 86 percent answered in the affirmative while 14 percent said that the courses did not meet their needs.

Questions were also asked about the class schedule. Most of the students (73 percent) said that the schedule allowed them to take all the courses they wanted to take. Some students (27 percent) were not able to take all the courses they wanted to take because of schedule conflicts, closed and cancelled classes and courses not offered. Of those students not able to get the desired classes, 47 percent had schedule conflicts and 43 percent could not take the class because it was not offered.

#### PLANS

The Board has recently affirmed the commitment to maintain Cuyamaca College as an independent and comprehensive college. Future plans focus on providing a comprehensive educational program to increasing numbers of students who will be moving to the area as a result of new housing developments.

## STANDARD 2B

Educational evaluation and planning is systematic, involves representatives of all appropriate segments of the institution, and provides the basis for planning the use of human, financial, and physical resources.

### DESCRIPTION

In order to enhance efficiency and to maintain quality programs, the Program Review Committee has been formed to evaluate instructional programs. The results of the committee are used to aid the college in setting priorities to better meet the needs of students and the community.

The Program Review Committee, chaired by the Administrative Dean, is composed of representatives of the faculty, students, and administration. The specific goals of the committee are to provide an institutional method for evaluating instructional areas to determine if they are meeting the needs of the community and the institution, and to utilize college resources more efficiently and effectively.

The Curriculum Committee, also chaired by the Administrative Dean, is composed of voting members (four instructors, one counselor, one librarian, one classified staff member, one student, and one business officer) and of nonvoting members (Administrative Dean, who votes in case of ties, Instruction/Student Services Assistant, Admissions Supervisor, Evaluations Clerk, and guests). The Committee reviews proposals for addition, modification, and deletion of courses and programs. An annual calendar for the submission of proposals is established, proposals are reviewed by the Committee, and recommendations are forwarded to the administration.



In the development of new curriculum, input is sought from the Cuyamaca College staff and students, local industry, California Employment Development Department, the local high schools and colleges, and area occupational deans.

In all vocational areas, Advisory Committees composed of practitioners in the field of employment are used to assure that the curriculum remains up-to-date and relevant to the needs of industry. In each area, these committees review the curriculum and suggest changes which enhance the program and enable students to obtain the skills necessary for employment.

The District Load Committee is composed of administrators and faculty of Cuyamaca and Grossmont Colleges and serves to monitor and improve the efficiency of both colleges. Weekly Student Contact Hours (WSCH) per Full-Time Equivalencies (FTE) are examined to determine where improvement in efficiency can be made. The committee recommends instructional practices such as large lecture classes to improve WSCH/FTE.

#### APPRAISAL

The Curriculum and Program Review committees are integral parts of the appraisal process. The Curriculum Committee approves new course offerings, monitors existing courses, reviews courses required for general education and provides direction for expansion of the curriculum.

The Program Review Committee evaluates the instructional programs in these areas: mission, fiscal data, value to the institution, student

success data, and special characteristics. Half of the instructional areas are being reviewed during the 1983-84 school year. The other half will be reviewed during the 1984-85 academic year.

On the whole, results of the review process have been quite positive. However, some areas where data are insufficient have been identified, as well as some areas where improvement is needed. Results of the program review process are available in the supplemental documents.

To add to the appraisal of the instructional area, the faculty of Cuyamaca College was surveyed to add some objective data. The faculty survey was administered to all full and part-time faculty. Of the 35 full-time instructors, 30 responded (86 percent). Of the 65 part-time instructors, only 23 responded (35 percent). From the total full and part-time instructors who responded 93 percent think that the Curriculum Committee is striving to build a comprehensive instructional program at Cuyamaca College.

#### PLANS

Educational evaluation and planning will continue in order to provide a quality educational program in a growing institution. Results of the program review process will be used to assure quality and to improve effectiveness.

## STANDARD 2C

The principal institutional focus is a commitment to learning, including its evaluation and continuous improvement.

### DESCRIPTION

Cuyamaca College is on a Flexible Calendar which meets the guidelines established by the State Chancellor's Office. The calendar provides for 165 teaching days and 10 days for staff development. Among the opportunities provided to instructors to improve their instructional skills are workshops on topics such as grading, understanding the needs of disabled and disadvantaged students, developing behavioral objectives, helping students with writing, coping with stress, and learning about first aid for the classroom. Instructors may also work on individualized projects such as curriculum development and modification.

The Faculty Council, in its commitment to the professional development of instructors, offers workshops throughout the school year for both full and part-time instructors on varied topics including student motivation, assistance with improving student study skills, and techniques for evaluation of student progress. It provides a forum for discussion of governance and instruction issues.

The library provides support for the instructional program under the unified concept which includes printed materials as well as audio-visual equipment and resources. The new library materials are selected to support the majors and courses taught at the college. Faculty requests for new library materials receive high priority.

Instructors encourage student use of the library and the library provides orientation both in the classrooms and in the library. In addition, information brochures are made available, periodical lists are compiled and distributed, individual student instruction on library use is provided, and faculty are encouraged to assign library research to their students.

#### APPRAISAL

Faculty are carefully evaluated. The primary purpose of the evaluation is enhancement of job competence. Contract employees are evaluated twice during the first year and at least once during the second year. Instructors are evaluated once every two years thereafter. The evaluation consists of an administrative evaluation based on observance of instruction and a student evaluation based on student questionnaires. The results of the evaluation are used to help the instructor improve competence.

Of the full and part-time faculty surveyed, 23 percent think that the administrative evaluation is very effective, 59 percent think that it is effective, and 18 percent think that it is not effective. Thirty-three percent think that student evaluations are very effective, 59 percent believe that they are effective, and 8 percent believe that they are not effective. Forty-two percent think that other forms of evaluation would be useful in improving the quality of instruction. Other methods of evaluation suggested include peer evaluation, following up technical students who stop attending Cuyamaca College, use of video

recordings, and use of joint community college meetings to discuss problems of specific disciplines.

The students rank the overall quality of instruction at the college in the following manner: 29 percent rate the instruction excellent, 54 percent rate the instruction very good, 16 percent rate the instruction average, and 1 percent rate the instruction below average. None of the students think that the instruction is poor.

Of the faculty members responding to the questionnaire, 68 percent think that their instructional area has made an attempt to implement innovative teaching practices. Examples of innovative teaching practices include use of computers, conferences, workshops, orientation, inter-session classes, book reports, peer tutoring, lab journals, and multi-media presentations.

Eighty-seven percent feel that they have been supported in their endeavors to implement innovative teaching practices, while 85 percent make assignments to their students that require use of materials in addition to the required text. Assignments include use of the library, reading technical materials, book reports, using photographs, using handouts, using audiovisual materials, using newspapers, taking field trips, using computers, using research papers, using the writing lab, using maps and working on original problems.

#### PLANS

The faculty and administration of the college are committed to continued staff development and instructional improvement. Therefore, strong efforts have and will be directed to recruiting and maintaining

the most qualified instructors and teaching assistants and to improving the assessment of student needs when determining schedules and course offerings.

#### STANDARD 2D

Through catalogs, bulletins, handbooks, and other publications, students and the public are provided with clear, accurate, and helpful information about programs, course offerings, and alternatives available to assist them in attaining their personal educational goals and meeting institutional requirements.

#### DESCRIPTION

The Cuyamaca College catalog, the schedule of classes, and brochures are clearly written and provide students with accurate, up-to-date information. The catalog is well organized into sections outlining general policies, certificate and degree requirements, and course descriptions.

The catalog includes information on financial aid and fees required for college attendance. Conditions for tuition refund are listed. The class schedule has an accurate and detailed list of all fees required for each semester.

Counselors are responsible for articulating with secondary school and four-year colleges and universities. In working with secondary schools, counselors meet with high school counselors and seniors to let them know about opportunities available at the community college, to answer questions, and to discuss problems. High school counselors are invited to visit the campus, and meetings are held to discuss articulation concerns.

### APPRAISAL

Each year those sections of the catalog dealing with general information, student services, and degree requirements are reviewed to ensure their current accuracy and clarity.

Articulation agreements are made between Cuyamaca College and the four-year colleges and universities most frequently attended by Cuyamaca students. These agreements are updated regularly.

### PLANS

The District plans to mail schedules to citizens in the community to assist in providing information about programs and course offerings. Mechanisms for updating all brochures containing college information will be continued.

### STANDARD 2E

Evaluation of student learning or achievement and awarding of credit are based upon clearly stated and distinguishable criteria.

### DESCRIPTION

The grading policy has been revised to conform to new legislation written into the Educational Code. This new policy is clearly described in the catalog.

### APPRAISAL

Grades differentiate among levels of achievement and are awarded consonant with student learning or achievement.

## PLANS

The current grading policies will be continued. Staff development on teaching and evaluation are seen as important by the faculty and administration. The Faculty Council will continue the appraisal of concerns such as grade consistency, grade inflation, credit by examination, etc.

## STANDARD 2F

Off-campus educational programs and courses are integral parts of the institution. Their goals and objectives must be consonant with those of the institution. The institution maintains quality control of these programs and provides appropriate resources to maintain quality. Non-campus based institutions will demonstrate satisfactory quality control systems.

## DESCRIPTION

Cuyamaca College has few off-campus offerings. Some physical education courses, such as golf and racquetball, are offered off-campus because of lack of physical education facilities. A beginning real estate course is offered at Grossmont College.

## APPRAISAL

When additional off-campus educational programs are established, evaluation will be made to assess effectiveness.

## PLANS

Off-campus offerings may be expanded in the future especially for some of the evening courses since all on-campus facilities are fully utilized at night. In addition, there are plans to offer some Cuyamaca College courses on high school campuses. These courses will be designed



to allow high school students to start their college education while in high school and to help students become aware of educational opportunities available at the community college level.

#### STANDARD 2G

An accredited institution entering into any contractual relationship for credit programs or courses with persons or non-accredited organizations, ensures that educational and fiscal responsibility and control remain with and are exercised by the accredited institution.

#### DESCRIPTION

Explorations have been made into contractual relationships with outside agencies to provide resources for vocational education. Presently the college has contractual relationships with the San Diego Regional Occupational Program (ROP) and the Job Training and Partnership Act (JTPA). Through ROP, the college has Computer Aided Drafting (CAD) and plans to have Computer Assisted Machining (CAM) and Robotics for the Fall Semester of 1984.

#### APPRAISAL

The above mentioned courses are developed and supervised by the faculty and administration of the college. All courses are approved by the Curriculum Committee and the courses and degree requirements are outlined in the college catalog. Standards are the same as those used for comparable non-contract educational programs. Student services, including records and transcripts, are provided by the college in the same manner as for other courses.

## PLANS

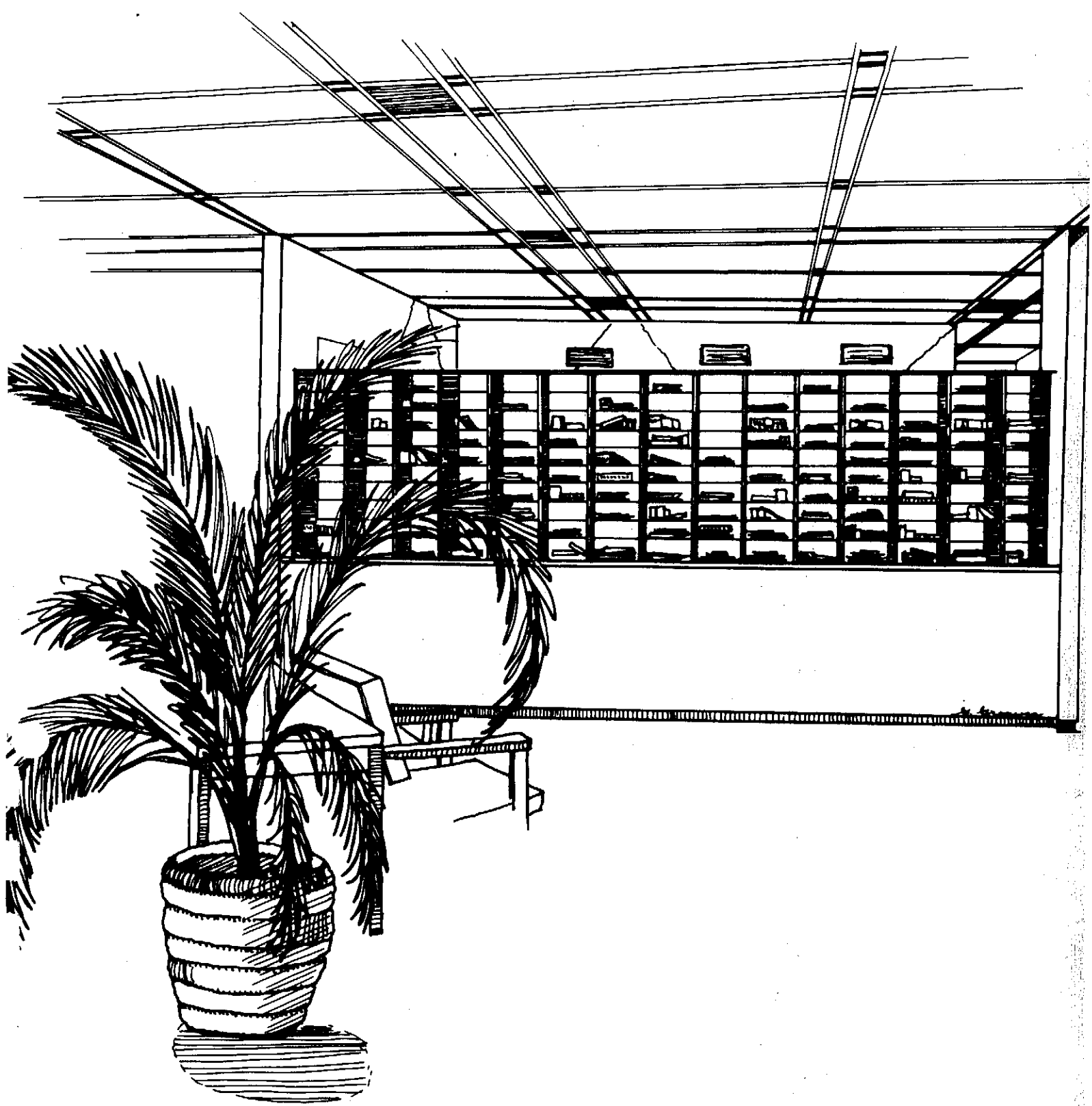
Plans are being formulated to increase college revenues and educational opportunity through contracts with local industry as well as through ROP and JTPA. At the District level, plans are being made to establish a resource development component to assist in the development of new educational programs.

## STANDARD 2H

Non-credit courses and programs, whether offered on or off-campus, are integral to the educational mission of the institution and are characterized by an equivalent quality of planning, instruction, and evaluation to that in credit programs.

## DESCRIPTION AND APPRAISAL

No non-credit courses are offered by the college, and at this time, there are no future plans to offer them.



Institutional Staff



## STANDARD THREE

### INSTITUTIONAL STAFF

#### STANDARD 3A

The staff is qualified by training and experience to achieve and promote the educational objectives of the institution.

#### DESCRIPTION

The criteria for faculty selection, both full-time and part-time, and for the selection of administrators and the support staff are clearly stated in the published Bylaws and Policies of the Grossmont Community College District; this document is public and readily available on the Cuyamaca College campus.

The process of selection (hiring) and affirmative action is clear. After approval and funding by the Board of Trustees for a new position, advertisement is handled by the District Personnel Office.

The appointment of new contract staff (faculty and classified) is a committee process. Screening and interview committees are set up to select the most qualified candidate for appointment following the District's affirmative action guidelines. The committee's composition depends on the area and specification of the job opening. In the case of a full-time contract faculty position, the college President, Administrative Dean, or other faculty members, and sometimes student and classified employees meet as a committee. The selected candidate is recommended to the Board of Trustees of the District. In the case of contract classified staff, the selection committee is chaired by the area supervisor

(Administrative Dean, or Director) in which the job opening exists. Faculty members and other classified staff serve on the committee.

#### APPRAISAL

The caliber of faculty, administration, and support staff indicate that criteria for selection is clearly related for the duties and responsibility of assignments. Equal opportunity and affirmative action standards have been successfully incorporated into this process. Cuyamaca College intends to continue towards excellence in employment but recognizes the dilemma presented by fiscal restraints. For instance, the support staff feels the strain of recent budget restrictions (i.e. positions not filled when vacated). The attempt to "shore up" positions by hiring part-time student help has met limited success.

All in all, however, the staff's experience clearly meets the institution's objectives. Many are affiliated with various professional organizations (comprehensive list available as supplemental document). The staff has a broad array of backgrounds from high schools, from colleges and universities; from different industries, and from all parts of the nation as well as several foreign countries.

#### PLANS

With fiscal support, the District hopes to rehire vacancies within support staff and to continue to hire and to retain the most capable.

### STANDARD 3B

The faculty is committed to achieving and sustaining high levels of instruction, and may provide special campus and public services in the community served by the institution.

### DESCRIPTION

The faculty's primary professional commitment is, of course, to achieving the institution's goals and objectives through teaching and advising students. In regularly scheduled classes and office hours, Cuyamaca faculty clarifies educational concepts and provides academic advice. Additionally, many instructors:

- volunteer services during registration
- teach mini-courses on diverse subjects such as interviewing techniques/resumé writing
- participate in student organizations
- serve as advisors for student organizations
- help in community fund raising and charitable organizations
- plan college hour programs with members of the community
- engage in college hour presentations
- attend service club meetings
- lecture on subject matter to junior high and high school classes (e.g. writing poetry)
- plan and participate extensively for the two weeks per year of staff development.

The college participates in the District's comprehensive sabbatical leave program which has afforded a significant number of faculty

opportunities to improve competence through study, research, travel, or similar activities.

### APPRAISAL

Cuyamaca faculty is committed to high standards of teaching and will remain so. As in most California colleges, the erosion of financial bases since Proposition 13 has brought about agonizing cut-backs. The total cost of living raise accepted for the 1983 contract was merely three percent. Nevertheless the faculty maintains standards of excellence.

### PLANS

Despite all fiscal restraints, the District has maintained the sabbatical leave and plans to continue to do so. With a more substantial funding base, the college can direct attention to new ways to meet obligations to the community.

### STANDARD 3C

The staff is sufficient in number and diversity of preparation to provide effective instruction and support services, while participating in educational planning and policy-making, curriculum development, and institutional governance.

### DESCRIPTION

In order to maintain the institution's objectives, Cuyamaca has had to make various staff assignment changes as a result of fiscal restraints to insure proper use of the qualifications possessed by each staff member.



Cuyamaca College opened in the fall of 1978 with four administrators: a President, a Dean of Instruction, a Dean of Student Services, and a Director of Admissions and Records. The second year saw two administrative changes: the two dean positions were combined into one Vice-President position and the Librarian was upgraded to an administrative position. This administrative format, which worked quite effectively, remained intact until a District reorganization in 1982 resulted in the Director of Admissions and Records being combined with that position at Grossmont College, and those two consequently became one District Dean position. The old position at Cuyamaca was filled with a classified person.

When, in early January 1983, the college's founding President took the position of interim Superintendent of the District, the temporarily empty President's position at Cuyamaca College was in turn filled by the Vice-President under an "Acting-President" status. Since the Vice-President's position was left unfilled, many of the Vice-President's administrative duties were performed by the Acting-President while others were delegated to certificated staff who received supplemental pay.

In the spring of 1983, the interim Superintendent (Cuyamaca's founding President) announced his retirement, and the staff of Cuyamaca hoped this would result in the Acting-President being appointed permanent President. This title change did not occur, mostly because of District fiscal problems and to some extent because of political undertones generated by a vocal minority at Grossmont College.

As of March 1984 no decision had been made regarding Cuyamaca College's future leadership (e.g. Presidency). This uncertainty resulted in the current Acting-President finding a position in another community college district effective July 1, 1984.

In April 1984, the Board reaffirmed that Cuyamaca continue as a separate college headed by a President. The position of Vice-President was changed to Administrative Dean.

The history of the certificated (teaching) staff has been quite stable in comparison to the administrative structure. In 1978, Cuyamaca began with 19 full-time instructors and 89 part-time instructors per semester. In 1983, the college began with 27 full-time instructors, and 67 part-time instructors per semester.

The support personnel includes clerical/secretaries, warehouse and maintenance, grounds and janitorial, laboratory technicians/assistants, library and media services, security, financial aides, and tutorial center/writing lab directors.

The criteria for determining workloads are clearly stated in the Bylaws and Policies and detailed in the negotiated and adopted faculty contract. The basic figure is 15 lecture hours per week. Adjustments are made for lecture/lab schedules (18 hours), and special subjects such as English Composition (12 hours), and physical education (18 hours). The workload for support staff is likewise clearly stated and detailed in appropriate contracts.

The full-time faculty can participate in governance at Cuyamaca College in many ways: through the Faculty Council, various committees

such as the Curriculum Committee, and the Handicapped Services Committee. One problem with a small school is that many of the same people are required to be on many committees. But, in general, opportunity for faculty involvement in the school planning, catalog formation, scheduling of classes, etc., is excellent. The administration seeks out faculty input collectively and individually and utilizes it effectively. It is hoped that this excellent communication will remain as the school becomes larger.

Teaching assignments to provide instruction of the established curriculum are based upon the instructor's educational preparation and experience. To assist all instructors, full and part-time, an orientation to provide better instruction and student services is accomplished before the start of each semester in a series of meetings. Two major meetings, the General Staff Meeting and the Part-Time Reception/Meeting cover basic and fundamental material: i.e. attendance forms, add-drop procedures, various student services available. These meetings are augmented by day and evening sessions covering various topics (supplemental documents).

The Grossmont Community College District is a participant in the Flexible Calendar Program and sets aside five days before each semester for the purposes of staff development. At Cuyamaca College, these ten days are used to provide opportunities to improve instruction and student services, to plan educational objectives, and to develop curriculum.

In recent years, more scheduled staff development activities have been aimed at improving instructional skills, updating general knowledge, and enriching personal growth of certificated staff. These sessions, which range from techniques for CPR, to improving students' writing skills, to effective test making are generally planned and directed by a member of the staff. Attendance is voluntary and based on need and interest. A complete list of activities and topics for each semester since the college started is available (supplemental document).

On December 13, 1978 the Faculty Council was formed in order to enhance teaching effectiveness, and to promote communication with the administration and Board of Trustees in the formulation of College and District policies regarding professional academic matters. Since that time, the Council, with the above purposes in mind, has regular meetings with administrators, with the Grossmont College Faculty Senate (counterpart), and with the Cuyamaca faculty.

#### APPRAISAL AND PLANS

The preparation and experience of the staff are significant factors in maintaining the quality of Cuyamaca College. As fiscal restraints lessen, hopefully criteria for workloads will be re-evaluated and re-defined, specifically for support staff.

The professional development opportunities are met with favorable participation and reviews. Since the recent changes in the law regarding the Flexible Calendar has made it more difficult for part-time instructors (especially those assigned labs) to meet their requirement, some new

scheduling will have to take place in order to maintain the excellence of Staff Development. In any case, the Faculty Council will continue to play an important role in organizing and developing these activities. Hopefully, opportunities for travel will increase with increased funds available; since the current travel money available is so limited that most instructors don't even make a request for such.

Since the policies regarding the obligations and responsibilities of full-time and part-time staff are readily available and accepted, no changes are planned at this time.

The involvement of staff in the development and in the review of institutional policies will continue.

#### STANDARD 3D

Institutional policy regarding the safeguarding of academic freedom and responsibility is clearly stated and readily available.

#### DESCRIPTION

At Cuyamaca College a framework of academic freedom is an established practice to ensure against unwarranted interference in teaching and in learning.

#### APPRAISAL

District and college administrators and faculty share with Board Trustees the objective to preserve academic freedom. At Cuyamaca, academic freedom has not been an issue.

## PLANS:

Other than a new booklet on student rights and conduct to be presented to the Board in the summer of 1984, no changes in academic freedom are planned at this time.

## STANDARD 3E

Personnel policies and procedures affecting staff are clear, equitable and available for information and review.

## DESCRIPTION

Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due process are explicitly stated in District publications (e.g. Bylaws and Policies, contracts).

Due process procedures are stated within the grievance procedures in both certificated and classified agreements.

Salary and benefits are clearly stated in all negotiated agreements and Board policy.

Privacy of employee information is guarded vigorously. No personal information is released to any nonrequiring agency without prior written consent of the person in question.

## APPRAISAL

At Cuyamaca College there exists an excellent spirit of community; cooperation and working together toward the common goals of the college's growth and maintenance of high quality of education have been a constant since the school opened. Interaction in decision making and policies is present within all levels of the school.

However, working conditions are less than desirable in many aspects. There is no cafeteria or gymnasium. Cleaning classrooms and offices is often limited by understaffed custodial crews. Some classified staff complain of noise and congestion in the main administration building due to its many uses (counseling, duplication, records, mailroom, telephone switchboard).

In terms of salary, 63 percent of full-time faculty felt that they were not being paid fairly since the salary schedule is among the lowest in the state (yet 73 percent of the part-time faculty felt that their compensation was adequate; their salary schedule is one of the highest in the area). Of classified staff, 60 percent felt they were underpaid. A possible reason for this may be the 77 percent of classified staff felt that their job title was not placed at the correct salary level when compared to other positions requiring similar skills and experience within the District.

In terms of evaluation 54.5 percent of full-time classified staff felt that the present evaluation procedure was not at all fair or equitable. They would like an opportunity to evaluate their immediate supervisor and would like adequate space on the evaluation form for rebuttal (they are concerned that their attached, supplemental comments might be lost). Conversely, 77 percent of part-time faculty, 86.6 percent of full-time faculty and 80 percent of confidential, supervisory, and classified management felt that their process was fair and equitable.)

Most full-time instructors (90 percent) appear to be in the job for which they feel most qualified. For some instructors, a general

belief is that at some point the only method of advancement if one wishes to remain a classroom teacher is simply to move to another institution where there may be better work conditions and possibly more pay.

Classified staff is faced with a present condition where advancement is not possible due to size and financial restrictions affecting growth. The only chance for advancement is if someone else leaves a position and that vacancy represents an advancement. The undesirable side effect of this practice is that vacancies occur in the District as low level positions go unfilled (hiring freeze from outside of the District) and higher level vacancies result in more lower level vacancies due to the people at the lower level moving up. As a result those workers at the lower levels must make up for the unfilled vacancy by doing more and more work.

#### PLANS

Generally, many of the stated inadequacies will be solved with new finances and growth. There exists a widely held belief that the college, like most community colleges in California, is "weathering the storm" and that these turbulent times will give way to more prosperous periods at which time specific plans will be made and executed.

Specifically, new evaluation forms for classified should be considered. Salary, benefits and advancement are negotiable and subject to bargaining during the 1984-85 year. Otherwise, policies and procedures for classified and certificated will be examined and reviewed as necessary.





# Student Services



## STANDARD FOUR

### STUDENT SERVICES

Student Services at Cuyamaca College provide students with a broad range of support services to assist them in achieving their educational goals and promoting personal growth. The diverse components of services are closely integrated with one another, with open lines of communication between them. The Administrative Dean for Instruction and Student Services supervises the Counseling and Career Center, Admissions and Records, Health Services, Veteran's Affairs, Campus Activities and the Bookstore. The District Director of Special Services is responsible for Disabled Student Services, Extended Opportunity Programs and Services, Tutorial Center, and Financial Aid. It is anticipated that in the Fall of 1984 these services will report to the new Administrative Dean.

#### STANDARD 4A

Student services are provided to enhance educational opportunities and to meet special needs of students.

#### ADMISSIONS AND RECORDS

##### DESCRIPTION

The Admissions and Records Office, under the direction of the Registrar, controls six major functions which cover admission, registration, and records. These six are: administration of state and college admissions policies, which include processing applications, determining residency and registering students into classes; establishment,

maintenance and security of student records; evaluation of students' academic progress toward a certificate or Associate in Arts or Science Degree; certification of student enrollment to outside agencies, including making transcripts of records; computer maintenance of the class schedule and catalog; establishment and updating of procedures for the collection, recording, transmittal, and auditing of attendance for apportionment purposes.

#### APPRAISAL

Even though the current staffing of the Admissions and Records Office has been drastically reduced because of budget cuts the office's services have continued. Hourly personnel has been cut in half and full-time contract positions have been cut by two positions. If, however, the present staffing conditions continue, it is possible that a reduction in services because of shortened hours will occur.

Because each procedure in the office is evaluated on an ongoing basis, the office functions adequately to meet the needs as they exist at this time. Recently, the daily operation of the college switchboard and mailroom was placed under the direction of the President's Office which has lessened the responsibilities of the classified staff assigned to Admissions and Records.

The admissions policy is clearly defined:

--Legal residents of the State of California who possess a high school diploma or equivalent or are over 18 years of age may attend Cuyamaca College.

--Students who are in 11th and 12th grades may attend with the approval of the appropriate school officials and the approval of the college President.

--Non-residents may attend by paying the established tuition fee. A non-resident for tuition purposes is a student who has not established both physical presence and intent in California for more than one year immediately preceding the residence determination date for a term.

This policy is well publicized in the college catalog and class schedules. A positive step in the registration of continuing students has been streamlined with mail registration. Furthermore, the on-line computer-based student information has streamlined many other functions of the Admissions and Records Office: having immediate access to student records to process adds and drops; having always available a current listing of classes; and ordering and billing for transcripts. The use of Scantron grade rosters have eliminated much of the manual work which used to be necessary to process grades. Considering the loss of staff from budget cuts, the procedures for admissions, registration, and records are very efficient.

#### PLANS

Plans for additional computer programs to accommodate functions in the Admissions and Records Office are being considered. Examples are: sending transcripts to San Diego State University on tape, rather than paper, on-line evaluating of student records, and building the master schedule utilizing the state Taxonomy of Programs (TOPS).

New programs must be written because of increased State regulations, e.g.: monitoring students who are repeating courses.

Plans to increase the international student population were begun in Spring 1984. Very soon, a system will be implemented to provide all students with unofficial transcripts on an immediate basis. Any further budgetary restrictions on the Admissions and Records Office will necessitate a critical assessment of future staffing and available services to the students.

## ARTICULATION

### DESCRIPTION

Articulation with local high schools and California colleges and universities is done by the counselors at Cuyamaca College. High school articulation activities include: liaison with high school counselors, annual counselors' meeting at Cuyamaca College, and visitations to all local high schools to present college information and to assist students with the application and registration process.

Articulation with colleges and universities is an ongoing process which culminates in a "Transfer Guide Sheet" which is a contract between the community college and the four year institution outlining transferable courses for the major. These guide sheets are continually updated to accommodate curriculum changes and new ones are made to meet student demand. Agreements on general education transferable courses are available for the CSUC and UC systems and some private universities.

## APPRAISAL

Articulation with the high schools is seen as a high priority. Yearly counseling goals usually include high school articulation and all counselors are involved in the process.

Presently "Transfer Guide Sheets" are available for the colleges and universities and the majors that are most in demand by students.

## PLANS

Improving high school articulation is a continuing priority. Because many students are not familiar with the opportunities available at Cuyamaca College, the faculty, including counselors, are looking for ways to improve articulation. A recent idea is the establishment of scholarships for students in local high schools as a way of letting students know about the general education and transfer programs available at this college.

Plans are also underway to update and create new guide sheets to assist transfer students.

## COUNSELING AND GUIDANCE

### DESCRIPTION

The Counseling and Guidance program is organized under the Administrative Dean for Instruction and Student Services. The counseling staff includes three full-time counselors (one of whom serves half-time for Disabled Students), and one quarter-time career center coordinator. Counselors provide day and evening counseling services and teach personal development classes as needed. The support staff includes one full-time

receptionist and two part-time College Work Study students. Counseling is available in Spanish and English.

Counselors provide academic advising, career testing and planning, and personal counseling to individuals and groups of students. Personal Development classes taught by the counseling staff help students gain skills for survival in college career success and continued personal growth. The career center coordinator provides placement services, career information, and teaches job seeking skills.

Counseling for special groups of students is available through closely related programs, as follows: the needs of disabled students are met by a one-half time counselor in Disabled Student Services, located in the Counseling Center. Low income/minority students are recruited and provided with support services through Extended Opportunity Programs and Services. Health counseling is provided by the Health Services Specialist, and includes teaching CPR, First Aid classes, and guest lectures in other classes.

In addition to these basic services offered by the Counseling Center, outreach programs have been planned and developed. Liaison with local high schools and adult schools is maintained to assist counselors and related high school staff and students to become aware of educational opportunities offered by the college. A reentry program for students who are returning to continue their education after a period of absence from school is in effect at all times.



## APPRAISAL

Starting and continuing each year since 1978, the college's first year of operation, the counseling staff meets to establish goals for the year. Goals for 1979-84 are available (supplemental documents).

At the end of each academic year, counselors meet to assess the status of each of the goals established for the year. All goals have been accomplished for the years 1979-84.

A thorough evaluation of each counselor is done every two years by the administration, by students using counseling services, and by students in personal development classes. Evaluation results have been very positive.

During the Spring of 1981, a thorough assessment was completed on all student services including counseling. A detailed summary of the results of the Student Services Needs Assessment concludes this section (under Plans).

Results of the needs assessment showed that counseling was used by 48.3 percent of the students surveyed, while 39.8 percent had never used the services, and only 2 percent didn't know the service existed. Findings demonstrated that 98 percent of the students knew that the services existed and answered a major question which needed to be answered by this study. The large percentage (39.8) of students who had never used the services were cause for concern. Counselor availability was rated excellent to average by 85.2 percent of the students suggesting the lack of availability was not a serious problem. Assuming that more than 48.3 percent of students needed counseling services, the information obtained

on student needs would be valuable in meeting the needs of all students and possibly increasing the usage of services.

Of the small percentage (2.0) of students who did not know that counseling services existed, 50 percent were transfer students and 50 percent were undecided. These students included 60 percent day students, 20 percent night students and 20 percent attending both day and evening. These results suggest that some work needs to be done in advertising counseling services particularly for transfer and undecided students who attend during the day. This finding was contrary to expected results. Because of limited evening coverage it was thought that more evening students would be unaware of services.

Of students who had never used counseling services, 45.7 percent were vocational, 32.6 percent were transfer and 21.7 were undecided. These students were almost evenly distributed between day and night students. Results in this category suggested a slight need to provide services more relevant to vocational students such as career planning and job placement. This need was confirmed in the section on student needs. The 21.7 percent of undecided students were the ones who might benefit most from counseling and suggested a valuable area for student outreach and a need for some emphasis placed on programs designed to assist undecided students.

#### PLANS

Results of the evaluation section were positive but showed some need for improvement. Of a sample of 148 students using counseling, 83.3 percent rated the quality of counseling services as excellent to

average while 16.7 percent suggested a need for improvement. Major areas in need of improvement (in order of importance) are:

- 1) Planning transfer courses
- 2) Educational problems counseling
- 3) Career planning
- 4) Planning graduation requirements

These results suggested a need for continued staff development in the above mentioned four areas.

Very positive results were shown in the area of registration assistance and personal counseling with 90.9 percent of the students rating registration assistance as excellent to average and 88.9 percent of students rating personal counseling as excellent to average.

In a time of increasing numbers of students and demands for services from finite resources, efficiency of operation becomes important. By concentrating efforts on student needs, the most efficient operation may be achieved. As shown by the assessment, the top ten counseling needs of students at Cuyamaca College were:

- 1) Educational planning/information
- 2) Career planning
- 3) Setting goals/finding direction
- 4) Career information
- 5) Building self-confidence
- 6) Transfer assistance
- 7) Help with learning problems

- 8) Help in choosing a major
- 9) Discovering interests/abilities/values
- 10) Financial aid information/counseling

Counseling will focus on these needs during the 1984-85 year.

## STUDENT ORIENTATION

### DESCRIPTION

Orientation sessions by major are held preceding registration each semester. Counselors and faculty describe college majors and requirements, discuss vocational or transfer opportunities, and tour the campus. Furthermore, counselors and faculty are available to answer student questions and provide personal assistance when needed during the semester.

### APPRAISAL

Fortunately, since the campus and enrollment are small, these orientation sessions before and during the semester seem to adequately acquaint students with the nuances of college life at Cuyamaca.

### PLANS

The college is planning to begin adoption of a matriculation model which includes application for admission, orientation, pre-enrollment assessment and educational planning, academic advisement, follow-up on student progress, and institutional research and evaluation.

## INTERNATIONAL STUDENTS' SERVICES

### DESCRIPTION

International students are assigned to a counselor with experience in counseling these students and knowledge of immigration rules and regulations. All international students are required to see this counselor for academic advisement and course approval. These students are also required to take a course called "Introduction to College" which helps orient students to college in the United States. International students also receive personal counseling to assist them with any adjustment problems they might have in adapting to a different culture and educational system.

### APPRAISAL

Obviously, international students socializing with local students results in a positive experience for both groups and the college. Of the approximate 13 foreign students who enrolled at the beginning of Fall semester 1983, 13 completed course work (10 enrolled and completed in Spring Semester 1984). Also a very active International Club is now in its second year and sponsors many activities throughout the year.

### PLANS

Meetings are planned to investigate ways to assist some international students in acquiring the language skills necessary to successfully function in academic classes.

## CAMPUS ACTIVITIES

### DESCRIPTION

The objectives of Campus Activities are to provide leadership training and experience for students, to provide means by which students may have a voice in college policy determination, and to make the campus a comfortable and enriching environment for learning.

Campus Activities is headed by a full-time faculty member with hourly student aides staffing the Campus Activities Office. Functions of the Activities Coordinator include supervising campus activities, administering student due process and grievance procedures, providing for student membership on college committees, overseeing student body budget and finances, supervising Campus Activities Office and staff, directing commencement exercises, coordinating and printing a monthly activity calendar, overseeing and awarding scholarships on campus, attending appropriate conferences, coordinating clubs and organizations, providing for a student leadership and government class, serving on such district and campus committees as Parking, Bookstore, Food Services, Petitions, and administering contracts between students and outside vendors.

The Student Association is called Associated Students of Cuyamaca College (ASCC) and includes all students. Student government is currently conducted through a two-unit leadership class called Leadership Development. A constitution for student government with amendments and by-laws governs and regulates the various decision making processes which are determined by the ASCC officers and voting council members,

Campus activities are financed by activity card sales, profits from food vending machines, various ASCC projects such as barbecues, car washes, etc., and grants from the Bookstore.

Students help determine policy on such matters as curriculum, due process, petitions, accreditation and parking. There is also a student representative on the District Board of Trustees.

### APPRAISAL

Some major accomplishments of Campus Activities in the first few years include development of student due process procedures, development of procedures for club formation, creation of a leadership training seminar, provision of campus amenities, establishment of a speakers' series for College Hour; student participation on college and district committees; student book loan program; an emergency student loan program; and adoption of a campus logo, mascot, and school colors.

A variety of ASCC projects during the past few years have greatly enhanced the campus communications and comfort by providing a marquee, various permanent signs, and additional outdoor furniture for student and faculty use.

The ASCC office and conference room are no longer adequate for campus activities; also, the student lounge, which is the only facility where students may rest, eat, and talk, is much too small.

Student hourly aides staff the Campus Activities Office, but there are periods when it is closed because of their class schedules.

## PLANS

Campus Activities is developing as the campus grows. Current priorities in this area include recruitment of better student leaders, developing a student government model, encouraging formation of interest and service clubs, and making a campus-wide determination of what services and activities are designed by both day and evening students.

The campus needs a new, major complex to house the Bookstore, a larger student lounge, a Campus Activities Office, and the ASCC advisor's office all under one roof. The campus also needs a cafeteria.

## STUDENT PUBLICATIONS

### DESCRIPTION

The Cuyamaca Sun, published once monthly (four times each semester), is the sole student publication on campus. The newspaper staff, comprised of students who enroll in English 133--Journalism/Newspaper Production, is under the advisorship of an English instructor (no journalism is offered at Cuyamaca) and follows the standards concerning student publications established by the Board.

The Cuyamaca Sun serves two purposes: first, to give students practical experience in the production of four, eight, and twelve page tabloids; and, secondly, to provide students with campus news, events, and information.

Since its inception in 1979 (the college's second year), the newspaper has been funded by the District. The first four years annual budget of \$2880 was reduced in 1983 to \$2200 because of State cutbacks. All advertising revenue remains in a trust account for the newspaper's use.



## APPRAISAL

The Cuyamaca Sun does a competent job reporting news, editorials, features, and sports of interest to the Cuyamaca students. Since past students have successfully continued into journalism afterward, the Sun does provide students with practical and purposeful experience.

## PLANS

As the campus grows in offerings and students, consideration will be given to publishing more frequently than monthly. For the 1984-85 year, the staff will move from the crowded and noisy ASCC Activities Office to N-107, a new location. There materials and layout equipment will be more accessible, and hopefully light tables will be built (or borrowed from Graphic Arts) to facilitate newspaper production. Obviously in light of tighter funds, more consideration will be given journalism's cost effectiveness.

## STUDENT RIGHTS

### DESCRIPTION

Student rights and expectations for student conduct are outlined in a booklet entitled "Student Grievance and Due Process Procedures and Student Conduct and Discipline". This booklet is available in the Counseling Center or in the administrative area.

### APPRAISAL AND PLAN

Since some ambiguity existed, a clearer statement of student grievance, due process, conduct, and discipline were deemed necessary. During the summer of 1984, a new booklet on student rights and conduct

will be presented to the Board (supplemental document). This new booklet will outline procedures to be used District-wide.

## FINANCIAL AID

### DESCRIPTION

Currently the Financial Aid Office, under the direction of the Director of Special Services, Grossmont Community College District, is staffed by a half-time Senior Financial Aid Assistant, a full-time Financial Aid Assistant/Typist Clerk Intermediate, and a part-time adult hourly (19 hours per week). Administration of such federal programs as Pell Grant, Supplemental Educational Opportunity Grant (SEOG), College Work Study (CWS), Guaranteed Student Loan (GSL) are handled through the Financial Aid Office. Placement of CWS students is also done through the Financial Aid Office.

The objectives of the Financial Aid Office are to make available financial resources for students who would otherwise be unable to pursue post-secondary education, to provide proper administration of funds, and to provide information to the community served by the institution of the assistance programs available.

### APPRAISAL

As of February 9, 1984, there were 120 students in the Pell Grant program for a total disbursement of \$71,531. In the CWS program, 33 students were employed for a total award of \$46,965. In SEOG, 27 students were awarded for a total of \$11,444; in GSL 57 students were

awarded for a total of \$130,350; and in the EOPS program, 39 students were awarded for a total of \$28,575.

Since the Financial Aid programs began in 1978-1979, there has been a 2,150 percent increase in the dollars administered, which breaks down as follows:

<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
\$ 20,124	\$ 144,723	\$ 413,319	\$389,983	\$ 429,281	\$ 450,000

Students are informed of the availability of financial aid through various financial aid publications. At the beginning of each processing year, students currently on financial aid are mailed a pre-application questionnaire. If students wish to apply for aid for the next academic year, they return this form to the Financial Aid Office. Information regarding availability of financial aid is also published in the student newspaper on campus, and posters are placed throughout the campus.

To help increase the awareness of the availability of financial aid, high schools in the Grossmont Union High School District are visited. Financial aid information is given to students, counselors and parents. In cooperation with EOPS, financial aid information is made available at local libraries, swap meets, community events and community organizations.

#### PLANS

For the 1984-85 academic year, students will be able to combine units taken concurrently at Grossmont and Cuyamaca to determine eligibility for financial aid. This will help those students who have not been able to get a full-time schedule at Cuyamaca because of the

numerous cuts in class offerings. This change in policy will enable more students to be eligible for financial aid at Cuyamaca College.

### DISABLED STUDENTS' PROGRAM

#### DESCRIPTION

Services for disabled students are provided by a half-time counselor. This counselor is a full-time employee of the district and is therefore able to provide services as needed throughout the day. Disabled students are provided with vocational and personal counseling, academic advising and planning, referrals to campus and off-campus services, special parking assistance, and advocacy and liaison with the faculty.

Other services for disabled students include mobility assistance, reader services, interpreters for the deaf, and note-takers. Special equipment includes tape recorders, print magnifiers and brailers. Testing for the identification of learning disabilities is available on campus through the District Special Services Office.

#### APPRAISAL

As a result of prior assessments, steps have been taken to assure accessibility of handicapped students on campus. Adequate parking spaces exist and architectural barriers have been removed. The Disabled Students' Office has been moved to the Counseling Center so that all services are more readily available to disabled students.

## PLANS

On-going needs assessments and evaluations are necessary to make sure that the needs of disabled students are being met. In addition, efforts need to be made to let disabled students know about the services and educational programs available at Cuyamaca College.

## EXTENDED OPPORTUNITY PROGRAM AND SERVICES

### DESCRIPTION

Cuyamaca College participates in the State Extended Opportunity Program and Services. This program is directed towards the recruitment and retention of students affected by language, social, or economic disadvantages. Services include, but are not limited to: Administrative liaison with college and district departments; financial assistance in the form of grants and book loans; peer advisement; tutorial assistance; ombudsperson services; recruitment; facilitation of delivery system of other student service programs and community agencies; and, for transfer purposes, liaison with four-year colleges and universities.

In the Fall Semester 1979 the administrative responsibility of EOPS was transferred from the Office of the Dean of Student Services, Cuyamaca College, to the Office of District Director of Special Services, Grossmont Community College District. Moreover, due to the financial dilemma of community colleges, in the Summer Session 1982 it was felt prudent to merge the EOPS Coordinator positions of Cuyamaca and Grossmont College into a District Supervisor of EOPS, correspondingly, under the direction of the District Director of Special Services.

Administrative modification did not alter the delivery of services to EOPS eligible students of Cuyamaca College. The recruitment function is intended to serve as the means by which potential EOPS eligible students are brought into the college environment. Recruitment serves to facilitate access to and participation in the educational pursuits of the college and individual goals of those persons who would not normally attend a post-secondary educational institution due to language, social, or economic disadvantages. EOPS uses community and high school resources to seek out potential students who will benefit from the services provided at Cuyamaca College.

Peer advisors are given a case load of EOPS students participating in program activities; this function is to monitor the academic progress of those students receiving assistance. Peers meet with the assigned students as needed, but no less than once a month. Peers are trained to identify potential problems that may constrain students from successfully completing their educational goals. Referrals to district and college departments, as well as community agencies, are commonplace in resolving personal and academic matters.

At Cuyamaca College, the District Supervisor of EOPS also administers the Tutorial Assistance Project, a federally funded program that provides resources to employ qualified personnel to tutor students with, among other criterion, educational and economic disadvantages. This alliance reinforces the retention function of EOPS.

## APPRAISAL

Obviously, the number of students served by EOPS correlate with other entities affecting college enrollment, i.e., funding, job market, etc. At this writing, Cuyamaca College EOPS assist 98 students with grants or services. This represents a slight decrease from last year at this point, but a significant increase since the last accreditation report. As eligibility is determined and documented, students are continually being placed on the eligible list. As the surrounding community expands, and the fiscal crisis of state community colleges ebb, there is no doubt student growth of EOPS at Cuyamaca College will escalate.

## PLANS

The main emphasis is to essay improvement and evaluate program effectiveness, augment services, increase student and community participation, and to continue matriculating those EOPS eligible students wishing to carry through their education at a four-year college or university.

## VETERANS' AFFAIRS OFFICE

### DESCRIPTION

The Veterans' Affairs Office at Cuyamaca College is under the direction of the Registrar and is supervised by the Evaluations Technician.

The primary function of the VA Office at Cuyamaca is to assist veterans in their application for benefits to the VA Regional Office,

by assisting with filling out appropriate forms and ensuring that required paperwork is sufficient and attached.

Additionally, it is the responsibility of the VA Office to monitor the program of each veteran claiming benefits, including evaluation of previous credit and application toward the veteran's stated degree objective, with all discrepancies to be reported in a timely manner to the VA Regional Offices. Due to the complexity of VA regulations and authorization of appropriate courses, veterans must consult the Evaluations Technician regarding matters normally dealt with by a counselor or advisor, and a substantial part of the veterans' counseling is undertaken by the VA Office on campus.

#### APPRAISAL

Approximately 300 active students at Cuyamaca claim VA benefits for their attendance. At the present time, evaluations have been completed for all veterans who have transcripts on file. Currently there are two VA work study students working in this area helping to adequately meet the needs of the veteran students.

Since the Veterans' Program Coordinator also serves as Evaluations Technician and Foreign Student Admissions Officer, outreach and recruiting services are limited.

#### PLANS

The number of veterans eligible for benefits will be declining due to the termination of benefits on December 31, 1989 and non-allocation of educational benefits for those persons enlisting after January 1, 1977.



It is the intention of the Veterans' Office to continue to serve the veteran student as efficiently as possible during this time. The on-line evaluation procedure, when completed, will be of assistance to the veteran's evaluation procedure.

### TUTORIAL CENTER

#### DESCRIPTION

The Tutorial Assistance Project (TAP) is a subdivision of the Extended Opportunity Program and Services. TAP is the only tutorial organization on campus that offers academic supportive services for the full range of academic courses offered (labs exist to tutor in specific fields - math and English).

Tutorial services are aimed primarily at those students who have academic potential and have demonstrated a need for special services as a result of a deprived educational, cultural or economic background or who have a physical handicap. Definitions of the previously listed categories are outlined by the federal grant for TAP.

The Tutorial Center's primary function rests in the academic assistance and supportive services of students at the community college level. The specific objectives of TAP are to enable disadvantaged students to either complete one year of community college education, graduate with an Associate in Arts Degree or Associate in Science Degree, or transfer to a four-year institution of higher education.

The Tutorial Center's staff is composed of a coordinator, a study skills specialist and tutors, and is open five days a week.

## APPRAISAL

From Fall Semester 1978, until Spring Semester 1983, Community Enrichment Services, Inc. (CESI) formerly known as the Community College Consortium, sponsored the Tutorial Assistance Project at Cuyamaca College. In the Spring Semester 1983, the Federal Government amended the application for a grant to continue free tutorial services. The amended application included a change that called for the administration of TAP funds to be handled by an office on campus, not CESI. At Cuyamaca College the Tutorial Center is under the direction of the EOPS District Supervisor.

Even though the Tutorial Center has experienced a major change in staff, a number of goals have already been accomplished. TAP has developed a schedule that provides adequate tutorial services, not only to day students but also to evening students. The Tutorial Center's staff has coordinated monthly tutor training workshops. In addition these workshops have been extended to the entire student body in the form of study skills workshops during College Hour. TAP has collected educational resources and is in the process of expanding its inventory. Finally, a firm line of communication has been established between the Tutorial Center's staff and the faculty of Cuyamaca College which adds to the center's effectiveness.

## PLANS

The Tutorial Center will be developing and implementing evaluation procedures of the services available and the staff. In addition a major

focus of TAP will be to increase the range of services offered to better aid the students in their academic success. Among the increased services are the periodic offering of study skills workshops. The Tutorial Center would also like to expand the amount of reference materials available to tutors and students. Finally, TAP is continually striving to escalate the number of students who utilize its services, in addition to offering these services in a comfortable environment conducive to study and learning.

THE WRITING PROJECT: WRITING ACROSS THE CURRICULUM  
AND THE WRITING LAB

DESCRIPTION

The Cuyamaca College faculty believes that writing, like reading, is a skill of an educated person and endorses the goal that all students should write in all classes, since writing is one of the ways of coming to know.

The responsibility to promote logical thinking, full development of ideas, and coherent, mature expression in writing is not the sole responsibility of the English composition class, but to assume that "academic" research papers or lengthy technical analyses should be written in all classes is ludicrous. The goal of the Cuyamaca College Writing Project is simple: to help students learn the writing skills practical to the particular course they are studying.

That goal is accomplished in three stages. First, the faculty shares and publicizes ways in which a variety of writing styles and forms effectively enhance learning in particular classes. Secondly, a

series of workshops are held to investigate the relationships between the process of writing, thought processes, and instruction. During these workshops the practicality and effectiveness of writing was evaluated. Finally, and most importantly, a writing lab has been established to function much as any tutorial center now operates--a place where students receive personal help for the writing assigned from any class. The writing assigned and the help offered by the writing lab is closely coordinated in support of both student and instructor.

The Writing Lab is staffed by an hourly college graduate (the director) chosen by and responsible to the English Department. The Lab, housed in D-107, is open three days a week (T, W, Th) for 19 hours. The director's roles are many:

- 1) coordinating writing requirements with instructors who participate in the Writing Project and assisting students in that writing;
- 2) visiting classes of those in the Project to introduce himself or herself, to explain the workings of the Lab and to encourage students to visit the Lab, and to speak for a moment about the writing assignments germane to that class;
- 3) assisting "drop-in" students to the Lab with writing problems in a variety of subject matters; and
- 4) as appropriate, serving for instructors as a clearing house of materials appropriate to writing across the curriculum

(articles from professional journals, newspapers, guidelines for non-sexist language, etc.).

#### APPRAISAL

Since its inception in the Spring Semester 1982, the Project and the Lab have been very well received by faculty and students. The yearly evaluation (which vary yearly from formal to subjective) have confirmed the validity of and necessity for continuing the Lab. In February 1984 the Daily Californian, a local newspaper, reported very favorably in an article on the Project (supplemental document). Since most of the faculty who originally participated in the Project continue to do so, the success of the program is evident.

#### PLANS

Basic compliance with the original tenets of the project will continue. Since the Project must ultimately assist student learning and teacher effectiveness, there is no intention of taking a highly successful class in any course of study and subverting it into an English composition class; such would be foolish. Writing is thinking and both are integral parts of any course in higher education.

However for 1984-85, the following ideas are attempts to increase the use of the Lab; and, therefore, be more beneficial for students:

- 1) increasing the total weekly hours from 19 per week to 25 per week (opening on a limited basis during evening hours;
- 2) consider having instructors making visits to the Lab a requirement;

- 3) publishing a complete listing of Lab services to be sent to all instructors;
- 4) publicizing more widely among students the hours and services of the Lab;
- 5) increasing campus activities which relate to the art and craft of writing (ideas here include a journalism workshop, student writing contests, guest speakers, films, etc.);
- 6) creating a questionnaire to be distributed to students and faculty in order to assess actual writing related needs of Cuyamaca students; and
- 7) designing and using a more formal evaluation to substantiate the Lab's benefits.

#### CAMPUS SECURITY

##### DESCRIPTION

Security for Cuyamaca College students is provided by the Grossmont District Police and Security Services. The Campus Police and Security Services are comprised of a District Director, Captain, Lieutenant, six supervisors, and approximately 20 patrol officers. The Captain and Lieutenant are full-time, classified employees who report directly to the District Director, while the rest of the force is made up of student officers. They are all sworn as special police officers while on duty (California Penal Code, Section 830.3).

## APPRAISAL

The Campus Police force provides an in-service training opportunity for criminology students. This training often helps them secure law enforcement positions. The value of this experience for these students plus the positive student-officer relations, is worthwhile.

The problem of supervision by inexperienced student officers has been alleviated by the hiring of two full-time classified employees thus providing more permanent supervision. This has improved service to the campus community and has provided better communication with the San Diego Sheriff's Department in Lemon Grove which provides emergency back-up for the campus.

Due to the short time students are eligible to work, recruiting freshmen criminology and non-criminology students and training them thoroughly and quickly is beneficial.

## PLANS

When funds become available an increase in patrols should be scheduled to ticket unauthorized vehicles. There are also plans to increase the size of the kiosk at the front entrance to the college. This will enable the lieutenant to have an office close to the patrol officers.

Budgetary restrictions on the Campus Security will necessitate a critical assessment of future staffing and available services to the students.

## HEALTH SERVICES

### DESCRIPTION

Health Services has as its goal to contribute toward the educational aims of students by promoting their physical and emotional well-being. The Health Services Specialist is responsible for the overall administration and functioning of the Health Services Program and is directly responsible to the Administrative Dean for Instruction and Student Services. The student body directly supports the Health Services program through a health fee that includes accident insurance which provides coverage while the student is in attendance at the college, or at a school sponsored activity.

The Health Services Program includes such services as first aid and emergency care, health counseling, medical referral to outside agencies, vision and blood pressure screenings, hearing screening, health education through CPR (cardiopulmonary resuscitation), first aid classes, weekly film festivals and through a health information area where students have access to information on a variety of health related subjects, as follows: weight reduction groups, health hazard appraisals, and columns in the campus newspaper.

The Health Office is located in the Counseling Center in the Administration Building and serves both day and evening students. In the event that the Health Services Specialist or Health Assistants are not available, emergency coverage is administered by Campus Security Officers who have been trained in first aid and CPR.



## APPRAISAL

During the past four years the Health Services staff has expanded, along with the services provided. The Health Services Office is open from 9:00 a.m. to 10:00 p.m. Monday through Thursday and 9:00 a.m. to 4:00 p.m. Friday. Part-time health assistants now provide emergency first aid care when the Specialist is not on campus.

Students have become more familiar with Health Services because the Specialist is aware that the constantly changing student population necessitates a strong outreach program. Contact with instructors and their classes and in CPR and First Aid classes (with consistently high enrollment) are two of the most effective methods used in reaching a broad range of students.

To make sure that students' needs are being met in Health Services, the Health Service Specialist is frequently evaluated, and responses to services provided have been quite favorable. Students' top priority is first aid emergency care, which they are receiving.

The physical facilities are adequate and comfortable for individual health counseling and provide security for confidential health records. However, there is still a need for running water, toilet facilities and a private, separate area where students can rest when they are ill.

## PLANS

The Health Services Specialist will continue to promote programs geared to wellness and health maintenance focusing on the students' responsibility for their own health. Each year various programs

sponsored by Health Services are evaluated and further projects will be expanded and implemented as the college population and student interest grow.

At present the Health Services Specialist is seeking another, more private rest area for students; however, provisions for a private rest area with running water and more convenient toilet facilities are contingent upon future building plans.

### STUDENT EMPLOYMENT AND CAREER CENTER SERVICES

#### DESCRIPTION

Job placement services are available through the Career Center at Cuyamaca College. A job board is located on the wall outside the counseling area and contains listing of jobs currently available.

Students seeking employment are interviewed and job placement records are kept. Qualified students are referred as jobs become available. Assistance is provided in writing a resume and how to interview for a job.

#### APPRAISAL

Student demand for job placement services have remained relatively stable since the college opened in 1978. As the county unemployment dropped two to three years ago, some students dropped classes and took full-time employment; mostly, Cuyamaca students seek part-time or supplemental jobs while they continue their education. The major flaw in employment services is merely one of lack of time: the director is currently staffed at 15 hours per week.

## PLANS

As noted in the Counseling section, students did not indicate job placement as one of their top priorities. However, the service is of real value to many students and plans concerning job placement must involve finding ways to fund more hours for the director of student employment services.

### BOOKSTORE, FOOD SERVICES AND STUDENT CENTER

#### DESCRIPTION

Under the direction and guidance of the Administrative Dean for Instruction and Student Services, the Bookstore, some food services, and the student lounge are housed in the same building.

The Bookstore has the responsibility for the acquisition of all necessary instructional text materials and related student supplies. It is also responsible for purchasing used textbooks from students as well as collecting various district funds. The Bookstore is under the direction of a supervisor, a part-time bookkeeper, and student employees. Additional workers are hired to assist at peak rush periods at the beginning of each semester. The Bookstore is open five weekdays and four weeknights to serve both the day and evening students.

The food services are presently limited to vending machines containing various hot and cold food items and drinks. These machines are located in the Student Center, in the patio area of Student Activities, and in the patio area of the Ornamental Horticulture Department. An outside agency, is under contract to update and maintain the machines.

Also, a vending truck, selling fresh cooked hot food, miscellaneous snack items and a variety of drinks, is available in the morning and evening hours.

The Student Center serves as a multi-purpose lunch, recreation, and social area. Available to students are soft chairs and couches, a microwave oven for heating certain items, video-games and a television set. The Center is open to all students from 7:30 a.m. to 10:00 p.m.

#### APPRAISAL

Due to lack of permanent facilities when the college opened, the Bookstore operated in temporary facilities. The store provided students with most of the essential materials required for their classes, but lacked room to stock an assortment of supplemental material. The only food service available was five vending machines with cold food and drinks. Except for a few patio tables, the students had no place to sit and converse. Upon completion of the permanent facility, the Bookstore significantly increased its capacity by increasing the area for trade books, references, and gifts and sportswear. The Student Center greatly added to students' comfort before and after classes. Permanent concrete patio tables and a permanent barbeque were installed in the Bookstore patio for College Hour functions. Also, concrete patio tables and benches are in place in the Ornamental Horticulture area.

## PLANS

The building housing the Bookstore and Student Center is adequate for the present. As enrollment increases, the Bookstore may expand into the existing Student Center area, and at that time, the food services and Student Center will have to be relocated.

## STANDARD 4B

Administrators, counselors, and support staff have the qualifications to provide effective services.

## DESCRIPTION

All administrators hold appropriate credentials and are qualified to provide effective student services.

In each area of student services, the college employs appropriately qualified individuals (specific details about staff composition and size are included throughout this report under Standard 4A).

The counseling staff, including those dealing with career planning, international students, orientation, Health Services and Disabled Students Program, possess masters degrees coupled with experience and training in specialty areas. One counselor has a Ed.D. in Educational Administration and another is currently working on her doctorate in administration. The Health Services Specialist also has a degree in counseling.

Individuals who possess the appropriate training and background serve other components of student services, Admissions and Records, Bookstore, Financial Aid, Security, Student Activities, Veterans' Affairs, and EOPS and Tutorial Center.

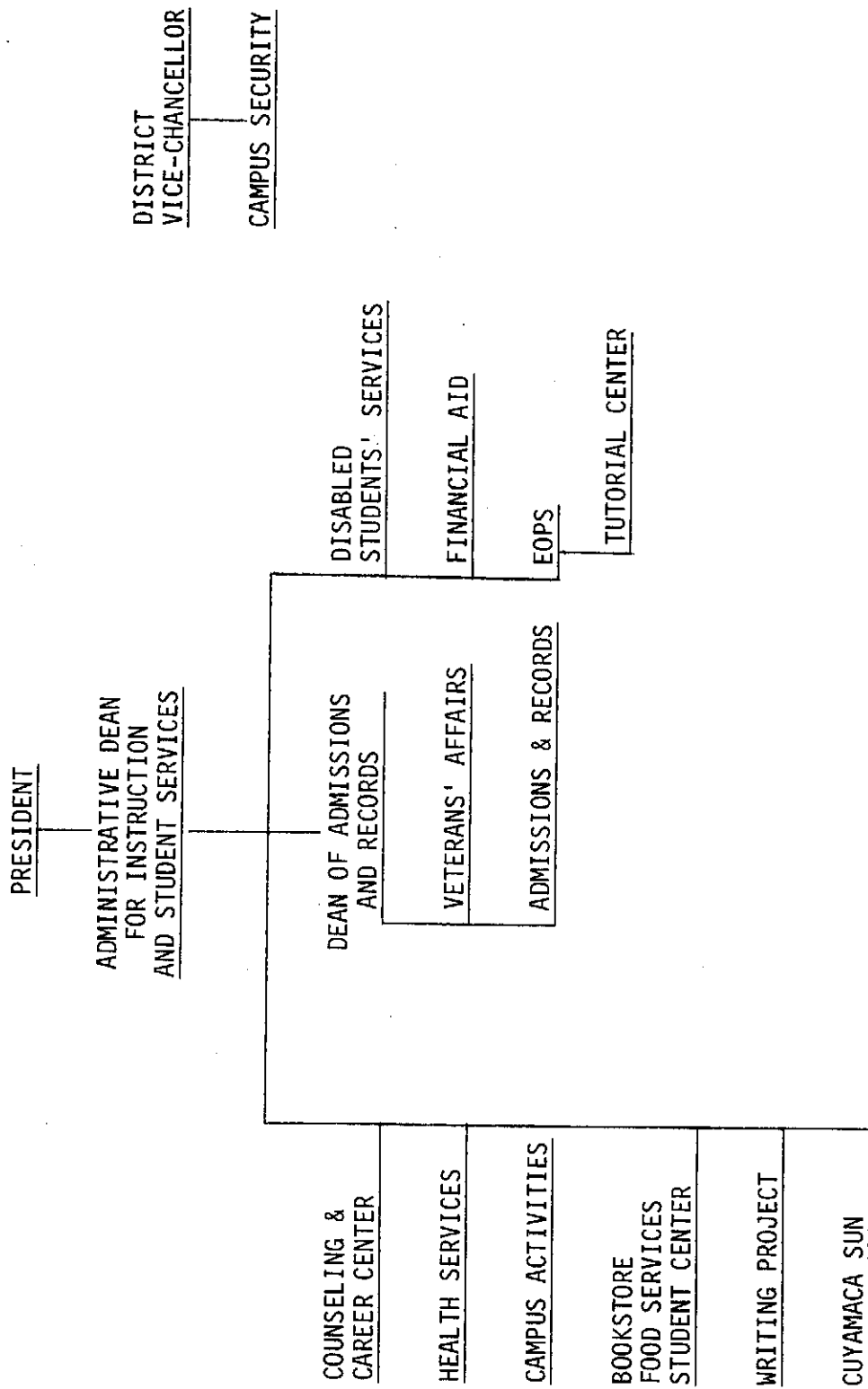
## APPRAISAL

Despite financial constraints, the college has encouraged its employees to participate in in-service training and workshops. Opportunities for further education and training are encouraged in order to maintain the high quality of services provided to students. The college's dedication to employing the most qualified and effective staff has proven beneficial to the school, students, and community.

## PLANS

The college will continue to provide adequate support essential to student services by reviewing the organizational structure of student services as enrollment increases. As in the past, prudence must be shown during times of fiscal frustrations to maintain excellence in service.

ORGANIZATIONAL CHART OF STUDENT SERVICES



## EVALUATION OF STUDENT SERVICES

### DESCRIPTION

Many of the individual areas of student services complete yearly evaluations of those services, e.g., The Writing Lab. However, in 1982 Counseling attempted to determine accurately how effectively all student services met the needs of students. In that assessment 255 students were surveyed and the results were published (supplemental document).

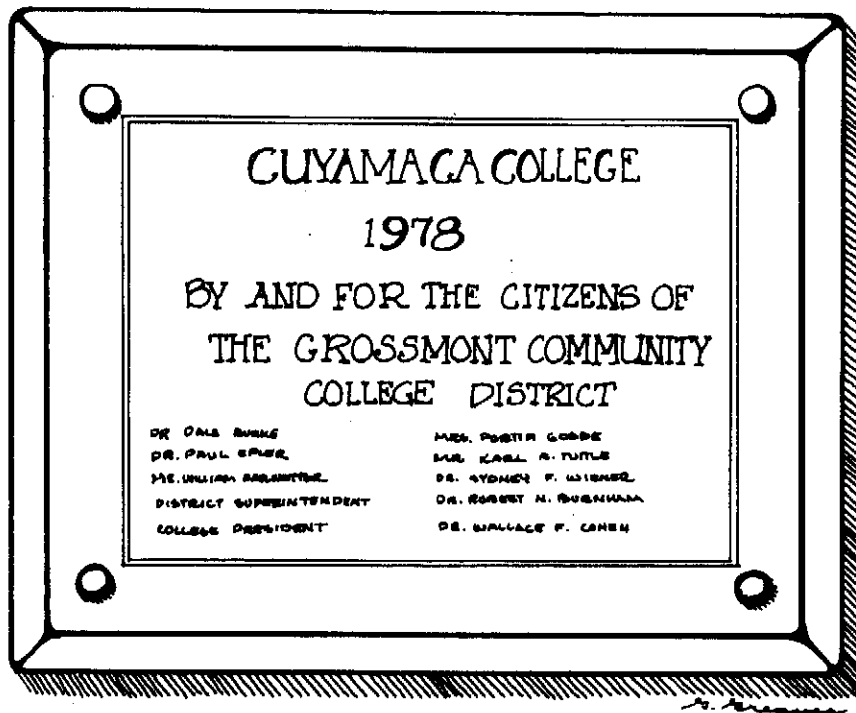
### APPRAISAL

The evaluation attempted to assess Counseling, Admissions and Records, Health Services, Career Center/Job Placement, Tutoring, Financial Aid, and Student Activities/Government by determining first if students knew that the services existed, secondly if the students had ever used the services, and thirdly, if they had used the services, how they rated them (excellent, good, average, needs improvement). Furthermore, students were asked to prioritize needs within each area so that those needs could be ranked in importance. For instance, the Tutorial Center learned that almost one-third of the students questioned wanted books available for lending and reference, while less than one-fifth wanted study-skills workshops.

### PLANS

Even though individual areas of student services assess student needs yearly, a larger, single evaluation of all student services should be conducted at least every other year.





Community Services



## STANDARD FIVE

### COMMUNITY SERVICES

Community Education is recognized as that part of our college district offerings which endeavor to meet the noncredit educational, the cultural, and the recreational needs of our community. It focuses on courses and programs covering civic, vocational, health, technical and general education including but not limited to courses in the areas of business management, community and professional services, consumer and senior citizen services, music, art, personal growth and physical fitness.

Community Education includes continuing education and community services. Continuing Education includes courses, workshops and programs for which state financial support is received, while community services offerings are not the recipients of state financial assistance. The focus here deals primarily with the community services aspect of community education.

In the Grossmont Community College District, community services is generally considered to be a District, rather than a college function. Dr. E. A. Farrar, as Dean of Community Education for the Grossmont Community College District, has overall responsibility for arranging and coordinating community services activities. There is no separate staff position for this function at the college level. An integral function of the Office of the Dean of Community Education is the responsibility for disseminating information on community services to the public.

Public information is provided through newspaper releases, bulletins, radio advertisements, and a publication entitled Preview which utilizes a substantial mailing list to the community and is mailed free to those requesting it.

STANDARD 5A

Institutional policies and procedures encourage use of college facilities by the public.

DESCRIPTION

The college has permitted the use of college facilities by non-Cuyamaca organizations (e.g., USDA Soil Conservation Service, Auto Service Council, Great Western Promotions, etc.) when use does not interfere with the primary use of college space.

APPRAISAL

Cuyamaca has expanded campus availability for fee-supported community education classes and for use of college facilities by non-Cuyamaca organizations. There is a District policy governing the fees associated with facility use.

PLANS

A procedure should be established whereby requests from the community could be evaluated and acted upon appropriately. Currently staff members on the Cuyamaca campus provide the following services: maintain the college master calendar; schedule college use of the campus which extends beyond credit classes, including special events, fee-supported community education classes and student activities; collect and deposit fees;

maintain roll sheets for community education classes; and maintain college mailing lists. These responsibilities and delegating them will be evaluated as enrollment increases.

#### STANDARD 5B

Community service courses are integral parts of the college educational program, intended to serve people who are not reached by the credit courses.

#### DESCRIPTION

Community services courses have increased on the Cuyamaca campus to serve people who are not reached by credit courses. These courses are supported by the fees collected for each. Typical offerings include: "Computers for business and home; parent and child computer comfort;" and training programs designed to prepare participants to enter occupations such as Computer Assisted Drafting, Computer Assisted Machining, Industrial Robotics, Electronics, and Computer Technology.

Community services courses are published in Preview, in brochures and flyers and in various other local publications (e.g., The San Diego Union, The Daily Californian, etc.). News releases are also used to publicize classes and special events.

Registration for classes is either by mail or, if space is available, participants may enroll at the door on the first day of class. A refund policy allows for the return of fees under certain circumstances.

## APPRAISAL

Community services courses are now offered on the Cuyamaca campus, although these are not extensive due to limited facilities. As they become more extensive, courses should be developed with the assistance of community advisory committees, and each college division should review the possibility of offering community education courses and advise on qualifications of potential instructors. Members of the Curriculum Committee should be given the opportunity to review community education course proposals and faculty members should serve on community advisory committees.

Procedures should be established whereby instructors submit written course proposals to be evaluated for appropriateness, quality and anticipated community involvement.

More community input in planning for fee-supported classes, recommendations from community advisory committees, and suggestions from course participants should be given particular attention.

## PLANS

The college will continue to offer community services courses as space allows and the needs of the community mandate.

## STANDARD 5C

A varied program of cultural activities is provided to the community, both by college and community based groups.

## DESCRIPTION

Various cultural activities have been provided to the community, both by college and community based groups (e.g., Oktoberfest, Spring

Festival(s), Open House(s), etc.). Cultural organizations using college space are required to pay a rental fee because of funding restrictions.

#### APPRAISAL

Due to limited facilities, lack of funding, and geographical location, the cultural component of community services has remained minimal. However, the Office of the Dean of Community Education provides various cultural activities in the East County Performing Arts Center (ECPAC), a District facility.

#### PLANS

The cost of added support staff to organize and promote fee-supported cultural events could be included in the budget. Cosponsorship of cultural events between community education and community organizations, such as businesses in the area, might be explored.

#### STANDARD 5D

Special programs and services are designed to reach senior, ethnic, youth and other kindred-interest groups within the community.

#### DESCRIPTION

Special programs and services have been designed to meet such groups within the community (e.g., displaced homemakers, unemployed and disadvantaged persons). External funding through a grant from the Fund for Instructional Improvement was authorized in 1980 to start a program geared for educating senior citizens.

## APPRAISAL

The college participates in special programs and services in areas such as: 1) health services, with referrals to and from public and community health agencies and assistance; 2) financial assistance programs which are disseminated to members of the community to encourage attendance at the college by persons otherwise unable to attend because of financial hardship; 3) counseling offered to students, and prospective students from the community, who may be in need of assistance in the selection of courses and programs which may benefit them; and 4) publicity through community services activities which can be helpful in promoting not only special offerings but also regular catalog courses.

## PLANS

The appropriate divisions and departments will begin to explore cosponsorship of events with senior and ethnic organizations. External funding from grants or other sources should be sought to pay for special programs for low-income people.

## STANDARD 5E

Budget, staffing, and placement in the organizational structure demonstrate recognition of community services as an instructional objective.

## DESCRIPTION

Since community services is considered a District function, there are no separate funding allocations on the Cuyamaca campus, and there is no member of the staff whose exclusive duties pertain to community services.



## APPRAISAL

Although the Cuyamaca campus has no separate budget or staffing for community services, the college recognizes community services as an institutional objective evidenced by the number of community services offerings.

## PLANS

In order to meet future community demands, more community education staff will be needed. The facilities and staffing problems should be addressed and methods explored to gain revenue to fund added staff.

## STANDARD 5F

Community liaison is developed and maintained through community surveys, public information materials, and other appropriate methods.

## DESCRIPTION

The Office of the Dean of Community Education maintains liaison with San Diego County area media representatives and regularly supplies the media with information regarding district policies, programs and services. Cuyamaca College utilizes public information materials in the form of news releases (e.g., The San Diego Union, The Daily Californian, The Pennysaver, radio broadcasts, etc.) which are disseminated in the greater San Diego area. In addition, a publication entitled Preview is published three times during the academic year by the Grossmont Community College District and is mailed to residents of the community.

## APPRAISAL

The Office of the Dean of Community Education is located on the Grossmont campus; consequently, access is sometimes difficult for Cuyamaca's faculty and staff. However, academic staff members of the college are given the opportunity to publicize their programs in Preview.

The possibility of a taped message to inform interested callers of public events or fee-supported classes should be explored.

## PLANS

As time permits, an organized method will be developed to determine how the public receives information about the college. Some consideration should be given to developing a master calendar in an attempt to inform the maximum number of people in the community. An information office should be housed on the Cuyamaca campus to enhance the accessibility to college staff and students.



# Learning Resources



## STANDARD SIX

### LEARNING RESOURCES

#### STANDARD 6A

All learning resources (print and non-print library materials, media equipment, facilities and staff) are sufficient in quantity, depth, diversity, and currentness to support all of the institution's educational offerings at appropriate levels.

#### DESCRIPTION

Cuyamaca College provides a variety of unified media learning resources in order to support instructional areas. The library is located in building A and occupies 5,252 square feet. There are 96 reader stations, of which 34 are wet (electricity supplied) carrels and can be used for general reading and audiovisual materials. An audiovisual corner equipped with a TV monitor, cassette tape players, and rear screen slide projector provides students additional access to audiovisual services. The Media Center has available all basic instructional equipment: 16mm, filmstrip, opaque, and overhead projectors (all classrooms are provided with screens), phonographs and tape recorders and players, filmstrip-sound equipment, videotape recorders, calculators, etc.

At the start of the 1983-84 school year, the library collection totaled 16,978 volumes, 278 periodical titles, 20 indexes and abstracts, and 6 daily newspapers. As a member of the San Diego Community College Consortium, the college has access to over 1,200 films. In addition,

films are rented from the Los Angeles County Education Department and from other institutions in California and in other states. Inter-library loan agreements with Grossmont College, San Diego State University, and the University of California, San Diego, have helped to supplement the college's collection.

#### APPRAISAL

The library facility itself has been expanded by 973 square feet since the last accreditation and has added 4 tables plus 16 stools. With additional rearrangement, a new reference counter was added resulting in a 30 percent increase in table space. The audiovisual corner, equipped with a TV monitor, was also added since the last accreditation. Both the expansion of the facility and media development were recommended by the previous accreditation committee.

Although the book collection has more than doubled since the first year, 1978-79, the percentage of growth in the last few years remains very small due to budgetary restrictions. These restrictions have necessitated close cooperation of the library and instructional areas to insure that each program is appropriately supported. Due to District fiscal restraints the budget for periodicals has been reduced each year, resulting in a 16.6 percent reduction in periodicals and a 9 percent reduction in indexes and abstracts for 1983-1984 compared to the opening year (1978-1979). Similarly, the commercial film rental budget was reduced as was the budget for maintenance and replacement of worn/stolen equipment.

The Library and Media Services have made great efforts to preserve the quality of the library resources as evidenced by the positive statements made by the majority of full-time and part-time faculty, and classified staff, who are satisfied with the facilities and media equipment. The majority of students are satisfied with the facilities, though many are not sure that the learning resources were sufficient to support their educational objectives.

There is concern that with continued cutbacks this quality may be undermined, compromising the missions of the college.

#### PLANS

Plans for a new library facility have been included in the State Chancellor's budget proposal for the last three years, but remain to be funded in the Governor's budget. Any future plans for expansion depend on the completion of this new facility. In the meantime, the college needs to explore existing instructional support services in the District, such as the Instructional Media Center located at Grossmont College, and how sharing resources could benefit students on both campuses.

#### STANDARD 6B

There is an organized procedure for the selection and evaluation of learning resource materials.

#### DESCRIPTION

Faculty, students, professional librarians and the learning resource staff all participate in the selection of print and non-print materials

selected for our collection. Requests are submitted to the library staff or dropped in a suggestion box in the library. Materials requested are purchased as funds are available. As part of their professional responsibilities, the Learning Resource staff continually researches materials to augment existing collections. As a member of the San Diego County Community College Consortium, the College Librarian provides input into the selection of new films for the Consortium based on the needs of Cuyamaca College.

#### APPRAISAL

Based on surveys of part-time and full-time faculty, staff, and students, the procedures appear to be functioning adequately. The full-time faculty plays a greater role in material acquisition and consequently are more satisfied with the availability of materials in their subject area. Most of the part-time faculty surveyed do not assist librarians in this process and are less sure that the library continues to make improvement in their area. Many students are not sure or do not know if the book and periodical selection is adequate for their educational needs. Due to financial restrictions, the periodical subscriptions, for example, have been reduced by 16.6 percent in the past four years and the growth of the book collection has slowed dramatically. To reduce the impact of such financial constrictions, inter-library loans have increased with Grossmont and other colleges. In addition, interdisciplinary resources, videotapes, slides, etc., were acquired.



## PLANS

As funding will continue to be a problem for the community college, other sources in the community must be explored in fund raising efforts. Also, the effectiveness of intradistrict sharing and of interdistrict film consortium encourages exploration of other ways in which sharing of common resource materials can be enhanced.

## STANDARD 6C

Learning resources are readily available and used by staff and students both on and off-campus.

## DESCRIPTION

The Library and Media Services is open from 8 a.m. to 8 p.m. Monday through Thursday, and until 4:30 p.m. on Friday, but is closed on weekends and holidays. It is served by an automated on-site parameter driven system with approximately 4,663 books checked out in 1982-83, and was used by 55,978 people. Library circulation policies are set as closely as possible between the two colleges since the same circulation system is used and serves students from both colleges. Audiovisual materials are picked up and returned to the library (or to the administration building if the library is closed).

## APPRAISAL

In the past four years, library usage has increased by 400 percent and collection utilization has steadily increased. A survey of full-time faculty indicated that they were very satisfied with the availability of materials and thought the media equipment was maintained

adequately. They used 16mm, overhead and slide projectors, and videotape players most frequently. Most of the faculty assigned students research work in the library thereby encouraging its use. The part-time faculty assigned less library research and their use of audiovisual equipment was less, though the same equipment was available for their use. As of this semester, faculty has the opportunity to scan the library book holdings (using personal microcomputers at home). Students in day non-vocational classes reported the greatest frequency of usage, more than once a week, while most students in night vocational classes used the library less than once a month. Fifteen percent of the students reported that they had never used the library. Few of the students in any group used audiovisual equipment. Students generally were very satisfied with the comfort of the seating arrangements, although an often heard concern was that the noise level is too high and that there is no area for groups to study.

#### PLANS

As funding becomes available, the library will explore the possibility of expanding hours to include the weekend. In addition, the library needs to focus on space utilization to minimize noise level and perhaps provide an area for study groups. The college wants to explore ways to encourage utilization of learning resources by evening students.

## STANDARD 6D

A professional staff with pertinent expertise is available to assist users of learning resources.

### DESCRIPTION

The library is staffed by the College Librarian, one certificated librarian, a multi-media specialist, a multi-media technician, and intermittent and student assistants (2,195 yearly hours), all of whom offer a variety of services to faculty, staff and students. To encourage and assist students in using the library, the librarians provide on-going library orientation programs to classes as requested, in addition to individual instruction to students doing research and those with special problems. The faculty is encouraged to assign library research to students and work closely with librarians to meet student and instructional needs. With the aid of the computer, librarians also compile and distribute periodical lists by title and subject, and inform instructors of new books and publications in their subject area. The library staff continues to participate in professional growth activities, seminars and workshops to enhance the quality of their expertise.

### APPRAISAL

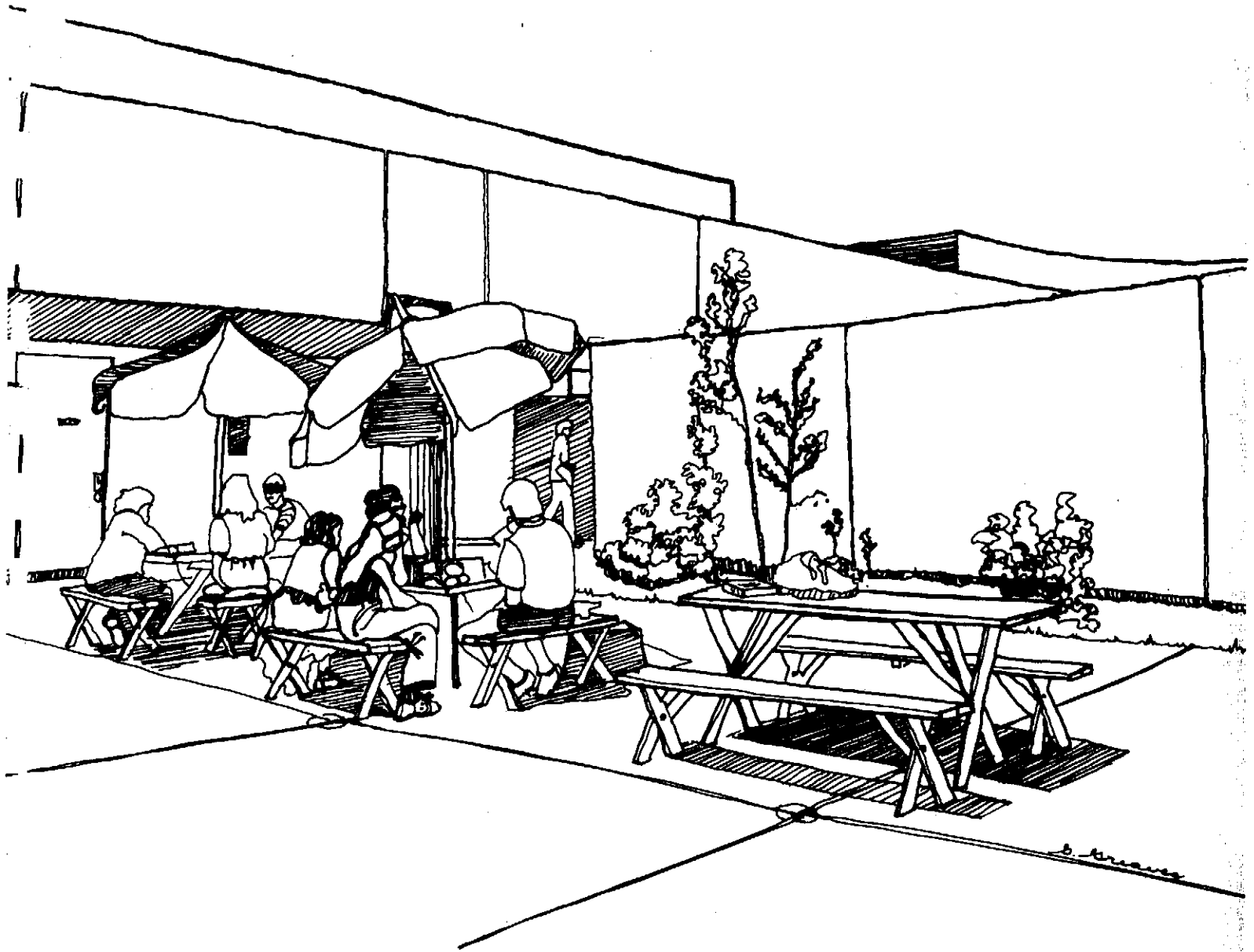
Given the limited resources in staffing, the present staff is able to provide a wide variety of services utilizing the special skills of each staff member. Of all those surveyed, faculty, staff and students, most were generally satisfied with the quality and services provided by the library staff. Two-thirds of students in day, academic classes

had received library orientation, while at the other extreme, more than two-thirds in night, vocational classes had not. Few students, in any of the groupings, had used audiovisual equipment. Students in day, academic classes had received the most help for special problems and were generally more satisfied with library service than those students in night, vocational classes.

Although the college has a supportive attitude regarding attendance at workshops and seminars, library staff often can't attend since coverage has a higher priority.

#### PLANS

Consideration should be given to providing more universal library orientation, particularly to evening students. As technological advances increase rapidly, greater opportunities for professional development should be provided for classified and certificated staff.



# Physical Resources



## STANDARD SEVEN

### PHYSICAL RESOURCES

#### STANDARD 7A

Physical resources, particularly instructional facilities, both on and off-campus, are designed, maintained, and managed so that the institution can fulfill its goals and objectives.

#### DESCRIPTION

The Phase I construction project encompassed approximately 45,830 square feet of assignable space (Buildings A-H and Warehouse) and included facilities for Physical Education, Library and Media Services, Natural Sciences, Computer Technology, Electronic Technology, Drafting, Architectural Graphics, Technical and Scientific Illustration, Industrial Technology, administrative services, and general purpose classrooms for humanities and social behavioral sciences.

Construction on Phase II began in the fall of 1978 and was completed in January 1980. This project consisted of approximately 27,400 square feet and included facilities designed for Industrial Technology, Welding, Ornamental Horticulture and Landscape Maintenance, Automotive Technology and Major Appliance Repair.

A third building project involved construction of roads and parking lots.

In March 1979 the bookstore building was opened. This project was funded through a loan from the Associated Students of Grossmont College, Inc., and repayment is made from local bookstore receipts.

Since the college opened some remodeling of the existing plant has been accomplished to increase the size of the library, to improve accessibility of electronics support areas to electronics classrooms, to open up a working area for Technical and Scientific Illustration, to provide additional power outlets to support a Computer Aided Drafting-Computer Assisted Machining (CAD-CAM) program, convert shop space to a large lecture room, to rearrange several unused laboratory spaces to permit use as two general purpose classrooms and a physical education weight room, and to redesign and create office spaces in the administration building for Admissions and Records and duplicating services.

#### APPRAISAL

The instructional spaces are considered to be minimally adequate in terms of floor space, and the library is considered to be at its limits. Also because of lack of space, the special services of Financial Aid and EOPS are housed in a trailer near the library. Support functions, power plant, warehouse and mechanical-electrical spaces are considered adequate for the current student load.

Buildings are kept clean and in as good a state of repair as permitted under current budget limitations. Contract maintenance has been adequate and performed on schedule. Plant operation and maintenance are staffed below an adequate level, and maintenance is minimally supported. Grounds are reasonably well maintained by a small staff.

Unsafe conditions are remedied as soon as possible after discovery. The security provided by the District and the control of keys and spaces



is minimally adequate. Energy conservation is on-going through relamping with lower watt lamps and a continuous energy conservation awareness program.

Off-campus facilities used in support of programs have been adequate. Cuyamaca College campus currently meets the barrier-free access standards.

#### PLANS

Since February 1980, a Program Planning Guide has been filed with the State Chancellor's Office calling for a multi-purpose library/classroom/laboratory building of approximately 26,000 square feet. The long-run use of this building would be as a Learning Resource Center.

Because the District is currently considering transferring some of the District Off-Campus programs from Grossmont to Cuyamaca, plans will be made regarding off-campus facilities.

The college continues to work with state and county authorities to acquire adequate lighting at the entrance to the roads leading to the college off Jamacha Road, which is currently being widened by CalTrans.

#### STANDARD 7B

Equipment necessary for the educational program and services is furnished and maintained.

#### DESCRIPTION

Cuyamaca College campus opened in 1978 with new and appropriate equipment. Additionally, equipment has been purchased and used according to need. All of these have been maintained and are in use; otherwise, they have been taken out of service.

Instructional equipment is held at the campus either by departments or by the Media Center (library). Maintenance of these pieces of equipment are the responsibility of the college or District, or are (in some cases) maintained by commercial firms under contract.

#### APPRAISAL

The equipment necessary for instruction, support services, special services and administration is generally adequate, however, several science classes could benefit by the addition of sets of experiment apparatus to allow for a smaller group of students per set. All is maintained on a regular basis and safety-health-security problems are dealt with as the need arises.

Some instructional equipment is exposed to mistreatment and theft when not in use; storage in central locations diminishes this problem but is inconvenient.

Lack of adequate funding currently precludes planned replacement, but inventory control is considered satisfactory.

#### PLANS

When funds become available, additional new and replacement equipment will be purchased. Preventative maintenance will receive continuous attention. As the Grossmont Community College District Foundation grows, assistance in future plans regarding equipment is anticipated.

## STANDARD 7C

Comprehensive planning for development and use of physical resources is based on educational planning.

### DESCRIPTION

A master plan to support the functioning of a comprehensive community college was developed prior to the beginning of construction of the first phase of the campus. Subsequent changes necessitated by need and permitted by available funding have been developed by the staff and approved by the administration and the Board on a formal basis.

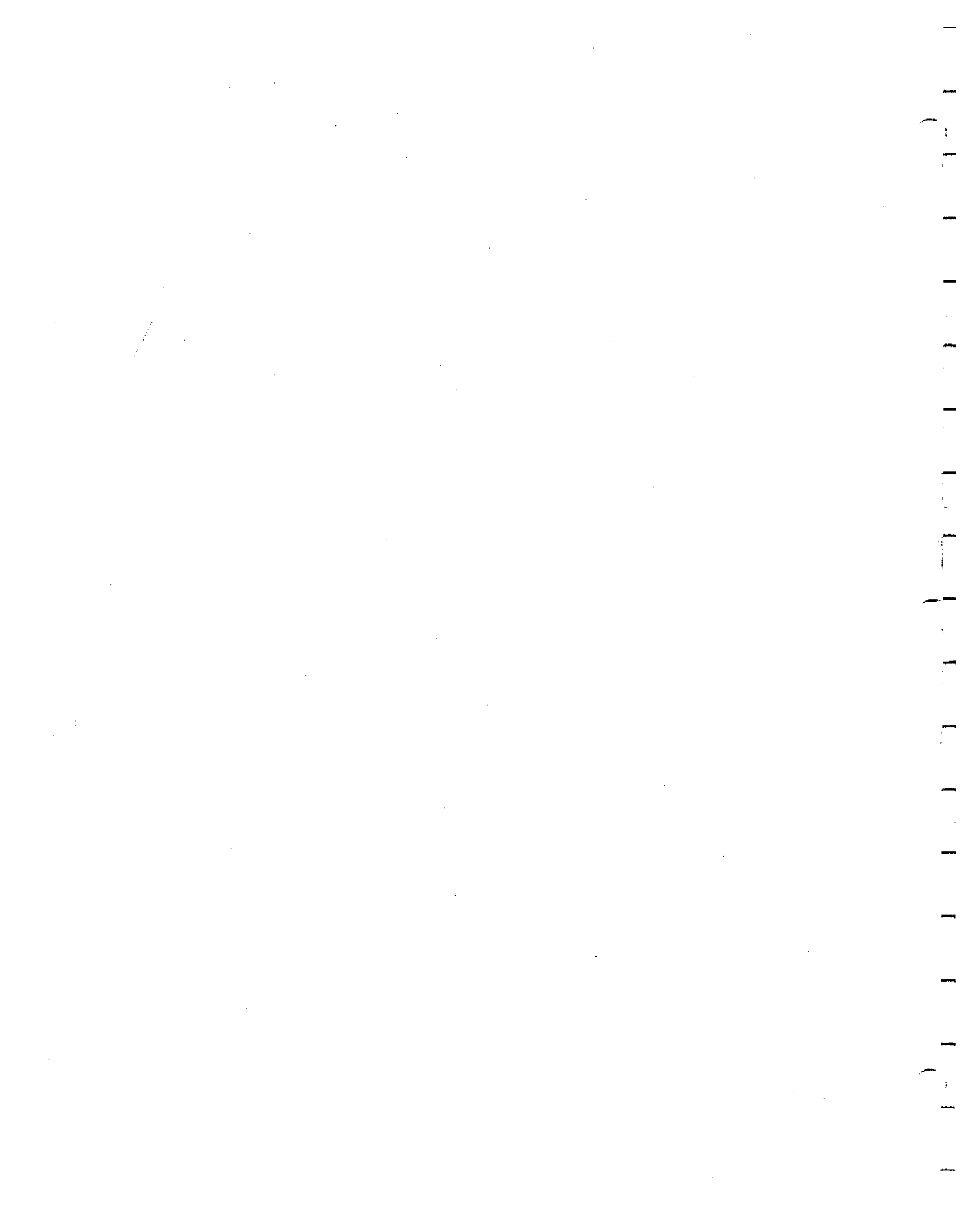
### APPRAISAL

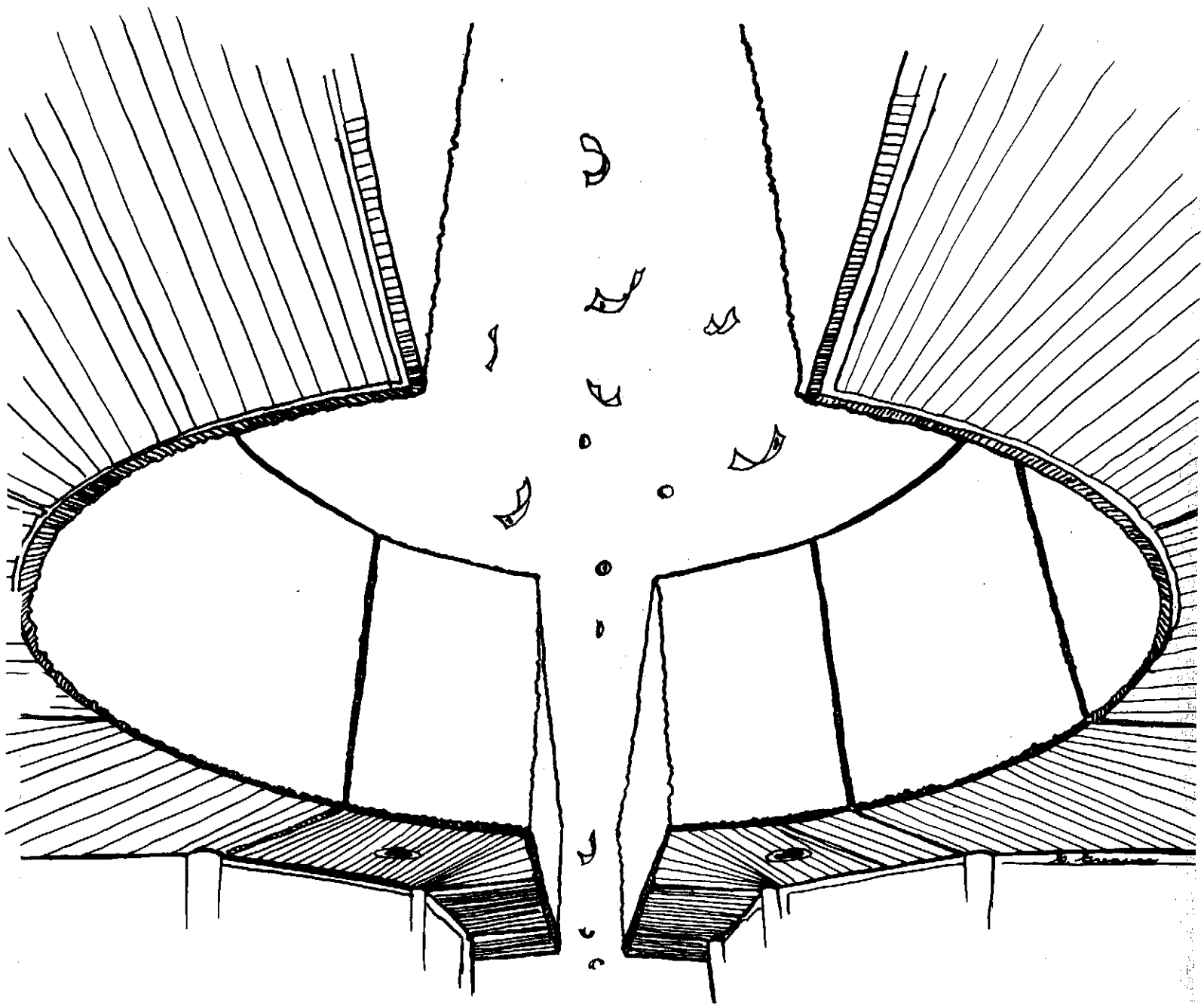
The college and District's planning process is effective in providing for development and use based on educational need. The college faculty and staff consistently have input into the long-range planning.

### PLANS

Cuyamaca will continue to evaluate periodically the relationship of the master plan of facilities and of educational needs, and to survey staff and students on the adequacy of facilities, equipment, and maintenance. Diligence will continue in providing for safety, for security, and for energy conservation.

Hopefully, funding will make possible many future plans concerning physical resources.





# Financial Resources



## STANDARD EIGHT

### FINANCIAL RESOURCES

#### STANDARD 8A

Financial resources are sufficient to support institutional objectives, maintain the quality of its programs and services, and serve the number of students enrolled.

#### DESCRIPTION

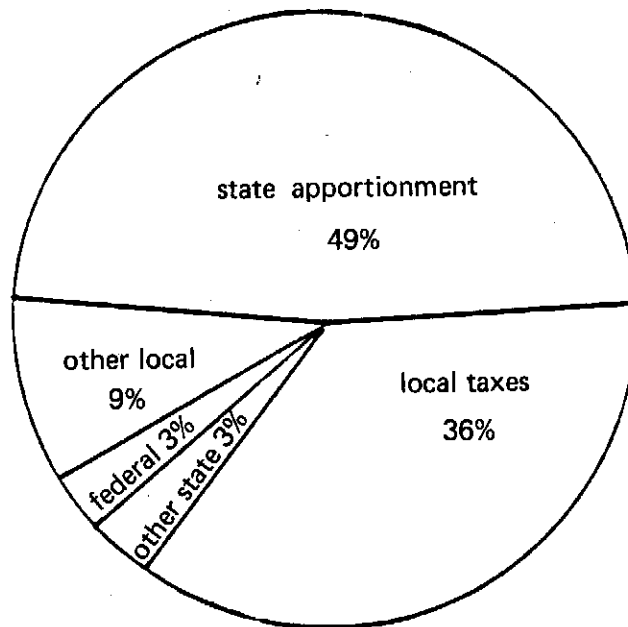
Cuyamaca College, as one of two colleges in the Grossmont Community College District, receives its income through various federal, state, and local sources as part of the total District budget. For 1983-84 Cuyamaca College is primarily funded through the provisions of SB-851. Income is based on ADA (average daily attendance). State apportionment is reduced by the amount of local taxes collected. Besides state apportionment and local taxes, the college's income consists of categorical aid (such as EOPS and handicapped funding), project income (such as ROP, Computer Aided Drafting, Computer Assisted Machining, etc.), student fees, and other local funding (such as interest income, catalog sales, non-resident tuition). The following gives a comparison of District income received during the last three years, plus the current year's budget:

	<u>1980/81</u>	<u>1981/82</u>	<u>1982/83</u>	<u>1983/84</u>
Beginning Balance	2,035,439	1,300,071	1,320,986	749,735
Income:				
Federal:				
CETA	63,645	59,191	3,475	-0-
VEA	225,570	287,762	253,380	249,207
Workstudy	311,501	266,400	253,795	307,084
Other	134,319	106,455	177,790	127,176
	<u>735,035</u>	<u>719,808</u>	<u>688,440</u>	<u>683,467</u>
State:				
Apportionment	13,415,122	13,265,202	12,640,867	10,718,927
Handicapped	252,539	228,355	209,658	211,884
EOPS	145,999	215,916	195,188	198,469
Subventions	605,964	601,182	584,910	620,000
Other	151,516	187,887	53,633	254,114
	<u>14,571,140</u>	<u>14,498,542</u>	<u>13,684,256</u>	<u>12,003,394</u>
Local:				
Taxes	5,767,651	6,763,138	6,973,196	7,321,856
Interest	419,116	150,567	138,054	100,000
Nonresident fees	348,563	480,940	558,969	568,000
Student fees	202,764	164,966	297,537	620,000
East County Performing Arts Center	102,124	99,371	148,500	190,000
Other	489,446	252,884	411,673	542,340
	<u>7,329,664</u>	<u>7,911,866</u>	<u>8,527,929</u>	<u>9,342,196</u>
Interfund Transfer		200,379		
Total Income	22,635,839	23,330,595	22,900,625	22,029,057
Total Available Funds	24,671,278	24,630,666	24,221,611	22,778,792



After the passage of Proposition 13, the state provided additional funding to school districts, and along with the additional funding came additional controls. At that time approximately 60 percent of Cuyamaca College's funding was generated from state apportionment. During the years following Proposition 13 local taxes have increased faster than state funding to a point where less than 50 percent of support comes from the state. The controls, however, remain.

SUMMARY OF INCOME BY SOURCE (BASED ON 1983-1984 BUDGET)



APPRAISAL

Funding provided by the State to Cuyamaca College and the Grossmont Community College District for 1983-84 included no additional monies for increased ADA, no allocation for the increase in cost-of-living,

and a decrease of approximately \$1.5 million from last year's funding level caused by the Governor's exercise of his authority to reduce budgeted expenditures.

Although income has been reduced, adequate insurance coverage has been maintained through the use of self-insurance programs administered by joint power agreements with other governmental agencies.

Because of dwindling resources over the last few years, the District has used a portion of its beginning balance to pay expenses each year. In so doing, the fund balance is being slowly depleted. In 1983-84 the general reserve and the appropriation for contingency has been budgeted at zero dollars, creating a dangerous situation.

Funds for maintenance of the plant and equipment have been cut 61 percent in three years to a point where adequate repairs cannot be made. Supplies are budgeted at unrealistically low amounts, 48 percent below 1980-81. The 1983-84 expenditure budget is \$300,000 less than that budgeted in 1982-83.

A hiring freeze has been in effect for five years, which has resulted in a loss of some permanent employees. Instructors' loads have been increased significantly. During the Fall Semester 1981, weekly student contact hours per faculty averaged 420.1 hours. By the Spring Semester 1983, the average had risen to 480.7 hours.

#### PLANS

Computer models are being developed that will project the financial status of the college and its average daily attendance three to five

years in advance with certain known key elements. Instructors' loads can also be projected. A five-year maintenance plan is continually being revised.

Long range financial planning is difficult, since the college's finances depend on yearly legislation. Cuyamaca College along with other community colleges in the state must make a concerted effort to convince the legislature and the Governor of the need for a long range funding bill. Only then can the college and District realistically plan future funding programs in a businesslike manner. Renewed efforts are being directed toward utilization of the Grossmont Community College District Foundation for another source of funding.

#### STANDARD 8B

Financial planning is based on educational planning.

#### DESCRIPTION

The Vice-Chancellor and Business Managers prepare a budget calendar for each fiscal year. Budget planning begins quite early in the school year. In January the Business Office issues the budget planning forms to each vocational program coordinator, department chairperson, or instructor in charge to submit budget requests. All budgets are based upon instructional needs.

By the end of March the requested individual budgets are compiled and compared with the District guidelines. Then, the Business Manager, College President and District Vice-Chancellor begin the formal budget development process. Individual meetings are conducted by the President

and Business Manager with faculty and staff to adjust budget requests, if needed. Finally the proposed budget is submitted to the Board for approval. The following table lists Cuyamaca College budget and expenditures data for the most recent three years.

	1980-81		1981-82		1982-83		1983-84	
	Budgeted	Expenditures	Budgeted	Expenditures	Budgeted	Expenditures	Budgeted	Expenditures
Certificated Salaries	1,587,058	1,532,954	1,620,965	1,643,082	1,590,068	1,567,666	1,501,172	
Classified Salaries	441,394	457,113	470,158	450,366	454,953	446,675	423,265	
Staff Benefits	311,185	331,941	363,514	320,713	348,684	331,300	315,382	
Books/Supplies/ Equipment Repair	162,934	132,787	172,542	129,006	139,236	115,805	106,111	
Travel, Rental, Utilities	320,524	286,368	412,152	319,905	351,492	314,357	281,721	
Capital Outlay	17,889	20,681	23,786	28,387	48,227	86,749	32,811	
TOTAL	2,840,984	2,761,849	3,063,117	2,891,459	2,932,660	2,862,547	2,660,462	

## APPRAISAL

Due to the fiscal constraints of the past five years, growth in most instructional areas has been minimal; in fact, program maintenance has been emphasized. Several courses within the various programs have been cut or postponed to ensure that courses offered are adequately funded. In spite of these budget cuts, however, Cuyamaca College opened, in January 1980, two new programs to the community: Ornamental Horticulture and Automotive Technology.

As a result of the Curriculum Committee actions, the administration makes the final decision on all of the courses offered for the general education degrees and certificates. The District Office is using a computer personnel contract projection model to prepare information on a history and future projections needed in each instructional area based on the class schedule. The following table lists the most recent three year data on employment at Cuyamaca College:

<u>PER SEMESTER</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
Regular contract faculty	27	27	27
Part-time faculty	90	78	67

## PLANS

The budget planning process will undergo a proposed change for the next academic year. A Budget Review Committee will be formed and will include the College President, the Administrative Dean, the Business Manager, and representatives from faculty, staff, and students. This committee will review and supervise the entire college budget and guide

all of the phases of its development. Cuyamaca College bases its spending on educational priorities, and there is no immediate plan to delete any of the existing programs.

New sources of financial assistance including cooperative efforts with private business, increased tuition fees, grants, foundation resources, and other revenue sources are being developed. Furthermore, the possibility of a long-range land-lease contract to generate more income is under advisement.

#### STANDARD 8C

Business management of the institution exhibits sound budgeting and control, and proper records, reporting, and auditing.

#### DESCRIPTION

The Vice-Chancellor and Business Managers have the responsibility for the District's fiscal management. The final budget and accounting procedures are prepared in accordance with the accounting manual of the California Community Colleges on a schedule incorporating a wide spectrum of college staff input.

The financial budget reports comply with the format prescribed by the California Community College Chancellor's Office. Monthly expense printouts and financial statements are provided to the Governing Board. The Business Service Department staff are responsible for the data input necessary to support timely reports.

Audit controls are both internal and external. A financial audit of the District is conducted annually by independent certified public accountants. The attendance records, on which state fund apportionment

is based are included in the general external audit of the college. The records are also subject to audit by the State Department of Finance as well as the California Community College Chancellor's Office. The year-end financial and fiscal operations report is audited by the college's external auditor and subject to further review by both the Chancellor's Office and the Federal Department of Education.

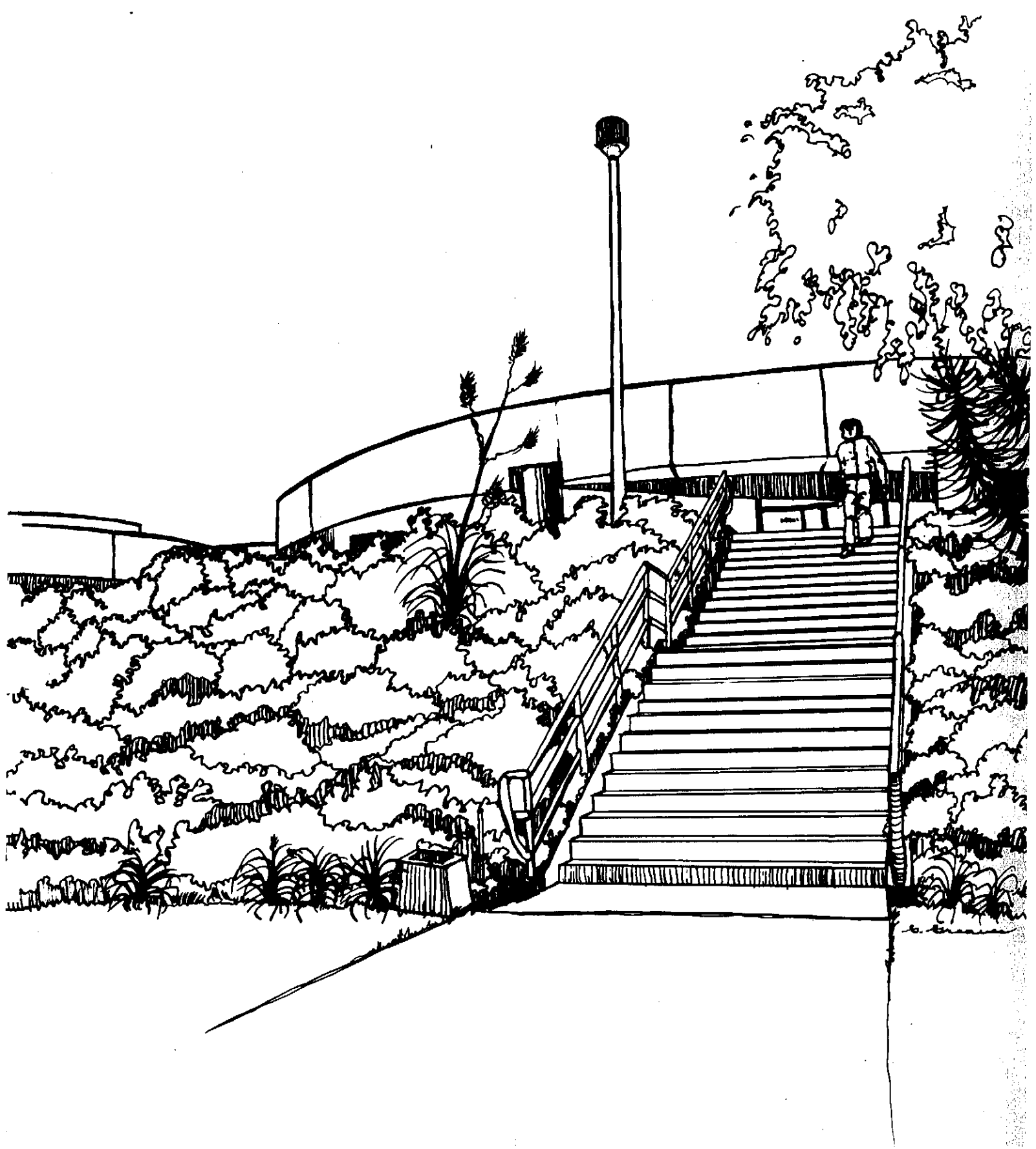
#### APPRAISAL

Cuyamaca College has been operating on a balanced budget. The service provided by the District Internal Auditor is a valuable control check on the implementation of the budget and its integrity. The annual external audit of District finances found no substantive problem area.

#### PLANS

The development of the comprehensive college remains a goal for the future. This development will take place when funds are available and constraints are removed.





# Governance and Administration



## STANDARD NINE

### GOVERNANCE AND ADMINISTRATION

#### STANDARD 9A

The board establishes broad policies to guide the institution, selects an effective chief executive officer and administration, approves educational programs and services, secures adequate financial resources and ensures fiscal integrity, and exercises responsibility for the quality of the institution through an organized system of institutional planning and evaluation. The board is entrusted with the institution's assets, with upholding its educational mission and program, with ensuring compliance with laws and regulations, and with providing stability and continuity to the institution.

#### DESCRIPTION

Cuyamaca College is the second college established in the Grossmont Community College District. The college began its instructional program with the Fall Semester 1978.

The Grossmont Community College District was organized in 1961, and is governed by a five-person Board of Trustees (plus two student members representing each campus). Three members of the Board have served more than one term of office, while the two newest members were elected in November 1981. The Board holds two regular meetings a month plus special meetings as needed.

The Grossmont Community College District serves the Grossmont High School District and Mountain Empire Unified School District, and includes the communities of La Mesa, El Cajon, Spring Valley, Lakeside, Santee, Alpine, Lemon Grove, and Jamul - an area referred to as "East County" by local residents.

Governing Board policies and budgets are developed in cooperation with the administration and staff and a comprehensive set of Board policies is kept on file and available to anyone interested in reviewing it.

#### APPRAISAL

Cuyamaca College opened with a College President, Dean of Instruction, Dean of Student Services, Director of Admissions and Records, and College Librarian. When the Dean of Instruction resigned in 1979, the responsibilities of the chief instructional officer were added to those of the Dean of Student Services and the position was named Vice-President for Instruction and Student Services. An Administrative Assistant, Instruction/Student Services was added to the staff at that time.

The survey, completed by full and part-time faculty, staff and management indicates that the Board is reflective of the desires of the community and generally support the comprehensive educational program at Cuyamaca College. The District's system for budget preparation and allocation of resources appears to be functioning adequately.

Results of the questionnaire responses are as follows:

	<u>MOST OF THE TIME</u>	<u>SOME OF THE TIME</u>	<u>RARELY OR NOT AT ALL</u>	<u>NO COMMENT</u>
Is the Board generally reflective of the desires of the community in regard to the community college educational program?	<u>20</u>	<u>19</u>	<u>5</u>	<u>20</u>
Does the Board generally support the comprehensive educational program of Cuyamaca College?	<u>36</u>	<u>14</u>	<u>3</u>	<u>12</u>

#### PLANS

Greater emphasis on securing adequate resources for instructional programs and student services is needed. Attention should be given to better communication with the community in order to ensure that members of the community are aware of educational opportunities available to them.

#### STANDARD 9B

A primary function of administration is to provide leadership that makes possible an effective teaching and learning environment for achievement of the institution's stated purposes.

#### DESCRIPTION

Meetings are held by the District Chancellor on a regular basis to develop agenda for Board of Trustees meetings. Participants at these meetings include the college Presidents, Vice-Chancellor for Business, college Vice-President (Administrative Dean), Director of Personnel, Director of Special Services, and the Chancellor.

At Cuyamaca College, administrative staff meetings are held weekly to deal with on-going problems and concerns, and to provide opportunity

for face-to-face communication among members of the administrative, certificated and classified staff. Participants include the President, District Dean of Admissions, District EOPS officer, Faculty Council President, College Librarian, College Business Officer, College Security Officer, a representative of the classified staff, the President's Secretary, and for the past two semesters two of the Counselors who have each taken on some of the Vice-President's duties temporarily. Minutes of the meetings are distributed to participants and are kept on file in the President's Office.

Results of the questionnaire responses are as follows:

	<u>MOST OF THE TIME</u>	<u>SOME OF THE TIME</u>	<u>RARELY OR NOT AT ALL</u>	<u>NO COMMENT</u>
Are the actions of the administration at Cuyamaca College supportive of the instructional program at the college?	<u>47</u>	<u>12</u>	<u>2</u>	<u>5</u>
Do you perceive the District Office being generally supportive of the instructional program at Cuyamaca?	<u>22</u>	<u>22</u>	<u>8</u>	<u>14</u>
Is the allocation of resources for administration adequate to do the job?	<u>20</u>	<u>17</u>	<u>6</u>	<u>12</u>

#### APPRAISAL

The survey respondents indicated strongly that the administration at Cuyamaca College and the District Office support the instructional programs. Most also perceive the District Office as contributing to a more effective use of system-wide resources.

Since the founding President's retirement in 1983, the presidency at Cuyamaca College has been an acting position. The Vice-President's duties have been handled on an hourly basis by two of the counselors.

#### PLANS

There has been an urgent need for these positions to be filled on a full-time basis by permanent staff, and as a result of decisions of the Board, the positions of President and of Vice-President (to be re-named Administrative Dean) will be filled by the start of the Fall 1984 semester. Additionally, there is need for administrative staff in the area of technical-vocational education. In addition to the regular vocational program, Cuyamaca College has entered into agreements with the Regional Occupational Program and the Job Training Partnership to provide technical-vocational training and support services through cooperative agreements with these agencies. Administrative support is required to coordinate these programs.

#### STANDARD 9C

The role of faculty in institutional governance is clearly defined.

#### DESCRIPTION

Once each year the President meets with all members of the faculty in departmental or subject matter related groups to review problems, needs and concerns and where appropriate to discuss goals and priorities for the coming year. Fortunately, the size of the college allows for considerable informal communication between faculty and staff and administration on an ad hoc basis.

The types of degrees, certificates and programs offered are reviewed by the Cuyamaca College Program Review Committee and recommendations are submitted to the Board for approval. This committee is composed of instructional faculty, counselors, classified staff and the college Administrative Dean.

The Cuyamaca College Curriculum Committee reviews proposed changes, additions and deletions in the college curriculum. The committee members include the college Administrative Dean, faculty, staff and counselors. Recommendations from this committee are submitted to the Board of Trustees for approval.

The Cuyamaca College Faculty Council generally meets twice monthly. The Faculty Council President attends Cuyamaca College Administrative Staff meetings and District Board meetings. Faculty serve on committees for personnel selection, staff development, facilities use, long-range planning, budget preparation and other policy-making bodies.

Financial Aid, EOPS, and Disabled Students' Services functions report to a District Director for Special Services while maintaining their offices and providing services to students on campus.

The Campus Business Officer is also a District employee reporting to the Vice-Chancellor for Business at the District level while maintaining an office on campus and providing business services to the college community.

#### APPRAISAL

The current means available to the faculty (the Faculty Council, College and District committees, and goal-setting meetings with the



college President) serve the needs of the faculty for input in policy-making decisions. Survey respondents feel that collective bargaining has had little impact on the educational program at Cuyamaca.

	<u>MOST OF THE TIME</u>	<u>SOME OF THE TIME</u>	<u>RARELY OR NOT AT ALL</u>	<u>NO COMMENT</u>
Do you perceive the District Office being generally supportive and contributing to a more effective use of District or system-wide resources?	<u>16</u>	<u>22</u>	<u>8</u>	<u>19</u>
Do you think collective bargaining has had any impact on the educational program at Cuyamaca?	<u>10</u>	<u>19</u>	<u>16</u>	<u>15</u>
Is the allocation of resources for instruction adequate to do the job?	<u>13</u>	<u>24</u>	<u>14</u>	<u>5</u>

#### PLANS

The size of Cuyamaca College allows for considerable informal communication between faculty, staff, and administration. As Cuyamaca College grows there will be a clear delineation of faculty roles in various policy-making bodies.

#### STANDARD 9D

The role of support staff (nonfaculty status) and of students in institutional governance is clearly defined.

#### DESCRIPTION

The classified staff at Cuyamaca College is represented by the California State Employees Association. Negotiations have been completed for 1984-85 and agreements are in effect. Classified staff are

represented in all Cuyamaca College committees and have input into the decision-making process. A student governing body, the Associated Students of Cuyamaca College, is well-organized and has its own budget for student activities. The ASCC is also represented in significant decision-making processes. A student is elected each year to serve on the Board of Trustees.

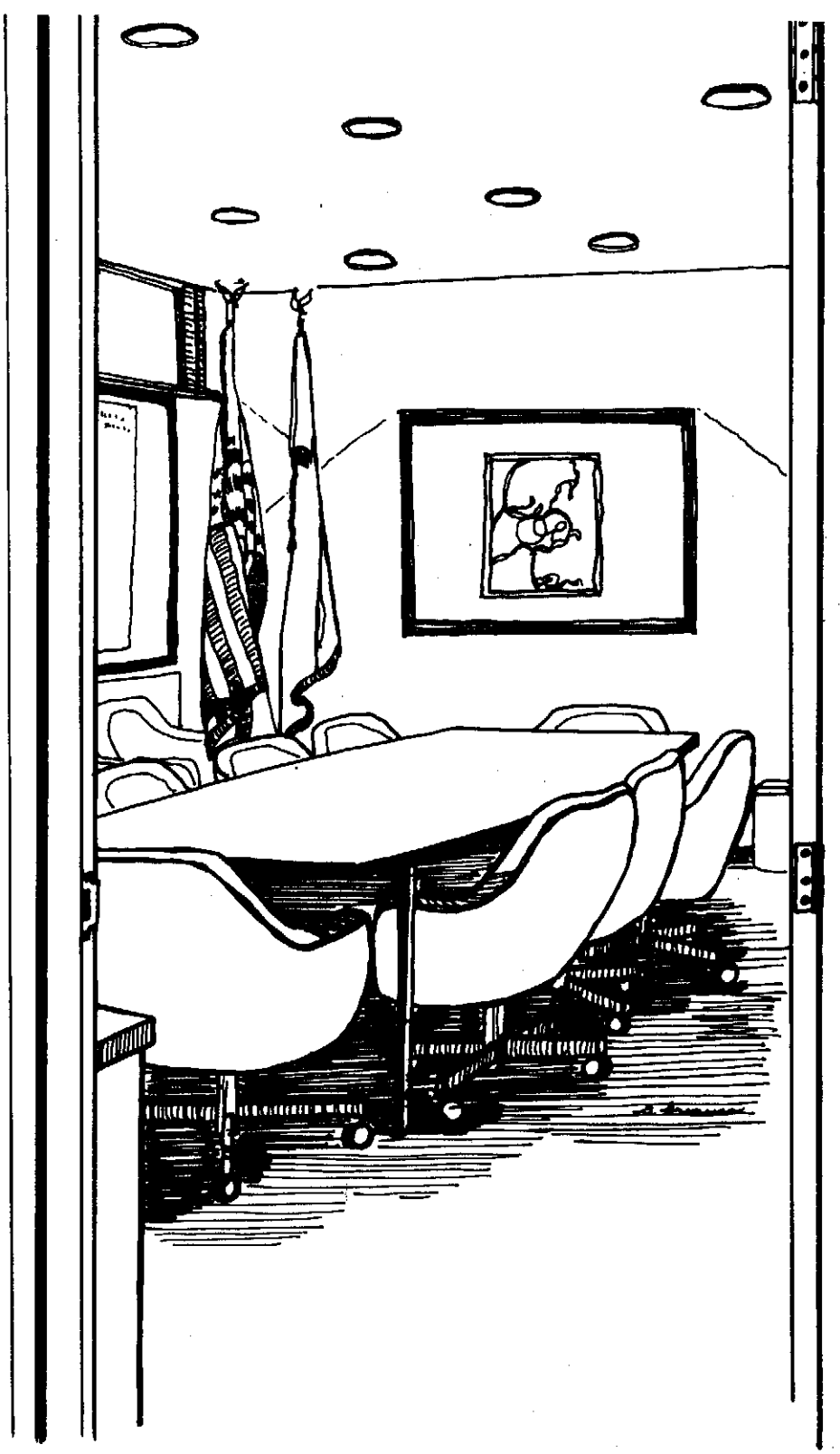
### APPRAISAL

The survey indicates that respondents feel the allocation of resources in support services is adequate some of the time. It is felt that the number and training of classified staff is appropriate most of the time and that bargaining by CSEA has little impact on educational programs at Cuyamaca College.

	<u>MOST OF THE TIME</u>	<u>SOME OF THE TIME</u>	<u>RARELY OR NOT AT ALL</u>	<u>NO COMMENT</u>
Is the allocation of resources for other support services adequate to do the job?	<u>14</u>	<u>20</u>	<u>14</u>	<u>13</u>
Is the classified staff at Cuyamaca adequate in numbers and appropriately trained, including background and preparation to perform satisfactorily?	<u>37</u>	<u>16</u>	<u>8</u>	<u>6</u>

### PLANS

Since students and classified staff have significant influence in decisions that relate to their areas of responsibility and policy-making decisions, no further plans are being considered at this time.



## District or System Relationships



## STANDARD TEN

### DISTRICT OR SYSTEM RELATIONSHIPS

#### STANDARD 10A

The system has an official set of objectives, policies which define system-college relationships, and an organizational plan which establishes lines of authority and allocates responsibilities.

#### DESCRIPTION

Cuyamaca College is the smaller of the two colleges in the Grossmont Community College District. From its inception, it was designed to be a comprehensive college offering general and continuing education, transfer education, career education, developmental education, counseling and guidance, and community service. Proposition 13 and subsequent State funding mechanisms forced the District to reduce its spending; the result obviously, has prevented Cuyamaca from growing to its full potential. As is the case in many other two-campus districts, some of the staff of the original campus (Grossmont College) are not convinced of the need of another, separately accredited, college in the District. When funding contractions necessitated budget cuts, many at Grossmont began to openly question the role of Cuyamaca in the District.

During the Fall Semester 1983, the Chancellor created a committee whose function was to advise the Governing Board on "long range and critical decisions for the future and character of the District." This Long-Range Planning Committee consists of administrators, faculty,

classified staff, and students from each campus and representatives from the Governing Board, the District Office, the East County Performing Arts Center, and the general community. One of the committee's specific charges was to examine the role of Cuyamaca College in the District and recommend changes if needed. A subcommittee on Intra-District Relations consisting of the college presidents from Cuyamaca and Grossmont, three District personnel, one faculty from Cuyamaca, three faculty from Grossmont, and two private citizens representing the geographical communities surrounding each college, thoroughly investigated the issue. Their recommendation reconfirmed Cuyamaca's status as a separately accredited institution in the District. The Governing Board adopted that recommendation.

In addition to the preceding mechanism there are a number of ongoing methods by which District policies are developed, revised, and implemented. At the college level, there is the Program Review Committee, Curriculum Committee, Load Committee, Faculty Council and Student Services Coordinating Council. At the District level, there is the Chancellor's Cabinet, District Load Committee, Computer Users' Committee, Data Processing Management Group, Affirmative Action Committee, and the Parking Committee. Representatives of faculty, classified staff, and management serve on each of these committees.

#### APPRAISAL

The procedures for policy development will continue to expand as a result of the commitment of the Chancellor to involve all aspects of the college community in the decision-making process. Because of the

college size relative to the number of positions available on committees, the full-time faculty and staff have had ample opportunity to be a part of policy development.

#### PLANS

The efficiency and success afforded the District through the various committees will continue; the full-time faculty and staff plan on ample opportunities to develop policy.

#### STANDARD 10B

The system has communication methods, both internal and external, which provide for the flow of information in a timely and efficient manner.

#### DESCRIPTION

There are three distinct categories of information sources available at Cuyamaca College:

From the District Office and Governing Board

1. Governing Board Agendas and Minutes
2. Personnel Office Job Announcements
3. Chancellor's Advisory Committee Minutes
4. District Budget

From Grossmont College

1. Grossmont College Staff Bulletin
2. Grossmont College newspaper (The G)
3. Grossmont College Faculty Senate Minutes

From Cuyamaca College

1. Cuyamaca College Staff Bulletin
2. Cuyamaca College newspaper (The Sun)
3. Cuyamaca College Faculty Council Minutes
4. Cuyamaca College Curriculum Committee Minutes
5. Cuyamaca College Long-Range Planning Committee Minutes

These information sources are relatively well distributed. The entire faculty and staff receive Personnel Office Job Announcements, the Cuyamaca College Staff Bulletin and the Cuyamaca College newspaper. The entire faculty receive the Cuyamaca College Faculty Council Minutes. The Grossmont College newspaper is distributed on campus. Governing Board Agendas and Minutes, the District Budget, Chancellor's Advisory Committee Minutes, the Grossmont College Staff Bulletin, Grossmont Faculty Senate Minutes, and the Minutes of the Cuyamaca College Curriculum Committee and Long-Range Planning Committee are distributed to the appropriate campus faculty, administrators and staff. In addition, Governing Board Agendas, Grossmont Faculty Senate Minutes, and Minutes of the Cuyamaca College Curriculum Committee and Long-Range Planning Committee are posted on the college bulletin board, and the District Budget is available in the library.

through the system is by means of representatives of the campus community serving on the District-wide committees described in Standard 10A. In addition, the college President and the President of the Faculty Council serve on the Superintendent's Advisory Council and attend Governing Board meetings. The Faculty Council President periodically consults with the President of the Grossmont College Faculty Senate and attends their meetings.

#### APPRAISAL

Surveys of faculty and staff indicate that the majority of them are familiar with all of the information sources listed above, that these

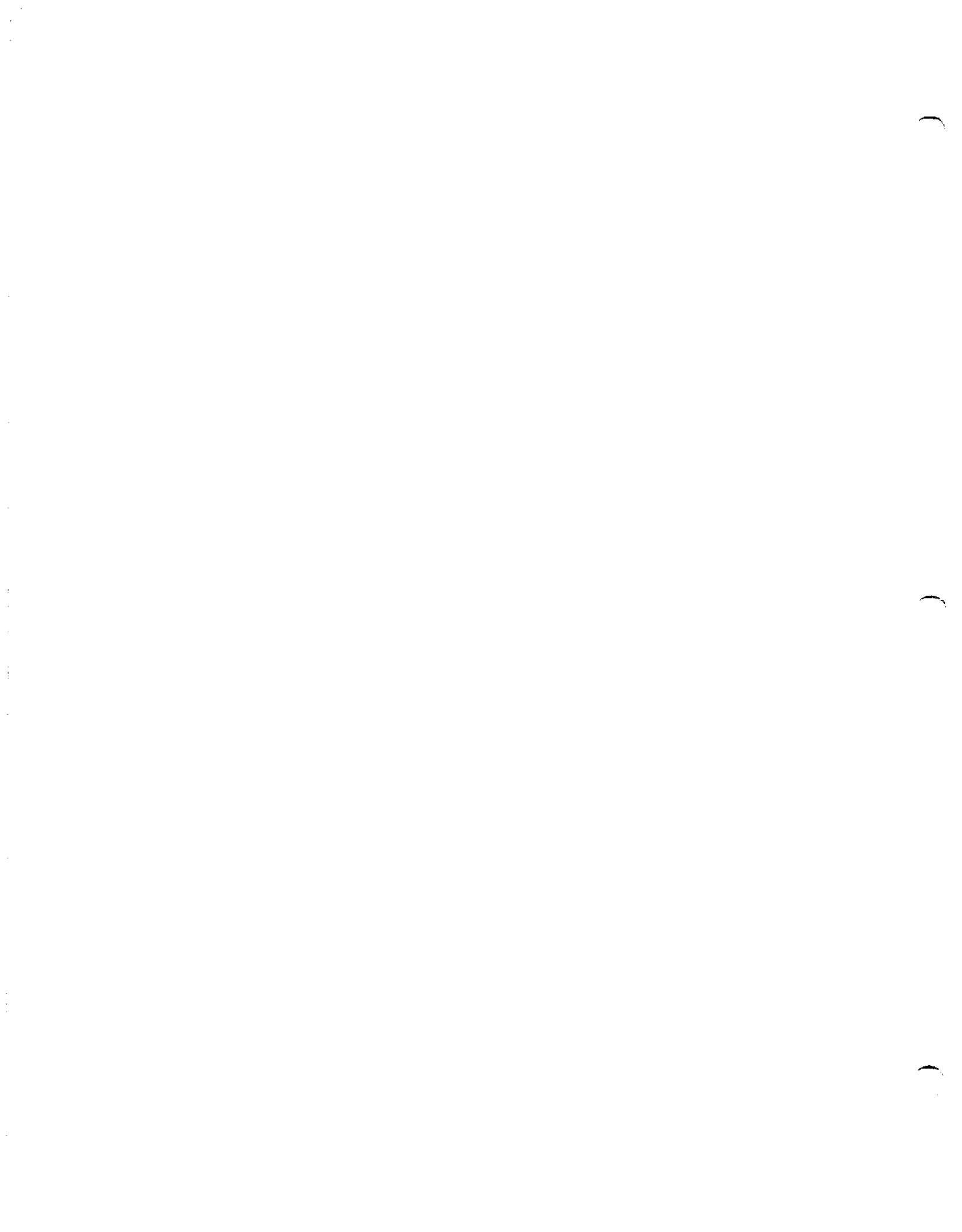


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Another important way the flow of information is facilitated through the system is by means of representatives of the campus community serving on the District-wide committees described in Standard 10A. In addition, the college President and the President of the Faculty Council serve on the Superintendent's Advisory Council and attend Governing Board meetings. The Faculty Council President periodically consults with the President of the Grossmont College Faculty Senate and attends their meetings.

#### APPRAISAL

Surveys of faculty and staff indicate that the majority of them are familiar with all of the information sources listed above, that these



sources serve the information needs of the campus community, and that the ones wishing to consult these sources already receive them or know where to obtain them.

#### PLANS

No changes are planned.

#### STANDARD 10C

The system has an organized process for coordinating program development and evaluation, facilities planning, and budget development and administration.

#### DESCRIPTION

The Long-Range Planning Committee, the Program Review Committee and the Curriculum Committee share the responsibilities of the on-going process of coordinating program development, program evaluation, and facilities planning. Each of the committees are staffed by representatives of the faculty, administration, and classified staff. In recent years, these committees have been involved in recommending the addition of programs, the expansion of existing programs, and the elimination of programs that no longer serve the needs of the campus community.

Budget development and administration is the primary responsibility of the campus Business Office in consultation with the appropriate staff areas.

#### APPRAISAL

The surveys of faculty and staff indicate that the process for coordinating program development and evaluation, facilities planning, and budget development and administration are adequate. There is,

however, a level of frustration arising from the fact that implementation of recommendations for addition or expansion of programs are hampered by budgetary constraints.

#### PLANS

With increased funding additional programs are planned; those additions will utilize the efficiency of the process for program development.

#### STANDARD 10D

The system develops and publishes appropriate policies and agreements governing employment, compensation and benefits, working conditions, staff evaluation, and staff transfer and reassignment.

#### DESCRIPTION

The faculty has been represented by the Grossmont College District Teachers Association which is an affiliate of the California Teachers Association. A copy of the contract is given to every unit member and is available in the library, the President's Office of each college, and the Chancellor's Office.

The classified staff are represented by the California State Employees Association. Every unit member receives a copy of the contract. There is one group, management team positions (Management/Supervisory/Confidential), who has no contract and has no written document indicating employment rights. There have been discussions in the District to develop a handbook for this group, but as yet the handbook has not been

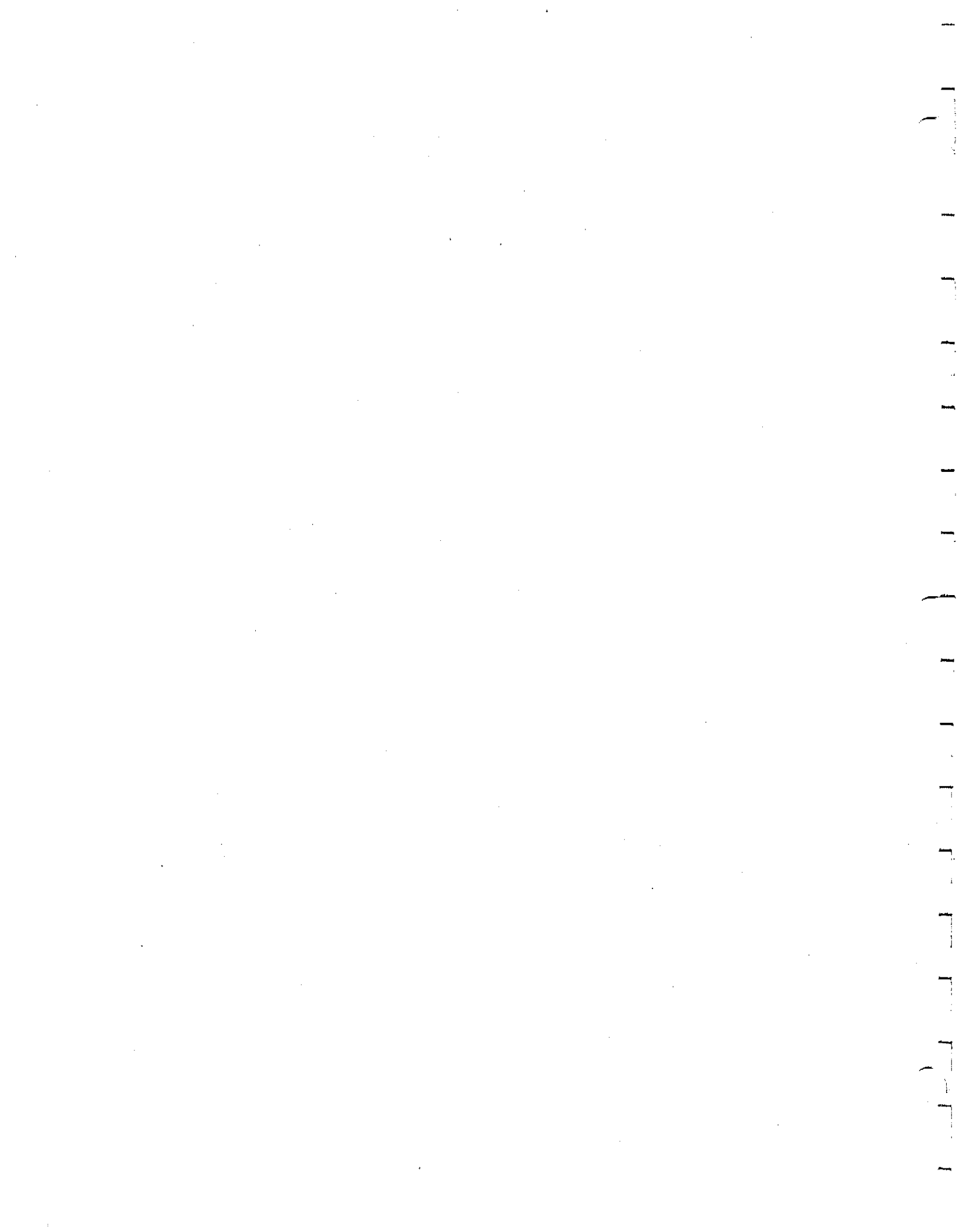
been completed. However, all employment rights for this group are available as part of the Governing Board policies handbook which is in the library, each college President's Office, and the Chancellor's Office.

#### APPRAISAL

In May of 1984 the faculty decertified the GDCTA and replaced them with a locally organized group called The United Faculty. There is no evidence to indicate that there will be any change in District faculty relationships as a result of this.

#### PLANS

It is recommended that the policy handbook for the management team positions (Management/Supervisory/Confidential) be completed.



SUPPLEMENTAL DOCUMENTS





## SUPPLEMENTAL DOCUMENTS

The documents listed below will be available in the team room.

### STANDARD ONE: GOALS AND OBJECTIVES

1. Survey questionnaire results from staff, students, and community regarding institutional objectives.
2. Cuyamaca College Catalog.

### STANDARD TWO: EDUCATIONAL PROGRAMS

1. Cuyamaca College Catalog.
2. Minutes of Curriculum Committee, and Advisory Committee Minutes.
3. Samples of course outlines and syllabi.
4. Program Review Committee Report and Minutes.
5. Academic calendar.
6. Current class schedules.
7. Grade distribution reports.
8. Sample program brochures or flyers.
9. District Load Committee Minutes.

### STANDARD THREE: INSTITUTIONAL STAFF

1. Board Policy.
2. Collective bargaining agreements.
3. Constitution of the Faculty Council.
4. District Reclassification Study.
5. Staff Development Topics and activities

STANDARD FOUR: STUDENT SERVICES

1. Organization chart of student services.
2. Student handbook
3. Student government constitution.
4. Student Grievance and Due Process Procedures.
5. The Cuyamaca Sun
6. Recruitment materials.
7. Admission and registration materials.
8. Student characteristics studies.
9. Student Services Needs Assessment Study.
10. Writing Lab
11. Counseling Center Yearly Priorities.

STANDARD FIVE: COMMUNITY SERVICES

1. Annual reports.
2. Preview, a Community Education publication.

STANDARD SIX: LEARNING RESOURCES

1. Printed brochures.
2. Budget information for the past three years.

STANDARD SEVEN: PHYSICAL RESOURCES

1. Campus master plan and maps.
2. Long-Range Planning Committee minutes.

STANDARD EIGHT: FINANCIAL RESOURCES

1. Current fiscal year budget for District and College.
2. Adopted budgets for the past three years.

STANDARD NINE: GOVERNANCE AND ADMINISTRATION

1. Board policy manual.
2. Board agendas and minutes.
3. Salary schedules.
4. Organization charts for institutional administration.
5. Faculty Council Constitution and By-Laws.
6. Certificated contract.

STANDARD TEN: DISTRICT OR SYSTEM RELATIONSHIPS

1. Board agendas and minutes.
2. Board policy manual.
3. Organization chart.
4. Public information materials.
5. District Long-Range Planning Committee minutes.
6. District adopted budgets.
7. District master plan.
8. Chancellor's Recommendations and Proposals



SUMMARY OF THE EVALUATION REPORTNAME OF INSTITUTION Cuyamaca CollegeCHAIRPERSON OF EVALUATION TEAM Richard D. Yeo

The chairperson is to prepare a short summary of the Evaluation Report which may be used by the Accrediting Commission for Junior Colleges and by the visited institution. The summary should include any special problems considered by the team to be in need of early attention. The summary will go to the institution with the Evaluation Report.

S U M M A R Y

Cuyamaca College is completing its first full accreditation period. In preparation for the Commission's team visit, the college began its self-study in May 1983 and formed a steering committee that worked with campus-wide representation through the 1983-1984 academic year. The self-study report was approved by the Board of Trustees in August 1984.

The ten-person accreditation team took advantage of the college's small size by meeting with a large representation of faculty members, students, administrators and Board members. The oral report meeting given at the end of the team's visit was attended by a majority of full-time faculty members and administrators and included students and the Chancellor of the District. The accreditation team recorded observations and appraisals and made a number of recommendations in each of the areas covered in the self-study report including the FIPSE Statewide Priorities report. Following are some major conclusions of the accreditation team.

There is a good sense of working together at Cuyamaca College. The faculty, administrators and students seem to have a positive attitude toward the college, and expressed willingness to do all they can to make Cuyamaca an exemplary comprehensive institution.

The Board of Trustees and the senior District administrators also verbalized a strong commitment to the Mission and Goals of Cuyamaca College.

The Board of Trustees and District administration need to translate their commitment to Cuyamaca College as a comprehensive institution in terms of providing necessary resources.

A minimum financial support base ("critical mass") needs to be established before enrollment considerations are taken into account.

With a financial base established, the College should begin to expand itself into the community with programs and activities to reach constituents it is not currently serving.

The College needs to strengthen the academic program through a more careful and systematic process of hiring and evaluating part-time instructors and through the corresponding need to provide consistent and responsible administrative leadership for the Evening program.

Generally, the efforts made in Student Services are extraordinary considering the size of the staff. A review of the quantity and quality of student services could provide a more concentrated, even if less comprehensive, service to students. Positions, both certificated and classified, need to be re-evaluated as a part of this review.

The College should consider reviewing its objectives to more accurately reflect its role in Community Services.

The District and the College should carefully examine the classification system of the staff and staffing patterns. The District and the College should review its organizational structure for the responsibility and delivery of maintenance, security and business services to the Cuyamaca Campus.

This accreditation team felt that the District and College academic and services planning as well as the long-range goals and objectives planning need attention.

The team was disappointed to find no action or stated disagreements with approximately half of the recommendations of the previous team. Examples of that unresponsiveness occur in planning and needs assessment, in hiring and evaluating part-time faculty, in reporting relationships between the District and Cuyamaca staff members, and in job classification study needs of non-certificated positions.

The Crossmont Community College District and Cuyamaca College have both undergone significant changes at the senior administrative levels since the last accreditation team visit. This team's visit found the senior staff members of the District, including the newly appointed president of Cuyamaca College, to be enthusiastic and committed to making Cuyamaca a comprehensive community college. The team applauds this enthusiasm and direction.

ACCREDITATION REPORT

CUYAMACA COLLEGE

October 22 - 25, 1984

STANDARD ONE: GOALS AND OBJECTIVES

OBSERVATIONS

The educational philosophy of Cuyamaca College is set forth in the self-study and the College catalog. Objectives are defined and reviewed by the College Curriculum Committee and District Board of Trustees consistent with its historical and legal mission. No significant differences of opinion seem to exist among the various segments of the college community regarding institutional objectives.

Recently, the Board of Trustees made a formal re-commitment to Cuyamaca College as a comprehensive college. Staff of Cuyamaca enthusiastically embrace this concept. The newly appointed President of the College has reiterated his commitment to the task of comprehensiveness. Although the College President, faculty and staff are committed to the philosophy of a comprehensive College, there appears to be some variation of opinion as to how this might become a reality.

APPRAISAL

Staff at Cuyamaca College are eager to bring about the needed change which will aid the College in reaching its objective of a comprehensive college. Employee attrition has restricted that change since the majority of vacant positions are not filled and the workload is distributed among remaining staff. Financial constraints have resulted in reductions of class

sections, which has drastically impacted upon the general education and transfer programs.

Reorganization on the District-level has recently occurred. Presently, there does not appear to be a clearly defined long-range formal plan to coordinate efforts between the two colleges in academic planning.

#### RECOMMENDATIONS

1. The District Board of Trustees, Grossmont District administration and Cuyamaca College administration should work jointly to move Cuyamaca College in the direction of meeting the agreed-upon objective of becoming a comprehensive institution.

#### STANDARD TWO: EDUCATIONAL PROGRAMS

##### OBSERVATIONS

The educational program at Cuyamaca College consists of some successful vocational programs and a limited number of general education-liberal arts transfer courses. The current vocational programs were either transferred from Grossmont to Cuyamaca at the time that the College was founded or were introduced shortly thereafter. The continuity of the vocational course sequences has been maintained although in some instances this has required combining levels in single classes. Early in its history Cuyamaca had a moderate breadth of general education and liberal arts offerings. Section cuts required by decreased financing the past three years have come predominately from these offerings. The current offerings are severely limited in number and variety. Of particular concern is the lack of breadth in humanities, social science and physical education offerings.



Currently, personal development courses are offered in support of re-entry, disabled, disadvantaged and other students with special needs. A writing lab encourages writing across the entire curriculum and is rather successful.

Although current course outlines are on file in the President's Office for all courses, incidents have been reported questioning the content, teaching level, completeness, and continuity of courses taught by part-timers. The lack of a district-wide agreement on course numbers, titles, descriptions and units has also caused problems for students concurrently enrolled at Cuyamaca and Grossmont or transferring between the colleges or to other colleges outside of the District. Little effort has been made to extend the credit program beyond the Cuyamaca Campus.

The number of full-time certificated personnel at Cuyamaca has remained constant over the last few years. As the number of sections taught has decreased there has been a decrease in the number of part-time personnel.

#### APPRAISAL

The current vocational programs seem to be on a strong foundation. They seem to be successfully preparing and placing their graduates and completers. In spite of program quality, few classes are filled to capacity. In many programs, changing technologies and a lack of on-going equipment maintenance will require expensive replacement in the near future. The introduction of new vocational programs should be done with cost and local community need as major considerations. Advisory

committees and community groups should be actively involved in this process. Many of the vocational programs will benefit by increased community awareness.

The new Cuyamaca President has recently prepared educational goals for the 1984-85 school year. However, long-range planning of educational programs is inadequate and coordination and supervision particularly in the evening, have been severely limited by a number of years of less than minimal administrative support at Cuyamaca. One result of the lack of administrative coordination is concern about the supervision, hiring and evaluation of part-time personnel.

Many feel that the answer to Cuyamaca's problems is an increase in the number of general education-liberal arts classes. Although there is a definite need to increase the breadth of offerings, many current classes are not at capacity. Campus and district personnel must first be convinced that Cuyamaca is a separate, distinct, identifiable college with qualities that make it the best place to go to school for many students.

#### RECOMMENDATIONS

2. Course outlines need to be carefully reviewed and revised on a periodic basis. In addition, a course syllabus for each section should be prepared, distributed to students and followed by each instructor. These should be revised each semester and evaluated along with the evaluation of the instructor for level of class quality, quantity and appropriateness.

3. The College should strengthen the educational program through careful processes of hiring and part-time instructors.
4. A District-wide common course name, number, description and unit system should be developed and maintained.
5. Cuyamaca could expand more into the community. This might include both the offering of beginning credit courses at community sites and high schools and the expansion of the physical education program into community-based activity classes. Inter-collegiate or club competition not offered at Grossmont College in some sports should be encouraged as a source of potential full-time students.
6. An increase is needed in general education-liberal arts course offerings to provide a comprehensive, marketable program for the College.

STANDARD THREE: INSTITUTIONAL STAFF

OBSERVATION

It appears that the hiring of full-time faculty is both orderly and fair. Screening and interviewing procedures adhere to affirmative action guidelines.

Evaluation procedures have been given considerable thought at Cuyamaca, where full-time instructors are concerned. In addition to student evaluations, an administrator visits each instructor's classroom. Part-time instructors are generally evaluated by students on a prepared form, at the end of the term.

The faculty are very active in a variety of ways outside of the classroom. They participate in activities from student

~~the classroom.~~ They participate in activities from student organizations and faculty committees, to college hour programs. In many instances this service is due to their deep commitment to Cuyamaca and their desire to see it succeed.

The classified staff has faced many challenges and they represent an effective and important part of the whole at Cuyamaca. They are to be commended for their willingness to work hard to make Cuyamaca a success. The staff in some cases has expressed some dissatisfaction over reassignment and evaluation procedures. There is very little being done in retraining or in-service programs.

#### APPRAISAL

The quality of faculty and staff is high and speaks well for hiring practices in the past. The efforts to maintain a quality program by the entire staff is apparent to even a casual observer.

There is a large number of part-time instructors and they are responsible for educating a large portion of the student population. It appears that the same care and thought given to full-time faculty evaluation hasn't been given to part-time evaluation.

Many of the faculty, because of the small size of the college, are involved in a great number of campus activities in addition to their teaching duties. Most full-time instructors teach at least one and sometimes two courses in the evening as part of their load. However, there are some subject areas that are taught entirely by part-time instructors, such as engineering. Replacements for faculty on sabbatical (a program that has not

predominately by part-timers. As more administrative responsibilities have been handled on release-time, hourly, or volunteer basis by instructional full-time staff, their opportunity for self, professional and program development has been correspondingly decreased. Some faculty are afraid to take sabbaticals because they fear the collapse of their subject area in their absence.

Clerical staff have borne an increasingly heavy load as budget cuts have been made over the years. Dissatisfactions over reassignments and evaluation procedures need to be addressed.

#### RECOMMENDATIONS

7. Part-time instructors should be evaluated with greater care and in greater detail than they have been in the past. Different procedures need to be implemented; ones that take into account the inexperience these people often have in teaching and ones that give the College a more accurate view of their performance in the classroom.
8. The College might review its effectiveness in carrying out the evaluation of its classified staff.

#### STANDARD FOUR: STUDENT SERVICES

##### OBSERVATIONS

Cuyamaca College provides an adequate level of student services necessary to meet the over all institutional objectives. However, the lack of consistent administrative responsibility for student services has left an ambiguity as to the priority of

services as well as a consistent evaluation of the quality of support services provided. The College might well assess the staff strengths and weaknesses and consider the extent to which quality is lost at the expense of comprehensiveness.

#### APPRAISAL

The counseling staff is to be commended for its work articulating with local high schools. Continued effort needs to be expended in recruiting local students to the general education and college transfer programs. While the college staff in Student Services is hard pressed to fulfill their assigned tasks because of budgetary constraints, care should be taken not to dilute the quality of service through the proliferation of student workers in the place of trained certificated and classified staff.

The balance between day and evening services continues to be a concern. The Counseling Center is open at 8 a.m. and is closed at 8 p.m. Students are on campus until 9:30 p.m. The availability of printed material publicizing Student Services and programs needs to be reviewed as very little is available in print for recruitment of new students and communication to those already enrolled.

Student Activities, while adequate for the small number of students enrolled, does not seem adequate for the broad interests of those students in the 18 - 21 cohort which would be supportive of transfer and general education. The office should be commended for its self-sufficiency and the positive steps taken to increase student body card sales.

The classified staff seem very involved in the development of support services and dedicated to the success of campus-wide programs. They should be commended for the hard work and extra effort expended.

Cuyamaca College has an admission process that is both modern and meeting present needs of students and staff. The large number of student workers in this area, however, needs to be carefully monitored and evaluated so that the security of private and personal records can be maintained. While orientation for international students is both formal and complete, little seems to be done for other students to orient them and meet their needs to be properly placed in courses and academic programs.

#### RECOMMENDATIONS

9. The duties of the counseling staff need to be evaluated and prioritized. Sufficient time and effort should be expended to recruit students for the general education and transfer program.
10. Student Service publications need to be continuously reviewed and upgraded. Involvement of instructional staff in this process would allow development of a campus-wide recruitment effort.
11. A program for introducing intercollegiate athletics at the club and/or small sport level in areas that can be supported by student interest might be developed.
12. Attention should be given to provide classified staff members with opportunities for staff and professional development.

## STANDARD FIVE: COMMUNITY SERVICES

### OBSERVATIONS

The community services program is organized as a district function. As such, planning and organizing of community services events and activities are carried out entirely by District staff.

### APPRAISAL

The self-study did an excellent job of delineating the relationship between community services and community education. Perhaps the statements contained in the catalog regarding college objectives dealing with community services and explaining community education could be clarified by considering the definitions in the self-study.

The recommendations made by the previous accreditation team have not been implemented. Perhaps the inability of the College to implement these recommendations is an indication that it is not yet ready to offer an aggressive program of community services, recognizing other more urgent priorities.

The use of college facilities by community and campus groups for Civic Center Act purposes is moderate but there is not a readily-identifiable office on campus to expedite requests and to provide timely response regarding approvals and costs.

The East County Performing Arts Center (ECPAC) is a magnificent theatre with excellent acoustics and a 1200-seat capacity. It sponsors critically-acclaimed performing art events with audiences coming from the greater San Diego Region.



The ECPAC is a joint project between the City of El Cajon and the Grossmont Community College District. It is located nearly equidistant between the two campuses in an attractive regional civic center complex in downtown El Cajon. Although it requires subsidy to continue its programming, the ECPAC makes a significant contribution to the cultural life of the community.

Public information is also organized as a District function. The general perception on the part of the College staff is that adequate access to the media and the public is accorded to Cuyamaca College events and activities.

The College has experimented with the various printed materials including the class schedule. At times, the class schedule has been printed combined with the Grossmont College schedule and mailed to all of the residences of the District. Most often, however, it has been printed as a separate document in modest numbers and distributed to those requesting it.

A need has been widely recognized to embark upon a campaign of image building and reconstructing. Work has begun to strengthen the College's influence with local high schools.

#### RECOMMENDATIONS

13. The College should consider revising its objectives to more accurately reflect its role in community services.
14. A central office on the campus should be identified as the office to process applications for the use of College facilities. The office should be given powers to approve or disapprove requests and to affix costs.

15. The East County Performing Arts Center (ECPAC) is a valuable instrument in the hands of the District and the two campuses to provide a range of community services. The Board of Trustees should clarify its financial commitment to the facility and its programs as well as the expectations of the theatre operations. Because of its wide appeal and the distorted meanings conveyed by its acronym, a name change might be considered.
16. The College should investigate the benefits of printing a separate class schedule of its academic programs and other services and distributing it to all of the residences in its attendance area each semester.

#### STANDARD SIX: LEARNING RESOURCES

##### OBSERVATIONS

The Library and Media Services are housed in attractive, temporary quarters with adequate study space for the present student body, but limited options for the housing of further print materials. Many non-print materials are obtained through consortium arrangements, commercial rental, or borrowing from Grossmont College. One corner in the Library is dedicated to carrels containing computers and other audio-visual equipment for individual student use.

##### APPRAISAL

The learning resources facilities will be outgrown soon-- particularly if enrollment increases and programs multiply. Cuyamaca's Library collection is building. Its health depends:

upon continuously strong funding for books and periodicals, if the collection is to expand and update in current subject holdings while also responding to the entirely new instructional programs planned for addition to the campus' curriculum. Such funding may even appear inordinately large when compared with acquisition budgets for larger, more established collections such as Crossmont's.

While media software procurement may also necessitate budget increases, a larger concern will be the adequacy of audio-visual equipment, the quantity of which is currently insufficient during some peak periods of use, and the age of which soon will demand replacement to avoid high repair costs and excessive downtime.

Selection, evaluation and utilization of materials is largely done by full-time faculty. However, staff development workshops in library and media usage are offered to all faculty, and the college librarian chairs a new college-wide goals subcommittee to develop an overall in-service program for part-time faculty.

Library materials circulate at a percentage rate at or slightly above the average for academic libraries. The college librarian and the reference librarian invite instructor and class usage formally through memos to and meetings with classroom instructors, as well as informally through visits around campus.

The college librarian is an administrator with several duties outside the learning resources area. She reports directly to the College President. Although she does not sit at the reference desk, she is on call for reference work during her

workday, in the absence of the certificated librarian. The certificated librarian, as is the case with all other instructors, participates in many activities outside her immediate area, taking her away from the reference desk. She also performs such functions as the typing of book orders--a task generally considered secretarial. The two full-time classified staff members also perform a wide variety of duties, which at times include limited reference work, due to the absence of the reference librarian and the administrator.

High-profile reference coverage, preferably during all hours of operation, but certainly during all peak periods, can create further user demand for utilization of learning resources. Only the most persistent student will request help when no librarian is visible, and even s/he may not return, if there is no librarian in proximity.

More hours of visible staffing at the reference desk are advisable. This may necessitate a shift in individual responsibilities and/or priority of activities. It could also include the addition of secretarial and/or certificated staff to either create or free hours for public service.

The college librarian has no secretarial support as an administrator with memos, several committees' minutes and the like to produce. The certificated librarian could also use secretarial support.

#### RECOMMENDATIONS

17. The College should re-evaluate library staffing patterns.

18. The College should plan for on-going media equipment replacement.
19. The College should consider placing some heavily utilized equipment, such as television monitors, permanently in appropriate classrooms.

#### STANDARD SEVEN: PHYSICAL RESOURCES

##### OBSERVATION

The College community is commended for the appearance and the condition of the physical plant. During its visit, the team was impressed with the cleanliness and general eye appeal of the grounds and buildings. The custodial staff appear to take pride in keeping their areas clean. The staff and the students like the surroundings in which they work and study.

The physical plant is still comparatively new. Much of the classroom furniture is also of the same age and appears to be well maintained.

With respect to the recommendations of the previous team, a long-range planning committee was established by the Chancellor in the Fall of 1983 to begin the process of incorporating facilities planning with academic planning. The committee has met and discussed several issues one of which was the reaffirmation of Cuyamaca College as a separate entity.

Regarding the recommendation of developing a systematic long-range preventative maintenance and repair schedule, the College President meets on a monthly basis with the District Maintenance Supervisor to address the maintenance concerns of the College.

The College has addressed the previous recommendation of evaluating all existing areas and has made changes to accommodate the needs of the College. Changes include increasing the size of the library, improving access to the electronics classroom, converting shop space to a large lecture room, providing for a physical education weight room and creating office spaces in the administration building for Admissions and Records and duplicating services.

#### APPRAISAL

Realizing there are financial constraints, it may be well that a plan be developed to provide an incremental maintenance schedule for such requirements as painting.

There was some concern expressed by members of the College community regarding the response time on maintenance requests. Members realize that maintenance is a District responsibility and the personnel are stationed at the Grossmont Campus. Security service is also a District responsibility.

The equipment necessary for the operation of the College is generally adequate. However, there are instances in some of the instructional programs where equipment is becoming rapidly outdated. In some cases, maintenance of equipment is inadequate, resulting in a lack of instructional stations for students.

Requests for the funding of new facilities have been forwarded by the District to the State Chancellor's Office. Plans call for the eventual construction of a Library Building and outdoor physical education facilities. The site plan for these facilities was developed in 1978.

Energy conservation measures are evident throughout the campus. The campus community should be commended for its attitude in making a diligent effort to reduce the College's energy consumption.

#### RECOMMENDATIONS

20. The District should review its organizational structure for the delivery of maintenance and security services to the Cuyamaca Campus. It may be appropriate to decentralize part of maintenance and/or security functions to the campus level so that responses to campus problems can be adequately addressed at the lowest organizational level.
21. The College should make a concerted effort to replace outdated equipment within its financial limitations. It may be appropriate to utilize the services of Grossmont Community College Foundation to assist in equipment donations or replacement. A long-range equipment replacement schedule should be developed.
22. A number of years have elapsed since the original site plan was developed in 1978. The College community may want to review and make changes to the existing site plan especially as it relates to the plans for the Library Building and the outdoor physical education facilities.
23. A concerted effort involving District, College and Community personnel should be made to provide the needed library and outdoor physical education facilities. Communication with the faculty and staff regarding the status of these two projects will be helpful in assisting the college community to understand the capital construction process.

## STANDARD EIGHT: FINANCIAL RESOURCES

### OBSERVATIONS

Cuyamaca Community College operates as part of the Grossmont Community College District. Thus, its fiscal operations and policies reflect not only campus but also District priorities and restraints. This inter-relationship presents challenges in communications and in understanding of policies and regulations among staff at the local campus level.

### APPRAISAL

The concerns expressed by the previous accreditation visit dealt primarily with the relationship between the District and the College campus. Those same concerns regarding District/College relationships still appear.

The College's present budget of approximately \$3 million does not appear to be an adequate financial base to maintain the institution's goal of comprehensive educational programs and services.

Much of the budget (\$2,463,261 or 82%) is devoted to personnel costs. Another \$282,549 or 9% of the budget is devoted to fixed contract maintenance and facilities operational costs resulting in very little available for instructional supplies, library books and equipment.

In assessing the financial resources of the College, it appears that there needs to be a minimum financial base to support a minimum number of faculty, staff, administrators and to provide a minimum level of necessary supplies and equipment needed for the effective operation of a small college.



The budget implementation process at the campus level seems to be working in an effective manner possibly due to the size of the faculty and staff. Beyond salary requirements, instructors are asked to submit their requests for supplies and equipment based on their course needs. When requests exceed the amount available, the College President and his immediate staff along with the faculty meet and in a collegial manner determine the priorities for the campus.

Requisitions submitted through the College Business Manager and the College President are forwarded to the District Office for their review and approval before purchase documents are issued. It normally takes about five to six days for this process. Control of expenditure allotments rests with the College Business Manager who insures the availability of funds for the purchase. On-line computer capability is available in the Business Manager's Office to determine account balances. Duplication of effort may contribute to delays in the ordering of necessary supplies.

The College community is commended for their willingness to participate in a positive way in the budget development process especially at a time of declining financial resources.

#### RECOMMENDATIONS

24. The District should recognize the need for and establish an adequate financial base for Cuyamaca to finance a comprehensive operation of full programs and services as indicated by the Board's reaffirmation in 1984.

25. The College, with the assistance of the District staff, should continue to explore alternative funding sources possibly through its foundation. The staff person recently re-assigned to the District Development Office and who received special training in resource development might assist in the development of special projects for Cuyamaca College.

#### STANDARD NINE: GOVERNANCE AND ADMINISTRATION

##### OBSERVATIONS

The Grossmont Community College District is governed by a five-person Board of Trustees. The Board has supported the development of Cuyamaca College as a comprehensive institution. This policy position regarding Cuyamaca College's comprehensiveness was again reaffirmed in 1984 in accordance with recommendations from the previous accreditation.

The operation of Cuyamaca College as the second college in the District has continued to present a series of problems in joint planning, allocation of resources, uniformity in staffing and services, coordination of policy development processes and communication patterns.

Recently, Cuyamaca College reorganized administratively. A new President and a new Dean of Instruction-Student Services have been hired. The evening program is currently supervised administratively on a rotating basis without program responsibility. There is no College office functioning in public information.

## APPRAISAL

At present the College administrative structure does not provide for leadership in vocational education; a divisional or departmental organization to carry out planning or evaluative functions in the various disciplines; continuity in the supervision of the evening program; or a community development program.

The administrative staff, though small, is well prepared, dedicated and competent.

## RECOMMENDATIONS

26. The District and the College should carefully examine the classification of staff for equivalency and uniformity in duties and compensation.
27. Cooperative working relationships need to be strengthened between the two Colleges and the District Office so that any major programs relocated at Cuyamaca is done with total top level administrative support.

## STANDARD TEN: DISTRICT OR SYSTEM RELATIONSHIPS

### OBSERVATIONS

The Grossmont Community College District maintains a Board Policy Manual. Policies regarding employees, use of facilities, students and governance are adequately covered, even though more details must be included.

The District recognizes an inherent weakness in the public information program. Hence a corresponding organizational change has been made. Information regarding employment, compensation and benefit agreements is provided to staff routinely. The accreditation team observed that Cuyamaca College lacked autonomy for three important functions--security, maintenance and aspects of business service.

#### APPRAISAL

Several policies are outdated by changes in State law, including recent legislation affecting course repetition, auditing, student discipline, health fees, and faculty development.

Response to routine problems in security, maintenance and some business services could be more adequately handled at a College level.

Cuyamaca College continues to suffer from lack of identity and visibility. It is apparent that neither the College nor the District has advantageously used the citizens advisory committees and the public media in program development and promotion.

#### RECOMMENDATIONS

28. The Board of Trustees should revise the Board Policy Manual for currency with State law and present practices.

## STATEWIDE PRIORITIES (FIPSE)

### Comments on Cuyamaca's Voluntary Response to Selected Statewide Priorities

#### OBSERVATIONS

Cuyamaca College's enrollment mirrors the demographic profile of the Grossmont Community College District with two exceptions: (1) It is significantly under-represented in its percentage of people over sixty years of age and women. The elderly (over 59) comprise over 18% of total District residents, but only 6% of Cuyamaca College's enrollment, and (2) women constitute nearly 52% of all District residents, but only 34% of Cuyamaca's students.

Cuyamaca College makes efforts to identify full-time students in need of remediation, counseling or tutoring.

Placement tests are required for entering students with more than nine units, and counseling is required after a second semester with a GPA of 2.0 or lower.

The counseling office is open until 8 p.m., although most students are evening students.

#### APPRAISAL

The enrollment of under-represented groups is attributed to the lack of courses of interest for seniors and women who are presumed to have little interest in the vocational programs which dominate the Cuyamaca curriculum. However, special outreach to these groups, with the addition of new courses, services and publicity could boost enrollments.

Evening students are presumed by the College to be vocational education students, and therefore less in need of counseling. Part-time day or evening students may be missing valuable counseling.

#### RECOMMENDATIONS

1. Cuyamaca College should evaluate the adequacy of its programs and services of interest to under-represented groups in its student body.
2. Counseling should be made more available to non-traditional students, and required for students with low grades prior to their second semester of low grades. The College is commended for its commitment to matriculation services, which should be phased in, to the extent funding permits.

PLEASE RETURN TO  
PRESIDENT'S OFFICE

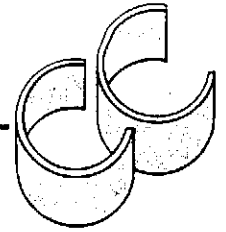
CUYAMACA COLLEGE

RESPONSES TO RECOMMENDATIONS  
OF 1984  
ACCREDITATION VISITING TEAM

FEBRUARY 25, 1987

# CUYAMACA COLLEGE

2950 JAMACHA ROAD, EL CAJON, CA 92020 (619) 464-1980



OFFICE OF THE PRESIDENT

January 16, 1987

Accrediting Commission for  
Community and Junior Colleges  
Western Association of Schools and Colleges  
P.O. Box 70  
Aptos CA 95003

This interim report is a result of the accreditation team visit to Cuyamaca College in October 1984. The Accrediting Commission requested a progress report addressing the areas of concern in the team report. The College has responded to the request by detailing the progress made toward the implementation of the recommendations of the visiting team.

I certify that there was broad participation by the campus community in the development of the report, and I believe it accurately reflects the progress made in response to the previous visiting team recommendations.

A handwritten signature in cursive script, reading "Samuel M. Ciccati". The signature is written in black ink and is positioned above the printed name and title.

Samuel M. Ciccati, Ph.D.  
President

SMC/wa



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CUYAMACA COLLEGE

ACCREDITATION STEERING COMMITTEE

Chair Samuel M. Ciccati, President

Administrators: Pei Hua Chou, College Librarian  
Jeanne Hyde, Director, Admissions  
and Records

Faculty: Samuel Turner, English  
Kenneth Kinman, Computer Technology  
Delos McCoolle, Aeronautics  
Norman Walker, Electronic Technology  
Charles Hyde, Faculty Council President  
Anthony Zambelli, Economics  
Janet Ford, Mathematics  
Kathleen McWilliams, English

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Student Services: Ingrid Tarikas, Health Services  
Marsha Fralick, Student Services Chair,  
Counselor  
Alex Contreras, EOPS Director

Classified: Glyn Rowbotham, Campus Business Officer  
Jacquelyn Winn, Evaluation Technician

Governing Board: Barbara Collis, Member

Student Body: Anthony Ginyard, Student Body President

Community: C. K. Hill, Casa de Oro Travel Agency  
Owner

Secretary: Wanda Arsulich, Secretary to the  
President

CUYAMACA COLLEGE  
ACCREDITATION REPORT WRITING TEAMS

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C. K. Hill  
Andrew A. Peterson  
Charlie Hyde  
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Tony Ginyard  
Fran Wellnitz

REPRESENTING:

College Administration  
Governing Board  
Community  
District Administration  
Faculty  
Faculty  
Student  
Classified

RESPOND TO RECOMMENDATIONS:

Goals & Objectives - 1  
Financial Resources - 24, 25  
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District & System Relationships - 28  
Physical Resources - 20, 21, 22, 23

TEAM II

MEMBERSHIP:

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David Feldman  
Bernie Abbott  
Jan Ford  
Polly Griswold  
Shay Hertach

REPRESENTING:

College Administration  
District Administration  
Faculty  
Faculty  
Classified  
Student

RESPOND TO RECOMMENDATIONS:

Educational Programs - 2, 3, 4, 5, 6  
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Community Services - 13, 14, 15, 16

TEAM III

MEMBERSHIP:

Pei Hua Chou  
Jeanne Hyde  
Art McCoolle  
Ingrid Tarikas  
Gary Fountain  
Jacqueline Winn

REPRESENTING:

College Administration  
College Administration  
Faculty  
Faculty  
Student  
Classified

RESPOND TO RECOMMENDATIONS:

Learning Resources - 17, 18; 19  
Institutional Staff - 8  
Student Services - 12

TEAM IV

MEMBERSHIP:

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Kathy McWilliams  
Ken Kinman  
Susan Hertach  
Jackie Gilman

REPRESENTING:

College Administration  
Student Services  
Faculty  
Faculty  
Student  
Classified

RESPOND TO RECOMMENDATIONS:

Student Services - 9, 10, 11  
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STEERING COMMITTEE CHAIRPERSON - Samuel M. Ciccati

REPORT EDITOR - Sam Turner

## INTRODUCTION

This introduction will serve to describe the process that Cuyamaca College has taken to respond to the recommendations of the previous accreditation team which visited the campus in Fall 1984.

Upon receipt of the accreditation team final report from the Accrediting Commission in January 1985, the recommendations were extracted and put into the format shown in Supplemental Document A. This format showed what the recommendation was and to whom it was addressed, i.e., the Governing Board, the District Administration, or the College. The information was submitted to the Governing Board as an agenda item on May 21, 1985.

Subsequently, action on the recommendations was taken on several fronts. Some of the recommendations became part of the institutional goals and objectives for the 1984-85, 1985-86 and 1986-87 academic years (see Supplemental Documents B, C, D). Others such as the review of course outlines and development of course syllabuses became the focus of Professional Development Week activities (see Supplemental Document E). Others such as the transfer of programs from Grossmont College to Cuyamaca College, the addition of administrative staff, and the development of a Campus Master Plan resulted from recommendations made by the college administration to the Governing Board. In summary the College response to the recommendations began immediately after the team visit and have continued to the present.

Preparation for writing the responses to the recommendations for the team visit in February 1987 began during Summer 1986 with the appointment of an Accreditation Steering Committee by the President's Advisory Committee, the on-campus body which establishes/determines the charge and membership of all committees. During Professional Development Week in Fall 1986 the Steering Committee met, with the College President as chairperson, and determined the method to be used in responding to the recommendations. The recommendations were divided into four groups. A team of six to eight persons representing the various campus constituencies were selected to write and/or review the responses to the recommendations assigned to that group. A Report Editor was also selected at that meeting.

The four teams met, reviewed the responses and made adjustments until it was agreed that the responses accurately reflected what steps the college had taken toward meeting the recommendations.

A compilation of all responses was then made and submitted to the Accreditation Steering Committee for their review. A meeting was held with this committee on October 23, 1986 to discuss the accuracy of the report. Recommended changes were sent back to the writing teams for review and rewriting. The final draft was then sent to the Report Editor. Upon completion of his work on the report the final draft was once again sent to the Steering Committee for its approval. The report was sent to the Governing Board for information, then typed, bound and sent to the Accreditation Commission and visiting team. A time line for preparation of the report is shown as Supplemental Document F.

Supplemental Documents:

- A. Governing Board Agenda Item on Accreditation Team Recommendations
- B. Cuyamaca College Goals and Objectives 1984-85
- C. Cuyamaca College Goals and Objectives 1985-86
- D. Cuyamaca College Goals and Objectives 1986-87
- E. Staff Development Program of Activities Fall 1985, Spring 1986, Fall 1986, Spring 1987
- F. Time Line for Preparation of Accreditation Report

STANDARD I

GOALS AND OBJECTIVES

## STANDARD I

### GOALS AND OBJECTIVES

#### Recommendation 1.

The District Board of Trustees, Grossmont administration and Cuyamaca College administration should work jointly to move Cuyamaca College in the direction of meeting the agreed upon objective of becoming a comprehensive institution.

#### Response:

Significant progress has been made in assisting Cuyamaca College to become a comprehensive institution. First, the Governing Board has demonstrated its recognition of this being a two-college district and Cuyamaca as a separate and distinct institution by changing its name to the Grossmont-Cuyamaca Community College District. Secondly, upon recommendation of the Cuyamaca College administration and concurrence of the Grossmont College and District administrations, the Governing Board approved the addition of Business Administration, Accounting, and Child Development programs to the curriculum at Cuyamaca College. Additionally the Board approved the transfer of Aeronautics, Small Business Management, Supervision and the Inter-collegiate Soccer programs from Grossmont College to Cuyamaca College. Cuyamaca College also assumed the responsibility for the District's Telecourse Program.

Cuyamaca College has also added two full-time administrators, an Administrative Dean for Instruction and Student Services (a position which had been vacant for a year and a half) and a Director of Admissions and Records (a position which previously had responsibility for both colleges at the dean level).

Full-time faculty positions have been added in Accounting, Business, Engineering and Spanish. A full-time Handicap Student Programs and Services Counselor position was also added. Full-time replacements have been added in Aeronautics and Electronic Technology. Position announcements have been sent out and procedures are under way to hire a full-time Real Estate and full-time Ornamental Horticulture instructor for the Spring 1987 Semester. Also the position of secretary to the Administrative Dean and secretary to the Director of Admissions and Records and a clerk position in the Campus Business Office have



been restored. A full-time secretary to the College Librarian and a full-time clerk in the EOPS Office have been added, and the Financial Aid Assistant, Senior position has been moved from a 50 percent to a full-time contract position.

In addition release time has been granted for chairperson positions in General Education, Engineering, Vocational Education and Student Services.

The curriculum has been expanded not only by the addition of programs mentioned above but by an increase in the variety as well as number of General Education courses, especially in Fine Arts and Humanities. More courses previously offered every other semester are now being offered each semester and more advanced courses are now being offered.

The Governing Board approved the development of a new master plan for the College based on criteria suggested by the College administration and faculty.

Working drawings are almost completed for the new Learning Resource building to be constructed beginning in Spring 1987 if the general obligation bond issue on the November 1986 ballot is passed. Preliminary drawings are being developed for outdoor physical education facilities. Obviously all construction plans are contingent upon approval by the State Chancellor's Office and funding provided from the State General Fund or obligation bonds. Much of the process is beyond the control of the College.

Additional needs such as a food services facility, a place for students to gather and outdoor recreation facilities, and improved landscaping are needed to make the College more attractive to the 18-23 year old student.

#### Supplemental Documents:

District Long Range Planning Committee Recommendations  
Governing Board materials on:

1. Changing Name of District
2. Transfer of Programs from Grossmont College to Cuyamaca College
3. Campus Master Plan
4. Curriculum Additions
5. Expansion of General Education Offerings
6. Staffing Additions

STANDARD II

EDUCATIONAL PROGRAMS

STANDARD II  
EDUCATIONAL PROGRAMS

Recommendation 2.

Course outlines need to be carefully reviewed and revised on a periodic basis. In addition, a course syllabus for each section should be prepared, distributed to students, and followed by each instructor. These should be revised each semester and evaluated along with the evaluation of the instructor for level of class quality, quantity, and appropriateness.

Response:

In the Spring Semester of 1985 the entire institution began a systematic review and update of all course outlines. Each chair and coordinator, along with both full-time and part-time instructors, made recommendations to the Curriculum Committee for course modifications, deletions, and additions. These recommendations were reviewed by the Curriculum Committee in the Fall Semester 1985, with the resulting updates all typed and included in the course files during the Spring Semester 1986. In the Spring Semester 1986 all course outlines were again reviewed utilizing the newly developed guidelines appropriate for Associate Degree. All recommendations from this process were reviewed by the Curriculum Committee in the Fall of 1986. All course outlines will be reviewed on a regular basis as a part of the Program Review process.

The Professional Development Week for Fall 1985 was dedicated to workshops on developing course syllabi for each course. Since that time, a course syllabus has been required of all instructors each semester for each class taught. These syllabi have been incorporated into the evaluation process for all faculty.

Supplemental Documents:

Examples of Course Outlines  
Examples of Course Syllabi  
Evaluation Form  
Professional Development Schedules - Spring 1985, Fall 1986

## STANDARD II

### EDUCATIONAL PROGRAMS

#### Recommendation 3.

The College should strengthen the educational program through careful processes of hiring and evaluating part-time instructors.

#### Response:

During the Fall Semester 1985 a committee made up of faculty and administration was formed to address the selection, evaluation, and in-service training of part-time instructors. The committee made recommendations in each of these areas.

The recommendations for the hiring of part-time instructors were forwarded to the District Personnel Office and when completed will result in the development of District procedures for the selection of part-time instructors. This will incorporate the development of a pool of applicants on each campus who are evaluated and ranked prior to the need for instructors. The pool will then be used to fill classes which are not staffed.

Since the last visit of the accreditation team, three new Chairs were added who participate in the evaluation process.

The recommendations for the evaluation of part-time instructors were also sent to the District Personnel Office. The District has given release time to a faculty member to examine the evaluation of part-time instructors on a statewide basis. A District committee made up of management and faculty union members is now reviewing the results and recommendations, for possible modification of the contract.

#### Supplemental Documents:

Recommendations for the Hiring of Part-Time Instructors  
Recommendations for the Evaluation of Part-Time Instructors

STANDARD II  
EDUCATIONAL PROGRAMS

Recommendation 4.

A District-wide common course name, number, description and unit system should be developed and maintained.

Response:

In the Spring Semester 1986, staff from both colleges in the District met to identify the discrepancies between courses in the two colleges. A list of these discrepancies was developed. The Administrative Deans of the two colleges met to make recommendations for resolving the differences. The Curriculum Committees of the colleges, in consultation with the faculty of the respective areas, have reviewed the recommendations and made necessary course adjustments. All courses which are offered at both colleges will now have the same title, number, and unit value, while there will be some allowance for differences in the course descriptions.

A letter of intent has been developed which will inform the General Education Committees and Curriculum Committees on each campus of proposals for modification, addition or deletion of courses.

The General Education Committees met for the purpose of bringing the general education requirements into line between the colleges. They have made recommendations to the two colleges which are now being reviewed by the Curriculum Committees prior to implementation.

Supplemental Documents:

Curriculum Conflicts Between Grossmont and Cuyamaca Colleges and  
Proposed Resolutions  
Letter of Intent  
Recommended Common General Education Package  
Grossmont 1986-87 College Catalog  
Cuyamaca 1986-87 College Catalog

STANDARD II  
EDUCATIONAL PROGRAMS

Recommendation 5.

Cuyamaca could expand more into the community. This might include both the offering of beginning credit courses at community sites and high schools and the expansion of the physical education program into community-based activity classes. Intercollegiate or club competition not offered at Grossmont College in some sports should be encouraged as a source of potential full-time students.

Response:

In the past two years Cuyamaca College has offered more than fifty classes on area high school campuses. The Spring Semester of 1985 alone these courses served more than 250 students.

The College has decided to maximize the use of facilities on campus rather than offer extensive numbers of classes out in the community. This will allow the College to meet the utilization factors required by the State Chancellor's Office for obtaining additional facilities. With the overcrowding in the evenings now being experienced by the College, it will be forced to move selected offerings into the community.

The intercollegiate soccer program was transferred from Grossmont to Cuyamaca College in Fall 1985. The offering of other small intercollegiate athletic programs is being explored. The College has attempted to offer intramural sports, but has met with little interest from students.

Supplemental Documents:

Class Schedule Fall 1984  
Class Schedule Spring 1987

STANDARD II  
EDUCATIONAL PROGRAMS

Recommendation 6.

An increase is needed in general education-liberal arts course offerings to provide a comprehensive, marketable program for the College.

Response:

Cuyamaca College has made great strides in the area of general education offerings during the past two years. These strides began with the implementation of a General Education/Liberal Arts Chair in the Spring Semester 1985. Since that time, the general education course offerings have increased by 11 percent and have included the addition of courses in French and religion, as well as the expansion of offerings in art, Spanish (including the offering of Spanish IV for the first time), and music. In addition a series of television courses have been offered since Summer 1985. These courses cover general education, vocational and general interest courses. The chair is developing a new liberal arts associate degree program for potential transfer students.

A General Education Committee was established which has reviewed all general education courses to see that they meet the College criteria for general education credit with the recommendations being accepted for implementation by the Curriculum Committee. This committee also reviewed the general education package and, in cooperation with the General Education Committee at Grossmont College, made recommendations to bring the general education packages into line.

A faculty member was given release time during the Fall Semester 1986 to examine the general education course offerings in all community colleges in the state with enrollments between 2,000 and 6,000. The results of the study will allow Cuyamaca College to evaluate where it stands in relation to similar size colleges as well as plan for future growth.

Supplemental Documents:

Class Schedule Fall Semester 1984  
Class Schedule Spring Semester 1987  
Recommended Common General Education Package  
Television Course Brochures

STANDARD III  
INSTITUTIONAL STAFF

Recommendation 7.

Part-time instructors should be evaluated with greater care and in greater detail than they have been in the past. Different procedures need to be implemented; ones that take into account the inexperience these people often have in teaching and ones that give the college a more accurate view of their performance in the classroom.

Response:

A College committee was formed in the Fall Semester 1985 which made recommendations for the in-service training and for the evaluation of part-time instructors.

The College is in the process of developing an in-service training program for part-time instructors.

The District administration and faculty are now examining the evaluation process with the intent of modifying contract language to reflect recommendations for modifications which have been made by both campuses.

Since the last visit of the accreditation team three new chairs were added who participate in the evaluation process.

A course syllabus is required of all full-time and part-time faculty and is included in the evaluation process. The District has added release time to all chairs and coordinators for the purpose of increasing the number of in-class evaluations of part-time instructors.

Supplemental Documents:

Recommendations for In-service Training of Part-time Instructors  
Recommendations for Evaluation of Part-time Instructors



STANDARD III

INSTITUTIONAL STAFF

STANDARD III  
INSTITUTIONAL STAFF

Recommendation 8.

The college might review its effectiveness in carrying out the evaluation of its classified staff.

Response:

The Classified Staff Development Committee was established. One of the charges of this committee was to review classified evaluation procedures and make recommendations to the District and CSEA. The committee collected evaluation forms from other community colleges in San Diego County. A questionnaire was developed and distributed to the Cuyamaca College classified staff to determine the concerns they had with the current evaluation procedure. After reviewing the responses to the questionnaire, a draft of a new evaluation form was developed. This proposed form has been distributed to the classified staff for comments.

One of the concerns that surfaced during the survey was that the classified staff did not have an opportunity to evaluate their supervisors. At the present time only the classified staff members reporting to a certificated administrative staff member have the opportunity to evaluate their supervisor.

Supplemental Documents:

Employee Evaluations Memo and Responses

STANDARD IV

STUDENT SERVICES

## STANDARD IV

### STUDENT SERVICES

#### Recommendation 9.

The duties of the counseling staff need to be evaluated and prioritized. Sufficient time and effort should be expended to recruit students for the general education and transfer program.

#### Response:

Prioritized counseling activities were established as a counseling goal for the 1985-86 academic year. To accomplish this goal, input was sought from the counselors, faculty, and students of Cuyamaca College.

Counselors listed and kept a record of counseling activities and appointments. Results were used to make a Guidance Calendar which showed major counseling projects and counseling load on a monthly basis. This Guidance Calendar was useful in establishing priorities and helping to prevent counselor overload.

The faculty was surveyed to determine their opinion regarding priorities of counseling activities. A list of most essential, essential and not essential counseling priorities as determined by the faculty is available in the supporting materials.

To assess the students' opinions about counseling priorities, comprehensive Student Services Needs Assessment was planned for the Fall Semester 1986. Results from this assessment will be used to further define counseling priorities.

Recruitment and outreach have always been considered important goals for Student Services. An Outreach Summary containing a list of outreach and recruitment activities at local high schools, colleges and universities and in the community is available in the supporting materials.

#### Supplemental Documents:

Counselor Goals 1985-86

Outreach Summary

Counselor Activities: Rating Sheet

Counseling Priorities: Results of Faculty Survey

## STANDARD IV

### STUDENT SERVICES

#### Recommendation 10.

Student Service publications need to be continuously reviewed and upgraded. Involvement of instructional staff in this process would allow development of a campus-wide recruitment effort.

#### Response:

The District has established two new positions, the Vice Chancellor for Development and Community Relations and the Director of Public Relations and Marketing. Part of the responsibilities of these new positions include developing, printing and distributing professional quality publications which build the College image and provide useful information to students and the community. With involvement of Student Services as well as instructional faculty, brochures have been developed which describe these programs. Sample brochures are available in the supporting materials.

One of the goals for the College for 1986-87 is the development of a college recruitment and marketing plan. The purpose of this plan is to build enrollment and assure the development of Cuyamaca College as a comprehensive college.

#### Supplemental Documents:

Sample Brochures for Programs

STANDARD IV  
STUDENT SERVICES

Recommendation 11.

A program for introducing intercollegiate athletics at the club and/or small sport level in areas that can be supported by student interest might be developed.

Response:

During the Fall Semester 1985 an intercollegiate soccer team was organized with 30 students participating. The team won the Pacific Coast Conference title in competition with MiraCosta, Palomar, Imperial Valley, Mesa, City and Southwestern Colleges. Efforts have been made to introduce other intramural sports at Cuyamaca College. Efforts have not been successful because of lack of student interest and facilities.

Future plans include the development of the soccer field, racquetball, tennis, and multi-purpose courts, a 400 meter track and two general purpose fields. Funding for these projects is being sought through state and private industry sources.

Supplemental Documents:

None.

STANDARD IV  
STUDENT SERVICES

Recommendation 12.

Attention should be given to provide classified staff members with opportunities for staff and professional development.

Response:

The Classified Staff Development Committee was established. The committee compiled a list of topics that could be presented at no cost. The list was distributed by the Classified Staff Development Committee in conjunction with the Affirmative Action Committee to all District classified staff members. The results have been tabulated and the committee is in the process of planning in-service training seminars. Opportunity has been extended for classified staff to participate in a workshop entitled, "How to Deal Effectively With Difficult People". The committee has also previewed a workshop sponsored by Sharp Memorial Hospital on Stress Management and is making arrangements to offer it at Cuyamaca.

The committee requested and was allocated \$500 in the College budget for classified in-service training for the 1986-87 school year.

Supplemental Documents:

District In-Service Training Workshop Survey and Results

STANDARD V

COMMUNITY SERVICES





STANDARD V

COMMUNITY SERVICES

Recommendation 14.

A central office on the campus should be identified as the office to process applications for the use of College facilities. The office should be given powers to approve or disapprove requests and to affix costs.

Response:

This has been accomplished. The Campus Business Office has been designated as the office to process outside applications for the use of facilities, affix costs, and approve or disapprove requests. Consultation with the Administrative Dean and President is made when appropriate.

A master calendar for facility availability is maintained in the Office of the Administrative Assistant.

Supplemental Documents:

Facility Use Request Form  
Weekly Room Utilization Report  
Master Calendar of Facility Usage

## STANDARD V

### COMMUNITY SERVICES

#### Recommendation 15.

The East County Performing Arts Center (ECPAC) is a valuable instrument in the hands of the District and the two campuses to provide a range of community services. The Board of Trustees should clarify its financial commitment to the facility and its programs as well as the expectations of the theatre operations. Because of its wide appeal and the distorted meaning conveyed by its acronym, a name change might be considered.

#### Response:

The Governing Board has reiterated its commitment to ECPAC on numerous occasions. It has hired a Vice Chancellor of Development to oversee its operation and a new onsite manager. Funds to support its operation have been increased.

The District Office will be more closely identifying ECPAC with the college district by identifying the ownership and operation by Grossmont-Cuyamaca Community College District in each brochure and program of events which is offered at ECPAC. All new District logos will indicate the support of ECPAC by the District.

For the first time ECPAC will offer a full season in a performing arts series including plays, musicals, special visiting groups, and quality performances by professional entertainers. As a result of these changes revenue and expenses of the performances at ECPAC are balanced with the commitment to make it a positive cash flow operation through the generation of grants and the leasing of the facilities for conference use and the sale of advertising. The City of El Cajon recently awarded a grant of \$25,000 to support this effort and contributions have also been received from other communities in the District. The goal of the ECPAC staff for 1986-87 is to expand a broader base of audience appeal and to seek assistance from area businesses in underwriting the cost of some performances. District staff is looking into the possibility of facility modification both temporary and permanent which would allow ECPAC to be used both as a conference center and meeting hall for corporate incentive travel programs. The District feels that while the name East County Performing Arts Center is rather long and tedious,

the San Diego media has become familiar with the term. With an already established reputation it would not be beneficial to change the name at this time and possibly lose the already established identity.

Supplemental Documents:

Brochures on East County Performing Arts Center

STANDARD V

COMMUNITY SERVICES

Recommendation 16.

The College should investigate the benefits of printing a separate class schedule of its academic programs and other services and distributing it to all of the residences in its attendance area each semester.

Response:

A separate class schedule has been printed since Fall Semester 1984. Because of the excessive cost the District has been unable to implement the mailing of class schedules to every residence in the district. However, a tabloid has been developed each semester since Spring 1985 describing programs and offerings at both colleges and has been mailed to all residences in the District. While this tabloid has not included the class schedule, it has included a listing of dates and times of each offering on both campuses. There has been a positive community response to this outreach activity. It has been reflected in increased enrollment. Approximately 1,000 students have enrolled at Cuyamaca College over the past five semesters as a result of filing applications included in the tabloids.

Supplemental Documents:

Tabloids - Spring 1985 through Spring 1987  
Class Schedules Fall 1984 Through Spring 1987

STANDARD VI

LEARNING RESOURCES

STANDARD VI  
LEARNING RESOURCES

Recommendation 17.

The College should re-evaluate library staffing patterns.

Response:

In response to the recommendation by the Accreditation Team, the College has taken action on three fronts. First, the College allocated funds for a part-time reference librarian (10 hours per week) beginning in the Fall 1985. Second, a proposal was presented to the Governing Board for a secretarial position for the College Librarian. The proposal was approved and the secretarial position became a reality in September 1985. Third, a committee for the evaluation of Learning Resource Center (LRC) staffing needs was formed. The committee identified eight factors which are deemed vital to the evaluation of the LRC staffing needs (see Supplemental Documents). These factors have been discussed and analyzed by the committee. Final recommendations were made to the College administration in March 1986.

The committee's recommendations for additional LRC personnel are reflected in the College's five year plan (1986-90). Although there were recommendations for a librarian and a multimedia technician for the 1986-87 year in the College Educational Programs Five Year Plan, they were not on the College personnel request list to the Governing Board for the 1986-87 year. This was due to financial constraints within the District.

In the meantime, the College enrollment has increased due to the addition of new instructional programs. Consequently, there are more demands on library instruction from instructors and reference service from students. In addition, the Telecourse Program was added to the College Librarian's responsibilities effective Spring 1985. As a result, further study of LRC staffing needs is planned, especially in view of the fact that a new LRC building plan is in progress.

Supplemental Documents:

Learning Resource Center Staffing Needs Report  
Cuyamaca College Educational Programs Five Year Plan  
Telecourse Program Policies and Guidelines

STANDARD VI  
LEARNING RESOURCES

Recommendation 18.

The College should plan for on-going media equipment replacement.

Response:

In response to the recommendation of the Accreditation Team, the College established as one of its goals for 1985-86 the planning of an audiovisual equipment replacement schedule.

The equipment inventory lists all of the equipment that has been purchased since 1978 by dates of purchase. Technical experts were consulted to determine the average life span of various equipment and the suggested dates of replacement.

It is anticipated that the majority of the equipment in the LRC would be replaced with special capital outlay funding from the State when the library moves into its new LRC building by 1988-89.

Supplemental Documents:

Report on Proposed LRC Audiovisual Equipment Replacement Schedule  
Cuyamaca College Group II Equipment Request for LRC Building Project



STANDARD VI

LEARNING RESOURCES

Recommendation 19.

The College should consider placing some heavily utilized equipment, such as television monitors, permanently in appropriate classrooms.

Response:

In response to recommendations of the Accreditation team, three overhead projectors have been purchased for classroom use, thus meeting the minimal demands for heavily used equipment.

The LRC College Goal Committee has done a feasibility study of locating heavily used audiovisual equipment permanently in the classrooms. It is anticipated that when the new LRC building is completed, more equipment would be available for permanent installation in selected classrooms throughout the campus.

Supplemental Documents:

Report on Evaluating Location of AV Equipment in Classrooms  
Cuyamaca College Group II Equipment Request for LRC Building Project

STANDARD VII

PHYSICAL RESOURCES

STANDARD VII  
PHYSICAL RESOURCES

Recommendation 20.

The District should review its organizational structure for the delivery of maintenance and security services to the Cuyamaca campus. It may be appropriate to decentralize part of the maintenance and/or security functions to the campus level so that responses to campus problems can be adequately addressed at the lowest organizational level.

Response:

The District has reviewed this recommendation. Based on the current financial status of the District, it is felt that it is more cost effective to provide these services as a centralized District function rather than provide the staffing and equipment necessary to handle these on an individual campus basis.

As the College grows, the service delivery system in these areas will be reviewed.

Supplemental Documents:

None.

STANDARD VII  
PHYSICAL RESOURCES

Recommendation 21.

The College should make a concerted effort to replace outdated equipment within its financial limitations. It may be appropriate to use the services of the Grossmont Community College Foundation to assist in equipment donations or replacement. A long range equipment replacement schedule should be developed.

Response:

The College has been able to allocate more funds from its budget to equipment replacement thanks to categorical funding from the State the last two years. Following is a table showing the amount allocated to equipment purchases over the past five years.

<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>
\$65,219	\$13,089	\$101,318	\$141,830	\$239,637

The College has added a microcomputer lab, allocated over \$20,000 toward equipment for a physics lab, added equipment for the Learning Resource Center and Telecourse Program as well as general equipment replacement. All needs have not been met but substantial progress has been made.

An equipment replacement schedule has been developed for the Learning Resource Center and a list of equipment needs developed for the campus. Requests for equipment replacement and capital outlay items are submitted each year by each department or service area. Requests are reviewed by the Campus Budget Construction Committee and recommendations made to the College President.

The Grossmont-Cuyamaca College Foundation has been able to provide little assistance in purchase of equipment because of its limited assets. The College has been successful in obtaining donations of equipment, particularly in the Computer Technology and Automotive Technology areas. However in most cases these donations supplement, not replace, standard equipment needed for instructional purposes.

Supplemental Documents:

Equipment Replacement Schedule for Learning Resource Center  
Cuyamaca College Equipment Needs  
List of Equipment Purchased over Past Five Years  
Grossmont-Cuyamaca District Adoption Budget 1986-87, Page 10, Line 64

STANDARD VII  
PHYSICAL RESOURCES

Recommendation 22.

A number of years have elapsed since the original site plan was developed in 1978. The College community may want to review and make changes to the existing site plan especially as it relates to the plan for the library and outdoor physical education facilities.

Response:

On September 3, 1985 the Governing Board approved the development of a new campus master plan. A committee composed of administrators, faculty, classified staff, Governing Board members and community members was established to work with the architect in the development of the master plan based on Board approved guidelines.

The plan resulted in a relocation of the proposed new Learning Resource Center and the outdoor physical education facilities. The orientation of the new campus has been changed to have the future main entrance come off of Fury Lane where there will be approximately one-half mile of frontage for the College as opposed to Jamacha Road where there was no frontage.

Additional preliminary building sites have been identified on the master plan, even though specific buildings for each of these sites have not been identified. the master plan has been completed to the extent possible. Future development will depend on funds for extensive engineering, architectural and planning work. It appears that it may be more prudent to wait to do more detailed planning closer to the period when requests for drawings and construction of each building site is to be made.

Supplemental Documents:

Governing Board Minutes Authorizing Campus Master Plan  
Governing Board Minutes on Report of Progress on Campus Master Plan  
Minutes of Campus Master Plan Committee  
Conceptual Master Plan Drawing

## STANDARD VII

### PHYSICAL RESOURCES

#### Recommendation 23.

A concerted effort involving District, College and Community personnel should be made to provide the needed library and outdoor physical education facilities. Communication with the faculty and staff regarding the status of these two projects will be helpful in assisting the College community to understand the capital construction process.

#### Response:

The efforts of the College, District and Community have resulted in approval from the State to develop working drawings for the Learning Resource Center building and preliminary drawings for the outdoor physical education facilities. Because capital outlay projects have been shifted out of the 1986-87 State General Fund budget, construction of the Learning Resource Center is dependent upon passage of the capital outlay general obligation bond initiative on the November 1986 ballot. It is still unclear whether funds will be available for construction of the outdoor physical education facilities if the bond issue passes. If not it is anticipated construction funds for that purpose will be available in the succeeding year.

There has been continual involvement of staff and communication to the campus community and Governing Board regarding the process of gaining approval of capital construction projects. Additionally an Architectural Liaison Committee, composed of administration, faculty and support staff, has been established and is active in the coordination and review of plans at each stage with the architect. There has been opportunity for broad campus involvement in the process. Updates have been given by the College President at all staff meetings during Professional Development Week and at other appropriate intervals during the semester. The President's Advisory Committee and administrative staff is kept abreast of the process as well. Copies of plans are available in the Learning Resource Center and Conference Room for staff to review at their convenience.

#### Supplemental Documents:

Minutes of Architectural Liaison Committee  
Drawings for Learning Resource Center and Outdoor Physical Education  
Facilities

STANDARD VIII

FINANCIAL RESOURCES



## STANDARD VIII

### FINANCIAL RESOURCES

#### Recommendation 24.

The District should recognize the need for and establish an adequate financial base for Cuyamaca to finance a comprehensive operation of full programs and services as indicated by the Board's reaffirmation in 1984.

#### Response:

Progress has been made in this area. The District has allocated additional resources to the extent the budget will allow. Additional management staff (Administrative Dean, Director of Admissions and Records), support staff (secretaries to above two management staff and College Librarian), clerk to Campus Business Officer, full-time EOPS clerk, Bookstore clerk, and additional hourly assistance has been added.

The budget for the College has grown from \$2,860,399 in the 1983-84 year to \$3,949,445 in the 1986-87 year. During the 1986-87 year \$400,000 is set aside in the District budget as its share in the construction of the new Learning Resource building. Twenty thousand dollars has been allocated to the College budget for remodeling a portion of a room into a snack bar area.

Needs of the College continue to outstrip the District's ability to provide adequate resources. Specifically, additional facilities such as a food service facility, student center, physical education facilities and improved landscaping are needed for the College to become attractive to the 18-23 year old student. Five thousand dollars has been allocated to the College toward construction of a soccer field. That sum is only about one-fourth of the actual cost of construction of such a facility. In order for the soccer field to become a reality in the 1986-87 academic year, the College must rely on donations from the private sector.

#### Supplemental Documents:

Grossmont-Cuyamaca Community College District Adoption Budget 1986-87, Page 10, "Total Expenditures".

## STANDARD VIII

### FINANCIAL RESOURCES

#### Recommendation 25.

The College, with the assistance of the District staff, should continue to explore alternative funding sources possible through its Foundation. The staff person recently reassigned to the District Development Office and who received special training in resource development might assist in the development of special projects for Cuyamaca College.

#### Response:

The Grossmont-Cuyamaca Colleges Foundation has been able to assist the College in small ways: co-sponsoring Women's Week activities, donating \$500 to assist with construction of a greenhouse for the Ornamental Horticulture Department, but does not yet have the resources to provide the College with an alternative funding source.

The District Office of Development and Community Relations has been expanded and has been able to provide additional advertising and related services for the College, but little in terms of funds. A Director of Marketing and Advertising was hired in September 1986. That office has conducted an extensive advertising campaign to promote enrollment each semester and summer session. Each campaign includes a direct mail tabloid to every residence in the district, a series of newspaper ads and radio announcements. Additionally, the District has assisted in the promotion of Cuyamaca College through ads in the San Diego State University campus newspaper and with posters on that campus. Brochures promoting special programs held on the Cuyamaca campus such as Women's Week are developed by the marketing and advertising office. New brochures for each major at Cuyamaca have been developed as well as a general College brochure. Custom made revolving racks have been ordered to display Cuyamaca College promotional materials in each of the nine feeder high schools.

Additionally a person has been released from teaching and reassigned to the Development Office on a full-time basis for the past two years to work as a grant writer. A full-time Director of Grants was hired in September 1986. That office has assisted in obtaining a \$10,000 grant to assist in the building of a greenhouse for the Ornamental Horticulture Department for use as a student project facility.

The Coordinator of Automotive Technology has written and the College has been funded for an Employment Training Panel grant totaling \$105,000 to upgrade skills of technicians employed in that field. A second grant for \$80,000 is pending final approval by the State Employment Training Panel.

Supplemental Documents:

District Tabloid Mailed to Community  
Program and General College Brochures  
Women's Week Brochure  
Posters

STANDARD IX

GOVERNANCE AND ADMINISTRATION

## STANDARD IX

### GOVERNANCE AND ADMINISTRATION

#### Recommendation 27.

Cooperative working relationships need to be strengthened between the two colleges and the District Office so that any major programs relocated at Cuyamaca College is done with total top level administrative support.

#### Response:

The working relationships between the colleges have been strengthened considerably. The commitment of the Governing Board and the District Chancellor to better relationships among all entities of the District has given impetus to this effort. Other factors which contributed were the hiring of a former Grossmont administrator as President of Cuyamaca College, hiring other administrators that have worked on the Grossmont campus or had responsibilities on both campuses, transferring and promoting support staff between the two colleges and a greater number of faculty teaching on both campuses. All of these have led to a better mutual understanding of the unique problems and concerns of each campus.

Also the Administrative Deans of Instruction at both institutions have met on several occasions to better coordinate the General Education curriculum and numbering system. Substantial progress has been made in that direction.

A joint subcommittee of the General Education Committees of each campus meet to coordinate that program. The colleges' Curriculum Committees and the Faculty Senate and Council exchange minutes of their meetings as one medium of communication. The curriculum modification and addition forms have been changed to include a check-off on contact with the other institution to determine the impact of the proposal on that college. Additionally the physical science faculty of the two colleges meet together, and a District Matriculation Committee provides an avenue for communication between the Learning Skills Committees of each campus.

Additional evidence of better working relationships is the cooperative effort in the registration process at Grossmont College to inform students who are currently being put on the priority wait list at Grossmont College of the availability of courses at Cuyamaca College.

Supplemental Documents:

Governing Board Agenda Item on Transferred Programs

## STANDARD IX

### GOVERNANCE AND ADMINISTRATION

#### Recommendation 26.

The District and the College should carefully examine the classification of staff for equivalency and uniformity in duties and compensation.

#### Response:

In June 1985 a committee composed of representatives from the classified staff (two), classified employees union (two), faculty (one), supervisory (one), confidential (one), classified management (one), certificated management (two), and the Director of Personnel Services was established by the Chancellor for the purpose of reviewing all classified employees job descriptions/duties for equivalency and uniformity. The Classification Review Committee has been meeting on a weekly basis for approximately four hours each meeting since July 1985.

The process includes all classified employees completing and submitting a "Job/Duties Questionnaire." Each questionnaire is compared to the corresponding job description - job descriptions are then revised using information gained from the questionnaires and from personal interviews with employees and their supervisor. One goal is to make job descriptions as brief as possible and still discriminate between positions. Once this process is completed and a consensus of approval is received, a "factor analysis" will be applied to each job description (i.e., each is given a score). This factor has been validated at other colleges and seems to have reliability.

The process has taken a long time due to the inexperience of the committee. A consultant has been hired by the Governing Board to assist the committee in this area. It is expected that they will complete their work by the end of the 1986-87 academic year.

The problem identified in this recommendation is not unique to this District. It is the problem of having a district composed of one large institution and one small institution. At the large college, jobs are narrower in scope because size of staff permits or calls for greater specialization. At the small institution, fewer staff requires that the duties of the individual be broader in scope, hence doing jobs that at the large institution may be spread among two, three or more persons.

The question that continually arises is "Which position should receive more compensation, the one that requires a person to do a more specialized job many times or the one that requires a person to do a greater variety of tasks but to do any one of them fewer times?" It is this question, among others, that the Classification Review Committee seeks to address.

A similar study is being conducted for all management positions below President. It is the opinion of many support staff as well as management staff that the District should do whatever is necessary to complete the study in a timely fashion.

Supplemental Documents:

August 1986 Recommendation of Classification Review Committee  
Membership of Committee  
Position Information Questionnaire



STANDARD X

DISTRICT OR SYSTEM RELATIONSHIPS

STANDARD X

DISTRICT AND SYSTEM RELATIONSHIPS

Recommendation 28.

The Board of Trustees should revise the Board Policy Manual for currency with State law and present practices.

Response:

There are nine sections to the Governing Board's Policy Manual. Four of these sections have been updated and reviewed by the Board. The remaining sections are scheduled to be reviewed and updated as needed over the 1986-87 academic year.

Supplemental Documents:

Governing Board Agenda Items on Policy Review

STATEWIDE PRIORITIES (FIPSE)

## STATEWIDE PRIORITIES (FIPSE)

### Recommendation 1.

Cuyamaca College should evaluate the adequacy of its programs and services of interest to under-represented groups in its student body.

### Response:

A comprehensive Student Services Needs Assessment and Program Review has been planned to assess the adequacy of student services for all students, including under-represented groups. The information generated from this assessment will be used to establish student services priorities and to improve the quality of these services. The research instrument has been developed and it is anticipated that the survey will be conducted in November.

In addition, EOPS has concentrated on recruiting students from primarily ethnic minority neighborhoods. These ethnic neighborhoods have been identified through demographic data provided by SANDAG (San Diego Association of Governments).

### Supplemental Documents:

Student Services Needs Assessment Instrument

## STATEWIDE PRIORITIES (FIPSE)

### Recommendation 2.

Counseling should be made more available to non-traditional students and required for students with low grades prior to their second semester of low grades. The College is commended for its commitment to matriculation services, which should be phased in, to the extent funding permits.

### Response:

Counseling has been made more available to non-traditional students through the use of Vocational Education Funds. A part-time counselor is employed for 22 hours a week to provide additional counseling time for disadvantaged students, adults, and single parents and homemakers. Also, Financial Aid and EOPS students are required to complete an educational plan with a counselor before financial aid can be awarded.

Students who are on academic probation for low grades receive a computer generated letter inviting them to consult with a counselor and take advantage of other student services. A letter is also sent from Disabled Student Services giving students information about the learning disabilities testing and tutoring program. (Samples of these letters are in the Supplemental Documents.) Students with low grades have not been required to see a counselor because of the number of students on academic probation and the limited number of counselors. Matriculation funds are needed to enable the college to add staff and more fully implement this recommendation.

### Supplemental Documents:

Academic Probation Letter  
Letter from Disabled Student Services