

EVALUATION REPORT

CUYAMACA COLLEGE
El Cajon, California

A Confidential Report Prepared for
the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation
team's visit to Cuyamaca College
from November 9-11, 1995

Dr. Dianne G. Van Hook, Chair
Mr. Douglas Barr
Dr. Tania Beliz
Dr. Roe Darnell
Ms. Audrey Green, Assistant
Ms. Alyce Fiedler
Ms. Gloria Harrison
Dr. Ruth Hemming
Dr. Barrie Logan
Ms. Jean Ottmar
Ms. Erma Smith

**CUYAMACA COLLEGE ACCREDITATION
FINAL REPORT
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Cuyamaca College serves residents of eastern San Diego County and is located in the unincorporated area of Rancho San Diego. It is one of two colleges in the Grossmont Cuyamaca Community College District to serve its community of 1,138 square miles. For 17 years, since its inception in 1978, Cuyamaca College has provided a comprehensive program of general education courses, selected occupational courses of study, learning assistance services, instructional support, student services, extracurricular activities, contract education and community services. In the Fall of 1995, 4,377 students were enrolled in classes at Cuyamaca College. While the college's enrollment has been stable for the last five years, it has not experienced the kind of growth that was anticipated when it was founded. Due to the economy and environmental issues, both residential and commercial development have slowed significantly.

The last evaluation visit to Cuyamaca College was conducted in 1988. Since that time, progress has been made toward the achievement of goals related to its mission and assessing its role in relationship to the community it serves. In addition, a new president was hired in February, 1994. This chief executive officer has brought a new perspective and approach that is direct, ambitious, and has resulted in continued emphasis toward the delineation of shared governance structures, development of physical facilities, redefining the college's organizational structure, and acquiring additional fiscal resources for the college.

During the November 9-11, 1995 visit, the 11 member team visited Cuyamaca College for the purpose of validating the self-study, evaluating the college's achievement of its stated purposes, and evaluating the college against AACJC standards of effectiveness. This purpose was accomplished via the following process:

- ◆ preparation of the Self-Study by college staff;
- ◆ pre-visit by the team chair and assistant in September, 1995;
- ◆ orientation of all team members by the Accrediting Commission;
- ◆ thorough preparation by all team members prior to the visit via review of the Self-Study and preparation of preliminary report, review of the college's response to the Interim Report and the supporting documentation provided by the college staff; and
- ◆ an intensive three-day visit during which members of the team met with college staff, faculty, students, administrators and members of the Board of Trustees.

During its visit, the team attended several ongoing committee/organization meetings including those with members of the Associated Students, the Academic Senate, Innovation Planning Council, district staff and the Board of Trustees. Further, the team carefully examined existing policies and procedures, minutes of meetings, studies, program review materials, planning documents, and Self-Study reference materials that the college had assembled for us upon arrival or provided to us upon request during our visit.

The team visited over 35 classrooms, participated in 30 formal appointments, two open sessions, numerous meetings with groups of faculty, staff, students and Board members, met with district office staff, and attended a Board of Trustees meeting.

The team was impressed with the caliber of instruction, the commitment of staff to what they do, the pride that is visible on the campus, and the motivated spirit of staff to embrace the change that will move them forward as a quality institution. The team found the Self-Study document easy to read, honestly presented, and one which described the status of the college as they were when the Self-Study was written.

The team noted the dedication and determination of the college despite major staff, organizational, and philosophical changes. The team realized that the planning process is a fluid, dynamic and ever-changing one which must undergo frequent modifications as new information and insight are developed. Until recently there has been no direction from the district, and no college strategic plan. As a result, the team's major recommendations are related to the integration and coordination of the various components of the planning process and are supported by several other recommendations related to the general area of planning and effectiveness. This includes the use of research in decision processing, the relationship of facilities and education master planning, and program review processes as they relate to accomplishing the goals of the college.

Other recommendations are made in the areas of improvement in clarification of college procedures, the roles of the various groups in governance processes, and the need to improve and clarify channels of communication. Such factors have the ability to change the character of the college by using the human resources available to propel the district into a strategic position as the year 2000 approaches.

The team noted, however, that the study could have been more detailed in responding to the previous team's recommendations and in the description of plans for further action. In addition, as many things have changed from the time the Self-Study was written and the time of the visit due to the turnover of so many key members of the staff, the team found gaps between "how things had been done" and current practices.

GENERAL COMMENTS OF COMMENDATION

The team was able to validate that the dedication of the faculty, staff and administration translates into a sincere commitment to students and a desire to continuously improve. It was clear to the team that the college community possesses a high degree of pride in what happens on the Cuyamaca College campus and are committed to continuing to work together in a spirit of cooperation and support.

The team commends the college staff for having achieved the delicate balance of maintaining a respect and appreciation for the past while generating an energy and enthusiasm for what has been accomplished. The college provides quality programs for the community and is open to input for increasing its ability to do so. The college atmosphere is one of persistence and high standards with staff continuing to look for resources to develop and expand programs despite the lack of state funds.

In general, it appears that the students are satisfied with programs and progress being made at Cuyamaca and are proud to be students there. The college is specifically commended for:

- ◆ its development of a framework within which long range strategic planning can occur;
- ◆ its commitment to explore and identify ways of doing business that result in improved quality and outcomes for the students and college operations;
- ◆ the development of a creative and aggressive marketing plan utilizing a variety of innovative techniques;
- ◆ the expansion of the college of extended studies and the vitality of the Weekend College;
- ◆ the improvements that have been made in electronic fiscal monitoring systems which enhance access by staff and improve efficiency and response time for all involved;
- ◆ the creation of the Innovation and Planning Council which opens the door toward the development of an integrated planning process;
- ◆ its acknowledgment that planning needs to occur in order to enable the college to effectively manage change and move forward with the growth of Cuyamaca College;
- ◆ its tenacity in overcoming the barriers put in its way so it could move forward with the physical education complex;
- ◆ the steps it is taking to expand the resource base with the formation of a foundation, aggressive grant writing efforts and expansion of contract education activity;
- ◆ its response to previous recommendations relative to Student Services' space utilization, expansion of learning resource center staff, and success in securing college control over grounds personnel;
- ◆ its commitment to involve the classified staff in planning and the consideration of decisions that affect them including expanding staff development programs available to them; and
- ◆ its focus to infuse the use of information technology in the instructional program and fully implement the 1987 telecommunications plan.

**STANDARD ONE: INSTITUTIONAL INTEGRITY, PURPOSES,
PLANNING AND EFFECTIVENESS**

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

Recommendation #1:

College goals and objectives should be established and reviewed annually, based on a board-established statement of philosophy and a district-wide comprehensive master plan.

The previous visiting team recommended that college goals and objectives be established and reviewed annually based on a district wide comprehensive master plan.

The college and the district have made several attempts to respond favorably to this recommendation. Shortly after the 1988 visit, a district Strategic Planning Committee was established and a planning consultant firm was hired. The result was a report consisting of academic and facilities master plans for the years 1991-2005.

Significant changes, primarily in administrative personnel, at the college and district level have created a new impetus for strategic planning. As a result the college has continued to respond to the district's "Agenda for Change." The college's own planning document *Agenda for Change* appears to be driving the development of the district-wide Educational Master Plan

ANALYSIS, EVALUATION AND VALIDATION OF THE SELF STUDY

Observations

The self study accurately presented the status of the college at the time of the study. In doing so the report was clear and easily understood. Changes to the college since the initiation and completion of the report have affected the college in the area of planning in ways which are consistent with the direction of the self study report.

The district has identified and published an *Agenda for Change* that is the first element in the strategic planning effort and provides a structure for strategic planning at the college. This document is referenced during Board presentations.

The college is actively engaged in a new strategic planning process. Through a collaborative process that included all college constituent groups as members of the Innovation and Planning Council a vision, values statements, and initiatives have been developed and published. The college has also identified 24 annual implementation objective/activities for 1995-96 that are consistent with the strategic plan, and include costs and funding sources, assign responsibility, and identify timelines.

However, the planning process is incomplete and confusing to many staff. Although statements of vision for the district and the college are published, the future of Cuyamaca College is not clearly understood or concurred with by all college constituent groups. This is particularly evident when the position of the college in the district, based on the application of technology, is

considered in relation to long-standing understandings of the college's future as a traditional comprehensive college.

There are no current or completed plans for long-term educational program development, staffing, facility use, or the use of information technology in instruction. Neither is there a procedure for coordinating program review efforts with the "bigger picture" planning process. While there is ample opportunity for college-wide participation in the strategic planning effort at Cuyamaca College, some staff are unclear about the relationship between previous planning efforts and the current work of the Innovation and Planning Council, citing beliefs that previous plans have been written, but have not been acted upon. Others are unclear about the relationship of district efforts in strategic planning and its impact on the college's plan.

The Innovation and Planning Council has a broad membership and is the focal point for planning. As the college continues its strategic planning it will be well served by that committee if it is coordinated with departmental planning and district-level efforts.

There is no clear statement regarding academic freedom in board policy or in college publications. This was acknowledged in the self study process and a college goal to create and publish a written policy safeguarding academic freedom was adopted as an annual implementation goal with a completion target date of June, 1996.

Conclusions

There is no evidence of any disregard for academic freedom at Cuyamaca College yet there is no clear, readily available statement supporting academic freedom adopted by the district board.

The college is actively developing a comprehensive strategic plan. This plan needs to be completed to include operational components in areas such as educational programs, technology, staffing, and facilities. Completion and implementation of the plan depends upon determination of the future direction of Cuyamaca through appropriate shared governance processes and the autonomy it is afforded by the district office. And, in order to succeed, the planning process needs to be clearly communicated to the college community to minimize confusion and misunderstandings and maximize participation and commitment to help implement decisions that are made.

Suggestions

The college should:

- Establish and publish a framework for the strategic planning process that describes the nature of the final product, how the plan will relate to the district plan, and how the plan will be used at the college;
- Ensure the completion of its strategic objective #24 which addresses the adoption of a statement on academic freedom.

RECOMMENDATION

1. It is recommended that the college continue its progress toward establishing an integrated strategic plan that includes elements for educational planning, facility planning, human resources planning, and budget allocation, and that the plan include the identification of procedures for implementation. Critical to this effort are collaboration in, and coordination with, district planning processes and the use of institutional research to identify desired educational outcomes and community needs as a basis for planning. It is imperative that this plan be based upon the future direction of Cuyamaca College as determined through shared governance processes, in order that planning processes may go forward and be implemented with the support of all constituents at the district level and at the college.

STANDARD TWO: EDUCATIONAL PROGRAMS

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

Recommendation #1:

The College should develop a comprehensive educational master plan. This plan should be adopted and financially supported by the Board of Trustees.

In 1989 the Academic Senate's Academic Master Plan Committee initiated a report that was submitted to the Board of Trustees. However, it has never been completed. Since then, many changes have occurred in the service area and within the college. The plan is now out-dated and needs to be re-written, without delay, and needs to be continually updated in order for it to be an effective tool for instructional planning and delivery.

Recommendation #2:

Program evaluation procedures should be implemented to measure and report institutional effectiveness based upon student outcomes. This evaluation should also be part of a comprehensive planning process.

A program review process is in place for instruction and student services. However, its primary purpose is to determine cost per FTES. While the college expects to examine program review procedures to evaluate the student outcome portion of the process, it has not yet been done. The process needs to be expanded to a more comprehensive format so that it includes analysis of both qualitative and quantitative elements, timelines and action priorities for the future, and is used to drive the staffing, budgeting and facilities planning activities of the college.

ANALYSIS, EVALUATION AND VALIDATION OF THE SELF-STUDY

Observations

Cuyamaca has taken steps since the last accreditation report to expand its offerings to provide a well-rounded comprehensive program with strong vocational programs. This latest effort is helped in part by the college's partnerships with the business community. In addition, its

special programs work hand-in-hand with Adult Education to meet the needs of its senior citizen and disabled population. Of special note is the Weekend College which offers opportunities for students to achieve an associate degree outside the traditional time and scheduling patterns.

Because of retirements and reassignments, there has been high turn-over at the management level causing instability and uncertainty within the college community. Planning and curriculum suffered in this transition period. Now that a management team is in place, the college is actively involved in developing new planning and curriculum procedures.

Included in current activities are the college's efforts to engage in streamlining and making the curriculum process "user friendly." Under the leadership of the faculty and management co-chairs, the Curriculum Committee has rewritten its charge, clarified the duties and responsibilities of its members, and created new procedures and forms.

A planning group, the Innovation/Planning Council, which has representation from all the major campus constituencies, has reached consensus on goals and is the umbrella group for other campus planning committees. This group compiles and publishes an Annual Implementation Plan which identifies activities, assigns responsibility for implementation, identifies costs, funding sources, and timelines. The Council is to be commended for its hard work. It is important to note that special efforts have been made to ensure that classified staff and students are included in the planning process. The Innovation/Planning Council is the first step in the planning process. Plans have yet to be developed for educational programs, facility use, equipment or instructional technology.

Because the Faculty Senate does not have a clear understanding of its role in shared governance, some vital committee assignments have not been made. The Educational Master Plan Committee, which has the responsibility to develop a comprehensive education master plan, has not been formulated. This committee is an essential piece of the planning process and should drive the college's planning efforts.

The Academic Senate has not identified faculty members for the General Education Committee which reviews new courses for general education designation. As such, the college, in its self-study, identified a need to review the size and structure of the General Education Plan and to investigate the value of interdisciplinary or cluster courses for School-to-Work and Tech Prep/Associate Degree programs. This has not been done. A functioning General Education Committee would be a valuable asset in this review.

While it exists, the Program Review process has received mixed reviews. One-third of the faculty and the instructional administrators rate it as effective and good, while the rest of the faculty view it as ineffective or are neutral. In the Self-Study, the college has indicated that it will initiate an evaluation of the Program Review progress and recommend changes for improvements.

Conclusions

Cuyamaca College is a "developing" community college with a dedicated faculty and staff committed to student success. Its offerings provide students with the necessary classes to achieve their educational goals. The student satisfaction rate is high, and most faculty, staff, and students are proud of their college.

During this transitional period while many changes are occurring, from new administrators to new or revised processes and procedures, faculty and staff must be kept informed. Some faculty seem confused about the relationship between new and old processes and procedures and do not appear clear on how to get involved in decision processes that occur.

Suggestions

The college should:

- ◆ As quickly as possible, identify the faculty membership of the General Education Committee;
- ◆ Review the role of the Curriculum Committee in the approval of new non-credit courses offered through the College of Extended Studies.

RECOMMENDATIONS

It is recommended that:

1. An Educational Master Plan, consistent with the district and college strategic plans be developed with broad participation of faculty college-wide. **This recommendation is a continuing issue from the previous accreditation visit.**
2. The college follow through with its evaluation of the program review process, propose and implement revisions, and develop a procedure to align program review with program planning and overall action plans designed to implement the college's strategic plan.

STANDARD THREE: STUDENT SERVICES AND THE CO-CURRICULAR ENVIRONMENT

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

Recommendation #1:

In future allocations of space, a high priority should be given to counseling and other student services, in order to provide a confidential setting for students.

The college has made positive changes in space allocations for Student services. Most significant is in the counseling area now located in the Learning Resource Center. The Transfer Center and Career/Job Placement Center have also been provided with additional space. Tutorial Services have recently relocated to a slightly larger space where cosmetic modifications are still in progress.

A COBCP for a Student Services Building has been submitted to the State and is on the Chancellor's Office state-approved list. The college fully recognizes that state funding is unrealistic in the foreseeable future for a student services building. A commitment was made to find needed space for Student Services programs as options become available with existing space.

Recommendation #2:

The team strongly recommends that the college mail a separate Cuyamaca class schedule to all households in its service area, if not all district service areas as part of an improved public relations effort.

The college has instituted a cost-effective marketing plan as part of an effort to improve its public relations and marketing effort. Twenty-five thousand dollars of "road to recovery" funds have been provided by the district and they have been utilized for a variety of marketing efforts that include a three part approach: specific to Cuyamaca; jointly with Grossmont; and in partnership with other San Diego County community colleges. The team recognizes these efforts as creative and cost-effective, and was able to validate that the results have been better than when the college "mailed out" class schedules.

Recommendation #3:

The college should make a concerted effort to expand and maintain ethnic diversity in the student body through outreach support and appropriate basic skills instruction for under-represented students in its service area.

Some outreach efforts have been increased to attract more diversity to the student population, and have resulted in adding three high schools with high ethnic minority enrollments to Cuyamaca's feeder schools. The first full-time ESL instructor was hired in Fall 1995 and course offerings have been increased in basic skills areas necessary to meet student needs. However, due to their recency, the impact of these efforts is not yet apparent. Retention efforts, including various follow-up activities, are improving and are in various stages of implementation.

ANALYSIS, EVALUATION AND VALIDATION OF THE SELF STUDY

Observations

The team observed an effective and comprehensive Student Services program and validated that the self-study honestly represented the current status of student services at Cuyamaca college.

In spite of turnovers at the administrative level, the institution did remarkably well at maintaining a high level of student services. The following are having a positive impact:

- A systematic process of program review that is utilized to evaluate Student Services every four years;
- The fact that students have the opportunity to complete an evaluation form after each appointment with a counselor;
- Group academic advisement sessions scheduled regularly during the monthly College Hour;
- The use of creative and effective marketing techniques to reach a broader audience and increase enrollment.

Student perceptions of services are very positive as indicated in the "Reaffirmation Accreditation Survey of Perceptions Attitudes, and Opinions", and confirmed by team members via random interviews with students.

Most significantly, the Student Services continue to serve both day and evening students effectively. Recent vacancies and temporary add-on and interim assignments have caused concern and challenges to the breadth and depth of services provided but little, if any, negative impact on students has been visible.

Some improvements have been made in staffing, as is evidenced by the recent arrival of the vice president of student development and services, and the hiring of the student activities coordinator. However, most services remain challenged to do more with less as space, staffing, and fiscal limitations remain parameters within which the college must function. The team observed a remarkable dedication and positive attitude among student services staff, and a respect for Student Services staff was evidenced among teaching faculty and other staff as well.

The team confirmed the need to study student characteristics and identify the learning and counseling needs of students. Actual plans and responsible individuals were not specifically identified to ensure activities to achieve desired changes occur. Additional plans in this area need to be identified. Follow-up needs, as defined in Matriculation, have been identified in the Chancellors Office review and have been acknowledged by the college.

The student leadership group is reorganizing and reaffirming its role in participating in the college activities with challenges similar to those observed outside student services. The need exists to provide the training and continuity for student leadership participation on committees and in college governance. While the college generally embraces full participation of students, the team observed some inconsistencies in solutions to actual participation. For example, a personal development course that has been redefined to invite a wider spectrum of student participation and provide leadership training does not attract enough enrollment to justify offering it. The current student leadership views the course as unnecessary and perhaps counterproductive to their leadership responsibilities. The arrival of the activities coordinator is viewed with welcome anticipation and his leadership will be critical to building a sounder student activities program.

Conclusions

While there is general satisfaction with the level of comprehensive services, and while some positive staffing and space adjustments have been made, there are challenges remaining. The team confirmed staffing shortages (counseling support staff, full time health professional, and clerical support for student activities.) There is also an anticipated staffing problem due to the imminent elimination of the "intermediate hourly positions" throughout Student Services units. For example, the Financial Aid office expects to lose 80 hours per week of intermediate hourly time as there is not yet a commitment for any replacement configuration. This fact, at best, will exacerbate the plan for Financial Aid to improve the accuracy of applications and reduce turn around time for students. This adjustment in staffing, while understandable, is likely to have a negative impact on services to students in all areas where intermediate hourly positions are being eliminated.

Additional or reconfigured facility needs also remain within several areas and plans to remedy the space needs were not readily apparent. The ability of the college to remodel or reallocate space necessary for improvement in some student services is linked to relocating other student services to a new student center. There is also a plan to pursue state and local options for funding a child care center.

Suggestions

The college should:

- ◆ Identify a variety of methods , classes, workshops, and staff development, to recruit, involve, educate, and train students for participation in student leadership and college governance committees;
- ◆ Pursue college/district wide solutions to negate the impact of the elimination of intermediate hourly positions.

RECOMMENDATIONS

1. The college should pursue realistic options and funding sources to enable it to move forward with its plans to construct a Student Center and a Child Care facility.

STANDARD FOUR: FACULTY AND STAFF

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

Recommendation #1:

The College and the District should examine ways for classified staff to participate more meaningfully and effectively in the development of policies and in the planning that affect their support of the educational program.

This recommendation appears to have been accomplished in a very comprehensive and admirable way. Since the last accreditation evaluation visit, a classified senate has been established, and survey results indicate it has earned strong satisfaction among staff. Classified staff are represented on all major college governance and planning committees including the President's Advisory Council, the Innovation and Planning Council, campus Budget, Curriculum, and General Education Committees. Similarly, major district committees have representation from classified staff. Typically, the classified union (CSEA) and the classified senate each select representatives for the committees.

When interviewed, leadership of both the senate and the union say they feel their voices are heard and their influence felt in these various committees, particularly because of the interest-based decision-making processes found at the district and the college levels. However, surveys indicate considerable dissatisfaction with the degree of involvement of staff in decision-making processes both at the college and the district level. This difference of opinion between leadership and rank and file may result from inadequate communication between the classified leadership and classified throughout the college, and a general unawareness on campus of the

formal role of classified staff in governance and planning processes. This idea is supported by the observation of leadership have that there is a low participation rate among classified staff in both senate and union affairs. In the survey document, the Office of Research and Planning suggests that the survey results may be due to general dissatisfaction and stress from recent leadership changes and financial instability both at the college and the district.

Recommendation #2:

The District and the CSEA should seek to resolve outstanding issues and concerns with respect to the implementation of the reclassification study.

The team found that this recommendation appears to be satisfied. The negotiating teams for the two sides have agreed on an alignment of positions (bands) across "families" or groups of jobs and have pegged salaries of each group to appropriate comparison positions outside the District. Not all collective bargaining issues have been resolved as of this writing, but the two sides have come to agreement on the reclassification issue.

ANALYSIS, EVALUATION AND VALIDATION OF THE SELF-STUDY

In the years preceding the team visit there was considerable turnover in administrative staff at the College and the District. Many positions were filled on an interim basis, some with a succession of interim appointments. Morale and effective management suffered.

A new chancellor was hired in January, 1993, followed by the selection of a new vice chancellor, human resources and vice chancellor, business. A new college president came on board in February, 1994, followed by a new vice president, student development & services and most recently, a new vice president of instruction was hired. It appears that this era of interim appointments has come to an end. Now adapting to change has replaced coping with leadership instability.

In contrast to its sister college, Cuyamaca College has a low full-time to part-time faculty ratio. The lack of full-time faculty poses a particularly difficult situation for a small college and affects its ability to conduct an effective education program and to carry on college business is affected.

There is also a high level of reliance on part-time, hourly-rate classified staff. Many of these individuals are not temporary, but instead have been used routinely, year after year. Many of these hourly-rate positions are now being eliminated and contract-pay, partial assignment (up to 19 hours) positions without full benefits are being created. As a consequence, the work load for many individual staff members has increased as available hours have been reduced. This has become a particular challenge for technical support staff.

In the past there were no formal hiring procedures for part-time faculty and staff and therefore, sufficient attention to diversity and affirmative action goals may not have been consistently applied. The District and the faculty union have developed a hiring procedure for part-time faculty that includes central, District hiring pools for each discipline that are monitored for appropriate balance. There is also an aggressive recruitment campaign for filling hiring pools.

There was widespread faculty dissatisfaction with the effectiveness of the existing evaluation process. In accreditation surveys only one-third of faculty respondents felt evaluation improves the quality of teaching. The evaluation process and forms were quite recently revised through the collective bargaining process. The new process is less judgmental than the previous one and provides a greater opportunity for planning and reflection on the part of the person being evaluated and thus seems in harmony with that part of the accreditation standard that urges the use of evaluation to encourage improvement.

The criteria of how effective the evaluation process is for classified staff was not addressed in the self-study report. Survey results indicate only 43% of staff say that performance evaluations have been conducted according to contract/handbook guidelines. Interviews on campus suggest that regular evaluations do occur in some work areas but less regularly in others. Interviews further revealed concerns by evening staff that evaluations were conducted by day supervisors without any direct observation of the performance of the person being evaluated.

Evaluation forms are distributed by the District Personnel Office in June of each year with a due date some weeks later. However, the team did not find evidence of a system for "flagging" classified evaluation completion.

The District is to be highly commended for taking steps to support the improvement of overall supervisory skills, including evaluation. The Board has approved the concept of and set-aside funds for a "supervisory institute" for training of supervisory personnel. The curriculum is being developed and the first institute is expected by the end of the year.

While collective bargaining has resulted in negotiating team agreement on changes in the classified evaluation process, ratification has not yet occurred. If approved, the proposed changes could move the process closer to the accreditation standards "to assess effectiveness and encourage improvement." Proposed changes include new forms specific for each classification, a continuum of ranking, and behavioral anchoring.

The college has a well-developed staff development program for all categories of staff and representatives from each category participate in planning development opportunities. Interviews suggest general satisfaction with the program and confirm that significant efforts have been made and have succeeded in expanding professional development opportunities for classified staff.

Subsections of this accreditation standard specify that personnel policies and procedures be clear, explicitly stated, and available for information and review. With the arrival of a new top management team at the district level came the discovery that policies generally existed, but the more detailed and specific operating procedures supporting those policies did not exist nor were they commonly understood. This was true for personnel policies as well as many other areas of district and college operations.

The ambitious project of developing a complete set of operating procedures has been undertaken. An intern has been hired to assist, and several operating procedures are being developed each month. The overall project is about a quarter of the way to completion.

A special situation pertains to policies and procedures for the Management, Confidential, and Supervisory (MCS) employees as they are not represented by a collective bargaining agent. "Bargaining" occurs in massed assembly. While policies and procedures have not been clearly and explicitly stated in the 3 MCS handbooks, significant progress is being made now to clarify MCS employee policies and procedures. Retreat rights are now set. Committees are revising handbooks and have continued to meet and make proposals. And most notably, a novel redesign of the compensation program for management is being jointly developed. The objective of the redesign is an aligning of pay with a pay philosophy (i.e., pay based on well-defined and articulated sets of skills, tasks, and responsibilities). Included is a component of pay that is performance-based.

Suggestions

The college should:

- ◆ Follow plan 4B.1 of the Self Study, which reads: "Upon approval by the Governing Board of the revised district-wide hiring procedures for adjunct faculty, implementation of procedures will include training of department chairs, deans, staff and faculty in details of the new procedures."

RECOMMENDATIONS

1. It is recommended that the chancellor and the presidents of the two colleges, working together collaboratively and through shared governance bodies and processes, establish an appropriate goal for the ratio of full-time to part-time faculty at each college and develop a plan designed to move toward the achievement of that goal.
2. It is recommended that the District Human Resources office promptly establish a monitoring system to ensure that all personnel evaluations are conducted in a timely manner.

STANDARD FIVE: LIBRARY AND LEARNING RESOURCES

RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

Recommendation #1:

The staffing needs of the new library should include the addition of specialized personnel to train and service faculty and students relative to the new services offered.

The college has responded to this recommendation by hiring a bibliographic instruction librarian and an instructional computing coordinator has been proposed.

ANALYSIS, EVALUATION AND VALIDATION OF THE SELF STUDY

Observations

The self study was well written and addressed the standard subsections thoroughly and consistently. The Learning Resources Center reflects a dedication to quality and service, a sense of pride, and an energy on the part of the staff that serves students and faculty well.

The College faculty and students have access to a well balanced and extensive collection that exceeds the 26,696 volumes shelved in the library stacks. Access is enhanced by an extensive inter-library loan system supported by linkages with libraries at four-year institutions in the San Diego area. These linkages provide access to university collections within 24 hours of the request. Full access to virtually any information source in the nation will be provided with the installation of a newly purchased Bibliographic Control System at the college. The Learning Resources staff is commended for this innovative approach.

The collection is supported through an effective system of interaction between faculty and the professional librarians. Each of the four librarians works directly with faculty in specific disciplines. The curriculum approval process includes a review of new courses or programs by the library staff to ensure that the collection supports the instructional program.

The audio visual and educational support equipment is substantial. In the previous year several new laser disk players were purchased and each classrooms equipped with VHS players and overhead projectors. At the same time there is no provision for the regular maintenance of this equipment and there is no replacement schedule for obsolete equipment.

The college is actively embracing the development of strategies to use information technology to support the instructional program. The Instructional Computing Committee is working to identify the current computing needs of the college and recommending policies and procedures for the utilization of computer and information technology. Nine of the 24 objectives in the college's annual implementation plan are specific information technology.

Conclusions

While a commitment to the introduction of information technology at Cuyamaca College is clear, there is no clear path to follow at this time which describes how information technology will be used. A specific implementation plan, which is underway, is necessary.

The Library and Learning Resources Center effectively supports the instruction program at Cuyamaca College. The college administration, faculty, and staff have demonstrated an operational commitment to the introduction of information technology at the college. This commitment will be better served by a specific implementation plan that provides focus.

Suggestions

The college should:

- Have Learning Resources Center Staff develop and publish a maintenance and replacement schedule for audiovisual and educational support equipment.

RECOMMENDATIONS

1. It is recommended that the college build upon its efforts to identify computing and technology needs and, using a collaborative process based on full information sharing, write a specific implementation plan for information learning technologies at Cuyamaca College that addresses the use of computing laboratories, training, instructional implications, and financial support. This plan should be developed within the framework of the college strategic plan, and be accompanied by procedures to support implementation.

STANDARD 6: PHYSICAL RESOURCES

RESPONSE TO RECOMMENDATIONS OF PREVIOUS TEAM

Recommendation #1:

The Board of Trustees should give timely consideration to the recommendations forthcoming from the Cuyamaca College Land Use Committee as the facilities master plan for the college is further developed .

Since the last evaluation team visit, the Land Use Committee recommendations were submitted to the Governing Board, a District Planning Committee was established, consultants (MGT) were hired, and the information from the Land Use Committee was incorporated into the 1991 MGT Report. However, the development of truly comprehensive facilities plans for the district and the college are still at very preliminary stages.

Recommendation #2:

The College and the District should give attention to the development of a process through which adequate and timely response is provided by district maintenance, security and support personnel to meet the service needs of the college.

Recommendation #3:

The College and the District should clarify lines of communication and areas of responsibility regarding district employees working on the college campus.

There has been significant effort and substantial progress toward responding to these two closely-related recommendations. At the time of the last accreditation evaluation visit grounds care, security, maintenance, and warehouse functions were all centralized as district functions. Custodial care (Operations) was, and remains, a college system. Since that time, the response to college concerns about the lack of effective communication and efficient provision of service by district systems includes a recent decentralization step. Grounds care is now directly under college control.

As part of a major initiative of the new vice chancellor of business, a set of operating procedures are being developed for all district policies. A written procedure for maintenance requests (Request for District Services) is in the final stages of development and is expected to

be in place by December, 1995. This procedure is designed to clarify lines of communication and delineate areas of responsibility.

In addition, the security operation of the District is being expanded, upgraded to POST certification level, and restructured. Among the resulting changes is the provision for an officer on duty at Cuyamaca College during all hours classes are in session.

ANALYSIS, EVALUATION AND VALIDATION OF THE SELF-STUDY

Cuyamaca College is nestled high on a large, sloping site. The buildings of the original campus, which opened in 1978, share a common architectural style. In 1989, a well-designed, state-of-the-art 25,000 square foot Library and Learning Resources building opened its doors. A magnificent new indoor and outdoor PE facility (including a large gym, a fitness center, offices, a track, tennis courts, and playing fields) was dedicated in the summer of 1995.

Since the last accreditation visit, a truly remarkable educational and community asset, the Heritage of the Americas Museum, was constructed on campus as the result of a collaborative agreement between the district and a private individual.

The students and staff of Cuyamaca College are fortunate to have a beautiful, well-maintained campus. It is carefully designed and largely barrier-free. Although the demands on the small number of custodians and groundskeepers are great, they have shown considerable dedication and have obviously worked very hard to maintain the standards of cleanliness and upkeep of the campus. Generally, students and college staff appear to believe that facilities' repair and maintenance are done as efficiently as possible with available resources.

Space is a big issue at the college--limited space for current programs in existing facilities and uncertain prospects for future facilities. The existing facilities are generally quite fine and well-suited for the functions of the institution. In the cases of Library/Learning Resources and P.E., they are spectacular.

The college has guidelines, handbooks, training, planning, and technical support for security, safety, health, handling and disposal of hazardous materials. Much credit for this admirable meeting of standards and compliance with legal obligations is due to the very effective district Office of Risk Management. There is a campus Safety Committee which meets monthly.

A Crisis Intervention Committee has developed guidelines for emergency situations and five disaster preparedness kits exist on campus. The Office of Risk Management has begun development of a disaster preparedness plan, but it is not complete as yet.

Regulations concerning workplace safety have become increasingly stringent and complex in the last 15 years. The original campus buildings were built prior to 1978 when different standards were in place. Of particular concern is appropriate ventilation in areas such as chemistry, biology, environmental technology, and automotive technology where fumes are generated.

There is a strong commitment to technology throughout the District -- at the Board level, the Chancellor's office, and the College. Technology is one of eight initiatives in the College Strategic Plan. The high priority of this issue is reflected in the 1995-96 Annual

Implementation Plan where 9 of the 24 objectives/activities are in this area. Even in this time of fiscal restraint, the college has committed itself to allocate a budget reserve for upgrading software and hardware.

It is a notable achievement that the 1987 telecommunications plan has now been fully implemented with satellite down links, cable access, and closed circuit television now available throughout the campus.

The campus technology plan is currently under revision by the Instructional Computing Committee. It appears from the Strategic Plan and the 1995-96 Annual Implementation Plan that what is meant by technology is computing technology, both hardware and software. Some faculty have expressed concern that this focus is too narrow and if not changed, other equipment and materials needs that quite legitimately fall within the Strategic Plan's technology initiative will be overlooked. Such needs exist in biological sciences, physical sciences, environmental technology, and automotive technology. Other equipment needs exist outside of the technology initiative. There is also some faculty concern that the emphasis of current technology discussions is too much on cost-effective delivery and too little on how best to help students learn.

The 1991 MGT Report included a component dealing with facilities planning. The information on which the report was based is now several years old and the projected enrollment growth has not occurred.

With the arrival of a new president in February, 1994, came an energetic commitment to planning. A statement of eight initiatives with specific objectives and activities known as the Strategic Plan was the result, followed by a more detailed and specific 1995-96 Annual Implementation Plan. Based on the documentation available to the visiting team, there is not yet a comprehensive facilities master plan, either for the college or the district.

Suggestions

The college should include the following elements in the comprehensive facilities plan:

- a Governing Board-approved statement or policy expressing a commitment to the maintenance of design integrity for the campus; and
- an evaluation and mitigation plan for existing facilities to ensure compliance with current health, safety, and barrier-free access regulations.

RECOMMENDATIONS

1. It is recommended that the College develop a comprehensive facilities master plan that includes land-use planning and that is driven by a comprehensive education plan. Careful coordination and collaboration with district planning processes should accompany the development of both plans.
2. It is recommended that the district Risk Management Office complete a Disaster Preparedness Plan for Cuyamaca College.

STANDARD SEVEN: FINANCIAL RESOURCES

RESPONSE TO RECOMMENDATIONS OF PREVIOUS TEAM

Recommendation #1:

District and the College should adopt a budget process, including a defined resource allocation system for both colleges, based upon a comprehensive district master plan for educational programs and facilities. The plan should be the driving force in the allocation of resources for the College.

The district has made significant progress in this area with the adoption of a resource allocation model which addresses some of Cuyamaca College's needs through recognition of fixed costs, productivity goals, and incentives for improved performance. Progress has also been made toward a comprehensive district master plan at the college level. A mission, vision, and goals have been set in the 5 Year Strategic Plan, and an Annual Implementation Plan has been developed, with priorities addressed as funds are identified. However, a comprehensive educational and facilities master plan, driven by a growth policy and plan, has not yet been developed.

ANALYSIS, EVALUATION, AND VALIDATION OF THE SELF-STUDY

Observations

The Self-Study appears to accurately reflect staff perceptions and current financial status. The resource allocation model is in place and functioning, and college priorities for additional funds have been clearly identified. The newly-created Innovation and Planning Council sets funding priorities which guide the Budget Committee in financial planning. This represents a major step toward integrated planning processes.

While there appears to be a commitment to planning before spending, the interest-based planning processes are time-consuming and budget development deadlines are inflexible. As a result, a substantial sum was set aside in the 1995-96 budget to be allocated when planning was completed. The planning cycle, both in academic and facilities areas, must be synchronized with the budget cycle in order to drive it. It may also be necessary to identify and allocate additional resources to Cuyamaca College to stimulate its development, once the college has clearly determined what its future should be.

Some additional efforts are being made to seek external funding. A faculty member has 50% reassigned time to assist in grant development and writing, a grant proposal process has been approved, and incentive funds have been set aside to compensate staff members willing to apply for grants. A monthly newsletter announces upcoming opportunities and reports on progress and awards. In addition, some contract instruction is provided, and faculty are encouraged to seek out additional contracts; their departments benefit financially from providing contract instruction.

A new accounting system is in place and appears to be functioning well; the system allows electronic budgeting and expenditure transactions, approvals, and tracking. Staff training is still in process.

Conclusions

The team concluded that the district and college are in sound financial condition and well-administered, and that current budgeting practices meet the routine needs of Cuyamaca College.

STANDARD EIGHT: GOVERNANCE AND ADMINISTRATION

RESPONSE TO RECOMMENDATIONS OF PREVIOUS TEAM

Recommendation #1:

The District, in conjunction with the college, should develop a process through which the various functions and constituents of the college can formally provide input into the development of a comprehensive district and institutional master plan.

An extensive and rather elaborate shared governance, interest-based process has been established at both the college and district levels, and all constituent groups now have the opportunity to participate in the planning process. Both faculty and staff leaders express some satisfaction with the process. However, some concerns are voiced both by students and by faculty as to the effectiveness of the process and administrative commitment to it.

Recommendation #2:

The college, in conjunction with the district, should codify existing policies and procedures and distribute such documentation to all appropriate personnel.

Progress has been made, and is ongoing, in the codification and distribution of policies and procedures. At the college level, a variety of documents, which include policies, are now available, ranging from student handbooks to safety and crisis intervention documents. District personnel are updating Board policies, district hiring, and other procedures; this process should be continued and completed.

Recommendation #3:

The college should review its committees for possible consolidation, evaluate the function of each committee, and provide accountability related to committee actions.

The college committee structure and organization has been extensively reviewed, although consolidation has not occurred. The number of committees continues to increase, causing some frustration among over-extended committee members. An approval process is in place for proposed new committees.

In the area of **district system relationships**, the previous team also made three recommendations as follows:

Recommendation #1:

The college and district should clarify lines of communication and areas of responsibility regarding district employees working on the college campus.

Grounds services and personnel, previously centralized at the district, have now been decentralized to Cuyamaca College, with a supervisor reporting to the business manager on campus. College personnel appear to be well-satisfied with this change. In addition, communication appears to have improved in other areas, an operating procedure for maintenance requests has been developed and implemented, and response time by district maintenance personnel to college needs has improved. Security operations, still centralized, are being expanded and upgraded to meet POST standards, and an officer will be on duty at Cuyamaca College during all hours that classes are in session.

Recommendation #2:

The District Research Office's role in providing data should be reviewed in order to provide timely and adequate support for the college's planning process.

The hiring of a full-time district institutional researcher, the placement of research interns on each campus, and the establishment of a Research Advisory Committee appear to have lessened campus concerns about access to data and support for the college's planning processes.

Recommendation #3:

The district should provide, as part of a comprehensive master plan, a growth policy and plan.

Comprehensive master planning continues to be both a priority and a concern. No growth policy and plan have been developed; the current declining enrollment status has mitigated the perceived need for such a plan.

ANALYSIS, EVALUATION, AND VALIDATION OF THE SELF-STUDY

Observations

The Grossmont-Cuyamaca Community College District has experienced a period of tremendous change since the last accrediting team visit. All five elected governing board members, the chancellor, both vice-chancellors, both college presidents, and Cuyamaca's two vice-presidents have all been seated within the last five years; the entire top leadership of the district and Cuyamaca College has changed hands. As might be expected, this rapid and total turnover has rippled down through the college organization, causing concern, some anxiety, and major structural and functional changes.

The new leadership, however, should be commended for its dedication and commitment to the college and district. In general, notwithstanding the continuing concerns about rapid change and

the future of the college, most faculty, staff, and students are supportive of the president, chancellor, and board. The implementation of new organizational structures and decision-making processes has been generally supported, although some concerns have been expressed relative to the efficacy and administrative commitment to the interest-based problem-solving process.

Shared governance structures and processes are in place at both the district and the college, and all constituencies--particularly the faculty and classified staff--should be commended for the development of the shared governance document which delineates and clarifies the roles of all parties in the process.

Commendable, too, is the lack of conflict between the faculty and classified bargaining agents and the Faculty and Classified Senates. Occasional overlapping of functions and roles has been addressed and resolved, resulting in a positive working relationship and work environment.

The faculty, due to the small number of full-timers, feels over-extended and frustrated with the multiple demands placed upon its members and the additional time required by both the shared governance and interest-based processes. The college and district might consider either increasing support or reducing committee assignments to mitigate this feeling of frustration. The Senate, in turn, should examine its priorities to ensure full participation in the critical planning and decision-making activities ahead for Cuyamaca College.

The classified staff, too, suffers from being small in numbers and overextended in their duties. As a result, active participation in both the Classified Senate and Union is minimal. Even so, most classified staff feel their Senate is an important addition to the college community and support it philosophically, if not physically.

Students, although they seem well-pleased with the services, attention, and instruction which the College offers, do not fully participate in the shared governance process. Their participation on committees is minimal, although places are available to them. This is not an uncommon phenomenon, but improvement should be sought and support provided to acclimate students to the process.

Governing Board members appear to be serious, committed, and supportive of Cuyamaca College. Their development and adoption of a mission, vision, and values statements set the tone for the colleges and provide positive leadership. Board members are active participants and attendees at campus events, and are supportive of district and college leaders. The evaluation process adopted for the Chancellor is both innovative and creative, based on a "pay for performance" model. This model is scheduled to be expanded to include the college presidents and vice chancellors next year, and all administrators in subsequent years. The Board members also take seriously their own evaluation process, which includes self evaluation as well as evaluation by the members of the District Executive Council.

Concerns exist about lines of communication and responsibility, particularly from the president down to members of the campus community, but also from the District to the College. Although an elaborate shared governance committee structure has been established and implemented, considerable confusion still exists about the actual functioning of the various committees and councils and their inter-relationships; uncertainty at the college level is compounded when the district structure is considered as well. Clarification is needed not only of

the structure and function of the organization but also of college and district policies and procedures. Both the chancellor and president are subject to criticism regarding these issues. In an effort to address this concern from the Faculty Senates, the chancellor has established a group known as SOC2, comprised of Senate officers from both colleges who meet with her regularly to discuss faculty issues and concerns.

Conclusions

It is imperative that the college's commitment to continuous improvement be applied to its own communication channels and processes. This will ensure that all constituencies feel included and involved in the shared governance process and minimize, if not eliminate, the perception held by some that the existing processes can be (and are being) overridden if their outcomes are not those desired by top management.

Further, the uncertain and incomplete state of comprehensive planning, at both district and college levels, must be resolved to assist the College to move forward in its development with a clear vision for its future.

RECOMMENDATIONS

It is recommended that:

1. Clear procedures for implementing Board-adopted policies be developed and communicated, emanating from either the District or college level as appropriate.
2. Faculty should review the role of the Faculty Senate in governance and decision-making and commit to proactively work to make their participation, and the processes as a whole, effective.
3. The role of the students in shared governance should be reviewed, clarified, and effectively communicated to appropriate student organizations.