

**ACCREDITATION SELF-STUDY
DRAFT REPORT
FOR
INSTITUTIONAL REVIEW**

CUYAMACA COLLEGE

MAY 15, 1995

STANDARD ONE: Institutional Integrity, Purposes, Planning, and Effectiveness

The four elements of Standard One are broadly applicable to each institution and to all of its constituent programs and services. An accredited institution presents itself to students and the public precisely and truthfully, with due regard for freedom to teach and freedom to learn. The institution states its goals with precision, engages in planning to achieve those goals, and evaluates its effectiveness in achieving purposes and goals.

STANDARD 1A Institutional Integrity

1A.1 Institutional policy regarding the safeguarding of academic freedom and responsibility is published and readily available.

DESCRIPTION

The most recent official policy on academic freedom and responsibility is the one adopted on December 15, 1969 by the Grossmont Junior College District Governing Board (now the Grossmont-Cuyamaca Community College District Governing Board): "Policy on Political Activities and Controversial Issues—Grossmont College Students." This policy generally affirms basic Constitutional rights (freedom of speech, assembly, religion, petition, etc.) and then goes on to specifically identify the right of students to distribute literature so long as it is not obscene or libelous and does not impede the orderly conduct of school classes and programs. Freedom to organize student organizations (educational, recreational, partisan, etc.) is guaranteed so long as the organizations meet criteria established by the student government. There is no written policy specifically addressing academic freedom for faculty and staff.

APPRAISAL

The official policy on academic freedom that was adopted on December 15, 1969 is available to those who know where to find it in the minutes of the Governing Board, but it does not appear to be published elsewhere. However, despite this problem, academic freedom and responsibility was assumed by 75% of faculty members surveyed in Fall, 1994. While this assumption is gratifying, we believe we can do better. A readily available written policy safeguarding

the rights and responsibilities of academic freedom is needed.

PLAN

1. Cuyamaca College will work with Grossmont-Cuyamaca Community College District officials and the Governing Board to create and publish in appropriate places a written policy safeguarding academic freedom and responsibility.

1A.2 Governing Boards and administrators protect and support faculty in their exercise of academic freedom. The faculty protects the academic freedom of its members.

DESCRIPTION

Except as where the Governing Board policy quoted in Standard 1A.1 may affect faculty members as well as students, there is no published policy on academic freedom.

APPRAISAL

A recent survey (Fall, 1994) of faculty members shows that 75% of faculty members surveyed agree that Cuyamaca College, as a whole, supports academic freedom, although there appears to be no readily available policy on this standard. Academic freedom seems to be assumed by this considerable portion of the faculty, perhaps as part of their rights and duties as citizens of this nation and this state.

PLAN

See Plan 1A.1

1A.3 The institution fosters the integrity of the teaching-learning process. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

DESCRIPTION

The Faculty Handbook, page 35, states, "Care enough about your students to require them to read, write, and engage in critical thinking about your subject on a regular basis." In addition, faculty members must teach objectively and require critical thinking by their students in order to comply adequately with the requirements imposed by many of their departments' course outlines as well as by the IGETC standards

required by the state university systems.

APPRAISAL

Results of a recent student survey (Fall, 1994) reveal that 80% of the students at Cuyamaca College believe that instructors are objective in their presentation of course materials. Fifteen percent do not. This six to one satisfaction ratio is a strong indicator that instructors present their course material objectively.

PLAN

No changes in current practice are planned.

1A.4 Institutions which strive to instill specific beliefs or world views or to impose codes of conduct on faculty, staff or students give clear prior notice of such policies.

DESCRIPTION

In the Cuyamaca College Catalog, statements show the college refrains from efforts to instill any specific belief or world view. For example, under "Educational Philosophy," it states, "The democratic way of life allows each individual personal freedom and initiative consistent with responsibilities to one another," and it points out that, "All segments of the college community are encouraged to contribute and participate in the operation of the college."

The Associated Students of Cuyamaca College publish a Student Handbook, which outlines a student code of conduct and describes it as a "Framework that relies on the personal honor and integrity of . . . students and staff . . . in an atmosphere of mutual trust and openness."

APPRAISAL

In a state-supported institution such as Cuyamaca College, the lack of a specific belief or world view to control the educational process is most appropriate.

PLAN

No changes in current practice are planned.

1A.5 The institution fosters an affirmative environment in which diversity is embraced and every person treated with respect.

DESCRIPTION

Cuyamaca's commitment to diversity is expressed in its values in the *Vision Statement* and through its student equity plan. The plan, which was developed by a team composed of faculty, administrators, classified staff, and students serves as a major step in providing access and helping to assure student success.

The district's commitment to affirmative action and nondiscrimination in hiring and in providing access to educational opportunities is reflected in a written policy. The district's policy and procedures for filing complaints of unlawful discrimination are clearly stated in the college catalog and class schedule and in student and faculty handbooks. The district's commitment to affirmative action is also clearly stated on each job announcement, and steps are taken during the staff selection process to ensure that affirmative action guidelines are followed.

Cuyamaca College faculty have twice been participants in grant supported programs to promote staff diversity in the hiring process. The first grant was to produce a recruitment video, the second was a district-wide grant to develop innovative affirmative action hiring procedures for part-time faculty. The college has also sponsored multiculturalism workshops and video-based programs during staff development weeks since 1992.

APPRAISAL

The majority of students, staff, and faculty seem to perceive Cuyamaca College as a place in which diversity is acknowledged, and individual differences are accepted.

According to the accreditation survey conducted in 1994 during the fall semester, 90% of students, 82% of staff, and 79% of faculty indicated that they have not felt discriminated against on the basis of their race or ethnicity. Ninety-eight percent of faculty feel that they and their colleagues are "supportive of the entire spectrum of racial-ethnic groups." Seventy-eight percent of students, 78% of faculty, and 71% of staff feel that "Diversity (in regard to age, gender and ethnicity) on campus is beneficial and should be actively promoted."

Forty-seven percent of faculty feel that this campus has a culturally diverse curriculum, and 73% of faculty state that their courses incorporate materials that acknowledge the contributions of women and

minorities. Fifty-two percent of students feel that "Opportunities are available on campus for me to learn about other cultures," and 57% indicate that their instructors do include information about the contributions of minorities in their courses.

On the whole, Cuyamaca College is perceived as providing a welcoming environment. However, it should be noted that 8% of students, 15% of staff and 19% of faculty indicated on the Accreditation or Campus Climate surveys that they have experienced discrimination on the basis of their race or ethnicity (including reverse discrimination reported by whites). While Cuyamaca has done much to "foster an affirmative environment in which diversity is embraced and every person treated with respect," more remains to be done before the college will have reached its goal. Cuyamaca College needs to create a learning environment which does more to celebrate diversity. The college's curriculum and public documents should do more to reflect this commitment.

PLAN

1. Cuyamaca will publish in appropriate places a strong statement regarding the value of diversity to the educational process. The statement will make specific reference to discrimination on the basis of race, ethnicity, gender, disability, sexual orientation, and age.
2. The college will continue its program of educational opportunities for faculty, staff, and students aimed at increasing tolerance and mutual understanding.

1A.6 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violations.

DESCRIPTION

The college's policies on academic honesty and the sanctions for violations are clearly stated in the "Student Code of Conduct," which appears in the *Student Handbook* and in the *College Catalog*. The *College Catalog* is available in the college bookstore. The *Student Handbook* and *Matriculation Handbook* are currently being combined and will be available to all students as soon as revision is complete.

APPRAISAL

The *College Catalog* and the *Student Handbook* are

the logical places for policies of this kind to be published. The policies are clear and unambiguous.

PLAN

No changes in current practice are planned.

1A.7 Representations about the institution to prospective students and to the general public are accurate and consistent with institutional practices.

DESCRIPTION

The *College Catalog*, *Class Schedule*, *Preview*, one of the district's marketing and public relations publications, and various vocational program information brochures contain current information on admissions, services for students, academic policies, transfer information and degree/certificate requirements, and other information pertinent to prospective students.

APPRAISAL

A survey was taken of the students and faculty, and the overwhelming response was that both groups strongly agreed that the *College Catalog* provides a factual representation of Cuyamaca College. Other college and district publications are consistent with information published in the *College Catalog*.

PLAN

No changes in current practice are planned.

1A.8 Precise, accurate, and current information is provided in the institutional catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees; and, (e) the names of the administration, faculty, and Governing Board.

DESCRIPTION

The *College Catalog* contains current information on all items identified in 1A.8.

APPRAISAL

The information is accurate and complete.

PLAN

No changes in current practice are planned.

1A.9 Degrees held by contract faculty and administrators are listed in the institution's primary catalog. All U.S. degrees listed are from accredited institutions. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTION

The College Catalog lists the degrees held by contract faculty and administrators. All U.S. degrees listed in the College Catalog are from accredited institutions and non-U.S. degrees are recognized only if equivalence has been established. The District Personnel Department determines if contract faculty and administrators have met minimum qualifications as stated in Section 53406 of Title 5 of the California Administrative Code. Staff with non-U.S. degrees must have their transcripts evaluated by a third party. (The District Personnel Department suggests that staff use International Education Research Foundation, Inc. to determine if a foreign degree is equivalent to a U.S. degree.) The United Faculty Contract also indicates that units for advancement on the salary schedule must be from an accredited institution.

APPRAISAL

The college complies fully with the requirement to list all accredited degrees held by contract faculty and administrators. The District Personnel Office recognizes foreign degrees only after equivalence has been established.

PLAN

No changes in current practice are planned.

1A.10 The institution demonstrates honesty and integrity in its athletic programs.

DESCRIPTION

Cuyamaca College embraces and adheres to provisions in the Commission on Athletics (COA) Athletic Code of the California Community Colleges. The following statement appears in the COA

introduction: "College representatives are expected to conduct their participation with the highest degree of honesty, integrity, and good sportsmanship. Their behavior reflects a desire to achieve the positive goals that characterize wholesome competitive sports at the collegiate level."

APPRAISAL

The Athletic Director and coaches at Cuyamaca College ensure that athletes are considered scholars and students first and athletes second. To comply with academic eligibility requirements, the counseling staff provides the athletes with guidance in following their individual education plans. Cuyamaca College adheres to the policies and procedures defined in the State Athletic Code and the Pacific Coast Conference Constitution. The Athletic Director is currently addressing issues of gender equity through a committee composed of both college and district personnel. The college has in place a gender equity plan that addresses the opportunities for women to participate in athletic programs.

PLAN

No changes in current practice are planned.

1A.11 In its relationship with the Commission, the institution demonstrates honesty and integrity, and agrees to comply with Commission standards, policies, guidelines, and self-study requirements.

DESCRIPTION

The college has submitted annual interim reports to the Commission as well as a comprehensive mid-term report. In addition, as requested in the last accreditation approval, the college has submitted updates on specific recommendations by the Commission.

The college committed many resources to the accreditation process. The vast majority of full-time employees of the college as well as several adjunct faculty and students participated in the accreditation self-study process. A faculty member was designated as the Accreditation Self-study Committee Chair and given re-assigned time and independent authority to organize subcommittees and coordinate the appraisal process. Subcommittees representing each standard were formed and assigned chairs. The subcommittees were comprised of faculty, staff, and administrators. Members of the community at large were included on

some subcommittees. The self-study process followed the guidelines provided by the Commission.

A sixteen month Accreditation Self-Study Timeline was developed and followed by each subcommittee during the self-study process. Additionally, the Accreditation Self-Study Chair published periodic newsletters, soliciting input and updating all faculty, staff, and administrators on the progress of the self-study.

APPRAISAL

The college's commitment to honesty and integrity in its relationship to the Commission and its intent to adhere to all of its policies and self-study requirements is demonstrated by its documented process of self evaluation: all subcommittee meetings have been open to the public; a draft report of the committee's findings and recommendations will be published for public comment five months before the final report was issued; all documents used in the self-study process will be made available to the visiting team at the time of their visit; and finally, the visiting team will be encouraged to meet with any member of the college staff or persons from the community to verify the Self-Study Committee's findings and recommendations. The Self-Study Committee believes it has complied with the Commission's self-study standards, policies, and guidelines both to the letter and in spirit.

PLAN

No changes in current practice are planned.

STANDARD 1B Institutional Purposes (Mission)

The institution is guided by clearly stated purposes that define its character, which are appropriate for higher education, and are consistent with Commission standards.

1B.1 The statement of purposes identifies the broad-based educational objectives the institution seeks to fulfill, is adopted by the Governing Board, and is periodically reexamined with the participation of the campus community.

DESCRIPTION

The college's mission and objectives, adopted by the Grossmont-Cuyamaca Community College District Governing Board, are listed in the *College Catalog*. The

college mission and objectives, while distinctly those of the college, are also consistent with the district's mission and derived from the Grossmont-Cuyamaca Community College District's educational philosophy. From 1992 to 1994, the college conducted a review of its mission and its responsibilities to the community through a series of college-wide convocations and written surveys. In the spring of 1994, a new president was hired, and this led to a new vision and strategic plan for the college. The entire college community was involved in this effort. The new five-year strategic plan will be carried out under the auspices of the College Innovation and Planning Council.

APPRAISAL

College educational objectives are clearly stated in the *College Catalog*. The college believes that periodic reexamination of its five-year plan through a process that involves the entire campus community is the proper way to ensure innovation and creativity as it seeks to fulfill its mission. The Innovation and Planning Council, with the President as chair, is the appropriate body to coordinate this effort. The district Governing Board is supportive of this model.

PLAN

No changes in current practice are planned.

1B.2 In implementing its purposes, the institution has defined the constituencies it intends to serve as well as the parameters under which educational programs can be offered and resources allocated.

DESCRIPTION

The institution intends to serve the constituencies as defined in the *College Catalog* under sections entitled "General Information," "Admission Information," and in the "Enrollment Management Recommendations" section in the Strategic Planning Committee's Report which was approved by the Grossmont-Cuyamaca Community College District Governing Board. Decisions about which programs are offered at each institution within the Grossmont-Cuyamaca Community College District are made at the district level. Parameters which govern vocational education programs are set by the state.

APPRAISAL

The constituencies Cuyamaca College intends to serve are clearly defined in the appropriate documents.

However, one document, the Strategic Planning Committee's Report, is not widely distributed.

Parameters under which educational programs can be offered and resources allocated are delineated in the *College Catalog* in part, and in the Strategic Planning Committee's *Report*. These processes are clearly defined and available to those who know how to find them. The college would benefit from a community survey to better understand the needs of the greater community.

PLAN

1. A central location will be established where the Strategic Planning Committee's *Report*, along with other important college documents, will be available for review by members of the campus community and general public.

2. The college will work with the district Office of Institutional Research and Planning to develop a community needs analysis instrument.

1B.3 Institutional purposes delimit educational programs and services and guide the development of physical resources and allocation of fiscal resources.

DESCRIPTION

As stated above, institutional purposes and educational programs and services are defined in the *College Catalog*. Purposes and educational programs are reassessed from time to time by committees such as the Innovation and Planning Council, the Administrative Council, and the Academic Senate. Allocation of physical and fiscal resources is accomplished by identifying needs and setting priorities based on the recommendations of various college committees to the President, who in turn recommends a plan of action to the Chancellor and the Governing Board. Important past and present committees in physical resource planning have included the Land Use Committee, the Strategic Planning Committee, and the Campus Master Plan Committee.

APPRAISAL

Institutional purposes guide planning and development at Cuyamaca College. All areas of the Cuyamaca College campus community are involved in the planning process for programs and services, with strong leadership from the President. Participants in

the planning process are well informed as to institutional purposes and goals.

PLAN

No changes in current practice are planned.

STANDARD 1C Institutional Planning

The institution is engaged in ongoing planning to achieve its avowed purposes. Through the planning process, the institution frames questions, seeks answers, analyzes itself, and revises its goals, objectives, programs, and services.

1C.1 An established planning process involves all segments of the campus community and the Governing Board.

DESCRIPTION

The recognized campus governance structure for the planning process is the Innovation and Planning Council (IPC). The IPC membership includes representatives from all the college constituencies, faculty, staff, and students. The Governing Board is kept apprised of the college's progress through reports from the President. The President, who serves as chair of the IPC, is responsible for the implementation and evaluation of the planning process. A five-year planning cycle is used to implement the Cuyamaca College Strategic Plan. Each year, the IPC evaluates the previous year's progress and writes an annual report, which is presented to the Governing Board and all other college constituencies. Based on input received from the Board and other constituencies, the IPC then writes the annual implementation plan for the current year, prioritizing the year's activities from the five-year strategic plan.

APPRAISAL

All segments of the campus community are well represented in the planning process.

PLAN

No changes in current practice are planned.

1C.2 The planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics.

DESCRIPTION

Data from several sources is utilized in the planning process, including student surveys. The district Office of Institutional Research and Planning conducts comprehensive institutional research and statistical analysis of college and community demographics, which is utilized in program evaluation and long-range planning. Examples of such research are found in the reports, *A Retrospective Study of Disproportionate Impact of Placement Into Basic Skills Courses* (December 1992) and *Analysis of Financial Aid Program, Student and Staff Surveys*. In addition, each college program is reviewed every five years by the Instructional and Student Services Program Review Committees in order to assess the program's effectiveness and its relevance to Cuyamaca College's goals and objectives.

APPRAISAL

The individuals and committees responsible for planning regularly make use of data collected through institutional research. The college's recently-developed Student Equity Plan was built upon such research, and the Innovation and Planning Council is in the process of revising the Strategic Plan in view of the results of a recent all-staff survey. One piece of institutional research, the *Academic Master Plan*, published by the Academic Senate in 1989, has been used informally in the planning process. However, the college should update this document and use it to develop priorities for academic planning in the future. Also, the college needs to request assistance from the Office of Institutional Research and Planning to gather additional follow-up information on student outcomes in areas other than mathematics and English.

PLAN

1. Cuyamaca College will work with the district Office of Institutional Research and Planning to gather additional information on student outcomes.
2. The Academic Master Plan Committee will produce an updated master plan for Cuyamaca College. The updated plan will form the basis for academic planning in the future (see also PLAN 2B.3).
3. The role of the Academic Master Plan Committee in relation to the Innovation and Planning Council and Curriculum Committee will be clarified.

1C.3 The planning process assists in identifying institutional priorities.

DESCRIPTION

Until the fall of 1994 institutional priorities were set by the President with active input from various campus committees. For example, facilities planning was the responsibility of the Strategic Planning Committee which set priorities based on input from various academic and student services groups. The Campus Master Plan Committee, chaired by the President, then used all the relevant information received from these groups to create the master plan for the college. Academic and student services planning has been on an *ad hoc* committee basis with leadership being provided by the Vice President for Academic Affairs and the Executive Dean of Student Services. Each administrator draws upon the expertise of staff to identify needs and establish priorities to carry to the President. The President's Advisory Council, Administrative Council, and the Academic Senate were available to provide advice from an overall college perspective. The final stage in the priority setting process involved coordination with Grossmont College and the District Office. The Chancellor's Cabinet, with administrative representation from each district entity, the two academic and classified senates, and two unions provided the district perspective at this point.

In the fall of 1994 a new planning group was established to provide better coordination in the overall planning and priority setting process. The Innovation and Planning Council, or IPC, as it has come to be known, grew out of the work of this group of faculty, staff, and administrators who met during the spring and summer of 1994. Its purpose was to rethink the mission of the college and come up with a new vision and a plan to implement it. The IPC is now the principal body responsible for recommending planning priorities to the President. It has representation from all campus groups.

APPRAISAL

For the most part, the planning process at Cuyamaca College has been successful in setting institutional priorities. The college has planned and set priorities for the construction of new facilities within the context of a campus master plan, obtained support from the Governing Board, and funding from the state for two projects (new physical education facilities and a new entrance road). The acquisition of new computer technology and the need for wider use of the Academic Master Plan is an area where planning has been less

successful, but the Innovation and Planning Council has indicated a determination to develop new planning priorities in these areas.

PLAN

No changes in current practice are planned.

1C.4 The planning process identifies the need for human, financial, and physical resources of the institution. Planning influences the acquisition and allocation of resources.

DESCRIPTION

Until the fall of 1994, Cuyamaca College identified the need for human, financial and physical resources through various district and campus committees including the Budget Committee, Campus Master Plan Committee, and the District Strategic Planning Committee. In addition, a series of comprehensive campus three year plans was developed with input from all the college constituencies. The recommendations of these committees and the three year plan had an influence on the acquisition and allocation of resources.

In the fall of 1994, the Innovation and Planning Council was established to provide better coordination and overall planning and priority setting.

APPRAISAL

The planning process has been successful in identifying the need for human, financial and physical resources for the college and has influenced the acquisition and allocation of resources. Because there was a variety of committees involved in this process, communication and coordination in overall planning was sometimes problematical. In order to provide better coordination in overall planning and priority setting, the college established the Innovation and Planning Council during the fall 1994 semester.

PLAN

No changes in current practice are planned.

STANDARD 1D Institutional Effectiveness

The institution has developed the means for evaluating how well, and in what ways, it is accomplishing its purposes and uses results of these evaluations as the basis for broad-based continuous planning and improvement.

1D.1 Institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness.

A. Research assesses such elements as instructional programs, student services, and the social/intellectual environment of the campus.

DESCRIPTION

From 1990 until 1993 institutional research for planning and program evaluation was the half-time responsibility of a Cuyamaca mathematics instructor. Examples of studies performed during that three year period include: *A Retrospective Study of Disproportionate Impact of Placement Into Basic Skills Courses (December 1992)*, *Student Counts, Credit and Non Credit, by Ethnicity, Gender, and Age (Spring, 1993)*, and *Analysis of Financial Aid Program, Student and Faculty/Staff Surveys (Spring, 1992)*.

Since the fall of 1993 responsibility for institutional research has rested with the district Office of Institutional Research and Planning. The OIRP serves the needs of the district office, Grossmont College, and Cuyamaca College. Research priorities are set by the Research Advisory Committee, which is chaired by the Director of the OIRP. The committee has three representatives from Cuyamaca College. Examples of recent research activities which have benefited Cuyamaca College include a comprehensive Campus Climate Survey (Fall, 1994) to assess the social and intellectual environment of the college, and the student and faculty/staff surveys associated with this Accreditation Self-Study. Summaries of research by the OIRP are published in a district newsletter entitled *Research in Brief*.

APPRAISAL

According to the half-time faculty member who was assigned to carry out institutional research from 1991 to 1993, there was never enough time to complete all of the research tasks needed by the college. However,

the current organizational structure with research as a district function was a big step forward, and Cuyamaca has benefitted from having full-time professional staff available to assist with institutional research projects. However, the college as yet has not made full use of the services of the OIRP.

PLAN

1. Cuyamaca College staff will make themselves more aware of the procedures established by the District Office of Institutional Research and Planning for obtaining research assistance.
2. Cuyamaca College will request the Director of the OIRP to be available at Cuyamaca College on a regular basis for consultation and research support (see also 8C.3).

B. Program reviews are systematically conducted for educational and student service programs and other institutional activities to assess their effectiveness.

DESCRIPTION

Evaluation of programs is conducted by the Instructional Program Review and Student Services Program Review Committees. The goal of each committee is to provide an institutional method for evaluating the effectiveness of instructional and student services programs. Each program is reviewed every five years according to procedures outlined in the two program review handbooks. The committees evaluate the instructional and student services programs with regard to mission, fiscal data, value to the community and to the institution, student success, and any special characteristics. Reports of the committees aid the college in setting priorities to better meet the needs of the students, the community, and to aid the college in utilizing its resources more efficiently and effectively. The committees are composed of faculty, administration, classified staff, and students.

APPRAISAL

The program review committees follow procedures established in the instructional and student services program review handbooks, and the results influence institutional decisions. Some instructional programs have been expanded, redirected, or, in some cases, phased out based on these studies. However, according to a faculty survey conducted in the fall of

1994, only 38% believe that the program review committees are either effective or very effective. Nearly one-quarter (24%) of those responding felt that the program review process is not effective or only somewhat effective. These results suggest that the program review committees need to explore ways to improve the review process.

One problem mentioned frequently by past and present members of the two committees is their inability to define what is meant by "student success." There currently is no concrete and objective way of measuring student success. The Instructional Program Review Committee is currently working on this problem and plans to involve the Office of Institutional Research and Planning in constructing research methods to evaluate the success of students.

The Learning Resources program currently has no formal program review procedure. While the Division of Learning Resources is committed to a process of continuous self evaluation and improvement, it would further benefit from a formal process of program review analogous to the ones undertaken in other departments.

PLAN

1. The Instructional Program Review Committee will begin to work with the Office of Institutional Research and Planning to develop reliable methods for defining and measuring student success.
2. The committee will also reevaluate procedures generally with the goal of developing a more effective program review process (see also PLAN 2B.2).
3. Cuyamaca College will develop a formal procedure for program review in the Division of Learning Resources.

Supporting Documents

A Retrospective Study of Disproportionate Impact of Placement Into Basic Skills Courses (report), December 1992

Academic Master Plan, May, 1990

Accreditation Self-study Survey (faculty/staff), Fall, 1994 [1A.5]

Accreditation Self-study Survey (student), Fall, 1994 [1A.5]

Affirmative Action Goals and Timetables (district), 1993-96]

Affirmative Action/Staff Diversity Plan

Analysis of Financial Aid Program, Student and Staff

Surveys (report), February 1993

Athletic Code of the California Community Colleges [1A.10]

By-Laws and Policies for the Grossmont-Cuyamaca Community College District Campus [1B.1]

Class Schedule, Spring, 1994 [1A.5]

Climate Survey (faculty/staff), Fall, 1994 [1A.1, 1A.2, 1A.3, 1B.1]

College Catalog, 1994-95 [1A.4, 1A.5, 1A.3, 1B.2, 1B.1, 1B.3]

Comprehensive Campus Three-Year Plan [1C.1]

Cuyamaca College Accreditation Report, 1990 [1B.1]

Cuyamaca College, Past to Future, 1990 [1B.1]
Faculty Handbook, 1990

Instructional Program Review, 1989-92 [1C.2]
MGT Report, 1991

Minutes, Meeting of the Grossmont Junior College District Governing Board, December 15, 1969 [1A.1, 1A.2]

Pacific Coast Conference Constitution [1A10]

Preview (periodical), Grossmont-Cuyamaca Community College District, 1991- Present

Program Review Handbook, Instructional Services, 1993 [1C.2]

Program Review Handbook, Student Services, 1990 [1C.1]

Report, Strategic Planning Committee, June, 1992 [1B.2]

Research in Brief (periodical), Office of Institutional Research and Planning, 1994- [1C.2]

Staff Development Week Schedule, Spring, 1994

Student Equity Plan [1C.2]

Student Handbook [1A.4, 1A.5]

United Faculty Contract, 1994. [1A.9]

Vision Statement, Innovation and Planning Committee, Fall, 1994 [1A.5, 1B.1]

DRAFT 5-17-93

STANDARD TWO: Educational Programs

STANDARD 2A General Provisions

The achievement and maintenance of high quality programs in an environment conducive to study and learning are the primary responsibilities of every accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As it analyzes its goals and discovers how conditions and needs change, the institution continually redefines for itself the elements that will result in programs of high quality.

2A.1 The institution seeks to meet the diverse educational needs of all its students.

DESCRIPTION

Cuyamaca College continually adjusts the course offerings in response to the demands of the students enrolled. Since the last accreditation visit, two programs have been eliminated through an on-going program review process and numerous programs have been added, modified or expanded. In nearly every arts and sciences area courses have been added for both breadth and depth. The fine arts have been broadened, with the addition of full-time instructors in both music and art. The business and vocational area has maintained a fairly constant enrollment over the past six years, but through constant updating of curriculum and making changes due to student demand, these enrollments may have moved from one program to another.

Through an on-going analysis of the priority waiting list, the numbers of students needing any given class are monitored and the next class schedule modified appropriately. Each vocational program has regular meetings of an advisory committee, and through research and communication with the employment community, new programs are developed and implemented as needed.

The college has increased offerings to specific populations in the community. Among the courses and populations served are college preparatory courses at a near by county honor camp, language and culture courses for the large adjacent Chaldean community, and course work for "at risk" high school students. The college is in the planning stages for additional programs in the near future.

APPRAISAL

The process for monitoring student needs has been quite successful although the college could have, at times, offered additional courses if funds had been available. With a facility which allows for maximum flexibility the college has been able to move from one use to another. Currently a great need exists for up-to-date instructional computers as well as additional science rooms and a better facility for the music department.

PLAN

1. The college will continue to monitor the educational needs of the students and nearby community by conducting an annual needs assessment.
2. Cuyamaca College will pursue alternatives to meet the needs of the populations of the far east county, through a combination of on-site classes and distance learning opportunities.

2A.2 Sufficient resources are provided to meet the educational needs of the students.

DESCRIPTION

The limited resources of the college are distributed through a priority process which is driven by the college vision statement. This statement was developed through a joint governance process which included all elements of the college. The instructional program is of highest importance in this priority process. Most of the rooms have a VCR and monitor as well as an overhead projector. The college is in the process of completing the acquisition of these pieces of equipment for the remainder of the of the rooms.

Of primary concern is lack of funds to keep pace with the computer hardware and software needs of the college and equipment for integrating new technologies into other classrooms.

APPRAISAL

The college has done quite well with limited resources. Through wise expenditures of the limited funds, a willingness of faculty to pool these funds to make major purchases and sharing of equipment the college has been able to get good mileage out their purchases. One-time money to bring these technologies up to date is needed. The college has been successful in grant writing and contacts with companies such as Apple Corporation, Digital

Electronics Corporation (DEC) and the Ford Motor Company in obtaining donations to various programs. Grant writing workshops have been offered conducted by successful grant writers.

The college is in the process of installing an instructional network for most of the computers on campus. This network will allow for better sharing of software between various programs and at varying locations on campus. Although the initial outlay is high, the college should realize a long-term savings in software.

PLAN

1. The college will institute a more aggressive grant writing effort.
2. Cuyamaca College will aggressively seek donations and support from the private sector.

2A.3 The institution demonstrates its commitment to high standards of teaching. Effective procedures and adequate resources exist to evaluate and improve the quality of instruction.

DESCRIPTION

The college promotes high standards of teaching through its sponsorship of professional development activities and sabbatical leaves. Recent professional development workshops sponsored by the college have included the use of classroom assessment techniques to improve student learning and the use of multimedia to develop interactive student tutorials. A mentoring program for junior faculty has been used to assist new faculty through professional development resources. The college also funds faculty professional development activities for individual projects.

The college participates in an extensive instructor evaluation process which is included in the contract with the faculty union. This evaluation process identifies each step of review for the four-year tenure process, on-going evaluation of tenured faculty and the regular evaluation of adjunct faculty. The process incorporates student, peer and management evaluation as well as self-evaluation. The process allows a wide variety of alternatives for addressing shortcomings identified in the evaluation process and gives feed back to all instructors on their performance.

APPRAISAL

A United Faculty Committee, composed of administrators and faculty members from both Grossmont and Cuyamaca Colleges, has met for several years to identify ways to correct the shortcomings in the evaluation process. These meetings were fruitful, and after negotiations with the district, mutually acceptable solutions will be implemented to improve the evaluation process.

For example, peer evaluation forms are now being revised. Some faculty and students believe that student evaluation questionnaires are distributed so late in the semester that students who have dropped out of classes are excluded from the process. Additional resources may assure that the clerical portion of the evaluation is completed in a timely fashion. There is still a need to address the case of the tenured instructor who fails to improve after repeated plans to do so (Standard Four). The improved evaluation process is expected to be implemented in the Fall, 1995.

PLAN

1. The college will reinstate the mentoring program for newly hired faculty members.

2A.4 Educational programs are structured to be consistent with institutional purposes, the demographics and economics of the service area, and the student constituency.

DESCRIPTION

Cuyamaca College, through the "Innovation and Planning Council," recently identified a college "vision" and Strategic Plan. The Strategic Plan, along with the Academic Master Plan, is to be adhered to in the area of educational programs. The Instructional Program Review process is focused on the college's institutional purposes as well as its demographics and its student constituency. The Academic Master Plan for the college provides for a balance between courses generally associated with transfer to four-year institutions as well as up-to-date vocational programs. The college makes adjustments to the existing programs on a regular basis.

APPRAISAL

While the educational programs at Cuyamaca College structured to be consistent with institutional purposes, demographics and economics of the service

area, and the student constituency, the district does not regularly conduct needs assessments to provide better information to the college on the area served.
PLAN

1. See PLAN 2A.1.1

2A.5 Program and course objectives clearly specify the subject matter to be covered, the intellectual skills to be acquired and learning methods used, the affective and creative capabilities to be developed, and the specific occupational skills to be mastered.

DESCRIPTION

Incorporated into the course approval process is a review of the course outline, the course objectives (including outcomes) and the methods of evaluation which must include multiple measures. Course outlines are kept in the Office of Academic Affairs and are given to instructors the first time they are assigned to a course.

Instructors are required to prepare and distribute a course syllabus for every course they teach. The syllabi are collected and reviewed by the Office of Instruction to assure that students are provided with appropriate information about their classes. Workshops have been conducted on preparation of course syllabi and their use as effective instructional tools. Currently, there has been an emphasis on including course objectives in the syllabi.

APPRAISAL

There has been effective management in overseeing the quality of the course outlines and syllabi. Course outlines are very uniform in preparation and presentation, so as to maintain this emphasis. According to the Faculty Survey (Q35), critical thinking skills and written and oral communication are emphasized by the Cuyamaca College faculty. Appreciation of cultural diversity is widely, but not wholly, integrated into the curriculum.

Student perceptions of instruction at Cuyamaca College, according to the Student Survey (Q1, Q4, Q5, Q19), indicate that students perceive instruction at Cuyamaca College to be of good quality overall. In particular, 88% of the student respondents agree that instructors clearly define how they are to be graded.

The college will soon be reviewing all courses to

update for prerequisite validation. This process will include a review of the objectives, outcomes, expectations and evaluation methods.

PLAN

1. The Academic Senate will create a task force to develop a minimum standard course syllabus format to be used as a guideline for faculty.

2A.6 Programs and courses are offered in a manner which ensures students the opportunity to complete the entire program as announced, within a reasonable period of time.

DESCRIPTION

All courses required in a program are offered within a two year period. Electives are rotated either on a two year schedule or when there is sufficient demand. The general education offerings are reviewed each semester to assure that courses meeting the same requirements are spread across the schedule, i.e., day, evening, Telecourses, and during Weekend College. The college allows courses with lower enrollment courses to be offered in two year cycle to allow completion of programs. Because of the observed preference of students, certain vocational majors are offered only in the evenings or in the Weekend College format.

APPRAISAL

Apparently, the frequency with which courses are offered is satisfactory. The college always provides a proposed schedule for the following semester to the current class schedule, which allows students to do better course planning. In addition, some department chairs and coordinators assist students by informing them by mail or through flyers when a single-section major requirement course is to be offered.

PLAN

No changes in current practice are planned.

2A.7 The Institution has an administrative structure responsible for the overall coordination and administration of instruction.

DESCRIPTION

The college currently has four administrators in the

instructional area. The Vice-President of Academic Affairs directly administers the Liberal Arts and the Math/Science/Engineering divisions; the Dean of Business and Vocational Education administers business and vocational programs; the Director of Learning Resources administers the Telecourse Program, and the Director of Extended Studies and Weekend College administers the Weekend College Program and College of Extended Studies. Department chairs report directly to the Vice-President. Vocational Program Coordinators report directly to the Dean of Business and Vocational Education.

APPRAISAL

Recently, there have been some difficulties with coordination of the various programs and courses as the college has moved toward its current structure. The college President has expressed concern that the current structure contains too many layers which makes it unresponsive and discourages accountability. As a result, the college is currently reviewing the administrative structure with an eye toward implementing a new structure to begin in July 1995.

PLAN

1. No changes in current practice are planned.

STANDARD 2B Curriculum Planning and Evaluation

Curriculum planning designed to achieve the aims of the institution, considers current future needs for human, financial, and physical resources. This systematic planning is based on continuing institutional self evaluation and assessment of the needs of the institution's constituencies. All appropriate segments of the institution are involved in planning.

- 2B.1 The responsibility for design, approval, implementation, and revision of the curriculum is vested in designated bodies with clearly established channels of communication and control. The faculty has a major role in such processes.**

DESCRIPTION

Requests for new courses and modifications of courses at Cuyamaca College are submitted to the Curriculum Committee. Currently, the composition of

the Curriculum Committee is six faculty, four administrators, one supervisor, one classified, and one student. The committee chair and vice-chair are elected annually by the committee. In 1994-95, a faculty member was voted to be the Chair and the Vice-Chair is an administrator. Faculty are represented by divisions: liberal arts; business and vocational education; math, science, and engineering; and counseling. Also, one member and one member-at-large are appointed by the Academic Senate.

Faculty initiate curriculum changes and additions. Approval must be obtained from the discipline Chair or Program Coordinator and the appropriate administrator. Changes in business and vocational education are approved by the program Advisory Committee. Once the necessary forms are completed, they are submitted to the Curriculum Committee for consideration. Items for consideration by the Curriculum Committee must be submitted by the end of Fall Staff Development week to be included in that year's agenda. Those faculty having curricular items on the agenda of the Curriculum Committee may present their changes or additions in person at the meeting. Curriculum changes for the next catalog year are presented to the Board of Trustees for approval.

APPRAISAL

The process used by the college has been very consistent over the past seventeen years. Nevertheless, the Academic Senate initiated an interest-based session in Spring, 1995, with the members of the Curriculum Committee to review its practices. The process, as it exists, has seemed cumbersome at times and not user-friendly. The roles of the faculty and administrators are being reviewed in this process.

PLAN

1. After interest-based discussions between the Academic Senate and the Curriculum Committee, changes to the composition, membership roles, reporting lines and scope of the Curriculum Committee will be recommended to President's Advisory Council.

- 2B.2 The institution engages in periodic review of program and departmental quality and effectiveness under clearly specified and demonstrably implemented procedures. The process is based on current qualitative and quantitative data which are used to assess strengths and weaknesses in achieving program purposes and projected outcomes.**

DESCRIPTION

Cuyamaca College has a comprehensive Instructional Program Review process to assess strengths and weaknesses in achieving program purposes and projected outcomes. This process is updated annually. All programs are reviewed on a five year rotation schedule. The Instructional Program Review Committee is composed of five faculty (one from each division), one faculty-at-large, one classified staff, one student, and one administrator. The administrator functions as the chairperson.

When a specific program is scheduled for review, the appropriate chairperson or coordinator is notified. A thorough Self-Study is conducted by the chairperson or coordinator. Quantitative data is also supplied to the committee. The committee reads the self-study, reviews the quantitative data and then meets with these individuals to ask pertinent questions. A summary report is then prepared in which the committee offers comments, recommendation and decisions to increase, maintain, reduce, re-review or eliminate the program. The summary report is presented to the chairperson or coordinator and then the committee shares final recommendations with the President and Vice President of Academic Affairs. A copy of the written report goes to the Academic Senate. All summary reports are presented to the Governing Board.

APPRAISAL

Over one-third of the faculty felt that the program review process is effective or very effective in evaluating the strengths and weaknesses of individual programs of the college. About one-fourth of the faculty felt it was not effective or somewhat effective. The balance of the faculty were neutral. Apparently, faculty do not feel strongly about the effectiveness of the program review process. This issue was addressed at a recent focus workshop. Those participants who have been directly involved in the process feel strongly about its strengths, and suggested that part of the neutrality may stem from lack of information. Others feel that the process takes too long to eliminate dying programs and that it sometimes does not adequately involve all faculty in the program in the preparation review.

The faculty perception of the program review process is not shared by the instructional administrators. In their view, the program review process has been quite good. They have been asked to make presentations at several conferences regarding the instructional

program review process used at Cuyamaca College. In their view, the process has been quite effective in recommending elimination of programs, modifications to programs and, at times, has turned around program enrollments due to their recommendations.

The Instructional Program Review process in the past has relied on qualitative and quantitative data. In '94-'95, it was decided by the committee that qualitative data would not be used in the decision-making process.

PLAN

1. The college will initiate an evaluation of the Instructional Program Review process and recommend changes for improvement. In particular, definitions will be clarified, validation of courses with prerequisites will be added to the process, the currency of specific courses will be studied and reporting lines will be examined. The Office of Institutional Research and Planning will be involved in evaluating and recommending changes to the current Instructional Program Review process (See also PLAN 1D.1B.2).

2B.3 Policies and procedures for additions and deletions of programs or courses are carefully developed and administered, are based on curriculum planning and are consistent with the resources of the institution, the capabilities of faculty, and the needs of the community served by the institution.

DESCRIPTION

Instructional Program Review is the only formalized process at Cuyamaca College to delete a program. Programs are reviewed on a five year cycle. At that time it may be the recommendation of the Instructional Program Review Committee to delete a program or to reconfigure a particular curriculum under a different program. Industry advice in the process is limited to contacts at program Advisory Committee meetings. Recommendations are forwarded to the President, who makes the decision to delete a program. This decision is then presented to the Board of Trustees.

Program additions are consistent with the needs of the community and job market as well as state and national initiatives. New programs and courses are submitted to the Curriculum Committee (See Standard 2B). One of the newest programs, Environmental

Technology, was developed through a grant from the California Community Colleges Chancellor's office, since the state had determined that there was a need for community college programs in Environmental Technology. The college used the state information plus its own labor market survey in deciding to add the program.

The college budget also impacts whether or not a new program can be added. Some program additions may be a new option under an existing program and may require minimal fiscal resources. In the decision to add a new program, the college considers not only the fiscal needs, but the curriculum, facilities, and capabilities of the faculty.

Cuyamaca College does not have a complete Master Plan which details program additions and deletions. The college has completed the first two steps of a Master Plan. In Fall, 1994, the Academic Senate voted to reactivate the Academic Master Plan in order to complete the process.

APPRAISAL

The completion of the Academic Master Plan is necessary at Cuyamaca College. Once implemented, it will need to be flexible enough to react to community and industry needs as well as student needs.

Policies and procedures for additions and deletions of programs or courses appear to be working quite effectively. Effective management of this process in a small, dynamic college with no money for additional classes is critical.

PLAN

1. The Academic Senate will reactivate the Academic Master Plan Committee to complete the third and final phase of the Academic Master Plan, which is to establish a more formalized basis for prioritization and planning (See also PLAN 1C.2.2).

STANDARD 2C General Education

The educational program is designed to give students a substantial and coherent exposure to the major broad domains of higher education. All programs leading to the Associate degree include a major area and a general education component.

2C.1 The general education segment of all educational programs is based on a philosophy and rationale that are clearly

stated and provides the criteria by which the appropriateness of each course in the general education component is evaluated.

DESCRIPTION

Cuyamaca College has established a philosophy about general education as outlined in the General Education Committee's "Procedures and Criteria for Judging Courses as General Education or Non-General Education." The General Education Committee, a Sub-Committee of the Curriculum Committee, evaluates the written criteria and guidelines for the inclusion or exclusion of courses in a particular area of the general education program.

APPRAISAL

While there are criteria for evaluating the appropriateness of each course in the general education component, these criteria are not distributed to the faculty. The criteria is not listed on the forms used to submit courses for approval by the Curriculum Committee or the General Education Sub-Committee.

PLAN

1. The Academic Senate will establish a task force to reevaluate the philosophy of general education at Cuyamaca College and, if appropriate, recommend changes as to specific policies, procedures, size and criteria for inclusion in the new general education package.

2. Faculty members who are preparing to design a course will be given the list of general education criteria with the required curriculum forms. The criteria and supporting philosophy will serve to guide the evaluation and decision-making process.

2C.2 The plan for general education is cooperatively developed by faculty and administrative staff and approved by the governing body.

DESCRIPTION

In compliance with Title V, the general education plans are evaluated and monitored by the General Education Committee. Appointments on the committee are from each division and approved by the Academic Senate. All general education proposals originate in the departments or programs, and are reviewed and approved according to the curriculum planning

process. This process involves a Curriculum Committee staffed by faculty and administration. All courses submitted to the Curriculum Committee for general education credit are then reviewed by a General Education Sub-committee. This sub-committee reviews all courses submitted for general education and makes recommendations to the full Curriculum Committee.

The General Education Sub-Committee evaluates proposed courses to ensure they meet both Title V guidelines as well as the "Procedures and Criteria for Judging Courses as General Education or Non-General Education" adopted by the Grossmont-Cuyamaca Community College District.

Upon approval of a course for general education credit by the full Curriculum Committee the new General Education Plan is sent to the Board of Trustees. The Board of Trustees approves the General Education Plans as a part of the process of approving the college catalog.

The original general education curriculum was developed by the administration prior to the opening of the campus in August 1978. The Curriculum Committee subsequently approved the general education curriculum during the first academic year. The "Procedures and Criteria" were also developed in the district prior to the opening of Cuyamaca College and are more stringent than Title V guidelines.

The number of units required for general education increased by one unit between 1978 and 1995. There are now thirty units required for general education. In 1988, when the General Education Sub-committee of the Curriculum Committee was formed, the group reviewed all of the courses at Cuyamaca College and made revisions to the general education package. They did not, however, review the size of the general education package. Cuyamaca College has only one general education package. This package is designed for transfer students.

APPRAISAL

The survey of faculty found over 64% agreed or strongly agreed that they are sufficiently involved with developing the plan for general education through the General Education Committee. Even though the faculty feel involved, there has been disagreement over several aspects of the plan: a) the size of the general education package (Cuyamaca College has one of the highest unit requirements for general education in the state) and the perception that its size

may deter students, b) there is not an alternative package for those students who want an Associate Degree but do not plan to transfer to a four-year institution, c) whether or not the "Procedures and Criteria for Judging Courses as General Education or Non-General Education" are used to evaluate courses submitted for general education credit biased against courses offered in business and vocational education.

PLAN

See PLAN 2C.1

2C.3 The general education program introduces the content and methodology of the major areas of knowledge - the humanities, the fine arts, the natural sciences, and the social sciences - and helps students to develop intellectual skills that will make them effective learners and citizens.

DESCRIPTION

The general education program is divided into areas of study to provide breadth requirements. The general education program for CSUC system and the IGETC requirements also reflect current thinking and standards regarding breadth requirements and other criteria as specified by specific requirements from the appropriate educational system.

APPRAISAL

Cuyamaca College offers a variety of courses in each of the major areas of knowledge. These course offerings mirror those of CSUC and the University of California systems. Students are encouraged to develop the intellectual skills and attitudes that will make them lifelong learners and effective citizens.

While School-to-Work and Tech Prep/Associate Degree programs stress cluster or interdisciplinary courses, formal efforts have not been made to develop this type of general education program at Cuyamaca College.

PLAN

1. Cuyamaca College will investigate the value of interdisciplinary or cluster courses in the general education package.

2C.4 The educational program provides opportunities for all students to develop and demonstrate competence in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity.

DESCRIPTION

Included in the general education program for the Associates of Arts degree are competency requirements in written communication, oral communication and quantitative reasoning. An appreciation of cultural diversity is highlighted in courses in the social sciences and humanities.

APPRAISAL

Oral and written communication, mathematics, critical thinking and cultural diversity are all reflected in the breadth and rigor of the general education requirements. While the diversity of offerings is not as large as institutions with greater enrollment, the offerings are consistent with institutions of similar size.

Accreditation Student Survey Results: How well have the general education requirements developed your academic skills in the following areas?

	Excellent	Good	Fair	Poor	N/A
Written & Communication	23.0	44.0	10.7	1.3	21.0
Critical Thinking	21.6	44.3	11.9	1.7	20.6
Math/ Quantative Skills	19.5	37.5	13.9	3.4	25.7
Cultural Diversity	16.1	32.9	13.3	4.4	33.3

Accreditation Faculty Survey Results: In the courses you teach, to what extent do you integrate the following:

	Great Extent	Somewhat	Not At All
Written & Communication	65.6	31.1	3.3
Critical Thinking	77.0	23.0	0.0
Math/ Quantative Skills	26.7	36.7	36.7
Cultural Diversity	48.3	31.7	20.0

From the results of the faculty and student surveys it appears both groups agree in all areas except cultural diversity. In this category the faculty believe they are presenting more information on cultural diversity than students perceive they are receiving.

PLAN

1. Workshops will be offered to assist faculty in the integration of cultural diversity topics into the general education curriculum.

STANDARD 2D Special Programs Offering Courses for Credit

All special courses and programs which include courses for credit whether conducted on-or off-campus are integral parts of the institution; their functions, goals and objectives are consistent with other elements of the institution; they maintain the same academic standards as regular campus programs; and they are planned and evaluated by the same processes as the regular educational program.

The college is solely responsible for the academic and fiscal integrity of all instructional programs and courses which bear the institution's name.

The provisions of Standard 2D apply to:

- **Courses taught by non-traditional delivery systems such as television, correspondence, newspaper, video or audio tape, radio, modularized instruction, and computer assisted learning. (see policy, pages 46-47)**
- **Contract education courses taught for credit.**
- **All international education programs. (see policy, pages 52-55)**
- **All practices providing credit for prior experiential learning. (see policy, pages 49-50)**
- **Work experience and cooperative education courses.**
- **Courses offered through independent study.**
- **Programs offered on military bases.**

Telecourses

DESCRIPTION

Telecourses have been offered on the Cuyamaca campus since the summer of 1985. Approximately ten telecourses are offered each semester and about four in the summer session. The courses are broadcast on television and are also available on tape in the Learning Resources Center. Seminars and testing by the instructor are held at the college on Saturdays. The Telecourse program is described on page 10 of the *College Catalog*.

The Telecourse Program is administered by the Director of Learning Resources. Although the actual telecourse programs are developed nationally, all control of course requirements are handled by the college. The *Telecourse Program Policies and Guidelines* handbook states that telecourses have a current course equivalent. If an equivalent course does not exist in the college curriculum for a projected telecourse, an established process is followed for approval by the Curriculum Committee.

APPRAISAL

Telecourses maintain the same academic standards as regular campus programs and are planned and evaluated by the same processes as the regular educational program. Telecourse faculty are compensated in the same way as faculty in the traditional teaching program and are expected to provide the same level of service to students.

The telecourse program has been successful for Cuyamaca College. Enrollment in telecourses has been consistent for the past several years. The Cuyamaca College telecourse program is a model for other colleges in California. The Director has written a *Guide to Managing a Telecourse/Distance Learning Program* which is distributed by Learning Resources Association of California Community Colleges (LRACCC). Many other community colleges within the membership of the southern California consortium (INTELECOM) consult Cuyamaca for advice in administering their telecourse programs.

Two major obstacles stand in the way of expanding the telecourse program. They are budget and staffing. In order to expand telecourse/distance learning courses, the college needs seriously to consider increasing the budget and staffing and to further negotiate with the cable television companies.

PLAN

1. The college will expand and enhance the Telecourse Program by offering seminars "on-site" at local businesses.
2. The Cuyamaca College TV station will be used to expand accessibility to students in remote locations of the district service area.
3. Distance learning methodologies will be pursued to make education more accessible.

Weekend College

DESCRIPTION

Cuyamaca College's Weekend College program began in January 1988 as an alternative for those who cannot attend the traditional weekday class format. A full range of courses in the following five majors are offered as Weekend college degree and certificate programs: Business Microcomputer Applications, Elementary Education, Paralegal Studies, Real Estate, and Supervision. Courses are accelerated, in six and eight week formats, and are offered on Saturdays for the convenience of working adults. The Weekend College program is described on page 10 of the *College Catalog*.

The Director of Extended Studies and Weekend College organizes and oversees the Weekend College program. All Weekend College courses are the same as regular college courses. The only difference is that they are offered in an accelerated format, typically on Saturdays during a six, seven, or eight week period. The Director works closely with department chairs and program coordinators to schedule courses for Weekend College.

In the spring of 1995, some changes were implemented in the Weekend College program. The class schedule was changed from Friday evenings and Saturdays, to Saturdays only, plus one weekday evening for a few classes. Another change is that Weekend College courses are now offered only during regular college semesters, with no courses offered during the breaks between semesters.

APPRAISAL

The Weekend College program provides an alternative to students unable to enroll during the evenings or days. The students and faculty are periodically surveyed concerning the effectiveness of the program. Changes are made as needed as evidenced by the recent shift in course scheduling.

PLAN

No changes in current practice are planned.

Contract Education Courses Taught for Credit

DESCRIPTION

Contract education can be initiated either by a faculty member or by a business in the community seeking

specific training for its employees. Companies that have contracted with Cuyamaca College include Chemtronics, US West Cellular, and the Bostonia Fire Department.

APPRAISAL

At this time, the college has not provided Contract Education courses for credit.

PLAN

1. The college will evaluate the benefits of offering Contract Education courses for credit.

International Education Programs

DESCRIPTION

The Travel Study program has combined trips with a credit course, such as European humanities, or with actual enrollment in language classes at foreign academic institutions where the native language is spoken. Faculty present their proposed travel study curriculum to the Curriculum Committee for approval if the course is not a regular course. Appropriate textbooks and reading materials are assigned.

APPRAISAL

Travel Study program provides the added benefit of "travel" experience (e.g., in a humanities course, seeing the masterpieces instead of slides) which greatly contributes to the learning experience.

PLAN

1. The college will explore the potential of providing more course offerings in the Travel Study Program.

Credit for Prior Experiential Learning

DESCRIPTION

The only credit offered for prior experiential learning is for military veterans who have completed at least one year of honorable active service. They will receive two units of credit for physical education as stated on page 18 of the *College Catalog*. To receive credit for military service, a DD124 or appropriate military records must be submitted to the Admissions and Records Office.

APPRAISAL

The counselors have indicated that there have been some requests for additional avenues for credit for prior experiential learning, especially from those who have received military training.

PLAN

No changes in current practice are planned.

Cooperative Work Experience Education

DESCRIPTION

The Cooperative Work Experience Education (CWEE) is available to students in various subject areas, with each area having specific requirements. In order to participate in CWEE, students shall be enrolled in the parallel or alternate plan as specified in Title 5, Section 55254. Specific work experience agreements between the employer-supervisor, the student and the instructor are required by the Grossmont-Cuyamaca Community College District Plan for Cooperative Work Experience Education. Programs of study at Cuyamaca College that are involved with CWEE include Automotive, Child Development, Environmental Technology, Graphic Design, Ornamental Horticulture, Paralegal, and Supervision. Work Experience requirements are described on page 38 of the *College Catalog*.

APPRAISAL

The college is satisfied with the success of the Cooperative Work Experience Education programs. It provides important on-the-job training and valuable employer references for students. It also provides continual contact between instructors and prospective employers. The fact that enrollments continue to increase is also evidence that students are interested in CWEE.

PLAN

No changes in current practice are needed.

Special Programs and Services

DESCRIPTION

The Ford Motor Company has joined with the college in the establishment of the ASSET program which began in fall, 1988. Students in this program alternate between course work at the college and "high-tech"

experience at local Ford dealerships, thereby receiving an Associate Degree in Automotive Technology in two years.

The Cuyamaca College NOW program gives a "headstart" to students who are currently in high school, but who, due to economic, family, or other hardships, would not usually continue on to college. They are bused to the college and placed in courses which are designed to strengthen their learning, reading and math skills and give them experience in programs on a college campus.

APPRAISAL

From all appearances, the Ford ASSET program has been very successful. Student enrollment in the program is up approximately 20% since the last accreditation report, and almost 95% of the students who begin the two year program complete it. Approximately 80% of the students who completed the Ford ASSET program were still working at a Ford dealership two years after graduation.

Since Cuyamaca College NOW uses regular college courses, the academic quality is assured and the program itself involves the input of college faculty and staff. Many students who participate in this program would not normally have continued to college after high school; others find the schedule too demanding and drop out. Retention in the program is a promising 60 percent. Currently, two high schools participate in NOW, and other high schools have expressed an interest in joining. Cuyamaca is the only college in San Diego county that Ford Motor Company has selected to participate in this program.

PLAN

1. The Cuyamaca College NOW Program will be expanded to include more high schools and the college will commit resources for expansion.

Courses Offered Through Independent Study

DESCRIPTION

The special study or project (courses designated 199) is for the purpose of allowing students to increase their knowledge of a subject matter not included in regular course offerings. Special studies are available to those students who have accumulated the skills and breadth of academic experience necessary to utilize this special learning method. Special study credit is limited to nine semester units at Cuyamaca

College. Contracts for special studies or projects are available in the Admissions and Records Office. The Special Study Program is described on Page 38 of the *College Catalog*.

APPRAISAL

In each of the last five years, approximately twenty students enrolled in Cuyamaca College's independent study courses. This indicates that students and faculty are somewhat aware of the program. The contract, direction and evaluation of the student's work by the instructor are used to maintain the academic standards in an independent study course.

PLAN

No changes in current practice are planned.

STANDARD 2 E: Credit for Student Achievement

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

2E.1 Student performance is evaluated in terms of defined and published course requirements.

DESCRIPTION

Evaluation of student performance is determined by Governing Board policy which conforms to standards and criteria established and described in the *College Catalog* and the California Education Code, Title V of the California Administrative Code. Title V requires that students be evaluated based on course outlines. Course outlines for all classes at Cuyamaca College are kept on file in the Office of Instruction. They specify the criteria and procedures for evaluating student performance.

Information on student performance evaluation for specific courses appears in the course syllabi distributed to students during the first class meeting. Course syllabi are updated each semester to reflect the course objectives and grading policies of each course and instructor. Course syllabi vary in format and form from instructor-to-instructor but all contain specific information on grading and performance evaluation methods.

The Office of Academic Affairs has available a guide showing the items to be included in a syllabus, a recommended format, and a copy of all current course

syllabi. The Faculty Handbook contains recommendations on how to create a syllabus. During each Professional Development Week, the Vice-President of Instruction conducts a New Faculty Orientation session where the components of a syllabus are discussed. A file of course syllabi is kept in the learning resource center at the reference desk which are intended to be shared with students.

APPRAISAL

The Accreditation Faculty Survey shows that 83% of faculty members surveyed agree that course syllabi clearly specify the subject matter to be covered and the skills to be acquired by the students.

PLAN

No changes in current practice are planned.

2E.2 Criteria for evaluating student performance or achievement, i.e., grades (A, B, C, etc.) are clearly established, stated in college publications, and are generally understood by faculty and students.

DESCRIPTION

Criteria for evaluating student performance or achievement are clearly established and stated in the college catalog and *Faculty Handbook*. These grading standards and policies are consistent with California Administrative Code.

The catalog's "Academic Policies" section explains credit-no credit grading, grades, grade-point averages, incomplete course work, grades in progress, credit for transfer work, and prerequisites. Each instructor's course syllabus describes specific criteria and measures for determining student grades. Grading standards are clearly established, communicated, and expected to be uniformly applied.

APPRAISAL

In a Fall, 1994 survey of students, 87% of students surveyed agreed that, generally, Cuyamaca College instructors clearly define how they will be graded. It appears that the standard grade definitions used are accepted by the faculty and students as an adequate measure of expected outcomes from learning.

PLAN

No changes in current practice are planned.

2E.3 Credit awarded is consistent with student learning or achievement and based upon generally accepted norms or equivalences.

DESCRIPTION

Course credit is based upon the Carnegie Unit System which defines the unit of student credit as the semester unit, or semester hour. One semester unit is one class hour per week of lecture in lecture courses and three class hours per week in laboratory work. The use of the Carnegie Unit System is in conformance with universal academic practice in American colleges and universities and with the appropriate provisions of the Education Code and Title V.

APPRAISAL

The awarding of credit is generally consistent among the faculty within given disciplines and is based upon the standard Carnegie unit.

PLAN

No changes in current practice are planned.

2E.4 The degree, certificate, or diploma awarded upon successful completion of an educational program is appropriate to the demonstrated achievement of the graduate.

DESCRIPTION

Cuyamaca College awards degrees and certificates based upon the completion of the requirements described for each program in the *College Catalog*. Courses offered are in full compliance with regulations of Title V of the California Administrative Code. Cuyamaca College offers a sufficient number of general education courses and courses in majors in that students can complete their programs within a reasonable time period.

APPRAISAL

The degrees and certificates awarded are appropriate for the functions given to a community college. In a Fall, 1994 survey of students, only 16 % of students surveyed thought that there were insufficient numbers of general education courses to allow them to complete their programs in a reasonable period of time. In the same survey 25% of the students surveyed thought that there were an insufficient number of courses in their major offered at various

times to allow them to complete their program within a reasonable time period

PLAN

No changes in current practice are planned.

2E.5 Clear and well-publicized distinctions are made between courses which offer degree and non-degree credit.

DESCRIPTION

Degree credit and non-degree credit courses are offered in full compliance with regulations of Title V of the California Administrative Code. The *College Catalog* identifies each non-degree applicable courses with "bolded" notes including the information that the course is offered on a Credit/No Credit basis only.

APPRAISAL

The *College Catalog* lists the non-degree credit courses and identifies them by a series of notes at the end of each course description. Most of the non-degree credit courses are preceded by a "0" which assists in distinguishing these courses from degree credit courses. However, some non-degree credit courses are not preceded by a "0," for example, PDC 103: Standardized Test Preparation. A standardized numbering system would assist in providing clearer distinctions between courses which offer degree and non-degree credit.

PLAN

1. The Curriculum Committee will review all non-degree applicable courses and standardize their numbers so as to clearly distinguish degree courses from non-degree credit courses.

2E.6 Any credit for prior experiential learning is awarded and limited in accordance with Commission policy.

DESCRIPTION

Cuyamaca College grants credit toward its associate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Cuyamaca College does not award credit for any other forms of experiential learning.

APPRAISAL

The college awards credit for prior learning through the Advanced Placement Program and is in accordance with Title V and Commission Policy.

PLAN

No changes in current practice are planned.

STANDARD 2F: Articulation

Cuyamaca College has a systematic procedure for articulating its programs with baccalaureate institutions and with employers who hire occupational students.

2F.1 The curriculum planning process involves liaison with secondary schools, particularly in sequence courses. Where articulation agreements exist, high schools of origin receive reports on student performance.

DESCRIPTION

Cuyamaca College Vocational Education Departments participate in the Tech Prep Program with local area high schools and Regional Occupation (ROP) Centers. During the curriculum planning process, the Vocational Program Coordinators evaluate the secondary schools and ROP for possible articulation opportunities. Articulation agreements are part of the Tech Prep Program. These agreements allow students to take a course at ROP or their high school and then receive a waiver for an equivalent course at Cuyamaca.

APPRAISAL

Articulation agreements exist with secondary schools through the Tech Prep Program at Cuyamaca College. Programs that currently have articulation agreements with local high schools include Child Development and Drafting Technology. There is a need for additional agreements not only with vocational courses, but also with English and math courses. Currently, reports are not sent to the high schools on their students' performance.

PLAN

1. Cuyamaca College will begin supplying high schools with reports on their former students' performance. Cuyamaca College will require the assistance of the District Office of Research and Planning in the design of the report.

2F.2 The curriculum planning process involves coordination with baccalaureate institutions, particularly with respect to major and general education requirements. Data about the number, performance, satisfaction, and adequacy of preparation of transfer students are systematically collected and reviewed.

DESCRIPTION

The articulation officer for Cuyamaca College updates and adds new articulation agreements with the CSU, UC and local private baccalaureate institutions each year. These articulation agreements are for both general education certification requirements and specific major preparation requirements. The CSU and UC systems send reports on Cuyamaca College transfer students each year. These reports are collected and reviewed by the counseling staff.

APPRAISAL

The curriculum planning process with baccalaureate institutions continues to work well with respect to majors and general education requirements. Cuyamaca has complete CSU and Intersegmental General Education Transfer Curriculum (IGETC) certification course lists. The college also uses the Transfer Admission Guarantee agreement with University California, San Diego, (UCSD). The articulation officer utilizes the Articulation System Stimulating Interinstitutional Student Transfer, (ASSIST) computer software to facilitate the articulation process. However, only a few baccalaureate institutions are using ASSIST. Because of this, the articulation officer continues to articulate via mail.

Several public university campuses in California limit course-to-course articulation with their local community colleges. However, Cuyamaca College has comprehensive course-to-course articulation agreements with the UC and CSU systems, and several of the private colleges and universities. The majority of Cuyamaca College's transfer students attend either San Diego State University (SDSU), or UCSD. Cuyamaca College has articulated with all of SDSU's majors, and most UCSD majors. The college has developed a general education transfer option for all five of the colleges at UCSD. Reports on transfer students native to Cuyamaca are sent by SDSU and UCSD. However, UCSD reports only on the Transfer Admission Guarantee (TAG) students. This information is reviewed by the Counselors, but is not used to generate any reports at this time. The district

researcher is collecting this data for future analysis and reports.

PLAN

1. The district Office of Institutional Research and Planning will generate a report on the number, performance, satisfaction and adequacy of preparation of transfer students.

2F.3 The relevance of courses to job requirements is ensured by a systematic analysis of specific job requirements and curriculum review.

DESCRIPTION

Each vocational program at Cuyamaca College has an advisory committee of individuals who have extensive knowledge of, or work experience in, that field. These advisory committee members assist in developing courses and curriculum that are related to specific job requirements.

APPRAISAL

The vocational advisory committees that are currently in place continue to work effectively with each program area. A program review process is in place that assesses vocational courses for job relevance. The members of each advisory committee consist of the program's coordinator and instructors, community members whose career involves that particular vocational area, and a college counselor. These committees advise the vocational program coordinator when developing new or modifying existing curriculum.

PLAN

1. Cuyamaca College will ensure a systematic analysis of specific job requirements for individual vocational programs through the Instructional Program Review process.

2F.4 Follow-up studies of transfer and occupational students are conducted regularly to evaluate the level of performance or job placement.

DESCRIPTION

Several CSU institutions send yearly written progress reports to Cuyamaca College on native students. That information is reviewed by counselors and then given to the college researcher.

The process of follow-up with occupational students exists in the Cuyamaca College Job Placement office and in each vocational program area. The Cuyamaca College Vocational Education Division has participated in the State Student Follow Up System, a program that is linked with the federally funded Tech Prep Program. Students who take high school courses that are articulated with a community college are then tracked to find out if they then transfer on to the community college, and then on to the university. The follow-up process also includes job placement information on these same students.

When students are given job placement information from the Cuyamaca Job Placement Center, there is follow-up. This information is gathered and evaluated by the Job Placement Specialist.

APPRAISAL

Regular follow-up studies have not been conducted to evaluate the level of performance for Cuyamaca College transfer students. An individual has not been assigned this task nor has release time been offered to accomplish it. A need exists not only to analyze data sent by the transfer institution, but to speak personally with transfer students to ascertain how well prepared they were for the rigors of university academics.

Follow-up studies of occupational students for job placement is done through the Vocational Education department as part of the Tech Prep program. Cuyamaca College participated in the State Student Follow up program and will continue to do so. Cuyamaca also employs a Job Placement Specialist. This person also collects and evaluates data for all students who are placed in jobs advertised through the Job Placement Center.

PLAN

See PLAN 2F.2

STANDARD 2G: NON-CREDIT COURSES AND PROGRAMS

Non-credit courses and programs, whether offered on-or off-campus, are integral to the educational mission of the institution.

2G.1 Planning for and evaluation of non-credit courses and programs is comparable to planning and evaluation for other programs of the institution.

DESCRIPTION

The Grossmont-Cuyamaca Community College District has a commitment to non-credit programs. Through the College of Extended Studies, Cuyamaca College offers non-credit courses whose purpose is to serve the needs of senior citizens and disabled persons, many of whom are confined to convalescent homes. This non-credit program has been reinstated in the '94-'95 year after several years of offering no non-credit courses. During the late summer of the '94-'95 academic year, 35 classes were offered at fifteen locations in the community, with a total of over 1600 enrollments. These classes will continue to be offered to serve the needs of the senior citizens and the disabled persons in the local community. Programs are planned and evaluated by the Director of the College of Extended Studies.

APPRAISAL

Non-credit programs offered through the College of Extended Studies are planned in conjunction with the Grossmont Adult School. Because of delineation of functions agreements and the desire to avoid duplication with the Grossmont Adult School, non-credit programs are currently offered in only two of the nine state-funded categories: programs for senior citizens and for severely disabled. Courses are offered at various convalescent homes in the community.

Planning in cooperation with the Mountain Empire School District will begin soon for non-credit programs which will serve the eastern portion of the college district. Planning for all non-credit programs is within the framework of the mission of the college and is coordinated by the College of Extended Studies.

Because these non-credit programs have been recently reinstated after several years without non-credit programs, there is currently no systematic system of course evaluation for these programs.

PLAN

1. The College of Extended Studies will work with the Mountain Empire School District to develop new non-credit programs to serve the eastern portions of the college district.

2. A regular, on-going system of course evaluation will be developed for non-credit programs.

2G.2 Programs are administered under stated and well publicized institutional policies and procedures.

DESCRIPTION

Non-credit programs are administered by following all state policies governing non-credit classes. Applicable district policies (published in GCCCD Bylaws and Policies) are adhered to. A delineation of functions agreement has been worked out with the Grossmont Adult School (Grossmont High School District). District reporting procedures are followed in reporting the FTES to the State Chancellor's Office.

APPRAISAL

Non-credit programs in the Grossmont-Cuyamaca Community College District adhere to the applicable state and institutional policies.

PLAN

No changes in current practice are planned.

2G.3 Policies governing non-credit courses and programs are described in appropriate institutional publications.

DESCRIPTION

Course descriptions and schedules are provided in the *Preview*, published three times per year by the College of Extended Studies. Policies related to non-credit programs are described in *GCCCD Bylaws and Policies*.

APPRAISAL

Policies governing non-credit courses are described in appropriate publications of the Grossmont-Cuyamaca Community College District.

PLAN

No changes in current practice are planned.

2G.4 There is demonstrable coordination with institutional credit programs.

DESCRIPTION

Physical Fitness classes for seniors and the disabled are coordinated with the chair of the Cuyamaca College physical education department.

APPRAISAL

A wider variety of non-credit courses could be developed with the assistance of college credit programs, including new courses for the region serving the Mountain Empire School District.

PLAN

No changes in current practice are planned.

STANDARD 2H: COMMUNITY EDUCATION AND SERVICES

Community Education and Services, if recognized as an institutional objective, respond to local needs for lifelong learning by providing avocational classes, classes for the business and professional community, non-credit contract education courses, cultural events, and community and civic functions.

2H.1 Community education classes are part of the educational program and are coordinated with the credit and non-credit program.

DESCRIPTION

The community education program of fee-based classes offered through the College of Extended Studies strives to make connections with the credit and non-credit programs offered throughout the district.

The College of Extended Studies, a district-wide function housed at Cuyamaca College, provides a wide variety of fee-based courses to the community. Courses are intended to meet the diverse needs of a wide spectrum of community members. College of Extended Studies fee-based courses are publicized three times each year in the *Preview* publication, which is sent to the residences in all of the zip codes in the district service area.

During the 1993/94 year, nearly 600 classes were conducted, serving over 8200 participants. The program of classes is very broad, including the following subject areas: arts, business, careers, child development, computers, health, safety, dance, medical industry, legal issues, fitness, and recreation.

Contract education has been provided to local companies upon request in the past through the vocational and business programs.

APPRAISAL

The following coordination activities are on-going. First, ads in the *Preview* are published for college credit programs and classes. This publication is produced and mailed three times per year at the expense of the College of Extended studies, and is received by over 180,000 homes and businesses in all of the zip codes within the district service area. Second, the schedule and description of non-credit classes are provided in each *Preview*. Third, the Director of the College of Extended Studies works with the college deans to provide deadlines for the next *Preview* and to encourage college credit faculty to develop and teach community education classes as lead-in classes to college credit programs. Fourth, college faculty, particularly those in the business and vocational program areas, are encouraged to develop customized training courses for contract education with business.

PLAN

1. The Director of the College of Extended Studies will work with college faculty to expand customized Contract Education courses for businesses.

2H.2 Community liaison is effectively developed and maintained in order to determine community interests and needs and to evaluate offerings.

DESCRIPTION

Currently, information regarding community interests is gathered through evaluation surveys completed by participants in each community education course. In addition, community liaisons are maintained with local chambers of commerce, the YMCA, and other organizations.

APPRAISAL

The College of Extended Studies needs to become more involved in developing community liaisons who will provide more in-depth information about the needs and interests of the many communities served by the fee-based community education classes. Community needs for the easternmost region of the district service area also need to be determined by developing more community contacts in that region.

PLAN

1. The College of Extended Studies will form an advisory committee which includes liaisons from the easternmost regions of the district to provide more information about the needs and interests of the many communities served.

2H.3 Institutional policies and procedures establish conditions under which college facilities may be used by the public.

DESCRIPTION

The Grossmont-Cuyamaca Community College District continues to be legally and philosophically committed to the Civic Center Act. Cuyamaca College permits and encourages non-profit community based organizations and groups to use the facilities as long as such use does not interfere with the college's instructional program. Cuyamaca College maintains the college master calender and provides procedures for scheduling campus use for special events.

APPRAISAL

The policies in place for the use of college facilities is effective and provides the public with procedures for the use of college facilities.

PLAN

No changes in current practice are planned.

STANDARD THREE: Student Services

STANDARD 3A General Provisions

Established policies and practices make clear the institution's obligations to students and the obligations of students to the institution.

3A.1 The institution systematically studies the characteristics and identifies the learning and counseling needs of the student population.

DESCRIPTION

Through the Student Services Program Review process, each area of Student Services is systematically evaluated every four years to determine the needs of the student body, how well each of the programs is meeting the perceived needs of students and what additional programs might be necessary to meet those needs. Categorical programs, such as EOPS and DSPS, are evaluated additionally by State mandated guidelines. Demographic data is received from a district data base and is used for long term program planning. In addition, informal evaluation is done on an informal basis within the program areas based on direct student and staff input.

APPRAISAL

Although the Student Services Program Review process is effective, the student body changes rapidly. The college may not be accurately assessing student needs for that segment of the population that does not persist. Retention from semester to semester is approximately forty%. Implementation of the Student Equity Plan may provide more information as to the learning and counseling needs of the student population. Gathering data to identify learning and counseling needs of such students has not been a priority in the past. With the expected added computer capacity, needs assessment data

PLAN

1. Focus groups will be held with new students to identify their learning and counseling needs.
2. Follow-up letters will be sent to those who leave after one semester to find out their reasons for not returning to Cuyamaca College.

3. A Sub-Committee of the Campus Student Equity Committee will work in conjunction with the Director of the Office of Research and Planning to ensure its speedy implementation and to develop new strategies and activities to assist in the retention and persistence of students.

3A.2 The institution has an organized system for admission, assessment, orientation, counseling and advisement, and student follow up.

DESCRIPTION

Cuyamaca College has an organized system for admission, assessment, orientation, counseling and advisement, and student follow up. By filling out an application, a student initiates the matriculation process as outlined in the college catalog and schedule. Assessment, orientation, and advisement are conducted in "One Stop" or "Two Stop" sessions where recommendations are made for appropriate placement in English and math classes, in addition to selecting first semester course work leading to the student's goal. Student rights and responsibilities are discussed as are college regulations. Students are encouraged to meet with a counselor on a regular basis to formulate an Student Educational Plan and to discuss how best to meet career goals.

APPRAISAL

The matriculation process appears to be successful with regard to assessment, orientation and advisement. As each student completes the process, an evaluation is included and the feedback from students is very positive. According to the most recent survey, 77% of students found their experience with the academic advising/counseling component of their college life to be excellent or good.

The district is in the process of installing a new computer system. With its expanded capacity, data gathering should be improved and the matriculation process should flow even more smoothly. The institution does not have an organized system for student follow-up at this time.

PLAN

1. The Matriculation Committee will develop and implement an organized system for student follow-up.

3A.3 The institution involves students in the planning, development, and delivery of student services.

DESCRIPTION

Students have many opportunities to be directly involved in planning, development and delivery of student services. By providing feedback through direct questionnaires, by being represented on committees related to planning and development, by working (as student work-study or intermittent hourly) in all student services departments, students have an opportunity to participate in the delivery of student services. Students are encouraged to be active in clubs, campus organizations, and institutional governance

APPRAISAL

According to the *Student Survey*, many students (71%) have never used Campus Activities services and may therefore be the reason they are not selected to sit on committees or are otherwise involved in the delivery of student services. Additionally, only 52% of the respondents knew where to find information concerning student services, student government, etc.

PLAN

1. The institution will place special emphasis on active student participation in campus organizations and on college committees.

3A.4 Policies on students rights and responsibilities, including the rights of due process and redress of grievances and rules defining inappropriate student conduct, are clearly stated, well-publicized, and readily available and they are implemented in a fair and consistent manner.

DESCRIPTION

Descriptions of student rights and responsibilities policies are readily available and well-publicized throughout the college community. They are listed in all class schedules and college catalogs. They are published in the *Student Handbook* and *Financial Aid Handbook* in addition to the *Matriculation Handbook* that is received by all new students. college and student responsibilities/expectations are discussed during orientation and advisement sessions and are also available in the Campus Activities Office, Learning Resource Center, Counseling Center and

Office of the Executive Dean of Student Services.

APPRAISAL

The rights of due process and redress of grievances are clearly stated in the *Student and Matriculation Handbooks* and the process is initiated in the Campus Activities office. Due to inconsistent staffing in the Campus Activities office in the past two years, the distribution of knowledge about students' rights and responsibilities and the implementation of procedures have lacked consistency.

According to the results of the *Student Survey for Accreditation (Q26)*, there is room for improvement in this area, but with the hiring of a new Executive Dean of Student Services and an Interim Campus Activities Coordinator in the spring of 1995, this situation should ameliorate itself within a short period of time.

PLAN

No changes in current practices are planned.

3A.5 Publications (e.g., student handbooks) describing relevant policies and procedures, student services and programs, student government and activities are readily available.

DESCRIPTION

The *Student Handbook*, the *Matriculation Handbook*, and the *College Catalog* all contain information on student services and programs, including student government and activities. A complete list of policies and procedures, and where to find them, can be found in the *Student Handbook* and the *Matriculation Handbook*.

APPRAISAL

As stated in Standard 3A.4, although the information regarding student rights and responsibilities are widely available, only 50% of the students queried knew where to find such information. A few more, 52%, knew where to find information concerning student services, student government, etc.

PLAN

1. The Matriculation Coordinator and the Campus Activities Coordinator will investigate the possibility of consolidating the *Matriculation Handbook* and the *Student Handbook* into one document that is

disseminated widely to students, so as to greatly reduce duplication of effort and cost.

3A.6 The institution supports opportunities for student participation and leadership in campus organizations and student involvement in institutional governance.

DESCRIPTION

The college offers many opportunities for students to participate in institutional governance and campus activities beginning with membership and involvement in Campus Activities and student government. Many college committees such as Instructional Program Review, Petitions, Campus Accessibility, Accreditation Steering Committee, President's Advisory Council, Student Equity and Parking request student participation as active voting members. In addition to having the opportunity to run for offices in the Associated Students of Cuyamaca College (ASCC), a student is elected to sit on the district Governing Board.

Student Government Officers are encouraged to take leadership development classes where they study group dynamics within the context of their own campus involvement.

APPRAISAL

The college strongly supports many opportunities for student participation and leadership in campus organizations, although students' personal and academic responsibilities often conflict with their desire to be active on the campus. On the other hand, students that are not associated with the student government have expressed an interest to take leadership development classes, but these classes have been tailored expressly for the student government leaders.

PLAN

1. In order to support student leadership, student involvement and the recruitment of students to student government, leadership development courses will be revised in order to attract all students on campus.

3A.7 Counseling and other appropriate academic support services are offered to day and evening students on and off campus.

DESCRIPTION

Counseling and other appropriate support services are offered to students on campus generally from 8 a.m. to 7 p.m. Monday through Thursday, from 8 a.m. to 2 p.m. Friday, and from 8 a.m. to 1 p.m. Saturday to accommodate both day and evening students. In recent years, the application, assessment and orientation processes have been offered at local high schools for graduating seniors to assist with District-wide recruitment goals. Other academic support services, such as Tutoring, Health Services, Financial Aid, all have similar hours of operations to accommodate students.

APPRAISAL

A strong effort is made to accommodate day, evening and Weekend College students on campus by counseling and other student services. According to the *Student Survey* (Q27), 80% of the student respondents felt that there is sufficient counseling. When budgets are reduced, hours of operation become streamlined accordingly to maintain the quality of service. Students attending classes off site generally need to come on campus for student services.

PLAN

No changes in current practices are planned.

3A.8 Staffing, resources, and physical facilities are commensurate with the size of the institution and with its stated purpose.

DESCRIPTION

The catalog states that Cuyamaca College has a student services program composed of "academic, vocational and personal support services to provide students with sufficient opportunity to achieve educational success." Additionally, there are "co-curricular activities to provide opportunities for personal development and social responsibility." To that end, resources are allocated for staffing and program implementation. Student Services are housed in a number of different areas on campus. For instance, the Counseling/Transfer/Career Center, Assessment Center and Tutoring Center are in the Learning Resource Center; Financial Aid, EOPS, DSP&S, and Health Services are in the "A" building; Campus Activities in a portable building; Admissions and Records in the "F" Building; and the Bookstore and cafeteria share a building.

APPRAISAL

Staffing, resources, and physical facilities are inadequate for the size of the institution or its stated purpose as stated by 57% of the faculty. The staff is increasingly asked to assume more responsibilities as state mandates change, and positions have not being filled in a timely manner in order to balance budgets, (e.g. Executive Dean of Student services, Student Affairs Coordinator, Career/Job Placement Specialist).

The existing facilities have reached capacity and are too isolated from each other for coordinated activity. Furthermore, EOPS, Financial Aid, DSPS and the Bookstore (behind the counter) have accessibility problems in terms of space requirements, and Admissions and Records needs an automatic door to accommodate the disabled. A new Student Services building has been approved by the State, but is not expected to be built for approximately ten years.

PLAN

1. Cuyamaca College will work with the Associated Students and the district administration to initiate a plan for the construction of the Student Center using funds that have been assessed for this purpose (See also PLAN 6A.1)
2. As the college increases in size, the use of portable/relocatable buildings for additional student services staff will be explored.

STANDARD 3B Admissions and Records

An admission, registration, and records service facilitates student access to the institution and keeps and protects the records of their participation.

3B.1 Standards for admission, including provisions for exceptional cases, are based upon norms of expectation generally recognized in postsecondary education, and are consistent with the institution's educational purposes. Test instruments used in the admission process are designed to minimize cultural bias and are evaluated to assure their validity.

DESCRIPTION

Admissions policies are based on the Education Code and other state-wide regulations that govern all California community colleges. Provisions for the admission of all students, including international

students, accelerated students and non-high school graduates, are established and consistent with the norms of other public community colleges.

Assessment and Placement Services for Community Colleges (APS) tests are used as part of the matriculation process for all students. These tests were evaluated for validity by Office of Institutional Research and Planning prior to the matriculation site visit in Spring, 1995. The English test cut-off scores were not considered valid, i.e., the cutoff scores could not be used as a single measure for student placement. It is generally assumed that the tests are designed to minimize cultural bias.

APPRAISAL

Admissions policies are based upon norms of expectation generally recognized for California community colleges, and are consistent with the educational purposes at Cuyamaca College.

Immediate steps have been taken at Cuyamaca College to validate cut-off scores for English assessments. Also, rather than relying on assessment test scores only, a multiple measures approach is used for placement into both Math and English courses.

PLAN

No changes in current practice are planned.

3B.2 The institution actively seeks diversity in its student body.

DESCRIPTION

Cuyamaca College's student body reflects the diversity of the community which it serves. According to the Office of Institutional Research and Planning, 70% of the students are white, and 30% of the students are non-white. According to a 1990 study, the surrounding community was 79.7% white, although this may have changed in the five years since that study was conducted. Programs at the college such as EOPS and DSPS actively seek to identify and bring to the campus students who are from diverse backgrounds and, in the case of EOPS, students who have financial and economic need. The Cuyamaca College NOW program and the Campo Indian Reservation program are two examples of ways in which the college has actively sought to diversify the student body population. A Student Equity Plan was approved by the Chancellor's Office in Spring 1995.

The Student Equity and Matriculation Committees attempt to identify and break down barriers to diversity and to address matters of disproportionate impact.

APPRAISAL

The campus population accurately reflects the makeup of the community which Cuyamaca College serves. The college has actively and successfully sought to increase the enrollment of students from diverse backgrounds.

PLAN

No changes in current practice are planned.

3B.3 The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fireproof and otherwise safe storage and backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery from disasters.

If an institution closes, provision is made for the future security and accessibility of academic records. (See COPA policy on "Considerations When Closing a Postsecondary Educational Institution," pages 79-83.)

DESCRIPTION

One of the major functions of admissions and records is the establishment, maintenance, and security of student records. Cuyamaca College has a system to ensure that student records are properly maintained and secured. All records are kept in locked filing cabinets. Some of these filing cabinets are located within a vault. Unfortunately, the filing cabinets currently used are not fireproof, although those in the vault are better protected because of its slow-burning nature.

Back-up of student files for admissions and records occurs in two ways. The process of microfilming all student records since the inception of the college is underway. This includes all student records, other than the forms used in the determination of residency and some transcripts, are also maintained through an on-line system.

Specific procedures used to maintain confidentiality mandate that when a record is needed by a professional educator for an appropriate reason, the name of the individual pulling the file is recorded. The name is then crossed out when the file has been returned to its proper location.

APPRAISAL

The system of maintenance and security for student record-keeping in the Admissions and Records Office is deemed adequate, except in the case of fireproofing records. This concern should be alleviated when all student records have been microfilmed, a process that is currently underway. Student records are kept private, accurate, complete and permanent. As the number of student records has continued to grow annually, the need for more filing cabinets has created space and access problems for staff in Admissions and Records. A remodel of the "F" building, scheduled for Summer, 1995, should alleviate space and access concerns.

PLAN

No changes in current practice are planned.

3B.4 Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure academic quality and relevance to the student's program. Implementation of transfer credit is consistent with the Commission Policy on Transfer and Award of Academic Credit.

DESCRIPTION

In the area of transfer credit, the Office of Admissions and Records follows the policies of the publications disseminated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). To further safeguard quality academic standards, Cuyamaca College only accepts transfer credits from accredited colleges and universities, and the Office of Admissions and Records may request course curricula from any institution where there is question regarding course-to-course equivalency. An evaluations technician is on the staff to carry out this function.

APPRAISAL

Academic standards are appropriately maintained by following AACRAO and other nationally recognized

guidelines for accepting credit from other accredited educational institutions.

PLAN

No changes in current practice are planned.

3B.5 The institution has a uniform policy regarding fee refunds that is well publicized, uniformly administered, and consistent with customary standards.

DESCRIPTION

Cuyamaca College publicizes its fee refund policies prominently in each semester's class schedule. Enrollment fee refund policies are also printed in the College Catalog. The refund policies are uniformly administered to all students and are the same each semester.

APPRAISAL

Refund policies clearly fall within standard guidelines established by Title V and are consistently administered each semester.

PLAN

No changes in current practice are planned.

STANDARD 3C Comprehensiveness of Services

Depending on the nature and needs of the student body and purposes of the institution, a range of student services may be provided. Decisions on comprehensiveness of services depend on the purposes of the institution, the diversity of its student body, and whether students commute or live in campus residential facilities. The functions, goals, and objectives of each service are consistent with those of the institution. Each is planned and evaluated by the same established processes as are other parts of the institution's major programs and services.

Career Placement Services

DESCRIPTION

The college operates an active Job Placement Center within the Career/Transfer Center. Employment opportunities appropriate to student needs are developed and identified and are listed on a job board

in the Center. Students requesting additional information about a job are then screened and those meeting the requirements are sent to the job site. Student applications and employer information have been computerized for more efficient service. Efforts are made to match student career goals and prospective employers when possible. Local employers who potentially could hire our graduates from a specific major are also given assistance in acquiring job search and job retention skills.

APPRAISAL

The Coordinator of the Career/Placement Center left in August 1994 to take another position and as of March 1995 the position had not been filled. Once the new Coordinator is hired, the Career/Placement Center can continue to grow and meet the needs of students.

PLAN

No changes in current practice are planned.

Extended Opportunity Program and Services

DESCRIPTION

Cuyamaca College participates in the State Extended Opportunity Program and Services. EOPS is the responsibility of the Financial Aid Director. The 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; recruitment; facilitation of delivery system of other student service programs and community agencies; and, for transfer purposes, liaison with four-year colleges and universities.

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 maintains an active Advisory Committee comprised of community representation, and representatives from high schools, four year colleges, Cuyamaca College, and Grossmont Cuyamaca Community College District. 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 common place in resolving personal and academic matters.

APPRAISAL

At the end of Fiscal Year 93-94, EOPS has 184 recipients in which grants totalled \$47,000. This program has shown a steady increase in both recipients and dollars administrated in the past five years.

Valid responses in the the 1994 survey were considerably low concerning questions about the EOPS program. Out of 606 total surveys, only 110 students responded. This number would represent a large number of the total of students which are utilizing EOPS services. Of those valid responses, approximately 75% of the students ranked their experiences with EOPS were good to excellent. The lack of responses to the question suggests that overall, students lack an awareness of the EOPS program or that few have used the services.

Of concern here is the lack of awareness that the campus community has regarding the EOPS program and services available. Referrals for possible candidates for the program come from Financial Aid services. EOPS currently publishes their own newsletter, however, this is not easily available to the student population. Copies could be displayed on the Financial Aid bulletin board in the main hallway, distributed at the cafeteria, bookstore, and Learning Resource Center. Additional articles could be submitted to the campus newspaper. An increase in EOPS sponsored events or orientation sessions is encouraged.

Other concerns expressed by students at the Student Forum for Accreditation (March 1995) included the restrictions placed on them to attend only some College Hours for credit, concern that the Program is gender-biased, the need for a greater selection of books for the Book Loan Program and the need to expand the use of the voucher system.

PLAN

1. Specific measures will be taken to increase the awareness of EOPS on campus.

Disabled Students Services Program

DESCRIPTION

The Disabled Students Services Program (DSPS) provides a variety of services for approximately 120 students at Cuyamaca College. Disabled students are provided with assessment for the identification of learning disabilities along with vocational and academic advising and planning, referrals to campus and off-campus services, temporary special parking assistance on campus, and advocacy and liaison with the faculty. Other services include mobility assistance, reader services interpreters for the deaf, and note-takers. Special equipment includes tape recorders, print magnifiers. DSPS is staffed by a full-time Counselor/Coordinator, a full-time Learning Disabilities Specialist, a full-time Secretary and by several adjunct faculty in counseling, speech and learning disabilities.

APPRAISAL

DSPS has expanded its services as the college has grown, but actual space for the program has not kept pace with this growth in both the DSPS office and their Learning Lab. Students in wheelchairs do not have easy access to the DSPS offices. Because the Learning Lab is so small, students taking tests frequently are disturbed by other activities going on in the room. One temporary solution has been to provide these students with ear plugs so they can block out the noise and concentrate. This noise level will undoubtedly increase because of the new computer equipment which will be placed in that room. DSPS recently was awarded a \$25,000 High Tech Center grant to purchase computers and software geared specifically to disabled students and their needs.

PLAN

1. DSPS will establish a High Tech Center Advisory Council composed of students and community members to facilitate its support, implementation and utilization on campus.

The Tutoring Center

DESCRIPTION

The Tutoring Center, which provides academic assistance and supportive services for students at the community college level, is the only tutorial organization on campus that offers academic supportive services for the full range of academic courses offered (a lab exists to tutor in English). The Center provides services 40 hours a week free of charge to all students. The Tutoring Center is staffed by one Learning Skills Specialist (who acts as the Center's coordinator), by tutors, and by hourly clerical workers. These individuals work closely with faculty in order to maximize student success. The Learning Skills Specialist also acts as Assessment Coordinator overseeing the administration of assessment instruments at Cuyamaca, as well as providing make-up tests as well as tests for correspondence courses for community members.

APPRAISAL

The Tutoring Center has developed a schedule that provides adequate tutorial services for day and evening students. Tutors are highly qualified individuals who must have a 3.0 grade point average and "A's" or "B's" in the subject areas in which they tutor. The Tutoring Center has been very successful in training its staff and this is reflected in the fact that, after years of employment, several tutors have been hired as adjunct faculty at the college. Clear lines of communication have been established between the Tutoring Center's staff and the faculty of Cuyamaca College which adds to the center's effectiveness in tutoring and assessment of students.

PLAN

No changes in current practice are planned.

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 an Interim Campus Activities Coordinator, who reports to the Executive Dean of Student Services. Staff includes intermittent

student hourly, work study students, and by officers of Associated Students of Cuyamaca College (ASCC).

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, various ASCC campus events such as barbecues, Club Day, etc. All trust accounts for clubs on campus are maintained by the ASCC office. Office staff and services are supported by state funding and Bookstore Grants.

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. There are 11 on-campus clubs recognized by the ASCC with approximately 300 students participating in club activities. Officers and Advisors of campus clubs meet monthly with the Inter-Club Council to coordinate campus events and share inter club news.

The Student Services Center is located in an annex trailer and houses office, computer, and counter space. The center offers such services as packaged snacks and refreshments, xerox and laminating, and discount theatre ticket sales. A portion of the center is devoted to a study, meeting, and relaxation area. Student vote initiated an additional \$1.00/unit (maximum \$5.00) per semester to raise funds for a new Student Services Center. These funds are currently being held in trust until the funding goal is met.

ASCC continues to support the campus newspaper by soliciting sales of advertising space to local businesses. Beginning Fall, 1994, the Associated Students began publishing their own newsletter, *The Howler*. This publication serves as a tool for informing the campus community of ASCC activities, recruitment of active members, and increasing student awareness of campus programs and specialized campus clubs available.

APPRAISAL

In recognizing the need for support for campus activities, the college established the position of Student Activities Coordinator in 1988 and filled it with a regular faculty member on a reassigned time basis. During the period in which that position was filled, the campus activities program and student government became more stable. A strong, continuous effort was made to become more involved with the students, staff, and faculty. This led to increased recruitment of quality student involvement, and a heightened sense of the campus as a community.

The Student Activities Coordinator transferred in 1993 to a teaching position. This led to the creation of a dual-responsibility position in which the functions of the Student Activities Coordinator were combined with those of the Campus Bookstore Manager.

Also during this time the position of Executive Dean of Student Services became an interim position. These events caused a negative chain reaction within the whole structure of Campus Activities, and students and staff worked hard to adapt to the new circumstances. There has been a high turnover of Student Officers as well as office assistants. Without the key infrastructure in place, a loosely structured system of operations evolved. In interviews conducted with college staff and faculty members, the once strong working relationship with Campus Activities diminished during the time period of instability and change. The hiring of the Interim Campus Activities Coordinator in March 1995 brought a semblance of order in the office, and things should soon correct themselves.

In the *Student Survey*, of a total of 606 completed surveys, only 145-165 students responded to the questions pertaining to Student Government. This considerably low response could be interpreted as a lack of exposure to the Campus Activities program. Of those responded, however, more than half rated their experiences with Campus Activities and ASCC as good or excellent.

PLAN

1. Sufficient clerical staff will be provided to support the Campus Activities Office.
2. The college will develop a plan to recruit quality student leadership. A greater effort will be made to publicize ASCC/Campus Activities (see also PLAN 3A.6).

Financial Aid

DESCRIPTION

The Financial Aid program operates under the direction of the Executive Dean of Student Services. Coordination of the Program is by the EOPS Financial Aid Director and is staffed by a full-time Junior Financial Aid Assistant, one full-time Financial Aid Assistant/ Officer, one full-time Financial Aid Technician, and one part-time student hourly worker. The Financial Aid Program handles full administration of such programs as Pell Grant, Cal Grant B & C, Supplemental Educational Opportunity Grant (SEOG), Guaranteed Student Loan (GSL), College Work Study (CWS), Care/New Horizons, EOPS, Bureau of Indian Affairs Grant B, Pell Voucher, Emergency Loan, Real Estate Scholarships, and Board of Governors Waiver Plan.

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.

Students are informed of availability of Financial Aid programs in the *Student Consumer Handbook* which is available in the Counseling Department and the Financial Aid Office. 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 the next academic year, they return this form to the Financial Aide Office. Information regarding availability of financial aid is also published in the campus newspaper, and posters are placed throughout campus. Scholarship information is posted on a designated bulletin board in the main hallway.

APPRAISAL

In December 1994, students who have applied for financial aid number 1233. Of those, 403 had been awarded assistance. Total dollars so far administrated by the Financial Aid office through both State and Federal programs amounted to \$801,110. The BOGW program is awarded separately from the other programs. As of this date, a total of \$263,440 has been awarded in the form of fee waivers. Increases of dollars awarded and administrated by the Financial Aid program has increased steadily over the past five years.

Students interviewed that have participated or are participating in the Financial Aid program share a common concern for application processing procedures and time involved. While they felt that information regarding student aid was readily available, most were uninformed as to how to complete the process easily and in a timely manner. For every error found on the preliminary Application for Federal Aid, a delay of two to three weeks is seen. Of the total applications received, over 80% will be returned showing at least one error. Most come back more than once before being properly completed. These delays, added to the customary five weeks processing time, puts the student halfway through the semester before being granted or denied Financial aid. If a Work Study Program is desired, students completing the application process first will receive assistance. For any delay, students run the risk of losing work study assignments should all yearly funds already be awarded.

Few students interviewed were aware of the Financial Aid Scholarship program. Knowledge about the availability of scholarships in specific areas was obtained from peers, instructors, or program coordinators. While there has been an increase in scholarship funds in the past five years, a large percentage of these funds are solicited, administered, and disseminated by instructors, coordinators, and appointed selection committees.

PLAN

1. The Financial Aid Office will explore ways to improve the accuracy of financial aid applications, including the use of regular group workshops.
2. The EOPS/Financial Aid Director will sponsor an in-service training sessions to educate staff in methods of dealing with students of diverse or special needs.

Child Care Services

DESCRIPTION

At the present time, Cuyamaca College is one of the few community colleges in the state of California without a facility to provide child care services to students. Limited child care services are provided off-campus through the Care and New Horizon programs. Ninety-six students are active in these two programs. A campus-wide survey conducted in 1991 indicated that a great many students need child care. The college therefore submitted a proposal to the state for

funding to build a child development center.

APPRAISAL

The lack of child care services on this campus sets up barriers to students in three specific ways: 1) Students are unable to enroll or take certain courses because child care is unavailable; 2) Students often bring children to class who can be disruptive to the learning environment; 3) The instructional Child Development Program is limited without a teaching-demonstration site.

PLAN

1. The college will work with the district administration to aggressively pursue funding for a child care facility from both state and private sources.

Athletics

DESCRIPTION

Cuyamaca College's Athletics program consists of six teams: Women's Cross Country, Men's Cross Country, Men's Soccer, Women's Track, Men's Track (Distance Program) and Coed Golf. As present 75 positions exist for student athletes on these teams. Emphasis in the program is on lifetime sports which promote fitness. The Athletics Program is under the supervision of the Vice President of Academic Affairs, who serves as the Athletic Administrator. The Program Coordinator is a full-time instructor in physical education who receives release time to coordinate it. There is also a part-time trainer, hourly clerical support and adjunct faculty coaches.

APPRAISAL

The Athletics Program is in its formative stages. Due to financial constraints and limited facilities, growth has been slow. Completion of the new outdoor physical education facility in 1995 should provide the program with more opportunities for growth. The new facility will also help the college and the program build community support for and interest in its athletic teams.

The program is committed to gender equity and a district committee has been meeting regularly to deal with such issues at both campuses. The recommendations of this committee have been finalized.

Although the Athletics Program is small, the number of

teams is in line with other small colleges. However, limited funds and few teams means that it is difficult for the program to hire full-time coaches.

PLAN

No changes in current practice are planned.

Veterans Services

DESCRIPTION

The Admissions and Records Office employs a Veterans Representative to assist those who are eligible for Veterans Administration education benefits. Students who intend to receive benefits at the beginning of the semester must meet with the Veterans Representative prior to the beginning of the semester in order to submit paperwork to the Veterans Administration and allow time for the application to be processed. Ongoing counseling and monitoring of V.A. benefits recipients is provided on a continuous basis during the semester. Veterans who are disabled have a VA Counselor that communicates with the DSPS Counselor at Cuyamaca College, and sits on the DSPS Advisory Committee.

APPRAISAL

The Veterans Services Representative employed by the Admissions and Records Office continues to be responsive to the needs of this special population, and communication lines are good between the Veterans Counselor for the disabled and DSPS.

PLAN

No changes in current practice are planned.

International Student Services

DESCRIPTION

Approximately twenty-four international students attend the college from over fourteen different countries. The special needs of international students are coordinated by one counselor and the college Evaluation Technician. International students are encouraged to meet with their counselor at least once per semester to monitor progress. International students are also encouraged to take the one-unit personal development course, "Introduction to College," where academic requirements, school policies and other appropriate topics are specifically addressed.

APPRAISAL

In recognition of the growing need for international student services, the District administration allocated \$11,000 in 1994-95.

District-wide standardization of requirements for international students needs to be addressed. Grossmont College requires a 450 Toefl score, while Cuyamaca College requires a 500 Toefl score. In addition, coordination of academic programs for international students needs to be addressed. For example, international students who declare Engineering majors should be directed to Cuyamaca College at the start of their enrollment.

In order to help the International Student Program grow at Cuyamaca College, more effort needs to be made in recruitment. The program is lucrative because International Students pay much higher tuition and fees. There should be more faculty and staff awareness of international students and their special needs. Staff to support the current International Students Program may be inadequate. One fourth of the current Evaluation Technician's time is devoted to these students, and that is not enough to adequately address their needs.

PLAN

1. Cuyamaca College will work with Grossmont College to investigate the value of standardizing policies and procedures within the district for the admission of international students, particularly in the area of TOEFL scores.

Health Services

DESCRIPTION

The Health Services program at Cuyamaca College provides first aid and emergency care, health maintenance and illness prevention services for all students and staff. Students may purchase additional health insurance to cover injuries sustained off campus. Health maintenance activities include vision and blood pressure screenings, health counseling, body fat appraisal, health information health and food fairs, tuberculosis screening and a variety of different self-help groups. The Health Services Office is also responsible for maintaining emergency response kits and first aid kits at various sites on campus. Clinical services are not available at the Health Services Center.

Health Services provides information forums on an on-going basis for the entire college community.

APPRAISAL

Since the last accreditation visit, the Health Services staff has expanded, along with the services provided. The Office is open from 9:00 a.m.. to 9:30 p.m.. Monday through Thursday, 9:00 a.m.. to 4:00 p.m.. Friday, and 9:00 a.m.. to 3:00 p.m.. Saturday. Part-time health professionals now provide emergency first aid care when the Specialist is not on campus.

Students and staff have become more familiar with Health Services because of their strong awareness and outreach program which includes activities like health fairs and "Healthy Thursdays" and self-help groups, as well their extensive involvement with the physical education department.

The physical facilities are adequate for individual health counseling, security for confidential health records, and space for students to rest when they are ill.

PLAN

1. Cuyamaca College will investigate the feasibility of employing a full-time health professional in the near future.

Psychological Services

DESCRIPTION

Psychological services at Cuyamaca College are provided on a limited basis through the Counseling Department, EOPS and DSP&S. Students with personal problems or adjustment issues can be seen for three to four sessions, and are then referred to other community resources for further assistance as needed. A Crisis Team has been identified and a Handbook made available to cope with psychological and other crisis situations on campus.

ANALYSIS

As the profile of the community college student continues to change, there is a need for more in-depth psychological services to be provided for students on campus. Although not identified on the recent needs assessment, faculty and staff note the rising numbers of students needing psychological assistance, particularly as community resources dwindle reflecting statewide budgetary priorities.

PLAN

No changes in current practice are planned.

Food Services

DESCRIPTION

Under the direction and guidance of the Campus Business Officer, Food Services, The Coyotes' Den, and the Bookstore are housed in the same building.

The Food Services program is managed by ARAMark and is completely self-sustaining. Staffing is provided by one full-time Food Services Manager, two full-time Cooks, one part-time Assistant Clerk, and two part-time Stocker/Cashiers. The cafeteria is open Monday-Thursday from 7am - 9pm, Friday from 9 a.m. - 12:30 p.m., and on Saturdays from 7:30 a.m. - 2:00 p.m..

The Coyotes' Den offers a wide range of cafeteria-style services, serving hot, cold, and dietary prepared entrees, and breakfast and lunch meals. Additionally, there are hot and cold drinks, snack items, self serve frozen yogurt, and a soup bar. A microwave is available for use by students.

The facilities include the food preparation area, cold storage facilities, kitchen clean up area, small office space, a cash register island used during peak periods, upright coolers and customer counter space. There are currently four tables with chairs for seating (16 maximum occupancy) and an outside (covered and open air) patio seating area.

APPRAISAL

In the surveys, 543 responses out of the 606, show that approximately 65% of those students rank experiences with Food Services as good or excellent. Only 25% rank their experiences as fair.

The largest challenge is to provide seating for students for eating. During peak times, the Coyotes' Den has standing room only while students are in line preparing to order, waiting for their food, or eating at the four inside tables. An outdoor awning was recently installed, providing protection from the elements and increasing the seating capacity.

Recent Board action has declared that ARA Services be designated as the sole supplier of all catering needs on campus. There are concerns among staff and faculty regarding this monopoly, as well as the ability of ARA to provide quality services, and the

distribution of profits from campus functions utilizing ARA catering.

PLAN

No changes in current practice are planned.

Bookstore

DESCRIPTION

Under the direction and guidance of the Campus Business Officer, the Bookstore and The Coyotes Den 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, who is assisted by one full-time Account Technician, two full-time Supply Buyers Assistants, and student hourly workers who run the cash registers. Increased staffing occurs during peak periods. The Bookstore is open five weekdays, five weeknights, and four hours on Saturdays to accommodate day, evening and Weekend College students.

APPRAISAL

Currently, the Bookstore is under the direction of the Campus Business Officer. The position of Bookstore Manager has been vacant since 1993.

The floor space and storage area for the bookstore is extremely limited. Often times, new stock must be checked in using the open area just outside the back entrance. Lack of sales floor space makes it difficult to stock quantities of items or a variety of supplemental items.

Of the 598 valid responses out of the 606 students surveyed, over 60% felt that their experiences with the bookstore were favorable. Lack of volume and higher prices than at other colleges seem to be the main factors influencing the remaining students.

PLAN

1. Cuyamaca College will investigate space issues in the Bookstore and work to resolve these issues.

Publications

DESCRIPTION

The Cuyamaca College *Coyote Express* (formerly the *Cuyamaca Sun*) is published three times each semester by students enrolled in English 135-8, Journalism/ Newspaper Production. This class, under the advisorship of an English instructor (Journalism is not offered at Cuyamaca), follows the standards concerning student publications established by the Board of Governors.

The *Coyote Express* serves two purposes: to give students practical experience in the production of newspapers and newsmagazines, and to provide students with campus news, events and information.

In Fall, 1994 semester, ASCC began publishing *The Howler* Newsletter as a means of providing students with information about student activities and government on campus.

APPRAISAL

Despite funding cutbacks, aging, out-of-date computer equipment, and the lack of a permanent location in which to meet, store materials, and equipment, The *Coyote Express* does a competent job reporting news, editorials, features and sports of interest to Cuyamaca students.

While publication costs for the newspaper have increased substantially over the past ten years, the budget for the publication has remained at \$2200 since 1983. Hence what was once a monthly publication now comes out only three times a semester. Even with two fewer issues per year, the students and advisor must often find other funds (ad revenue) to ensure this limited publication schedule. This limited schedule, along with the publication of *The Howler*, has affected the paper's visibility on campus. Currently, there is some confusion about which paper is the official student publication of the college.

There is some doubt as to the future of this student publication. The English Department has notified the administration of the problems with equipment, space and finances over the last few years, and will be meeting soon with the appropriate administrators to discuss the future of journalism on this campus.

PLAN

No changes in current practice are planned.

The Writing Project: Writing Across the Curriculum and the Writing Lab

DESCRIPTION

Writing Across the Curriculum and the Writing Lab have been a part of Cuyamaca College since 1982. The Cuyamaca College faculty believes that writing, like reading, is a skill of an educated person and endorse the goal that all students should write in all classes. Faculty also believe that logical thinking, full development of ideas and coherent, mature expression in writing is not the sole responsibility of the English composition class. Therefore, the goal of this program is to help students learn the writing skills practical to the particular courses they are studying.

The Writing Lab is currently housed in E-109, which is also used as an IBM computer lab, and staffed by hourly graduate students who are in the lab nineteen hours a week. The students are supervised by the Chair of the English Department.

APPRAISAL

Over the last four years, what was once a very fine program has drastically deteriorated because of two significant factors: severe budget constraints and the lack of a permanent location. Problems with funding have led to lower pay rates for the graduate students who staff the lab, and a limited number of hours that students can receive help with their writing. The lab is only open during the day; thus, evening students do not have this service available to them.

Even more significant is the fact that the Writing Lab does not have a permanent place on campus. Over the last two years, the lab has been moved from the library, where it originally was to be housed permanently, to a computer lab, G-107, to a full-time faculty office, G107A, to another computer lab, E-109. As a result of all these moves, student and faculty awareness of this program have decreased dramatically, and service to students has declined.

PLAN

1. The college will reassess the value of the Writing Across the Curriculum philosophy and of the Writing Lab. If determined to be of value, the college will provide proper support.

STANDARD 3D Counseling Services

A systematic program of counseling and academic advisement assists students in making appropriate decisions.

3D.1 The institution provides an organized and functioning counseling program which includes, but is not limited to, academic and career counseling, identification of potential barriers to progress and strategies to overcome them, counseling of students on probation, referral to appropriate services and agencies, and counseling of student populations with special needs.

DESCRIPTION

The Counseling and Guidance Program is coordinated by the Chair of Counseling, who reports to the Executive Dean of Student Services. The counseling staff includes six full-time and two part-time counselors. The counselors provide day, evening, and Weekend College Counseling, and teach personal development courses as needed. There is a pool of part-time counselors available for services during peak times. Counselors are assisted by a support staff of two full-time Student Services Specialists. Counseling is available in English and Spanish.

Counselors provide academic advising, career testing, and personal counseling to individuals and groups of students. Courses designed for personal development help students gain skills for survival in college, career success, and continued personal growth. Courses have been developed to further assist the student with special needs such as "Introduction to College for International Students."

The Counseling program provides personal counseling to individuals and groups of students. Referrals to appropriate support services are provided and include additional campus programs and community agencies.

In order to meet the strong need for counseling for other special groups, various individual programs such as Disabled Student Services, EOPS, Health Services, and the Re-entry program are in effect. These services are addressed in Standard 3C.

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. Regular tours and orientation sessions are conducted for visiting groups. A re-entry program for students who are returning to continue their education after a period of absence from school is in effect at all times.

APPRAISAL

Since its inception in 1978, the counseling staff has met on an annual basis to establish goals for the following year. Current and past goals are kept in the Counseling Center as a matter of record. Counseling staff department meetings are held on a regular weekly basis to discuss current issues, to share information and to update skills. At the end of the academic year, the status of goal completion is reviewed and discussed by the department.

An evaluation of each counselor is done every three years by students using counseling services, by students in personal development classes and by the Executive Dean of Student Services. Due to the high turnover of personnel in the executive dean's position in the past six years, counselor evaluations have not been consistently conducted, although students always have the opportunity to complete an evaluation form after each appointment. Counseling services are subject to a regular, cyclical Student Services Program Review process. Recommendations from the program Review form the basis for the goals set for the ensuing year.

During Fall 1994, an accreditation survey was completed on all student services, including counseling. Results on counseling services are based on approximately 500 valid responses. Overall ratings of the counseling program show that approximately 80% of the students surveyed felt that academic counseling and advising ranked good to excellent. Findings also show that 80% of the students surveyed felt that counseling services were sufficiently available. In specific areas, such as receiving helpful information in establishing educational goals, approximately 70% of students responded that they felt Counseling was somewhat helpful to helpful.

In prior studies done in the counseling area, there was some concern over the amount of time a student had to wait if visiting the area on a "walk in" basis. With the move of the Counseling Center to the new Learning Resource Center and the addition of staff, wait time is generally twenty minutes, an improvement over past reports of wait times of 30-45 minutes. However, seating space in the waiting area is

drastically limited to one table and four to six chairs. Students are often found standing in the doorway. Storage space to display college and transfer information is lacking.

Most serious concerns are the result of staffing problems and the incidence of high turn-over in the Executive Dean of Student Services position. The department chair is, in effect, the Dean of Counseling.

PLAN

1. Cuyamaca College will establish an administrative position for the Counseling Center staff.
2. Cuyamaca College will explore alternative plans for space utilization in the Counseling Center.

3D.2 A structured system of academic advisement is available to all students.

DESCRIPTION

Students can get structured academic advisement either by dropping in or by appointment. On a drop-in basis time is limited and academic advising usually consists of the development of a one semester plan. Multi-semester academic plans are completed during an appointment and documents are kept in individualized student folders. Adjustments or updates to multi-semester plans are encouraged each semester.

Group academic advisement sessions are scheduled during College Hour. These sessions are usually directed at specific majors or specific methods of transfer. Each semester sessions are held for Business majors and Elementary Education majors, as well as sessions for Transfer Admission Guarantee (TAG) students and undecided majors. Sessions are also held for many of the associate degree and certificate programs.

APPRAISAL

Academic advising is one of the stronger components of the Counseling Center functions. Students can access this service with minimal waiting time and gain access to a wide range of articulation/transfer materials, as well as associate degree information.

In response to a student Accreditation Survey question regarding academic advisement, 78% of those responding felt that the service was either good or excellent. Only 4% were not satisfied.

PLAN

No changes in current practice are planned.

STANDARD 3E Coordination and Administration

The institution has an administrative structure responsible for the overall coordination and administration of student services. Student service professionals and support staff are qualified to provide effective service. Arrangements are in place which assure that student services faculty, teaching faculty, and students are involved in the processes of program and policy development for student services, and in systematic evaluation and planning for programs and services of the institution.

DESCRIPTION

The staff members assigned to the student services division are qualified to provide service in their respective areas of assignments. All of the professionals and support staff members possess qualifications that meet the district requirements for the positions they hold. Student Services faculty, teaching faculty, and the students are involved in program and policy development for student services and in the program review process for programs and services at Cuyamaca College.

The Student Services Administrative structure at Cuyamaca College consists of the following positions: Executive Dean Of Student Services (hired March 1995 after an eighteen month period in which three different individuals served on an interim basis), Director of Admissions and Records, Director of Financial Aid/EOPS, and Coordinator of Disabled Students Programs and Services (faculty position). A number of non-instructional staff serve as coordinators of various service units within student services and report directly to the Executive Dean of Student Services. Although without a Manager, the Bookstore reports to the Campus Business Officer.

In order to coordinate student service's functions, staff members form a council, the Student Services Advisory Council, and meet with the Executive Dean of Student Services at weekly staff meetings, while some have individual standing appointments.

APPRAISAL

In 1989, a Dean of Student Services was hired to provide leadership for student services, taking over for the Vice President of Academic Affairs and Student Services. After four years, that position became open. Since that time Student Services has been under the

management of a series of three interim Deans. The last interim dean had the additional responsibilities of directing the office of Financial Aid and EOPS programs. The delay of hiring the Executive Dean and high turnover of personnel led to less than desirable leadership in some areas, most notably, in Student Government and Campus Activities.

The college has had a Director of Admissions and Records almost continually since its founding in 1978. The Financial Aid Program is also under the direction of a full-time director.

The Bookstore has provisions for a full-time manager, however, this position has been vacant since 1993. For a short period, the Bookstore was managed as a 50% contract split with the other 50% contract serving as Coordinator of Student Government. Currently, the Bookstore is overseen by the Campus Business Officer. The position of Bookstore Manager has been filled with an interim manager. The District is in the process of using interest-based decision-making with affected staff to determine the best organization of the college bookstore.

In the early years of the college, coordination of Student Activities was done on a three unit reassignment basis by faculty. In 1988, a Student Activities Coordinator was hired full-time. The Student Activities area grew and became a vital part of the college. In August 1993, the coordinator returned to a full-time teaching assignment and an interim Coordinator/Bookstore Manager was hired. This lasted for one year. Two hourly counselors were then hired to oversee the ASCC and Campus Activities for a semester. Currently, the Student Activities Coordinator functions are being performed by an Interim Coordinator. Needless to say, this turnover and instability has created an undesirable situation for everyone.

The Counseling Department has had a department chair for a number of years. Unfortunately, as the counseling area has grown with the mandates of matriculation activities in the areas of counseling, SEP's and orientations, it has become increasingly difficult to manage the department on a reassigned basis.

There has been reasonably broad involvement of faculty and staff with regard to program review of the various student services areas and program and policy development.

PLAN

No changes in current practice are planned.

STANDARD FOUR: Faculty and Staff

The categories of those who are employed by a post secondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources, paraprofessionals, support personnel, and administrative staff and includes persons employed on a full-time and part-time basis. The institution demonstrates its commitment to the increasingly significant educational role played by the diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity.

4A.1 Each category of staff is sufficient in number and diversity of preparation to provide effective instruction, student services, support services, learning resources, and administration.

DESCRIPTION

Cuyamaca College has eleven full-time administrators, fifty-eight full-time certificated, forty-six full-time classified, one hundred seventy-two part-time certificated, one hundred seventy-two part-time classified, fifty-seven student workers, and seventy-three federal work-study employees. Since 1989 Cuyamaca College has added two full-time administrators, sixteen full-time faculty, and eight full-time classified staff. Hiring procedures and job announcements are written to select staff with a diversity of preparation.

New or replacement positions are requested as needed or when vacancies occur by each department and are reviewed and prioritized by the appropriate administrator. The list is then submitted to the President's Cabinet. Those positions are then forwarded to the Innovation and Planning Council for determining priority on a campus-wide level for recommendation to the President. The President forwards personnel requests to the Personnel Office for the selection process to begin.

APPRAISAL

According to the Accreditation Survey, 57% of faculty disagreed with the statement, "Student Services has sufficient staff, resources and physical facilities to meet student need." Faculty recognize Student Services as an area needing attention. Students

responding to the survey, however, indicated satisfaction with Student Services and that the college is fulfilling the majority of student needs in this area. Of the thirteen Student Services Offices and Programs surveyed, all received an excellent or good rating of at least 60%.

The college community is currently evaluating a reorganization of administrative positions and functions. The use of interim administrative positions has increased over the past several years. Some of the positions that have been filled on an interim basis include College President, Executive Dean of Student Services, Campus Business Officer, Bookstore Manager, Students Activities Coordinator, and Extended Opportunity Program and Services/Financial Aid Manager.

The percentage of full-time to part-time faculty is and indicates the need for increases in full-time faculty positions. Also, the number of hourly classified staff suggests that Cuyamaca College does not employ enough classified staff. Hourly employees are intended to be used on a short term, intermittent basis, but many have been used routinely, year after year.

PLAN

1. Cuyamaca College will develop quantitative measures that can be used within the district to assess staffing needs, and then use these measures for future hiring.
2. Cuyamaca College will attempt to reduce the number of classified hourly employees used on an on-going basis by replacing them with either full-time classified or full-time student hourly positions.
3. Cuyamaca College will develop a written policy that covers the procedures and timelines for the filling of replacement positions.

4A.2 Criteria, qualifications, and procedures for the selection of all personnel are clearly stated, public, and directly related to institutional objectives. Job descriptions are available for all staff positions and are adhered to in all selection procedures.

DESCRIPTION

The procedures for hiring all personnel are stated in the Personnel Policies and Procedures Manual. The qualifications for each position are listed in the job

description and the job announcement. Job descriptions are available from the personnel office. Job announcements are widely distributed on campus, to state and local facilities, and local newspapers. Publications with a large ethnic minority readership are frequently utilized. Some faculty and most administrative positions are advertised nationwide.

Selection criteria are required to be directly related to the minimum qualifications, job duties and responsibilities listed in the job announcement. Criteria for the selection of all personnel are determined by the hiring committee and approved by the Personnel Manager and Affirmative Action Officer, who is the Vice Chancellor of Human Resources.

In August 1994 and January 1995 several staff and supervisors requested a classification review to update job descriptions provided through a reclassification process.

APPRAISAL

The *Accreditation Survey* questioned faculty and staff on whether "The procedures for hiring were clearly stated." Sixty nine percent of faculty and 56% of staff agreed with this statement. When asked if "the procedures for hiring all personnel were consistently followed," 56% of faculty agreed and only 28% of staff agreed. It is clear that staff believe a discrepancy exists between policy and practice.

The average time-line for hiring full-time positions is three months, according to the Personnel Office. Two positions were recently available longer than average. A classified position, job development specialist, was vacated August 1, 1994, and has not been filled as of April 21, 1995. A management position of the Executive Dean of Student Services was filled by three different interim managers from August 1993 until March 1995. The length of time it takes to fill a vacant position and the use of interim replacements is a major concern to the college staff.

PLAN

1. The Vice Chancellor of Human Resources and Administrative Services will review the stated hiring procedures to determine if the procedures are consistently and equitably followed.
2. The Vice Chancellor of Human Resources and Administrative Services, working with district and college administrators, will further simplify, refine and clarify the process for recruitment and selection of

personnel so that hiring decisions can be made expeditiously.

4A.3 Teaching effectiveness is the principal criterion for the selection of the teaching faculty.

DESCRIPTION

Teaching effectiveness is a primary criterion for the selection and hiring of full-time teaching faculty. Initial screening criteria and interview questions are designed by each hiring committee to ensure that individuals are selected based upon job announcement requirements. Writing assignments and teaching demonstrations are included as part of the interview process to establish each applicant's teaching ability. Adjunct faculty are selected upon the recommendations of the department chair or coordinator, with the approval of the Vice President of Instruction or Dean of Business and Vocational Education.

A new hiring process is being developed to provide department chairs and coordinators with a pre-screened pool of qualified candidates for part-time faculty employment.

APPRAISAL

Faculty members who had served on a faculty hiring committee within the last five years were evenly divided (45% agreement and 45% disagreement) to the question "In the hiring of faculty, teaching ability was the principal criterion."

Students responding to the survey had positive perceptions of the quality of instruction at Cuyamaca College. When students were asked if there is a commitment to high standards of teaching at Cuyamaca College, 75% responded in the affirmative.

PLAN

No changes in current practice are planned.

4A.4 A written policy exists to ensure equity in all employment procedures. That policy is consistent with Accrediting Commission policy on non-discrimination and affirmative action. Consistent attention is paid to the meeting of the institution's affirmative action or diversity goals.

DESCRIPTION

Cuyamaca College and the Grossmont Cuyamaca Community College District has a clear staff diversity plan, approved by the Governing Board on November 15, 1994, which complies with nondiscrimination laws and ensures that the college takes positive steps to improve the diversity of staff. Three reports are completed annually documenting district and college efforts toward affirmative action and diversity goals. The reports are prepared by the employment coordinator and the vice chancellor human resources and administrative services and include a work force analysis of protected groups in the existing staff, following federal and state guidelines, a utilization analysis that includes a determination of whether minorities, women, and persons with disabilities are being under utilized in any job category, and a goals and timetables progress report which set forth specific three-year goals.

In an effort to provide an opportunity for members of under represented groups to gain experience teaching, Cuyamaca College implemented a faculty mentor program. The mentor program also provided information on district hiring and selection procedures and encouraged participants to apply for full-time faculty positions.

APPRAISAL

Part-time faculty and staff are not included in the college's work force analysis, its utilization analysis, nor its goals and timetables reports. Since hiring procedures for part-time workers are not formalized, sufficient attention to diversity and affirmative action goals may not be consistently applied.

PLAN

1. Cuyamaca College will place greater emphasis on diversifying the part-time classified and part-time certificated employee groups.

STANDARD 4B

All members of the staff, including faculty, paraprofessionals, support staff and administrators, are qualified by academic background and experience to carry out their institutional and program responsibilities in accord with the purposes of the institution.

DESCRIPTION

The district has adopted rigorous selection procedures to evaluate the qualifications of applicants for employment. The procedure for employment of faculty was approved by the Academic Senate and adopted by the Governing Board on April 2, 1991. The related procedure for evaluation of applicants for faculty positions who claim equivalency to minimum qualifications was approved by the Academic Senate and adopted by the Governing Board on February 19, 1991. The procedures for selection of management staff, as well as paraprofessional and support staff, are described in Chapter XVII of the *Management, Classified, and Supervisory Employees' Handbooks (MCS Handbooks)* and Personnel Office publications. Procedures for the selection of adjunct faculty are presently under final revision before presentation to the Academic Senate for approval.

When vacant administrative staff positions, for any reason, must be filled on an interim basis, such opportunities are announced to faculty and staff. Employees expressing interest who meet minimum qualifications for the position are considered by President or Vice Chancellor and recommended to the Chancellor and Governing Board. Faculty and administrative hiring procedures require adherence to the minimum qualifications adopted by the Board of Governors of the California Community Colleges. In addition, selection committees for faculty positions, composed primarily of faculty from the discipline in which a vacancy exists, develop additional criteria which are specifically focused upon knowledge, skills and experiences pertinent to program needs.

Job descriptions have been adopted by the Governing Board for all management and support staff positions. These descriptions include valid knowledge, skills and experiences required to perform the responsibilities of each position. Selection committees use these standards to evaluate applicants for positions. All announcements for employment opportunities include a description of the position and required qualifications. The Personnel Office collects all applications and evaluates the minimum qualifications of applicants. Minimally qualified applicants are referred to the appropriate selection committee for further evaluation. Applicants for faculty and administrative positions declaring qualifications equivalent to the announced minimum qualifications are referred to the selection committee for evaluation in accordance with equivalency procedures. The selection committee evaluates the qualifications of the applicant based on equivalency criteria adopted

prior to the announcement of the position. Determination of selection committees for faculty positions are reviewed for institutional consistency by the district-wide equivalency committee.

Procedures for regular review of the classification descriptions for management, supervisory and confidential staff are included in the *MCS Handbooks*, Chapter III. Similar procedures for review of classification descriptions for regular classified staff are contained in Article 8 of the *Collective Bargaining Agreement for Classified Staff*. Any changes are approved by the Governing Board.

Article VIII of the *Collective Bargaining Agreement for Faculty* requires that the Personnel Office maintain a list of the disciplines for which each faculty member is minimally qualified. The Article provides for an annual opportunity for faculty to update this list. Faculty declaring qualifications equivalent to the minimum in any discipline are referred to the equivalency procedure for evaluation. The *Management Employees' Handbook*, Chapter II, provides for a similar process for academic administrators and other managers with retreat rights to faculty positions. In the event of reassignment to another discipline for which staff may be qualified, Article VIII of the *Collective Bargaining Agreement with Faculty* and the retreat rights procedures for administrators provide for retraining to refresh staff in the discipline of the new assignment.

APPRAISAL

The caliber of faculty, administration and support staff indicate that criteria for selection is clearly related to the duties and responsibilities of assignments. Cuyamaca College has experienced a number of recent administrative vacancies due to retirements and resignations. Fiscal constraints and reorganization have caused delays in the filling of these positions. Positions have been filled for up to a year by reassignment of current staff on an interim basis. Although all interim appointees are well qualified and have performed admirably, the college staff have been anxious to complete the recruitment and selection process for each position to find the candidate best qualified to fulfill the college's needs.

The selection process for the recently employed President was a college-wide activity. The selection committee was chaired by the President of the Academic Senate and included faculty from various programs, support staff, administrators, and students, as well as representatives from the community at

large. The committee worked directly with a comprehensive description of the responsibilities and expectations of the position expressly for Cuyamaca College to develop the criteria specifically validated to this position. The screening process employed various methods to evaluate the qualifications of the applicants including writing samples, impromptu role plays and prepared presentations. The committee recommended candidates to the Chancellor who were best qualified to lead Cuyamaca College and meet its unique challenges. A similar process was used for the Executive Dean, Student Services.

The college is dedicated to attracting well qualified applicants for adjunct vacancies. Faculty and staff at Cuyamaca College were awarded a staff diversity grant from the Chancellor's Office of the California Community Colleges which included the development of recruitment bridges with the local military and defense industries. This project also included the design of valid job-related hiring procedures to select adjunct faculty from broadly recruited pools. These procedures will be presented to the Academic Senates and Governing Board for adoption this spring. The grant project was singled out by the Board of Governors of the California Community Colleges as an outstanding project.

Incorporation of the equivalency process with the present procedures followed for employment of adjunct faculty requires further attention. The Equivalency Committee is not presently active and equivalency criteria are not readily available in the Vice President's office or developed in advance of hiring. In some instances, faculty who have not completed the equivalency process have taught several weeks into the semester. The department chair and Vice President have made a preliminary determination that the faculty member's preparation and experience are adequate, but the official procedures have not been completed.

The provision for retraining of faculty when reassigned to other disciplines where they may be qualified has been applied as programs are evaluated and deactivated or restructured. However, the Personnel Office has not established a formal process for faculty to annually update their list of qualifications. The present dependence upon individual faculty to initiate a request to add areas of qualification means that faculty may be requesting equivalency review for additional qualifications at the same time that program review is taking place. Reviewing qualifications simultaneously with program review adds undue stress to both procedures.

PLAN

1. 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 the details of the new procedures.

STANDARD 4C Evaluation

4C.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of all evaluations is formal, systematic, and timely.

DESCRIPTION

The Grossmont Community College District has formal evaluation processes for administrators, faculty and classified employees.

Evaluation procedures for faculty are clearly defined in the *United Faculty Contract*. Components of the faculty evaluation process include peer review, student evaluation, self-assessment and management review.

Regular (tenured) faculty are evaluated once every two years, but by mutual agreement between manager and faculty member, this may be extended to three years. Contract faculty are evaluated once each year for four years by the Tenure Review Committee, with specific timelines followed each year. Adjunct faculty are evaluated every semester for the first three semesters and at least once every six semesters after that. The evaluation of noninstructional faculty (i.e., counselors and librarians), follow similar timelines.

According to the *United Faculty Contract*, follow-up occurs following faculty evaluations. Both the department chair and the faculty member must sign off on the evaluation. Marginal and unsatisfactory evaluations initiate a process involving a plan for improvement

The evaluation process for all management staff, other than the President, includes a broad base of input, providing the President with information from a variety of personnel who work with the manager. The evaluation categories are appropriate for current management styles which emphasize leadership, consensus building and communication. The President conducts a formal, systematic and timely follow-up of the management evaluations. The performance of the President of the college is reviewed only by the Chancellor of the district.

All full-time classified employees receive performance evaluations annually as set forth by the CSEA Contract. These are conducted by the immediate supervisor. The supervisor discusses the evaluation with the employee, and both are required to sign the evaluation. Space is provided for the employee to add his or her own comments.

APPRAISAL

The evaluation process for faculty is generally perceived to be effective. According to the *Accreditation Survey*, 75% of the faculty feel that their evaluations are completed according to the guidelines set forth in the *United Faculty Contract*. However, some chairpersons expressed concern over the time-intensive process often required of them. By default, the chairperson becomes the peer evaluator if one can't be found; this can be a problem in a small college where there are only one or two full-time faculty members in a given department.

While the evaluation of management is generally considered to be efficient and effective, some employees in small departments are reluctant to be candid on the written evaluations because anonymity is difficult to maintain.

Excluded from management evaluations is the review of the President. A more systematic and broad based approach to evaluating the President's performance is needed to be consistent with all other personnel evaluation procedures.

In regards to performance evaluations for classified staff, less than one-half (43%), stated that their performance evaluations have been conducted according to contract guidelines.

PLAN

1. The Chancellor of the district will develop an evaluation process for the President of Cuyamaca College that provides for a broad base of input from all staff.

4C.2 Evaluation processes seek to assess effectiveness and encourage improvement.

DESCRIPTION

In order to better assess effectiveness and encourage improvement of instructional faculty, the United Faculty decided to revise the evaluation forms. This

process was begun in 1990, when a United Faculty committee composed of faculty from both Grossmont and Cuyamaca Colleges was formed to complete this task. The evaluation forms have gone through several revisions, and the final draft is slated to be completed by April, 1995 and implemented in the fall 1995 semester. Evaluations have continued throughout this time period.

In addition to the contract based evaluation process, an award to recognize and encourage excellence among certificated staff was established by the Academic Senate in 1991. Two awards are presented each year, one for a full-time and one for an adjunct faculty member. Nominees are evaluated by a Senate sub-committee comprised primarily of previous award winners. The process includes self-evaluations, peer evaluations, and student evaluations. Names of nominated faculty are made public in order to recognize excellence in more than one individual.

Within individual departments, teaching excellence is also recognized. For example, the faculty of the Automotive Technology program were recently recognized for their work with the Ford Asset Program, a partnership with industry program that trains students for certification as master technicians in several automotive repair specialties. Cuyamaca received two master certifications from the National Institute for Automotive Service Excellence (ASE), a non-profit organization of business and industry leaders. The certifications, which are very rigorous and thorough, signify that Cuyamaca's course of study, facilities and equipment have been evaluated by the National Automotive Technicians Education Foundation, and they meet the ASE standards of quality for the training of automobile technicians.

APPRAISAL

While the overall goal of evaluations for all faculty is to improve the quality of the educational program, only 33% of the faculty surveyed stated that faculty evaluations are helpful in improving the quality of instruction.

The implementation of the new evaluation forms for instructional faculty in the fall of 1995 is expected to improve the ability of the evaluation process to assess effectiveness and encourage improvement of the faculty. The evaluation process for non-instructional faculty appears to be smooth and effective and is a helpful instrument for encouraging improvement. The Faculty Member of the Year Award and other awards of excellence are generally regarded as

important ways to recognize and encourage excellence in teaching and teaching-related activities.

PLAN

1. A mentor will be sought for each new faculty member who is hired to provide informational support in the beginning stages of his or her employment at Cuyamaca College. Each new faculty member will have a mentor for at least one year. This will assist in improving the effectiveness of the new employee (See also PLAN 2A.3.1).
2. Evaluations for all faculty members (instructional, non-instructional and adjunct) will be returned to the individuals undergoing the process immediately after grades are posted for that particular semester. If the evaluation indicates areas of concern, follow-up action will be swift and in the form of a review with the department chairperson. During this discussion, a plan for improvement with timelines for improvement will be developed and documented.

4C.3 Teaching excellence is the principle criterion for the retention of teaching faculty.

DESCRIPTION

Teaching performance is a very important criterion for the retention of teaching faculty. The guidelines for evaluation of both probationary and full-time faculty set forth in the *United Faculty Contract* specify that the evaluation process "should be useful to the institution in facilitating the achievement of the highest standards of performance" (Article V, Sec. 5.1.2.2).

APPRAISAL

Retention of teaching faculty is an issue primarily during the four-year probationary period. Once tenure is achieved, the emphasis in the evaluation process becomes "to recognize and acknowledge good performance (Article V, Sec. 5.5.5)

PLAN

No changes in current practice are planned.

STANDARD 4D Staff Development

- 4D.1 Members of the faculty, administration, and support staff remain current in their field of expertise.**

DESCRIPTION

Staff are encouraged to apply for Staff Development funds to attend conferences specific to their field or department for staff development. Programs presented on campus such as Innovative Ideas for Teaching and Multi-Media Consortia assist staff in remaining current in their fields of expertise. Administrative retreats are held periodically focusing on managerial and leadership skills. Certificated staff are allocated time as part of their regular contract assignment for participation in professional development activities. Sabbatical leave opportunities are available for all certificated staff and have helped certificated staff increase professional expertise and keep current in their fields.

APPRAISAL

A high level of expertise currently exists in the Cuyamaca College staff. The goal is to maintain this level by continuing to offer staff development activities and encourage conference attendance specific to an employee's field or department.

According to the *Accreditation Survey*, 79% of staff and 83% of faculty remain current in their field of expertise. Ninety-one percent of students responded that they felt instructors knew current issues in their field.

PLAN

No changes in current practice are planned.

4D.2 Development opportunities are planned for each staff category with the participation of that staff and are available to all and supported by the administration and the Governing Board.

DESCRIPTION

The Staff Development Committee, having representation from administration, classified staff, faculty, adjunct faculty, classified and faculty senates, is responsible for coordinating the staff development program. The Staff Development Coordinator is selected through an informal process of application and interview. With support of the college and Governing Board, the Staff Development Committee is responsible for assessing needs, developing the budget, reviewing proposals and approving funds for activities. After the needs of all staff are assessed, activities are planned and presented for each staff

category within the nine authorized uses of AB 1725 funds as outlined by the State Chancellor's Office.

APPRAISAL

As a result of recommendations made by a 1994 task force, several changes were made to Cuyamaca College's staff development program. A new committee was formed and has been working to implement recommendations. It was recommended that the purpose of the committee be changed to include planning staff development activities for all three campus constituencies, approving funding for activities, coordinating Staff Development Week before each semester and presenting one all staff development day during the spring semester. A Needs Assessment Survey was taken in 1994 to identify areas of interest for all constituencies with input from the Classified and Academic Senates. It was also recommended that activities be presented year round for classified and administrative staff rather than just the two weeks before each semester when most staff are too busy to participate. These recommendations have been implemented.

The task force also recognized the disparity between twenty hours allowed for classified staff development activities in comparison to forty hours for administration and faculty. It was recommended that classified hours be increased and job related staff development activities required by the supervisor not be counted against those hours. Some classified staff interviewed have been denied attendance at workshops or activities because of this limit.

PLAN

1. The Staff Development Committee will review the twenty-hour time limit for classified staff to participate in staff development opportunities and make recommendations for changes.

4D.3 Faculty, administration, and staff members engage in professional activity supported by the institution.

DESCRIPTION

Some college departments budget funds for staff to attend professional conferences. Individuals are also encouraged to request staff development funds, 60% of the staff development budget is set aside for individual requests to attend staff development activities. A pool of \$9600 was available to 111 full-time staff and 152 part-time certificated for '94-'95. A

maximum of \$250 is funded to each employee based on the following schedule: 100% of dollars up to \$100.00, 75% of dollars \$100.01-\$200.00, 50% of dollars \$200.01-\$300.00 and 25% of dollars \$300.01-\$400.00. Off Campus Activity Requests are approved by the Dean, Director or Supervisor and the College President. Release time and flex credit are also granted for professional activities such as department meetings and committee participation. The Governing Board also approved twenty-three institutional memberships for the district and an additional forty-six institutional memberships for Cuyamaca College.

APPRAISAL

Over half of the respondents in all constituencies replied that they engaged in professional memberships and professional activities supported by the institution. Some staff indicated during forums that the low limit of Staff Development funding has prevented them from attending conferences. The funding scale was instituted to allow all staff the opportunity to apply for funds. Staff also stated during the forum that they were not aware that they were eligible for staff development funds. Five of the thirteen sabbatical leaves approved by the Governing Board for 1994-95 were for Cuyamaca College faculty, certificated management have been granted sabbatical leaves in the past as well.

PLAN

1. The Staff Development Committee will evaluate the current funding formula and provide a process for which additional funding can be obtained under special circumstances.
2. The Staff Development Committee will increase the awareness of funding available for staff development opportunities.

STANDARD 4E Other Personnel Policies

4E.1 Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.

DESCRIPTION

Written personnel policies and procedures which affect faculty and staff can be found in the *Management Employees' Handbook, 1990, California School Employees Association Contract 1992-94, United Faculty Agreement 1994-95, Bylaws and Board*

Policies book and the *Personnel Policies and Procedures Manual*. These resources serve as the primary documentation for personnel policies for the district. Other resources that are available for information and review are the *Faculty Handbook, Sexual Harassment Handbook* and *Staff Diversity Plan*. The *Personnel Policies and Procedures Manual* was developed as a resource for non-contractual personnel policies and procedures that require further clarification. As issues arise, policies are added to the *Personnel Policies and Procedures Manual*.

APPRAISAL

The *Personnel Policies and Procedures Manual* needs to be revised and made available for information and review by all staff. When surveyed, many support staff were not aware of the existence of the Manual. Procedures need to be developed where staff can be informed of newly created district policies which affect employees. There are inequities which exist between management, faculty, and staff. For instance, sabbatical leave is permitted for management and faculty, but is not permitted for classified staff. Management, Confidential and Supervisory (MCS) employees accumulate two days of vacation per month, whereas classified receive ten days after their first year of full-time employment. MCS employees receive longevity increases beginning their sixth year of full-time employment, and classified receive longevity increases after their ninth year of employment. These issues need to be resolved through the negotiation process.

PLAN

1. The *Personnel Policies and Procedures Manual* will be revised and made readily accessible to all staff.

4E.2 Criteria for determining work loads are clearly stated and equitably applied.

DESCRIPTION

Faculty workload assignments are clearly stated in the *United Faculty Contract*. Each course that is offered has a load which is negotiated with United Faculty, the faculty bargaining unit. Each faculty member is expected to carry a 1.0 load equivalency each semester. Load equivalency for non-classroom faculty is based on eleven month contracts spread over a twelve month period to meet instructional support needs throughout the year.

Work assignments for classified staff members are clearly defined in the *Job Descriptions Manual* which is available for information and review by all staff. Management, Confidential and Supervisory (MCS) work loads are clearly stated in the *Management Handbook and Confidential Supervisory Handbook*.

APPRAISAL

Instructors who have only lecture loads are required to teach 15 hours per week. Instructors who have lab sections are required to teach 18 hours per week. In the English Department, due to the nature of the subject matter, a 1.0 load requires 12 hours per week of composition classes (15 hours per week if only literature). Complaints have been voiced from time to time by some faculty to the bargaining agent regarding variation in the number of teaching hours per week. Also, guidelines for reassigned time of faculty for non classroom duties is a matter of general concern and is currently being negotiated with the bargaining agent.

A number of classified employees feel there is a shortage of support staff to provide adequate services, and as a result, classified employees are experiencing increased workloads. This has led to low morale among many support staff.

PLAN

1. The college will investigate the possibility of converting some hourly positions to part-time contract positions.

4E.3 There are systematic processes for the development of personnel policies.

DESCRIPTION

A systematic process for the development of personnel policies and procedures exists. Issues of a contractual nature proceed through the collective bargaining process. The Personnel Users Group was formed to deal with non-contractual policies and procedures. All employees of the district are invited to share their concerns with the group through their representatives.

APPRAISAL

The district's attempt to deal with newly created non-contractual policies and procedures is to be commended. However, the Personnel Users Group has not been an effective body. Much of the group's efforts have been spent in training managers and

supervisory staff regarding established policies and procedures and not enough time on providing a forum for discussion of new policies.

PLAN

No changes in current practice are planned.

4E.4 Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due processes are explicitly stated.

DESCRIPTION

The *CSEA Contract, 1992-94* and *United Faculty Agreement, 1993-95* clearly states policies and procedures for promotion, evaluation, grievance, transfers, and leave of absence. This information is readily available for review.

APPRAISAL

While policies and procedures affecting faculty and classified staff are available for review, Management, Confidential, and Supervisory staff (MCS) employees are concerned that policies affecting them are not explicitly stated in their handbooks. A committee representing MCS was formed to discuss this matter for the purpose of compiling the information and including the material into one handbook which would serve all three constituencies. Management and supervisory staff in-service training was implemented in October 1994 as a response to suggestions from the previous accreditation study that management staff receive additional training in the area of staff evaluations. Management currently meets to receive training whenever changes occur affecting the contract and other pertinent issues. The Governing Board has also allocated funding to provide in-service training for supervisors. Management is invited to attend these training sessions. In addition, management, supervisors and support staff were invited to attend a series of training sessions to implement a newly established reclassification process for classified staff.

The Professional Growth Committee was formed to implement specific plans whereby all district employees would be compensated for advanced training. Currently, management and faculty may advance on the salary schedule according to their education and training. The committee proposed that classified staff be compensated for advanced training and education. Due to the costs involved, the district

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would not support this proposal and the committee was disbanded in 1992.

PLAN

1. The Management, Confidential and Supervisory Committee will develop a handbook containing policies and procedures affecting MCS employees.

4E.5 Policy regarding privacy of information is clearly stated and consistently administered.

DESCRIPTION

Privacy of information is clearly stated in the faculty and staff contracts and *Bylaws and Board Policies Book*. Information may not be released without prior consent of the individual.

APPRAISAL

The policy is comprehensive.

PLAN

No changes in current practice are planned.

STANDARD FIVE: Library and Learning Resources

The college provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on and off-campus. The adequacy of an institution's learning resources is judged in terms of its goals and programs. The effectiveness of an institution's learning resources is judged by how well and how much they are actually used.

Learning resources include the library and its collections, learning laboratories and centers, other collections of materials that support teaching and learning, instructional technology and support services, distribution and maintenance systems for equipment and materials, instructional information systems, instructional computers and software, telecommunications and other instructional media, and the facilities that house such equipment and services.

STANDARD 5A General Provisions

5A.1 Library holdings, media resources, facilities, and staff are sufficient in quality, depth, diversity, and currentness to support the institution's educational offerings.

DESCRIPTION

As of June 30, 1994, the Cuyamaca College Library print holdings were as follows: 26,696 books, 2,080 pamphlets, and 295 current periodical subscriptions. These holdings were selected primarily to support the general education and vocational courses offered in the college's curriculum. To a much lesser extent, these holdings support general interest reading and professional reading.

Also, as of June 30, 1994, the library's media resources were as follows: 25,259 microforms units, 170 audio-tape recordings, 73 films and filmstrips, and 1,378 video-tape recordings, 870 of which are telecourse programs. In addition, as a member of the San Diego Community College Media Consortium, the Library has access to over 2,900 films and videos for student use in the library and faculty use in the classroom.

The Cuyamaca College Library and Learning

Resources is a 25,000 square foot facility and has seating for 218 patrons. Facilities available for public use or support are reference, circulation, an audio-visual listening and viewing area, a microcomputer lab, five small audio rooms, and two group study rooms. Staff work areas include technical services, graphics production, and instructional media.

Equipment available for patron use in the reference area includes on-line catalogs, four CD-ROM indexes, two microfilm readers, two microfiche readers, and two microform reader/printers. Equipment available for patron use in the listening and viewing area includes two CD audio players, four audio players, two Caramates, one filmstrip projector, six video-tape players, eight Apple II computers, and a high-speed tape duplicator. Equipment available for patron use in the Microcomputer Lab includes twelve Macintosh computers, twelve PC computers, three Apple II GS, six printers, two laser printers and a scanner. Also available in the library facility are two photocopy machines for patron use.

The audio-visual equipment for faculty check-out for use in the classroom includes: one camcorder, two Caramates, twenty-seven cassette players, one closed caption decoder, seven filmstrip projectors, three opaque projectors, twenty-one overhead projectors, two record players, five screens (some classroom are equipped with screens), seventeen 16mm projectors, ten slide projectors, one tripod and thirty TV/VCR units—twenty-seven of which are permanently secured in classrooms.

APPRAISAL

In the accreditation survey the faculty was asked to rate the following: "The library's collection, such as books, periodicals and media resources, is adequate to meet the needs of your educational program or work function." Of the faculty who responded to the survey, 38% agreed and 5% strongly agreed, making a total of 43% or nearly half the faculty surveyed. However, 13% disagreed and 20% strongly disagreed, one third of the faculty. So even though a majority of faculty are satisfied with the library's collection, a significant number are not.

According to the *Standards for Community, Junior and Technical College Learning Resources Programs* approved by the Association of College and Research Libraries (ACRL), and the Association for Educational Communications and Technology (AECT), the size of a minimum collection for a single campus with 2,265 FTE students should be 40,000 volumes. The

Cuyamaca College Library falls about 13,300 volumes short. Evidence of this shortfall is the amount of interlibrary loan requests made to Grossmont and other college libraries. Since the college's last accreditation in 1989, the library requested an average of 740 volumes a year from other libraries to support classroom instruction.

The current serial subscriptions, video and film collection, and facility space for a college this size meets the minimum ACRL and AECT standards. However, concerning film and video program use, library statistics show that since the last accreditation in 1989, the Library borrows an average of 350 film and video programs a year to support classroom instruction. For the first time in the history of the college, the Library has funds for the film and video budget. For the 1994-95 fiscal year, \$1,000 was set aside for film and video programs to support the instructional program of the college.

On February 7, 1995, the college's Budget Committee approved allocation of funds to equip all classrooms with TVs, VCRs, and overhead view projectors. At the same meeting, the committee also approved the purchase of five laser disk players.

The library should acquire CD-ROM players attached to computers and other interactive multimedia equipment to make current resources available for student learning. The library should also establish a network between itself and the library at its sister campus, Grossmont College, so that CD-ROM indexes for periodicals and newspapers can be shared between the two campuses.

PLAN

1. Cuyamaca College will make use of the proposed book budget formula (1995) developed by the library staff to bring the library book collection up to ACRL and AECT standards.

5A.2 The library collection and other learning resources are adequately supported in relation to the total budget and the needs of the institution.

DESCRIPTION

The Learning Resource Center provides support to all educational programs at Cuyamaca College. Support includes the library collection, computer hardware and software for students, instructional and support technology for information retrieval, the distribution

and maintenance of instructional equipment and materials, and the capability for using telecommunications and other instructional media.

For the most recent fiscal year for which data is available, 1993-94, the LRC operated with a total budget of \$639,768. That total is divided into four departments: Library, \$546,424; Telecourse, \$26,798; Graphics, \$43,327; and Instructional Media, \$23,219.

For the major component of the LRC, the library, the budget for the fiscal year was as follows: management, \$99,574 or 18.2% (including a one semester sabbatical leave replacement for the director); faculty, \$180,315 or 33.0%; classified staff, \$186,001 or 34.1%; supplies and periodicals, \$54,718 or 10.0%; acquisition of new volumes, \$15,000 or 2.7%; and rental contracts, maintenance, and other, \$10,816 or 2.0%.

APPRAISAL

The budget for the Learning Resource Center historically has met its needs, although faculty response to the accreditation survey casts some doubt regarding the current situation. For the statement, "The library's collection, such as books, periodicals and media resources, is adequate to meet the needs of your educational program or work function," 33% of faculty respondents either disagreed or strongly disagreed, and another 23% were neutral. Only 5.0% strongly agreed and another 38% agreed.

The general consensus among library staff is that funding has been inadequate to provide for rapid changes in the technology surrounding data collection and retrieval. The purchase of new and up-to-date volumes has also been sacrificed for other pressing needs. As noted previously, in Standard 5A.1, the number of volumes is 13,300, or approximately 33% short of the 40,000 volumes deemed adequate for an institution the size of Cuyamaca College.

Responses to the accreditation survey generally indicate student satisfaction with library staff and support. When asked to respond to, "The library is sufficiently staffed," 81.5% agreed: when asked to rate, "The library staff is helpful," 71.5% agreed. Additional detail is given in Standard 5D.1. The library has placed emphasis on its primary mission of student support and seems to be meeting that objective. The budget for the library, although adequate in terms of support relative to the overall budget of the college, is causing difficulty in keeping

pace in the areas of multi-media development, electronics, and graphics design.

The Learning Resource Center has done much to overcome the deficiencies in services noted above. The availability of various on-line services, such as the Internet, is helping to address the problem of access. Linkages with libraries on other campuses, particularly the four-year institutions in the San Diego area, will be pursued. One with San Diego State is already being established through a U.S. Department of Education grant. Plans also include the installation of additional stations for student use.

In the meantime, library staff plans to continue an educational outreach of its own, alerting faculty and administration to the difficulties it is facing. Part of this effort is included in the normal budgeting process; however, in the past, library staff at both Cuyamaca and Grossmont Colleges have collaborated in bringing a status report to academic senates on both campuses. Similar efforts will continue in the future to enlist support of the entire academic community in the effort to upgrade and modernize the support functions of the library.

PLAN

See PLAN 5A.1

5A.3 Learning resources are designed to provide support for varying modes of instruction appropriate to students' needs and learning styles and are augmented to serve curricular changes.

DESCRIPTION

The Learning Resource Center provides support for varying modes of instruction to meet a wide range of students' needs and learning styles. The library maintains an open computer lab with both Macintosh and IBM-type computers. Software in the lab supports classroom assignments.

The types of instructional media equipment available to students are one camcorder, four camcorders, twenty-seven cassette players, one closed caption decoder, eight dukane, three film loop projectors, seventeen movie projectors, three opaque projectors, twenty one overhead projectors, two record players, four screens, ten slide projectors, one tripod, and twelve TV/VCR units. Also in the collection is a high speed tape duplicator, two compact disk players, and language exercise tape machines. These reinforce

instruction in the classroom. The Learning Resource Center also contains five multipurpose rooms which can be used as study rooms or as language practicing rooms. A Reserves section at the circulation desk contains texts, key books on topics selected by faculty, and solutions manuals. The Telecourse Program is operated by the Learning Resource Center. Television monitors and VCR's are available to students to view and review telecourse programs.

The Library and Learning Resource Center provides support for curricular changes. The four full-time librarians have divided the instructional areas by discipline. Each librarian formally communicates with the instructors assigned to him or her to meet their instructional needs through collection development, library instruction, or reserve collection. A collection survey is filled out when a new or revised course is submitted to the curriculum committee so that the library may provide adequate instructional support for the course.

APPRAISAL

The Learning Resource staff does a good job of providing support for the instructional program despite its limited resources. The library tries to respond to the requests brought to it by formally communicating with the faculty and asking faculty to communicate their needs. Although the library is basically composed of printed materials, it makes a consistent commitment to develop audiovisual holdings. Presently, seventy cents per FTE goes toward developing the audiovisual collection in the San Diego County Community College Media Consortium. Librarians have expressed the desire for those funds to also support interactive technology and laser and compact disks.

Efforts to respond to student needs and learning styles is reflected in a new policy begun in Fall, 1994 where students can borrow videos and films from County Media Consortium for use within the library for a period of one week. This policy supports learning by aiding students who missed class or who need review. Partially-sighted students have used videos to view materials from closer range. Because of a small population of partially-sighted students on campus, the library has not purchased a Braille collection, books on tape, or large tape material. All physically-challenged students are assisted by Disabled Students Programs and Services which provides necessary items for students.

The library staff remains committed to implementing

new technology, and they are active within the profession and on campus committees to ensure this outcome. For instance, library representatives serve on a district planning committee to develop Internet technology for the district. Librarians are currently being trained on use of the Internet for remote access for serving students' instructional needs. Interlibrary loan agreements with the two major area universities provide resources for students' learning by giving them access to more research materials throughout San Diego County.

Staff members are involved with bringing Internet technology to the Learning Resource Center through a U.S. Department of Education grant. This grant will link SDSU's library catalog data bases with those of Cuyamaca and Grossmont College's libraries.

The Governing Board of the district has approved the acquisition of a new computer based system with an catalog. It will include accommodations for students with disabilities.

PLAN

1. LRC staff will assume primary responsibility to provide training on an on-going basis to instructional faculty in new learning methodologies that incorporate the use of technology, i.e., interactive multimedia equipment.

5A.4 Technical assistance is provided to faculty in the production of tests, syllabi, audio-visual programs, and other instructional materials.

DESCRIPTION

The library and learning resources function provides a variety of technical support assistance for faculty to facilitate instruction. These services include duplication of cassette and videotapes; closed circuit television for the campus on Channels 20 and 21; internal broadcast of videotapes into classrooms; editing, scripting and taping of video productions; use of satellite downlink for videotaping conferences; and in-service training through closed circuit television and satellite hookups.

To receive assistance in technical areas, faculty fill out specific request forms for broadcasting, software installation, video taping, audiovisual duplication, video recording, and public address systems. Technical assistance is also available for graphics production of instructional materials.

APPRAISAL

Cuyamaca College has talented personnel in the area of instructional support services, but the college needs more staff in order to perform training and implementation. Currently, there are two full-time staff members who provide technical support, a graphic designer and an electronics technician.

Technical support services are available, but staff report that these services are not used by the majority of faculty. Many of the programs offered by technical support services are new to the college, and library staff speculate that many faculty do not know of their availability. For example, graphics production has only had an office on the campus for the past year and a half.

Some disciplines utilize technical support services more than others. For instance, the Automotive Department frequently uses closed circuit television and downlink of teleconferences for teaching and training.

Technical support services staff and library staff want to help instructors facilitate learning by introducing faculty to new technology such as multimedia and by training them in methods of incorporating that technology into the classroom and would like to expand to serve the instructional community. For example, they recommend in-service seminars to familiarize faculty with technical services and to train faculty in use of the equipment.

Also in the planning stages is a proposal to produce interactive program which students could use outside the classroom. Technical support services wants to offer some experimental multimedia programs and designate a multimedia classroom for training. Their goal is to start with the simplest and least costly technology in order to initiate the capability as soon as possible. Faculty will be invited to participate in the planning process with the technical staff after the initial plan is developed.

PLAN

1. The college will develop a Technology Resources and Training Center where interactive multimedia programs can be produced, and where training can take place.

5A.5 Learning resources equipment is properly maintained.

DESCRIPTION

The audiovisual and educational support equipment at the Learning Resource Center includes camcorder, caramates, cassette players, closed caption decoder, film strip projectors, film loop projectors, 16mm movie projectors, opaque projectors, overhead view projectors, record players, slide projectors, TV/VCR units, portable screens, and tripod. The number of each type of equipment is given under Standard 5A.1.

Maintenance is routinely handled internally on an "as-needed" basis. One technician is responsible for the equipment that requires maintenance. That individual is able to service much of the audio-visual equipment, such as overhead projectors, movie projectors, and slide projectors. Outside vendors are generally required for items such as the camcorder and microfiche readers. Copy machines for students are owned and maintained by an outside company.

The LRC has no maintenance contracts for its AV equipment. No preventative maintenance schedules are routinely set, either. Repairs are accomplished when required; budgeted funds have been adequate to keep all machines up and running. The LRC's "supplies" budget is sometimes used for small repairs, and when funds are not sufficient there, the campus repair budget is used.

APPRAISAL

Timeliness of repairs along with the quantity of the various equipment have been sufficient in the past to keep equipment available for instructional and student support functions when requested. This is born out by survey responses from both faculty and students. In the Accreditation Survey, both groups were asked to rate the following: "The equipment in the library, such as, movie projectors, TV, VCR, overhead projectors, and camcorders, is properly maintained." Of the faculty who responded, 78.0% either agreed or strongly agreed with the statement, and only 8.5% of the respondents disagreed to any degree. The remaining 13.5% were neutral. In the student sector, the numbers support the same conclusion. Only 4.2% disagreed or strongly disagreed; 75.9% agreed or strongly agreed, while 19.9% were neutral.

Library staff were quick to point out, however, that they hear many comments about "worn out or down equipment." Some equipment is described as being

"out of date." Staff also believes that the funding for repair and maintenance is marginal at best, and that there is no provision in the budget for upgrading or replacing old equipment.

Still, it would seem that maintenance of equipment and the resultant availability of that equipment for academic purposes is being adequately met within the existing framework.

PLAN

No changes in current practice are planned.

STANDARD 5B Resource Development

5B.1 There is an organized procedure in which faculty and administrators participate in the selection, evaluation and elimination of library holdings, learning resources and materials.

DESCRIPTION

Although faculty are encouraged to participate in the selection, evaluation and withdrawal of library materials, the librarians are ultimately responsible for performing this function. Each librarian oversees certain disciplines. A written collection development policy exists along with a collection survey form. This survey form is filled out by a department faculty member when a new or modified course is submitted to the Curriculum Committee. The form is reviewed and signed off by the appropriate librarian so that the library may provide adequate support for the course.

Requests for new materials are submitted to the librarians, and materials are purchased as funds are available. These requests are discussed at the librarians' bi-weekly meetings.

As part of their professional responsibilities, the Learning Resources staff continually researches materials to add to the existing collections. The college is a member of the San Diego County Community College Media Consortium and, based on the needs of Cuyamaca College, provides input into the selection of new films for the consortium.

At the beginning of each semester, notices are sent out to all faculty encouraging them to reserve time to bring their classes for a library orientation. Scheduling the orientation offers a time for the librarian and instructor to meet and discuss collection needs.

APPRAISAL

Based on surveys of faculty, staff and students, the procedures appear to be functioning adequately. However, limited acquisition of new materials has been directly related to inadequate funding, which has not kept pace with inflation. The library's holdings have grown from 23,300 volumes (1989 Accreditation Report) to 26,696 volumes. As a result of the financial restrictions, inter-library loans have increased with Grossmont and other colleges.

Library staff should continue to invite faculty at the beginning of each semester to set up a time to meet with a librarian regarding any collection needs or concerns. Procedures should be maintained which use the Library Collection Survey form as a means of documenting meetings with faculty members to discuss collection needs for proposed new courses or programs.

PLAN

No changes in current practice are planned.

5B.2 Faculty and staff are kept informed about new developments in learning technologies.

DESCRIPTION

There is a framework established for collection development and library instruction. In this framework, new development in learning technologies are communicated by the librarians. Faculty also become informed through frequent contact with the librarians responsible for Automation and Audio-Visual Services.

APPRAISAL

At Cuyamaca College, this informal system of communication between instructors and librarians seems to work better than the more distant and formal kinds. In addition, the college is small enough that librarians can maintain informal contact and communication with the faculty. The librarians, who keep abreast of the instructional program of the faculty, are aware of the faculty's needs.

Examples of informal communications for new development in learning technologies include the following: routing mail and brochures that pertain to new technology issues to the faculty, sending photocopies of journal articles to faculty on the same subject, and sending away for free copies of computer programs and video materials that illustrate new

technology which is then shared with appropriate staff.

The formal and informal means of communication work well, and there are no plans to change to them. As technology changes and as the college grows, the librarians will adapt to the appropriate way of informing faculty about new technologies. For instance, librarians are presently being trained on the Internet and plan to give workshops and other training sessions to faculty and staff on the use of this new technology.

PLAN

No changes in current practice are planned.

STANDARD 5C Accessibility

5C.1 Use of the library and other resources is promoted through a comprehensive program of orientation, instruction, and printed material designed to assure substantial use of these resources by students, staff, and faculty. Attention is given to the needs of both traditional and nontraditional students.

DESCRIPTION

The use of the library and other resources is promoted through a comprehensive program of orientations, instruction and the distribution of printed materials. At the beginning of each semester, faculty members receive an invitation to schedule a library orientation given by a librarian for their classes. The orientations are designed to teach students how to define a topic for research, use computerized book and periodical catalogs, indexes, and databases, and select and evaluate appropriate sources of information. In addition to these orientations, instructors also schedule "Browse and Research" times where they and their students can work together on research projects in the library.

During the first week of fall and spring semesters, five free Macintosh training sessions are offered at various times in the microcomputer lab. One of five sessions are offered in the evening and one on Saturday. The sessions are taught by the intermittent hourly lab assistants and take beginners through the use of the Microsoft Word program for the Macintosh.

Two courses in the class schedule promote library use. English 150 Library Research Methods is a one-unit course offered each semester to teach library research techniques to students interested in

improving their library skills. Personal Development-Special Services 299 Basic Skills Practicum is a one to three-unit course offered for the first time during the Fall, 1994 semester. Counselors and librarians team teaching the class provides the basic information needed to increase library competence.

APPRAISAL

Library orientation sessions are a great success. Since the 1989 accreditation, library orientation sessions have grown from 90 a year to 121 a year. The attendance at these orientations during the same period of time has nearly doubled from 1,899 students attending in fiscal year 1989-90 to 3,642 students attending in fiscal year 1993-94. There are reasons for this increase. The library actively seeks requests for library orientations through regular solicitation of the faculty each semester. Also, the library arranged the reference area to accommodate class sizes of 40 or more students, so that undisturbed library instruction in a classroom-type setting can take place. Furthermore, the library provides orientations beyond the traditional general education courses in liberal arts by giving library instruction to students in vocational courses, such as Child Development, Supervision and Business, Architectural Graphics, and Personal Development courses offered by counseling.

The free Macintosh training sessions given the first week of the spring and fall semesters are also a great success. These sessions are booked to capacity with additional names on a waiting list.

English 150 Library Research Methods had difficulty meeting the minimum enrollment requirement until it became a transferable unit. Students who have taken the course have given it favorable evaluations. Because two areas, Counseling and the Library, are being represented in the teaching of Personal Development-Special Services 299 Basic Skills Practicum, a change to Interdisciplinary Studies 114 - 116 is being pursued through the Curriculum Committee. This course is especially helpful to the non-traditional students involved in the Extended Opportunity Program and Services Department.

PLAN

1. The LRC will begin to provide PC training in addition to Macintosh training in the Microcomputer Lab and will provide training throughout the year.

5C.2 Learning resources are available to students at off-campus centers for both day and evening students.

DESCRIPTION

Cuyamaca College has no off-campus library facilities. Students who take classes at off-campus sites use the Cuyamaca College Library with the same privileges that day, evening, and Weekend College students have.

APPRAISAL

Non-research oriented classes which traditionally do not involve heavy use of the library are scheduled for off-campus sites. The off-campus sites used most extensively, namely Monte Vista High and Valhalla High School, are situated close to the college campus.

Those students who wish to use the Learning Resource Center encounter little difficulty in doing so. Instructors are informed of resources available in the library, and they in turn pass that information on to their students.

Library equipment is made available to the instructors through the Office of the Vice President for Academic Affairs. This office checks out the equipment once a year from the library and arranges for the equipment to be stored at the off-campus site.

PLAN

No changes in current practice are planned.

5C.3 Hours of service provide adequate access to learning resources.

DESCRIPTION

The campus library is open six days a week. The specific schedule by day is as follows:

Library services:

Monday - Thursday	7:30 a.m. to 9:00 p.m.
Friday	7:30 a.m. to 3:30 p.m.
Saturday	9:00 a.m. to 3:00 p.m.

Micro-computer lab:

Monday - Thursday	9:00 a.m. to 8:00 p.m.
Friday	9:00 a.m. to 3:00 p.m.
Saturday	9:00 a.m. to 3:00 p.m.

APPRAISAL

The hours of operation for library services appear to be adequate to meet student schedules and requirements. This is borne out by survey responses from students in the *Accreditation Survey*, where they were asked to rate the following: "The library is open enough hours to allow adequate access for my educational needs." Of the 548 students who responded, 75.4% either agreed or strongly agreed with the statement, and only 13.7% of the respondents disagreed to any degree. The remaining 10.9% were neutral.

Results were not quite as favorable for the Microcomputer Lab, but still appear to be adequate. From the *Accreditation Survey*, students were asked to rate the following: "The computer lab is open enough hours to allow adequate access for my educational needs." Of the 366 students who responded, 59.0% either agreed or strongly agreed with the statement. This represents a majority of those responding; however, 14.8% of the respondents either disagreed or strongly disagreed and a large number, 26.2%, were neutral.

The results of the survey indicate satisfactory access to the library and microcomputer lab.

PLAN

No changes in current practice are planned.

5C.4 Where reliance is placed on the resources of another institution or organization, the arrangement is clearly delineated in a written agreement.

DESCRIPTION

The Cuyamaca College Library relies on four outside resources: 1) The OCLC computerized database (shared by nearly all libraries) is used for searching, borrowing, and cataloging information. This service is bound by contract; 2) The *Community College Media Collection Agreement* is used to share videos and films throughout the county; 3) An informal inter-library loan agreement has evolved with our sister college in the district, Grossmont. Students of both colleges have equal access to all resources with easy electronic and physical transfer/borrowing; 4) a long-standing informal agreement among other local colleges (SDSU, UCSD, and local community colleges), has embraced the Interlibrary Loan Code developed by the American Library Association.

Starting in May 1995, the library material from San Diego State University library will be available within twenty-four hours and at a reduced cost. As per this new agreement, the charge for journal photo copies will be ten cents per page. There will be complete access to SDSU's catalog and no charge for books.

A new Community College Media Collection Agreement was recently rewritten and approved. It is now called the Community College Media Collection and Information Services Joint Powers Agreement.

Besides the traditional educational media such as motion picture films and videotapes, the collection can also contain computer software, CD-ROM systems, and "other materials associated with emerging technologies." The new agreement also allows for the inclusion of information services such as computer databases, systems associated with such databases, distance learning technologies and the use of the Internet. The paid contribution to this consortium may also go toward hardware or equipment for an automated booking system and peripherals. This new agreement requires a higher contribution fee, but eliminates the weekly rental fee for media programs.

APPRAISAL

Written agreements with other institutions have worked well. The current system meets the needs of the students, and the new agreement with San Diego State University, made possible through a U.S. Department of Education grant, will further enhance the system of access and retrieval for students.

PLAN

No changes in current practice are planned.

STANDARD 5D Faculty and Staff

5D.1 Learning resource staff are sufficient in number and properly qualified in various specialty areas to serve users and to provide technical support.

DESCRIPTION

The library staff is comprised of the Director of Learning Resources, four certificated Librarians, one part-time Librarian, and seven Classified staff: the Director's Administrative Secretary, three Multi-media Technicians, Senior, one Multi-media Technician, one

Electronics Technician, Senior, and one Graphic Designer, as well as 7,846 hours of yearly intermittent assistants. All the librarians hold Masters of Library Science degrees from ALA accredited institutions. Of the classified staff, one has some training for a library technology certificate and has attended over five OCLC training workshops. Another has a Bachelors Degree in Library Science.

In addition to reference desk duties, library orientations, and collection development, each of the four librarians is responsible for separate areas of the library's operation. These include: 1) automation; 2) periodical/audio-visual; 3) bibliographic instruction; and 4) reference coordination and cataloging. The four multi-media technicians are each responsible for multiple tasks in the library. Their areas of responsibility are as follows: 1) performing acquisitions duties (e.g. accounting and books, periodicals, supplies orders), coordinating building and supplies maintenance, film booking from the San Diego County Media Consortium collection and other sources, and coordinating video duplication and recording; 2) processing of library materials into the collection, OCLC catalog searching, installing CD-ROM updates and coordinating interlibrary loan services; 3) coordinating circulation supervisor duties and coordinating microcomputer lab supervisor duties; and 4) coordinating periodical/newspaper and reserve material maintenance and providing circulation assistance.

APPRAISAL

According to ACRL and AECT standards, four certificated staff falls midway between the minimum number and excellent for a college with 1,000-3,000 FTE students.

In the *Accreditation Survey* students were asked to rate the following: "The library staff is helpful." The responses indicate that library staff members are doing their job well. A large majority of student respondents, 69.8%, either agreed or strongly agreed with the statement.

When asked to respond to the statement "The library is sufficiently staffed," students also responded favorably: 40.4% agreed and 19.3% strongly agreed.

Among the multi-media technicians at Cuyamaca College, one individual is given the responsibilities normally performed in other libraries by two or more staff members. It is not surprising, therefore, that when multi-media technicians were asked individually

how sufficiently the library was staffed in the area they worked, their responses had a common theme. They stated that although they can maintain basic services, it is difficult to do many of the time-consuming tasks required of their jobs and to keep up with growing demands from the faculty and student body. In the areas of circulation, cataloging, interlibrary loan and media services, they recommended that additional part-time help be considered.

The Electronics Technician, Senior and Graphic Designer were also individually asked how sufficiently the library was staffed in their areas. Their responses mirrored those of the Multi-media Technicians. They also recommended additional part-time help for their area for the same reasons (i.e., increasing demand for their services and keeping up with the many different aspects of their area of work).

Finally, additional part-time staff will definitely be needed to meet the new demands that emerging technology will place on library services. As the Electronic Technician stated, "Any technical expansion will become difficult without backup help [for] multi-media, distance learning, teleconference, downlinks, broadcasting, etc." This is especially true for the new automated system the library will soon acquire and in the newly proposed expansion of the microcomputer lab.

PLAN

1. Cuyamaca College will evaluate the staffing needs necessary to meet the growing demand for services in the instructional media areas and provide additional hourly staff if necessary.

2. See PLAN 5E.1

STANDARD 5E Information Technology

5E.1 Computing and data communications services are provided as learning resources in sufficient quality and quantity to support the educational offerings of the institution.

DESCRIPTION

Cuyamaca College provides computing and data communications in three ways: 1) A Microcomputer Lab is open to all students providing the following equipment: twelve Macintosh computers, twelve PC's, one Apple II GS, two laser printers, eight dot-matrix printers, and one scanner; 2) A locally-developed, on-line public access catalog is

shared by Cuyamaca and Grossmont Colleges (OPAC); and 3) CD-based retrieval systems for such resources as *Readers Guide Abstracts*, *Academic Index* and *Newsbank (San Diego Union-Tribune)* are available. The Governing Board recently allocated \$250,000 for a district-wide Bibliographic Control System for all resources.

Starting in mid-April 1995, a Department of Education grant will place three Internet work stations in the library. Students and staff will be able to use them to access a wide array of information resources, including and any library catalog available through the Internet. Students will pay a nominal printing charge, but otherwise, the service will be free.

An Instructional Computing Council has been established to identify the current computing needs of the institution. This council will recommend policies and procedures for the utilization of computers, related resources, and information technology. A computer network is currently being assembled which will connect many of the various campus computing areas.

Plans are underway to update and modernize the current computer information system. The GCCCD Board has allocated funds for a state-of-the-art, district-wide system which would include an on-line public access catalog for all resources and the necessary administrative support systems (circulation control, cataloging, acquisitions, serials, and inter-library loan).

APPRAISAL

Until recently the Microcomputer Lab has met the basic word-processing, spreadsheet, database, and other instructional needs of the institution. Students who were surveyed felt that the hours of operation were convenient. Lately, however, the library staff has received requests that cannot be provided with the current staff and equipment. Most needed is an instructional computing coordinator who could manage computer support between the Library and the instructional areas.

The current catalog system (OPAC) and the CD-based retrieval systems are inadequate to meet current student and faculty needs. The system needs to be modernized.

PLAN

1. Cuyamaca College will provide the necessary

qualified staff to support the services in the Microcomputer Lab.

5E.2 The institution provides service to support full utilization of its information technology resources.

DESCRIPTION

Resources exist to meet the basic needs of instructional programs. Resources include on-line public access catalog for print and non-print materials, appropriate CD-ROM databases, and on-line access to the OPAC of local university libraries as well as commercial databases. Students and staff also have access to the full range of OCLC services.

APPRAISAL

Most of the information retrieval services are provided to support instructional services. However, in the area of computer-based instructional support (specifically the Microcomputer Lab) the institution falls short of what is desirable. Although basic computer needs are being met, there is no support for the wide range of computer hardware and software needs of the students and faculty. As pointed out previously, a demand for skilled staff exists to assist with the more varied and sophisticated information technology tasks and applications. Once again, there is a need to centralize control and to coordinate computer technology in the area of instructional support.

When the Three Year Instructional Computing Plan Task Force and the Instructional Computing Council organize the computing needs of the institution, these groups will address the hardware and software needs of the library area. The committees might recommend additional skilled staff, and the possible redistribution of the computing hardware to better serve the needs of the students and faculty.

PLAN

No changes in current practice are planned.

STANDARD SIX: Physical Resources

Physical resources, including buildings and equipment used on and off-campus, are adequate to serve the needs of the institution in relation to its stated purpose and its goals and activities. The physical environment of the institution contributes to an atmosphere for effective learning.

STANDARD 6A Facilities

6A.1 Space allocations are appropriate and adequate for the institutional functions served.

DESCRIPTION

Cuyamaca College has forty-one classrooms with a combined capacity of 1,548 students, creating the average capacity per classroom of 37.8 students. Only four classrooms can accommodate a capacity of over fifty students, and the largest of these four classrooms can accommodate eighty students. The college augments its classroom space in the evening by using five to ten classrooms each semester at two local high schools, both of which are within five miles of the campus.

The campus clearly needs for more office space, especially for adjunct faculty. The adjunct faculty "offices" consist of eight carrels constructed around the perimeter of a room adjacent to the Faculty Workroom. The room is noisy, hindering student conferences while preventing any tutoring.

No room or meeting hall at Cuyamaca College is large enough to accommodate faculty and staff meetings, student exhibitions or performances. While Cuyamaca College offers a Music Major, the campus does not have a music building or even a suitable facility for rehearsal sessions. These needs may be met with the construction of the physical education gymnasium, scheduled for completion by Fall, 1995. Outdoor facilities for physical education under construction include tennis courts and a track. However, in conjunction with the development of the Five-Year Strategic Plan, a survey of all staff revealed that a swimming pool was high on the priority list of initiatives for the college.

The Learning Resource Center, which was completed in the Spring 1990, houses the library facility, a Tutoring and Assessment Center, Job

Placement/Career Center, Transfer Center and Counseling Center. The Counseling Center is often impacted with students.

The college Bookstore has inadequate space. Currently, books and supplies which cannot be accommodated in the Bookstore, are housed in freight containers located behind the building. The cafeteria or Coyotes' Den, immediately adjacent to the Bookstore, is inadequate for the number of students at Cuyamaca College. Immediate behind the building which houses the Bookstore and Coyotes' Den, a portable building houses the Campus Activities Center and ASCC Offices. As of this time however, students have raised over \$200,000.00 for the construction of a new Student Center. The need for a Student Services Building at Cuyamaca College has been addressed for many years. Present projections for such a building are not in the immediate future.

The district is currently collaborating with the Otay Water District and other community agencies through a joint powers agreement to develop a xeriscape "demonstration garden" for plants native to southern California. This demonstration garden will be located on the south side of the campus near the Heritage of the Americas Museum, which (since the last accreditation visit) was built on campus also through a collaborative agreement with the district and a private individual.

APPRAISAL

According to the state space utilization formula, classroom space allocations are adequate at Cuyamaca College. However, this formula fails to take into account the need for large classrooms. When the college is asked to be more efficient in WSCH, four classrooms over the size of fifty are not sufficient. Clearly, a need for more large lecture classrooms is evident.

The college's need for a facility large enough to hold large groups may be alleviated with the opening of the gymnasium in Fall, 1995. However, the new physical education facility will not alleviate the college's need for a music facility where practice sessions and rehearsals can take place without disturbing other classes, nor for more office space for adjunct faculty.

Through a self-assessment vote, the students have raised over \$200,000.00, a sum large enough to initiate plans for a new student center.

PLAN

1. Cuyamaca College will make use of the funds raised to date to initiate plans to construct a new student center (See also PLAN 3A.8).
2. Cuyamaca College will seek collaborative efforts with the private sector or community agencies to develop new facilities.
3. Cuyamaca College will review its space utilization priorities to create additional instructional computing facilities.

6A.2 Buildings and grounds are clean and in good repair. Maintenance and operations are conducted in a systematic, planned manner with adequate staff and support.

DESCRIPTION

Maintenance is a district operation. The Maintenance Department is comprised of three full-time staff. The duties of the staff are varied and include HVAC systems, electrical, plumbing, carpentry, painting, roofs and in-house remodeling, modification and repair of indoor/outdoor facilities, general construction, plumbing and electrical. Maintenance services are acquired through work orders submitted to Business Services. Requests for district services come through the district office.

The Operations Department is managed by the Director of Business Services. The Operations staff consists of one supervisor, two senior custodians, four classified custodians, and several hourly employees. The primary function of this department is to maintain the cleanliness of all offices, classrooms, rest rooms, adjoining indoor facilities and adjacent corridors. In addition, Operations is responsible for the relocation of furniture and replacement of lighting elements. When Operations services are required, a work order is submitted to Business Services.

Grounds is a district operation and presently three full-time grounds personnel are assigned to the college. The Grounds Crew consists of one supervisor and two groundspersons. The primary function of this department is general upkeep of thirty-five acres of landscaped college property. The grounds crew has varied responsibilities, such as mowing grass, aerating and fertilizing lawns, planting, trimming trees, shrubs and ground cover, keeping parking lots and exterior walkways free of trash and debris, weed control, maintaining irrigation systems, monitoring

drainage, and providing services to current athletic facilities (i.e., cross-country paths and soccer field).

APPRAISAL

In the *Accreditation Survey* the faculty were asked to rate the following statement regarding Operations, "The custodial support is adequate." The responses were 18% strongly agreed, 44% strongly agreed, 14% were neutral, 6% strongly disagreed, and 16% disagreed. In evaluating the services performed by the Operations Department, the majority of the faculty surveyed felt that their services were up to par. Operations was also evaluated through a survey to the student population. Regarding the statement, "The physical facilities (i.e., classrooms, washrooms, offices) are adequately maintained," the students' responses were similar to the faculty (i.e., over 75% of the student population responded favorably).

Responses were even more favorable regarding the upkeep of the grounds. In the *Accreditation Survey*, 85% of the faculty either agreed or strongly agreed with the statement, "The landscaping is adequately maintained on college grounds." Only 14% were either neutral or disagreed. Students responded to the same statement in a similar way.

Progress has been made in updating Grounds Maintenance equipment through a district fund set up during the budgeting process for 1994-95. Additional equipment and repair parts will be provided by the district infrastructure fund. Grounds will also be eligible for additional equipment funded by the State for the outdoor physical education facility in 1995-96. An urgent request will be made for a position dedicated solely to the maintenance of the new Physical Education facilities and for monitoring the new habitat area once the mitigation plan has been completed. The opening of the indoor physical education facility will necessitate the hiring of an additional custodian and the purchase of an electrical cart for transportation purposes.

PLAN

1. Cuyamaca College will request additional personnel of the district for both Grounds and Operations to support the new physical education indoor and outdoor facility and the habitat preserve.

6A.3 There are well-planned, adequate and well-maintained physical facilities for off-campus programs.

DESCRIPTION

The college currently augments classroom space by using facilities off-campus. Approximately five to ten classes are held each semester at two local high schools. These sites are adequately monitored and maintained by the high school district. The college, which provides a courier service for audio-visual materials, supplies and maintains audio-visual equipment as needed for these classes.

Cuyamaca College also has limited course offerings at the following locations: Campo Indian Reservation, Home of Guiding Hands, La Petite Academy, Mountain Empire High School, Otay Water District, Singing Hills Golf Course, and St. Madeleine Sophies Training Center.

APPRAISAL

Most courses held at off-campus sites have adequate physical facilities, but some faculty have reported concerns about their personal safety due to poor lighting and inadequate security at some of the remote locations.

PLAN

1. Cuyamaca College will only utilize off-campus facilities where the personal safety of instructors will be assured.

6A.4 There is demonstrated concern for safety, security, disaster planning, and energy conservation.

DESCRIPTION

With the assistance of the District Risk Management Office, Cuyamaca College has developed guidelines to address the safety and security of the campus. Specific plans for increasing security include: a) installing emergency speed dial on campus phones and emergency call boxes in student and staff parking lots; b) conducting a security survey of all high risk areas through the campus; and c) revising the procedures for key control and for inventory control procedures throughout the campus. Awareness programs and informational materials provided by the Risk Management Office are fully described in section 6A.5.

In terms of security, during the employment process all newly hired individuals are given a *Safety Tips Handbook* which must be signed. Specific safety concerns are addressed through the Campus Safety Committee. The committee, which meets on a monthly basis, focuses not only on issues of personal safety, but on the identification and removal of potential safety hazards. One example of this was evident when concrete cigarette stands were found to be hazardous and were removed promptly. Workshops on disruptive behaviors have been well attended and these will be continued regularly in the future.

A Crisis Intervention Committee has developed guidelines for emergency situations, and presently five disaster preparedness kits exist on campus. The Crisis Intervention Committee and disaster preparedness situations are coordinated through the Health Office. The District Office has also completed a more thorough Disaster Preparedness Plan that is awaiting approval.

Concern for the natural environment has been identified as one of the college's eight values. Currently, reminders throughout the campus encourage turning out lights to conserve energy. Furthermore, a move toward E-mail has instituted paperless communication serving as another example of the promotion of energy conservation. During the spring 1994 semester, Cuyamaca College underwent a retrofitting of its indoor lighting to further its ability to save energy.

APPRAISAL

The college appears to be adequately meeting Standard six's attention to safety, security, disaster planning, even though more needs to be done in the area of energy conservation. Cuyamaca College has identified one of its eight values as concern for the natural environment, it has yet to formulate a coordinated energy conservation plan.

PLAN

1. In keeping with the value of the natural environment, a college task force will be charged with developing a thorough, coordinated energy conservation plan. The task force will request that incentives be built into this plan (i.e., the college will be allowed to keep a portion of money that is saved).

6A.5 There is concern for health issues, barrier-free access, and environmental standards related to hazardous materials and waste.

DESCRIPTION

At Cuyamaca College, considerable attention and emphasis is given to health issues, barrier-free access, and environmental standards related to hazardous materials and waste. The Campus Safety Committee, which meets on a regular basis, is a primary focal point for discussions which address concerns in these areas. Membership on the committee is broad-based, with representation from all sectors of the college community. Also, considerable support is provided to the college by the district—especially through the Risk Management Office—which sponsors a variety of awareness programs, publishes relevant materials of an informative nature, and promotes a district-wide sensitivity toward environmental issues. The *Crisis Intervention and Emergency Handbook* has a section on "Natural Disasters," which explains emergency procedures, location of preparedness kits, etc. Plans are now being developed by the district for an earthquake preparedness program. The district produced handbook, *Safety Tips*, outlines "Universal Health Precautions" pertaining to hand washing, the use of gloves, trash disposal, first aid involving blood and CPR, and the use of disinfectants. The same handbook also discusses the handling of hazardous materials under the following headings: in service training, general classroom safety, general office safety, trash disposal pertaining to blood or body spills, and safety inspection guidelines. The district's "Right to Know" *Employee Training Program* booklet discusses matters relevant to working with chemicals and other substances which might present a hazard to health.

The *ADA Self-Study and Transition Plan*, which was prepared in 1994 by ADA consultant Barry Neiman, includes a study of barrier-free access at Cuyamaca College and provides a positive evaluation of the college's progress in that area. The college has successfully implemented many low-cost improvements and accommodations in this area. The college recently completed an ambitious project by constructing a long, gently-sloping ramp from the Learning Resources Center to the upper campus.

APPRAISAL

Cuyamaca College has successfully implemented and maintained programs which address health issues,

barrier-free access, and environmental standards related to hazardous materials and waste. The college's strength in regard to health and environmental issues has been greatly facilitated by the outstanding support provided by the district—especially through the Risk Management office. The college has successfully met its legal obligations in regard to barrier-free access, but also maintains a sustained effort to ascertain future needs in this area.

PLAN

No changes in current practice are planned.

STANDARD 6B Equipment

6B.1 Equipment is appropriate for the institutional functions served.

DESCRIPTION

Many functions at the college necessitate the use of equipment. For example, computer labs on campus serve different purposes and are equipped to meet diverse needs. Some labs are designated for teaching general computer skills, while others are for drafting or graphic design. Specialized equipment is also used in other areas such as automotive, ornamental horticulture, science laboratories, and physical education. Areas such as automotive technology receive donated equipment from the industry.

Audio-visual equipment is maintained in the Learning Resource Center and in most classrooms.

APPRAISAL

Equipment for the specific programs at the college appears to be adequate. With the advances in computer technology, more up-to-date computers are needed.

PLAN

No changes in current practice are planned.

6B.2 Equipment is maintained on a regular basis and attention is given to the health-safety-security aspects of equipment operation and maintenance.

DESCRIPTION

Maintenance personnel are quick to note the maintenance and repair needs of equipment, and they

endeavor to respond as quickly as possible to all repair requests, especially where safety considerations are involved. Regular budget allocations provide for maintenance contracts for certain specific items of equipment (e.g., copy machines). The campus staff helps to maintain much of the office and classroom equipment, including PC's, while district personnel usually take care of the maintenance of grounds equipment and vehicles.

The district provides safety training for employees, which includes distribution of the booklets *Safety Tips* and *"Right to Know" Employee Training Program*. Ergonomic concerns are overseen by the Risk Management office.

APPRAISAL

Limited funding for equipment purchase and maintenance has required increasingly careful budgeting based on widespread consultation via the shared governance process. A process is in place whereby needs are assessed and prioritized at various levels (administration, division, department, Academic Senate, strategic planning, etc.).

While maintenance staff make every effort to spot safety hazards relating to the repair and operation of equipment, their present forms to request maintenance service do not denote whether or not a potential safety hazard is involved. Such an item on the forms would allow them to track safety hazards while attending to a specific request for services.

PLAN

1. An item will be added to maintenance requests forms denoting whether or not the request involves a safety hazard.

6B.3 Equipment is adequately inventoried and controlled and periodic replacement is scheduled.

DESCRIPTION

A system using formal inventory numbers keeps track of district equipment in a orderly manner. All equipment which costs \$350.00 or more is given a bar code and a district inventory sticker. A master catalog is maintained by Business Services that records the location of equipment. A Room Assignment Change Report Form is used to record the movement of equipment to a different location. An annual audit requiring a visual check of each item is

completed on all equipment. This audit is conducted by district staff or a designated representative on campus.

Replacement of equipment is conducted on a departmental basis. The head of each department or division monitors the status of equipment in the respective area and reports any changes in status to Business Services. Equipment within the department's allocated funds is purchased as needed. Larger and more costly items must be processed through the Campus Budget Committee process. Currently, interest-based bargaining is used to prioritize all budget requests.

APPRAISAL

The inventory system works well for most pieces of equipment, and items can be located easily by consulting the Business Services office on campus. Even so, occasional reminders are necessary to prevent movement of items without proper notification. The only concern in this area is the lack of formal or standardized inventory procedures for pieces of equipment that cost under \$350.00. If missing, these items have proven to be impossible to track.

The replacement of equipment can be a slow process. Many departments do not have a budget adequate to replace needed equipment, so equipment purchases (not within the departmental budget) are reviewed by a budget committee. This process works well, but still, some equipment cannot be readily replaced due to cost.

PLAN

1. The Business Services Office will develop a formal mechanism to inventory and monitor items of equipment under \$350.

STANDARD 6C Facilities Planning

6C.1 There is a master plan for campus development, consistent with the objectives of the institution and the educational master plan.

DESCRIPTION

In 1990, the Grossmont-Cuyamaca Community College District commissioned an independent firm, MGT Consultants, to prepare an educational and facilities Master Plan for the district. A report was

completed and made available for review by the college and district communities during the Fall, 1990, and was presented to the Governing Board in March 1991. The *MGT Report* was also used in the development of the District Strategic Planning Committee, which consists of district representatives, Board members, and representatives from each campus (two managers, two classified and two certificated persons).

The District Strategic Planning Committee used the Chancellor's *Office Planning Guide*, the *MGT Report*, the *Academic Master Plan* and the *Student Services Building Plan* to develop facility plans for the campuses. Sub-Committees of the District Strategic Planning Committee include Enrollment Management, Facilities Master Planning, and Academic Master Plan. This provides for a comprehensive view of the planning, not only for Cuyamaca College, but for the entire district.

The planning process at Cuyamaca College includes the completion of a five year plan, which is reviewed and revised on an annual basis. The projected timelines for new construction and remodeling are outlined in the Five Year Plan. The projects included in the current plan are a new entrance to the campus (completed Spring 1995), the Indoor and Outdoor Physical Education facilities, Fall, 1995, remodeling of the "N" building, 1996, a Student Services building, 1998, and a Child Development Center, 1998.

APPRAISAL

The Facilities Master Plan was developed and new building were requested based upon a projected increase in enrollment at Cuyamaca College. However, that growth was severely impacted, apparently by the increase in student fees. Instead of an increase in the number of students, there has been a drop. That decline will cause a delay in the construction of the Student Services building and the Child Development Center.

Construction of the indoor and outdoor physical education areas was postponed for one year because the land intended for their construction was designated a habitat for the gnatcatcher, a bird on the endangered species list. Ground was initially broken in 1993, but construction was postponed until a suitable plot of land could be purchased to replace the habitat which would be destroyed by the facility. Construction was re-initiated in the summer of 1994. The outdoor physical education area is scheduled for completion in late spring 1995. The indoor facility is scheduled for

completion in the fall of 1995.

PLAN

1. The Facilities Master Plan for Cuyamaca College will be updated to reflect the addition of the Habitat Preserves and other changes on the site.

6C.2 There is appropriate involvement of staff in the planning of facilities.

DESCRIPTION

Cuyamaca College has held periodic meetings to solicit staff input on facilities as well as other planning issues when needs arose. Staff input is sought whenever plans for space utilization are developed. When new construction is planned, all areas impacted by the new building are part of the planning process.

APPRAISAL

There has been appropriate involvement of staff in the planning of facilities in the past, and there is every reason to believe that this will continue to be the case.

PLAN

No changes in current practice are planned.

STANDARD SEVEN: Financial Resources

FTES

STANDARD 7A Financial Stability

Financial Resources are sufficient to achieve, maintain, and enhance the goals and objectives of the college. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the Governing Board and broad staff participation.

7A.1 Current and anticipated income is adequate to maintain high quality programs and services.

DESCRIPTION

Grossmont-Cuyamaca Community College District receives its income mostly from state and local sources. The state apportionment is the foundation amount, and is based on the number of full-time equivalent students (FTES), less the local taxes, enrollment fees, and Board of Governors Grants (BOGG). Other sources of income are state and federal categorical funds (EOPS, DSPS, AB1725, Matriculation, VATEA, Work Study), grants, state lottery monies, contract education fees, nonresident fees, community services fees and parking fees.

The total district income has remained flat since 1990-91. The state apportionment has declined as local taxes have increased. Enrollment fees and BOGG funds have both increased.

TOTAL DISTRICT INCOME (MILLIONS)

YEAR	TOTAL	STATE APPORT.	LOCAL TAXES	ENROLLMENT FEES	BOGG
89-90	44.26	17.57	13.02	1.37	0.18
90-91	48.77	20.96	13.56	1.47	0.18
91-92	47.53	21.44	14.44	1.71	0.24
92-93	47.98	19.82	15.12	2.39	0.35
93-94	48.30	17.42	16.50	3.65	0.70

The total district FTES has declined steadily over the past four years. In contrast, the district-paid FTES and Cuyamaca FTES have generally increased over the past five years. However, both figures fell in 1993-94. district-paid FTES fell 5.0% below the previous five year peak; Cuyamaca FTES fell 2.8%. Unfunded FTES declined steadily from a high of 1730 to a low of 22.

YEAR	DISTRICT TOTAL	DISTRICT PAID	CUYAMACA	DISTRICT UNFUNDED
89-90	13389	12804	2352	858
90-91	14915	13185	2708	1730
91-92	14456	13545	2984	911
92-93	13850	13694	2951	156
93-94	13024	13002	2800	22

Cuyamaca College's total expenditures have increased at an average rate of 8.5% per year since 1989-90. The increases are due almost entirely to increases in staff salaries and benefits, which comprise about 85% of total expenditures. Expenditures for supplies, equipment, and books comprise about 15% of total expenditures.

CUYAMACA COLLEGE EXPENDITURES (THOUSANDS)

YEAR	TOTAL	SALARIES & BENEFITS	SUPPLIES	EQUIPMENT	BOOKS
89-90	7111	5935	330	319	0
90-91	8221	6986	310	262	0
91-92	8782	7315	286	114	10
92-93	8482	7502	255	91	10
93-94	9543	8161	258	172	14

APPRAISAL

State funding allows for 2.5% annual growth in FTES. The state budget deficits for the past two years have prevented funding for growth and shortfalls in local taxes have had to be absorbed by the community colleges except when the state has restored the shortfall. Staff generally agree that a stable mode of funding for the community colleges is desirable. The district has maintained a positive ending balance each year. The contingency reserve for 1994-95 is \$2,120,112, which is 4.85% of total unrestricted General Fund expenditures.

Enrollment fees have increased partly as a result of increases in student fees. In 1989-90 the basic fee was \$5 per unit. In Fall, 1992 fees increased to \$6 per unit, in Spring, 1993 to \$10 per unit, and in Spring, 1994 to \$13 per unit. Additionally, in Spring, 1993 a fee of \$50 per unit was imposed on students who had a Bachelor's Degree. This deferential fee is waived for dislocated workers and displaced homemakers, who pay \$13 per unit. BOGG funds have increased as greater numbers of students are unable to afford the increased fees. Students eligible for BOGG funds are recipients of AFDC (Aid to Families with Dependent Children) or SSI/SSP, dependents of

veterans who are disabled or deceased as a result of service related causes, low income students (adjusted gross income of less than \$7500), and students carrying at least six units who are eligible for Federal Student Aid.

The decline in total district FTES is due primarily to a reduction in the number of unfunded FTES. The decline in both district FTES and Cuyamaca FTES in 1993-94 is due to the increase in fees to \$13 per unit and to the \$50 per unit differential fee for students with bachelor's degrees. Expenditures for supplies and equipment have declined over the past five years. In order to assess the adequacy of the amounts allocated for these items, department chairs, coordinators, and directors were surveyed. They were asked if they had received over the past five years sufficient financial support to offer a high quality of service to the students in the following categories: number and variety of course offerings, number of students served, number of full-time staff, equipment and supplies, hourly help, facilities modifications, and construction of new facilities.

The number of people responding was 22 of 27. A summary of the responses by division follows.

	Liberal Arts	Science/Math/Engr	Business/Vocational	Student Services	Overall
Percent Satisfied with					
Number of Course Offerings	71	100	85	33	73
Variety of Course Offerings	42	100	71	33	57
Number of Students Served	57	100	85	40	67
Number of full-time Staff	33	50	71	28	45
Equipment and Supplies	28	0	28	50	31
Hourly Help	33	0	57	50	45
Facilities Modifications	20	0	42	42	35
Construction of New Facilities	0	0	20	0	8

The summary shows that in most categories there is less than 50% satisfaction with the level of past support. Respondents were also asked the type of support they would need most over the next five years. A summary of the responses follows.

In the Liberal Arts division some departments want more support for low enrollment courses. Some courses have been offered only once every four years because of small enrollments.

Full-time instructors are needed in geography, physical education, chemistry, physics/astronomy, business occupations technology, and environmental technology. In Spring, 1994 a committee of the chairs, coordinators, and division administrators established priorities for hiring of new full-time instructors. The priorities in descending order were physical education, paralegal, geography, business occupations technology, physics/astronomy, ornamental horticulture, chemistry, business/CSIS, English, Spanish, biology, mathematics, and speech.

Classified staff are needed in physical education, sciences, environmental technology, health services, and tutoring/assessment. Physical education will need an equipment technician, a part-time trainer, and a secretary when the new indoor physical education facilities are completed. Sciences needs a second full-time technician to support biology, chemistry, and physics. Health services needs a full-time nurse; currently all staff are hourly. Tutoring and assessment should be separated and a second full-time coordinator hired to better meet the needs of both areas. Tutoring also needs a larger budget to hire additional tutors as the tutoring center is unable to meet student demand at peak times. An administrator is needed for counseling because of the large number of staff and variety of work functions.

Many departments need larger equipment and supply budgets. As was noted earlier, expenditures for equipment and supplies have generally declined since 1989-90. Computers are needed for sciences, mathematics, business, drafting, and physical education. Multimedia classrooms are desired by several departments. The learning resource center (LRC) needs more funds for books and other resource materials and for the telecourse operation, whose budget has declined by 43% since 1985 even though telecourse enrollment has doubled. Equipment repair and replacement are needed in physical education and automotive technology. Health services needs to have restored to its budget the fees not collected from students with fee waivers. Health services also needs to continue to receive sufficient funding to avoid limiting its hours of operation.

Mathematics and real estate both need a classroom set up for computer usage. Environmental technology needs a space for its program. Automotive technology needs to renovate its laboratory space and to resurface the asphalted areas. Sciences needs more storage space for supplies and equipment.

Sciences needs a new building. Current biology, chemistry, and physics laboratories are very limited for running state-of-the art programs. There is no space for instruments or computers. Biology needs a second laboratory for courses more specialized than general biology. Chemistry needs a second laboratory in order to offer more courses; current laboratory occupancy is 89%. Physics needs a second laboratory for astronomy.

PLAN

1. The Grossmont-Cuyamaca Community College District Office of Intergovernmental Relations, Economic Development and Public Information will seek increases in the state allocation formula to support computing and related instructional technology.
2. Cuyamaca College will actively seek other sources of funding, e.g., grants and donations, to supplement its income (See also 2A.1, 2A.2, and 6A.1.2).
3. In order to achieve a stable funding base, a thorough student recruitment and retention plan will be developed.

7A.2 Plans exist for the payment of long-term liabilities.

DESCRIPTION

At present, the college is not engaged in any programs or projects that would result in long-term liabilities. As a result, no specific policies for operating with a long-term deficit have been created. To a large extent, the need for this kind of concern is limited by the California Education Code, which prohibits "installment" contracts and thus the kinds of long-term liabilities the college can enter into.

However, should it be necessary to incur such a liability by purchasing "big ticket" items such as heavy equipment, property, or buildings, certain provisions could be made with a minimum of preparation. These provisions include a way to issue a tax free bond, which is called a Certificate of Participation (COP) in order to fund such capital outlays.

APPRAISAL

As stated previously, should it be necessary to incur such a liability, by purchasing "big ticket" items, certain provisions could be made with a minimum of

preparation. These provisions include a way to issue a tax free bond, which is called a Certificate of Participation (COPs), in order to fund such capital outlays.

PLAN

No changes in current practice are planned.

7A.3 Cash flow provision and/or reserves are sufficient to provide fiscal stability and to meet the needs of the institution.

DESCRIPTION

Provisions exist at Cuyamaca College for financial stability, and reserves are available to meet both anticipated and unanticipated district needs.

The Grossmont-Cuyamaca Community College District maintains a cash reserve of 5% of its unrestricted general funds. Cash flow analyses occur on an on-going basis.

The college has a number of ways of generating additional income to meet its needs. The most common method is through the use of one-year Tax and Revenue Anticipation Notes (TRANS). To meet its fiscal responsibilities, the Grossmont-Cuyamaca Community College District usually borrows five million dollars at 2% interest at the beginning of the fiscal year. The district then puts this money into a TRANS at 6% interest. When appropriation monies become available from the state later in the year, the debt is paid off.

APPRAISAL

Cash flow provisions and/or reserves appear to be sufficient to provide fiscal stability for an institution of this size.

PLAN

No changes in current practice are planned.

STANDARD 7B Financial Planning

7B.1 Financial planning is based upon the educational master plan and provides for staff participation and budget approval by the Governing Board.

DESCRIPTION

Currently, financial planning is not based upon an Academic Master Plan. The first two steps of an Academic Master Plan were completed and presented to the Board of Trustees in 1990. In the last three years, there has been turnover in the administration, and in addition, the college has not experienced the growth anticipated by the Academic Master Plan. The student population has remained stable, and faculty and staff have not been hired since 1990. As a result, the original Academic Master Plan has not viewed as being an integral document for financial planning. Nevertheless, in Fall, 1994, the Academic Senate voted to reactivate the Academic Master Plan Committee.

Prior to the arrival of the current President in February 1994, the Campus Budget Committee was thus responsible for financial planning. There is broad participation on the Budget Committee. The Budget Committee consists of the President, Vice President of Academic Affairs, Executive Dean of Student Services, the Dean of Business and Vocational Education, the Chief Business Officer, the Classified Senate President, the Academic Senate President, one California State Employee's School Association (CSEA) Representative, three Academic Senate Representatives, one Representative from the Associated Students, and one United Faculty (UF) Representative.

An interest-based problem solving process has been implemented district-wide for Budget Committees to utilize. Members of the Budget Committee meet to list interests for programs, physical plant, and members of the college community. They then list options that could be used to meet college needs. The budget process is an ongoing activity. The Committee meets twice a month to work on setting priorities, dealing with problems that have occurred, and budget needs for the future.

The President established a planning committee in November, 1994 called the Innovation and Planning Council. A Strategic Plan was developed (1995-2000), and the college is currently in a transition stage. Budget priorities will be set by the Innovation and Planning Council in the future. Their priorities will guide the Budget Committee in financial planning.

APPRAISAL

The financial planning process in the past was not

based on an educational master plan, but it did provide for broad-based staff participation on the Budget Committee and budget approval by the Governing Board.

A planning Committee, the Innovation and Planning Council, has been created at the college, and will drive overall financial planning. The missing link, the Academic Master Plan, is now being addressed. The Academic Master Plan Committee has been reactivated (May, 1995) and will complete its work before the start of the next budget cycle. The Academic Master Plan will be submitted to the Innovation and Planning Council.

PLAN

1. The Academic Master Plan will be completed by the next budget cycle (Spring 1996) so as to be used for financial planning purposes.

7B.2 The policies, guidelines, and processes for developing the budget are clearly defined and followed.

DESCRIPTION

Budget development occurs at several levels to allow input from the entire district community. The district Strategic Planning Committee (SPC) and the district Budget Planning Committee (BPC) are the overall planning groups for the district. Individual college budget planning and development are transitioning into a model whereby a planning committee for the college (Innovation and Planning Council) drives the work of the Budget Committee. College administrators develop their departmental budgets in conjunction with department chairs and coordinators.

The district Strategic Planning Committee develops, updates, and monitors the district's Master Plan. This committee provides direction to Budget Planning Committee for budget development. In updating the Master Plan, SPC utilizes an interest-based process to set priorities for identifying district needs. This gives all constituency groups an opportunity to participate in the development of the district Master Plan.

The district Budget Planning Committee is responsible for allocating resources and for developing policies and guidelines for the district and the colleges to follow. The Innovation and Planning Council now has the role of assessing college needs, setting priorities to meet those needs, and guiding the Budget Committee in allocating the resources to the individual

departments within the establish policies and guidelines. Area administrators have the responsibility of developing preliminary departmental budgets for the consideration of the Campus Budget Committee.

Some changes in the management of the budget have occurred in the last year. More accountability has been placed on budget managers, reducing the redundancy of some checks and controls.

Also, the Innovation and Planning Committee will soon have a greater impact on the development of the budget as the college transitions into the use of the new model. The district, however, is in need of the new computer system, due to replace many manual systems on July 1, 1995. The Vice-Chancellor of Business, Budget Director, and Budget managers meet weekly to review policies and procedures, discuss necessary training, and anticipate the changes and problems that the new system will bring with it.

Among the many operations which will become automated in the district in July 1995, the approval process for requisitions is among the most significant. The on-line process will do away with form requisitions, making it possible to determine immediately the status of a requisition from any workstation, and allowing the campuses to get financial statements by fund type.

APPRAISAL

The position of Vice-Chancellor of Business for the Grossmont-Cuyamaca Community College District has experienced frequent turnover in the past several years. Because of this turnover, the district has had difficulty in maintaining a process that clearly defines policies and guidelines for budget development. Due to the vacancy of the Vice-Chancellor of Business position during the budget development process in the 1993-94 fiscal year, it was necessary to hire an outside consultant to assist with the development of the 1994-95 fiscal year budget. However, the district Strategic Planning Committee and district Budget Committee have made progress in defining the many policies and guidelines needed for the budget development process.

An important step towards establishing a clearly defined process for budget development was taken with the formulation and implementation of a "resources allocation model." The model establishes an equitable, predictable, durable, and relatively simple method for the distribution of district resources

and gives each district entity local autonomy and control over establishing their funding priorities and meeting their community needs. The model is based on productivity goals of FTES and efficient operating levels for each college, allowing each college more discretion and flexibility for effectively utilizing limited resources. Prior to the development of this model, resources were allocated to the colleges and to the district on a percentage split basis. This method was inflexible, inequitable, and inadequate in providing continuity in funding and made it difficult for the colleges to plan effectively.

Automating budget operations will require constant supervision and monitoring to ensure that the staff is receiving adequate training, that policies and procedures work well when implemented, that maintenance of the system is ongoing and doesn't significantly disrupt operations, and that there are appropriate checks and balances.

PLAN

1. Policies and guidelines for budget development at the district and college will be put in writing as they are developed and defined.
2. Once budget operations become computerized (Fall, 1995), adequate staff training will be provided so that the new processes are completely understood by all.

7B.3 Financial planning takes into account long-range projections regarding programs, services, costs, and resources.

DESCRIPTION

The district's financial resources depend largely on California's state of economy, property tax revenues, yearly legislation, and the apportionment in the Governor's budget for higher education. Funding to community colleges varies from year to year. In addition, student enrollment is a factor in determining the level of funding to a college district.

The district uses the Strategic Planning Committee to develop goals and priorities for long-range financial planning. Student enrollment, staff compensation and benefits, equipment replacements, facility needs, and projected income and the resources available are taken into consideration when developing the long-range financial plan.

At Cuyamaca College, the Innovation and Planning Council has the responsibility of developing goals and priorities for long-range planning. A five-year Strategic Plan (1995-2000), was completed in Spring, 1995. The Strategic Plan takes into consideration projections on student enrollment, enrollment management and marketing, and facility needs. Each year an Annual Implementation Plan is developed by the Innovation and Planning Council to incorporate strategic planning priorities and unanticipated campus needs. The Annual Implementation Plan sets the priorities of the Budget Committee outside the standard operating budget needs. In addition, resource development is a focus of the plan. The Plan will assist the college in defining the resources needed to implement its mission and goals.

Cuyamaca College has also created an Enrollment Management Task Force. This Task Force has responsibility for addressing issues on student enrollment, recruitment, and marketing the institution's programs and recommending proposals to the Innovation and Planning Council.

The district maintains a five-year deferred maintenance plan that is constantly revised and updated; however, no long-range maintenance, equipment acquisition and equipment replacement plans exist for Cuyamaca College. The college's five-year strategic plan will address the need for funding technology, deferred maintenance, equipment acquisition, and equipment replacement.

APPRAISAL

With the creation of the Innovation and Planning Council and the five-year Strategic Plan, Cuyamaca College is well on its way towards sound financial planning that takes into account long-range projections regarding programs, services, costs and resources.

PLAN

1. The President will work through the shared governance process to refine the Budget Allocation Model used in the district for financial planning to address equity issues of funding between the two colleges.

2. The *Enrollment Management Plan* will be updated and revised on an annual basis.

STANDARD 7C Financial Management

7C.1 The organization for financial administration is clearly defined.

DESCRIPTION

The Vice Chancellor of Business, President, and college Business Officer have the responsibility for the college's fiscal management. Annual budgets and accounting manual of the California Community Colleges. All financial and budgetary reporting comply with the format prescribed by the California Community College Chancellor's Office.

APPRAISAL

The administration adequately manages the budgets, accounting and reporting.

PLAN

No changes in current practice are planned.

7C.2 Financial reports are timely and accurate and are routinely distributed and reviewed.

DESCRIPTION

Monthly expenditure reports and summaries of all expenditure information are distributed to the college President, department chairs, vocational coordinators, and the Governing Board. The Business Services Department staff are currently responsible for all data input necessary for the timely general distribution of these reports. In the future, the data will be imputed directly into computers for processing. The Budget Committee meets regularly to discuss the budget. Department chairs and vocational coordinators meet regularly with their vice President or dean to discuss each area's expenditures and take corrective actions when necessary to offset potential problems which might result in operating deficits.

APPRAISAL

The current system of budget planning, reporting and reviewing adequately meets the needs of the college.

PLAN

No changes in current practice are planned.

7C.3 The institution has policies and programs on risk management which address loss by fire and theft and liability for personal injury and property damage.

DESCRIPTION

The Risk Manager, Vice Chancellor of Business, Vice Chancellor of Human Resources, and Administrative Services are responsible for risk management. The college has insurance coverage for liability for personal injury and property damage, loss by fire and theft, casualty, student accident, travel, special equipment, and worker's compensation. The Grossmont-Cuyamaca Community College District is self-insured through a joint powers agreement. The responsibility for determining appropriate insurance levels is that of the above named managers, and those levels along with the programs and policies, are subject to a state audit.

APPRAISAL

A review of the insurance coverage verified that risk management policies and programs are in place, and all insurance requirements and needs have been met. The risk management team is continually looking for ways to increase buying power by consolidating with other districts, replacing existing programs with better ones, and improving the efficiency of effectiveness of the programs and risk-management staff.

It is the opinion of the district's Risk Management Team that a great amount of waste occurs because of inadequate or inappropriate legislation. For example, the district is required to pay for worker's compensation and for health insurance which address injury while at the work place and health care in general, respectively, instead of a single premium which addresses both without overlapping fees. A program with which Kaiser Permanente is currently experimenting, called 24-Hour Care, might reduce insurance costs considerably.

Another example comes from the Clean Air Act, which causes a collection of fees and fines from one government agency to another. Even though this kind of waste needs to be dealt with at the state level, the risk management team plans to use their influence to make changes that will reduce waste.

PLAN

No changes in current practice are planned.

7C.4 The institutions financial records and internal control processes are subjected to an annual audit by an independent certified public accountant.

DESCRIPTION

Audit controls are both internal and external. An annual independent audit of the district's financial records is made by a firm or certified public accountants. The audit covers all funds under the jurisdiction of the district and college, including such funds as the Bookstore, Associated Students of Cuyamaca College (ASCC), Cuyamaca Botanical Society, and Friends of Cuyamaca College. Audit comments and recommendations are included in the audit report.

APPRAISAL

Internal and external audits, as well as other forms of checks and balances, are adequate to track and monitor the institution's financial records.

PLAN

No changes in current practice are planned.

7C.5 Auxiliary organizations or foundations using the name of the institution conform with institutional principles of operation and support institutional goals. Their activities are carefully monitored and their financial records are regularly reviewed by an independent auditor. The institution retains appropriate responsibility and control over such organizations.

DESCRIPTION

All auxiliary organizations and foundations using the name of Cuyamaca and Grossmont are carefully monitored. Financial records for Ornamental Horticulture and the Associated Students of Cuyamaca are handled by district Accounting. The Bookstore has its own accountant; however, its records are also monitored by the Director of Business Services. An annual audit of all other financial records is completed by an independent CPA firm chosen by the Governing Board. An independent firm is usually hired on a yearly basis, but the Governing Board has the authority to hire a firm for a three-year contract.

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APPRAISAL

Problems have not arisen in this particular area.

PLAN

No changes in current practice are planned.

STANDARD EIGHT: Governance and Administration

STANDARD 8A THE GOVERNING BOARD

The Governing Board is responsible for the quality and integrity of the institution. It selects a chief executive officer, approves the purposes of the institution, and responsibly manages available fiscal resources. It establishes broad institutional policies and delegates to the chief executive officer the responsibility to administer these policies. There is clear differentiation between the policy-making function of the Board and executive responsibilities. The Board protects the institution from external pressures and provides stability and continuity to the institution.

8A.1 The Board includes adequate representation of the public interest and the diverse elements of the population it represents. Arrangements provide for the continuity of Board membership and staggered terms of office.

DESCRIPTION

The Grossmont-Cuyamaca Community College District is governed by a five-member Board elected to staggered four-year terms. Effective June 30, 1992 the Governing Board seats were numbered and candidates must now specify position for which they are seeking election. Also members of the Board are two non-voting students, one representing Cuyamaca College, the other representing Grossmont College.

As a result of the November, 1994 election, one new member was elected and three seated members were returned to their positions. One of the three seated members returned to the Board had been appointed following the death of a previously elected member.

APPRAISAL

Historically, the Governing Board membership in the Grossmont Cuyamaca Community College District has not represented the diverse elements in the district. However, in the past five years the Governing Board has had two opportunities to make appointments and in both instances diverse community members were selected.

PLAN

No changes in current practice are planned.

8A.2 Board policies include a statement of ethical conduct for its members. The Board acts as a whole; no member or committee acts in place of the Board. Board policy precludes participation of any of its members or any member of the staff actions involving possible conflict of interest.

DESCRIPTION

In October of 1992, the Governing Board adopted a statement of ethics and conduct as a preamble to the Bylaws and Board Policies Book.

APPRAISAL

The newly adopted ethics and conduct statement clearly addresses the avoidance of conflict of interest for Board members. It likewise differentiates the role of a seated Board member at a Governing Board meeting as opposed to the role of an individual Board member meeting with constituency groups.

The introduction to the ethics and conduct statement indicates that serving on the Governing Board is a public trust and that a Board Member's primary duty is to provide the leadership necessary to create the highest level of educational opportunity for all members of the community.

PLAN

No changes in current practice are planned.

8A.3 The Board is responsible for the financial soundness of the institution and ensures that the educational program and the physical facility plans are of high quality and consistent with institutional purpose.

DESCRIPTION

The Governing Board has in place an established process for annual approval of the budget. The annual process includes a yearly audit report. The Governing Board is also very involved in the tentative budgeting process. A recent procedural change now requires approval by the Board of any shifting of money of more than five thousand dollars between budget categories. The budget development process includes a district

Budget Committee that is linked to the planning process.

APPRAISAL

The district-wide planning process has ensured that funding issues related to educational programs and physical facilities are addressed as part of a priority-setting approach to insure adequate planning.

One of the goals established by the Governing Board for 1994 was to "create a strategic plan by which planning, policy and budget decisions are driven by vision and goals." Generally this goal has been achieved utilizing the contributions of shared governance groups.

PLAN

No changes in current practice are planned.

8A.4 The Board reviews and approves educational programs, and ensures that programs, degrees, and certificates are of satisfactory quality, consistent with institutional purposes.

DESCRIPTION

The Governing Board annually approves changes to the *Cuyamaca College Catalog*. Furthermore, the Governing Board annually approves the results of the college's program review process.

APPRAISAL

The college's curriculum approval process results in a number of program/course additions, modifications and deletions that reach the Governing Board each spring. As part of this process each year, the Board ensures the on-going quality of academic programs.

In addition, the college's Program Review Committee sends yearly to the Governing Board the results of its deliberations. Programs are reviewed on a five-year cycle and recommended changes are cycled through the curriculum approval process before reaching the Governing Board as curriculum change.

PLAN

No changes in current practice are planned. See also PLAN 2B.2.

8A.5 The Board approves an effective organization which serves institutional purposes.

DESCRIPTION

Cuyamaca College's organizational structure is approved by the Chancellor. Compensation is set by the Governing Board. The instructional program is organized under a Vice President for Instruction and a Dean of Business and Vocational Education. The Student Services area is organized under an Executive Dean. Business Services, organized under a Business Manager, includes ancillary services such as the switchboard, the bookstore, the mailroom, and duplicating services.

Brought on recently by budgetary considerations and recommendations made by the Interim President/Chancellor, changes to the Cuyamaca College administrative structure have occurred in the last two years.

APPRAISAL

The President of Cuyamaca College has recently presented faculty and staff with a working draft of a reorganization proposal. During the Spring, 1995 semester the shared governance groups will have opportunities to react to this proposal. It is anticipated that the agreed upon organizational changes will be sent to the Chancellor for approval in May, 1995. Positions affected by the reorganization will be acted upon by the Board prior to the Fall, 1995 semester.

Several significant issues have been raised by the Academic Senate, and it is anticipated that shared governance approaches will be utilized to arrive at a structure that is acceptable to each constituency group. It is imperative that reorganization be satisfactorily completed and that the campus focus be shifted to planning for the future. Reorganization has consumed considerable time and energy of many staff members for the last two years.

PLAN

1. Once the current reorganization plan is implemented, it will remain in place until Cuyamaca College has achieved a substantially larger enrollment.

2. Cuyamaca College will develop an administrative master plan for the expansion of administrative services based on quantitative measures and

responsive to the needs of the institution.

8A.6 After appropriate consultation, the Board selects and provides regular evaluation of the institution's chief executive officer.

DESCRIPTION

The Board adopted procedures and an evaluation instrument for the Chancellor at the December 7, 1993 Board meeting. The Chancellor's evaluation consists of an evaluation completed by each Board member, and by members of the District Executive Council. The DEC is comprised of the Presidents of both colleges, the two Vice Chancellors, the Academic Senate Presidents of both colleges, the Presidents of the bargaining units for both classified staff and faculty and a representative from the management-confidential group. Evaluations by members of DEC are returned directly to the Chancellor.

APPRAISAL

The procedures clearly state that the evaluation of the Chancellor is to be based upon performance of the duties outlined in the job description and upon the goals and objectives developed by the Board. The instruments used for evaluation are reviewed periodically and may be revised after discussion with the Chancellor by a majority action of the Board. In a meeting with Board Members, it was indicated that consideration has been given to requesting wider input in the Chancellor's evaluation. This could be achieved by by a more structured evaluation procedure whereby Cuyamaca College's representatives on DEC submit their evaluations directly to the president of the Governing Board.

PLAN

1. Evaluation of the Chancellor will consist of a formal procedure whereby Cuyamaca College's representatives on DEC submit evaluations directly to the president of the Governing Board.

8A.7 The Board has a process by which its own performance can be assessed.

DESCRIPTION

The Board adopted procedures and evaluation instruments for itself at the December 7, 1993 Board meeting. Formal evaluation of each Board member is carried out by annual self-evaluation forms. In addition to the self-evaluation, the members of the District

Executive Council, chaired by the Chancellor, are also asked to evaluate the Board.

APPRAISAL

The above procedures and evaluation instruments were developed at the request of the Board at its July, 1993 retreat. The goal of the Board's self evaluation as stated on the evaluation form "...is to clarify roles, enhance harmony and understanding among Board members and to improve operations and policies for the benefit of the students, employees, and citizens of the Grossmont-Cuyamaca Community College District." The evaluations completed by the members of DEC were solicited by the Board to provide Board members with an assessment of its effectiveness as perceived by the district and college constituencies.

PLAN

No changes in current practice are planned.

8A.8 The Board is informed about and involved in the accreditation process.

DESCRIPTION

The Board has had significant involvement with the accreditation process. One Board member has served on both the self-study Steering Committee and on the Standard 8 subcommittee.

APPRAISAL

Initially, Cuyamaca College had a Board member participating in the self study, that Board member was not reelected in the November, 1994 election. Since that time, another Board member began participating and has continued to participate in the college's self study.

PLAN

No changes in current practice are planned.

8A.9 In multi-campus systems, division of responsibility and authority between the system office and the institution is clear; system policies and procedures are clearly defined and equitably administered.

DESCRIPTION

An organizational chart has been developed by the current Chancellor which includes the reporting

relationships between the district officer and the two colleges. Policies and procedures have been developed.

APPRAISAL

The Chancellor continues to create and revise on organizational structure diagram for the district. The chart has been revised based on input from members of DEC.

The *Accreditation Survey* distributed to faculty and staff included the statement "There is a clear division of authority and responsibility between the district office and the college." The results were somewhat mixed. Thirty one percent of staff disagreed or strongly disagreed with this statement, while 50% agreed or strongly agreed. For the faculty, 34% disagreed and 35% agreed. Because Cuyamaca experienced significant changes in leadership at both the college and the district level (including a semester when the Chancellor served as acting President), the divergent responses are difficult to assess, and perhaps reflect a need for the Chancellor to clarify or to restate for staff and faculty the division of authority and responsibility under the current administrative structure.

PLAN

1. The Chancellor will finalize the district organizational structure based on input from the shared governance groups. The structure will be responsive to the needs of a multi-college district and will facilitate the process of resolving district-wide issues.

STANDARD 8B a) President b) Chancellor

PRESIDENT

8B.1a The President fosters appropriate communication among the Governing Board, staff and students.

DESCRIPTION

The President of Cuyamaca College fosters appropriate communication among the Governing Board, staff and students through the President's Cabinet, President's Advisory Council and Administrative Staff Council. The President attends all Governing Board meetings and reports on campus events and personnel issues.

The President's Cabinet meets once a month. Membership includes the President, the Vice President of Academic Affairs, the Executive Dean of Student Services, the Dean of Business and Vocational Education and the Director of Campus Business.

The President's Advisory Council meets twice monthly. Membership includes the President, the Vice President of Academic Affairs, the Executive Dean of Student Services, the Director of Campus Business, the Academic Senate President, the President of Associated Students, a CSEA representative, a United Faculty representative and the Classified Senate President.

The Administrative Staff Council meets once a month and its membership consists of all administrative staff.

In addition, the President fosters communication through the Academic Senate and Classified Senate attending the meetings when invited. An "Open Letter From the President" is distributed to all faculty and staff regularly. The President has an open door policy on an individual request basis and holds Open Forums twice each semester. An Administrative Staff Retreat is held annually and an all staff and faculty retreat is held at the beginning of each semester.

APPRAISAL

According to the *Accreditation Survey* conducted in October 1994, 56% of management and staff agreed that the President of Cuyamaca College fosters appropriate communication among the Governing Board, Staff and Students through the various channels. However, only 39% of the faculty respondents felt that the President fosters appropriate communication.

At the time of this survey, the President had been the chief executive officer at Cuyamaca College for a period of only nine months. While faculty particularly feel that communication is an area needing improvement, much of the problem was inherited and the President has taken steps to ameliorate the situation. For example, since her tenure at Cuyamaca College, the President has promoted shared governance by holding two all-day interest based workshops on reorganization. The President also encourages feedback through channels of shared governance, and each representative on a committee is expected to be responsible for communicating with their constituency group.

PLAN

1. The effectiveness of the President's communication channels will be assessed as a part of a broad-based annual evaluation (See PLAN 4C.1).

8B.2a The President has ensured that college policies and procedures are clearly defined, known to the college community, and equitably administered.

DESCRIPTION

The Grossmont-Cuyamaca Community College District hired a new Chancellor in January, 1993. Cuyamaca College hired a new President in March, 1994. Some policies and procedures such as travel and hiring are in the process of being written or rewritten, to be taken to the Governing Board for approval. Policies and procedures are distributed as the process for each one is completed.

APPRAISAL

Many changes in policies and procedures have occurred because of changes in both district and college administration. At this time, 40% of faculty and 68% of staff feel that policies and procedures are not clearly defined.

The President has been reviewing the policies and procedures of the college and district and feels that clarification needs to be made particularly at the district level in the areas of Business and Human Resources. New Vice Chancellors were hired in both areas recently and a significant effort is currently underway to clarify, modify and establish policies and procedures in appropriate areas.

PLAN

1. The President will seek new ways to ensure the wide distribution and understanding of local policies and procedures.

8B.3a The President efficiently manages resources, implements priorities controlling budget and expenditures, and ensure the implementation of statutes, regulations, and Board policies.

DESCRIPTION

Until recently, the district controlled approximately 90% of the budget, with the remainder left to the discretion of the colleges. More recently, an allocation

model has been developed which gives the college more control over its own budget.

APPRAISAL

The President strongly believes that each campus should control its own budget. The Campus Budget Committee at Cuyamaca College consists of the Vice President of Academic Affairs, Executive Dean of Student Services, Dean of Business and Vocational Education, Campus Business Officer, Faculty Senate President, Classified Senate President, United Faculty President, Representatives from faculty, classified staff and students. Under the leadership of the President an "Innovation and Planning Council" (IPC) was established consisting of all constituent groups. This planning council gives guidance to the Campus Budget Committee, which meets twice monthly throughout the year to see that the budget is developed to assist in achieving the goals of the Strategic Plan.

PLAN

1. The President will initiate an evaluation of the new budget development process as it relates to the Innovation and Planning Council to ensure that the model is working properly.

8B.4a The President supports an effective affirmative action policy for staff and students.

DESCRIPTION

One of the values identified at Cuyamaca College is that the institution celebrates the richness of diversity and social harmony among students and staff and through curriculum and services. The committee has developed the following initiatives to ensure that the value is met:

- a) Embrace a philosophy to integrate issues of diversity and social harmony into the curriculum;
- b) provide training for faculty and staff on diversity and social harmony issues on the campus;
- c) provide workshops on methods to address student behaviors that impact diversity and social harmony;
- d) Develop programs to promote equity and diversity among students, faculty and staff; and,
- e) Support through special initiatives, district

hiring policies and procedures that promote equity and diversity.

The value of diversity is supported by the President, who chaired the "Futures" Committee that identified this value. The President also co-chairs the Student Equity Committee at Cuyamaca College. The President stated in an interview that she is anxious to implement ideas for creating a large pool of qualified candidates from under represented groups.

APPRAISAL

Results of the *Campus Climate Survey* (Fall, 1994) were positive in this area. A welcoming, favorable campus climate is the result of many factors, including positive leadership from the President of the college.

PLAN

See PLAN 1 A.5.

CHANCELLOR

8B.1b The Chancellor fosters appropriate communication among the Governing Board, staff, and students.

DESCRIPTION

The Chancellor fosters communication among the Governing Board, staff and students through the Chancellor's Cabinet, Strategic Planning Committee, the district Academic Senate Officers' Committee, the district Executive Council, and several district committees.

The Chancellor's Cabinet meets twice each month. Chancellor's Cabinet consists of the Chancellor, the President of Cuyamaca College, the President of Grossmont College, the Vice Chancellor of Business, and the Vice Chancellor of Human Resources and Administrative Services.

The Strategic Planning Committee meets twice per month and consists of the Chancellor, Vice Chancellor of Human Resources, Vice Chancellor of Business, Institutional Researcher, Director of Information Systems, President of Grossmont College, President of Cuyamaca College, Vice President of Academic Affairs for both colleges, Vice President of Student Services at Grossmont College, Executive Dean of Student Services at Cuyamaca College, Presidents of the Academic Senates of both colleges, and of the classified Senates for both colleges, United Faculty, CSEA, ASCC and ASGC, Faculty member-at-large for

both colleges, community member, and the Intergovernmental Affairs Representative.

The district Executive Council meets twice each month and consists of the Chancellor, Vice Chancellors, President of Grossmont College, President of Cuyamaca College, Associated Students of Cuyamaca College, Associated Students of Grossmont College, Cuyamaca College Academic Senate, Grossmont College Academic Senate, CSEA and United Faculty, Classified Senate Executive Chair, and student representatives.

The Chancellor distributes a newsletter, *The Courier*, to all faculty and staff in the district. Information about Governing Board meetings, personnel, state, and college issues are addressed in the newsletter. The Chancellor also maintains open office hours one afternoon every week and accepts individual appointments with faculty and staff members. An administrative staff retreat is held annually to further extend communication lines.

APPRAISAL

Despite the number of committees, the large representation from the colleges, and the other means of communication, only 30% of faculty and 36% of staff and management feel that the Chancellor fosters appropriate communication among the Governing Board, staff and students. 32% of faculty and 30% of staff and management are neutral in their feelings about communication.

PLAN

1. The effectiveness of the Chancellor's communication channels will be assessed as a part of a broad-based annual evaluation (see PLAN 8A.6).

8B.2b The Chancellor has ensured that college policies and procedures are clearly defined, known to the college community, and equitably administered.

DESCRIPTION

The Grossmont-Cuyamaca Community College Chancellor, hired in January 1993, did not feel that policies and procedures for the district were clearly defined. A Vice Chancellor of Human Resources known for developing policies and procedures in the area of personnel issues was hired, as was a new Vice Chancellor of Business to assist with policies and procedures in the business area.

APPRAISAL

According to the *Accreditation Survey*, only 18% of the staff and management and 25% of faculty at Cuyamaca College feel that the district Administration is organized to provide effective management. Thirty-three percent of the faculty and 13% of management and staff remain neutral. Problematic areas obviously exist. In a multi-college district, issues of inequity are bound to exist, whether real or imagined. For example, there are dissimilar policies and procedures for the two bookstores at this time.

PLAN

1. The Chancellor will continue to seek ways to ensure the wide distribution and understanding of district policies and procedures.

8B.3b The Chancellor efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and Board policies.

DESCRIPTION

The district budget control priorities are set by the state. The district Strategic Planning Committee's charge is to utilize the the District's mission and values to recommend planning procedure. This committee consists of the Chancellor; Vice Chancellor of Business; Vice Chancellor of Human Resources; Presidents of both colleges; Director of Information Systems; Vice Presidents of Academic Affairs from both colleges; Vice President of Student Services, Grossmont College; Executive Dean of Student Services, Cuyamaca College; President of Academic Senate, both colleges; President of United Faculty; President of CSEA; Faculty member-at-large, both colleges; confidential/supervisory representatives from both colleges, and the Presidents of the student body at both colleges. The District Budget Ccommittee ensures that the monies are spent according to priorities developed by the Strategic Planning Committee.

APPRAISAL

The district Strategic Planning Committee guides the district budgetary process in a shared governance process. While budget priorities are often set by the State, the Grossmont-Cuyamaca Community College District Governing Board controls the object code changes. The budget process at the district level is still undergoing a transition. The three entities (each

college and the district) are now given an annual allocation and are held accountable for their portion.

PLAN

1. Cuyamaca College will recommend that the Chancellor initiate an evaluation of the district budget development process as it relates to the district Strategic Planning Committee to ensure that the model is working properly.

8B.4b The Chancellor supports an effective affirmative action policy for staff and students.

DESCRIPTION

The Chancellor of the Grossmont-Cuyamaca Community College District is committed to the concept and principles of providing equal educational opportunity and equal employment opportunity through affirmative action under Policy 103 Equal Access and Opportunity and Policy 209, Affirmative Action Employment Practice. A district Affirmative Action Committee exists, as does a district Student Equity Team. Training on affirmative action and gender equity issues occurs on a regular basis.

APPRAISAL

By state standards, the Grossmont-Cuyamaca Community College District has an adequate affirmative action policy. A Staff Diversity Plan was adopted by the Governing Board on November 15, 1994, which states that equal opportunity and affirmative action is a shared responsibility and that individuals at all levels will be held accountable for application and enforcement of the Staff Diversity Plan within their area of authority. The Chief Executive strongly supports on-going faculty and staff development on issues affecting affirmative action and gender equity.

The district was the recipient of a Faculty and Staff Diversity grant to increase the number of adjunct faculty from under under-represented groups. This grant was enthusiastically received by district administration and led to policy changes in regards to the hiring of part-time faculty members.

PLAN

No changes in current practice are planned.

STANDARD 8C

a) College Administrative Services

b) District Administrative Services

COLLEGE ADMINISTRATION

8C.1a The college administration supports a decision-making process which is timely and which involves persons in the process who will be affected by the decisions.

DESCRIPTION

At Cuyamaca College, leadership is organized through the following bodies: President's Cabinet, Administrative Council, President's Advisory Council, Council of Chairs and Coordinators, Innovation and Planning Council, Academic Senate, Classified Senate, and Associated Students of Cuyamaca College. These councils and bodies are composed of all appropriate constituency groups in the college and function primarily as advisory bodies to the President.

The administration supports the decision making process through committees composed of all constituency groups. Major committees are Budget, Curriculum, Matriculation, Instructional Program Review, and Student Equity.

Task Force Committees are also of importance in the decision making process by the administration and are formed on an as-needed basis.

APPRAISAL

Data from a recent staff and faculty survey reflects concern about the slowness and ineffectiveness of the administration in the process of decision making. Most likely, the practice of filling vacant positions for several semesters with interim staff has led to problems which have given rise to these concerns. For example, the Executive Dean of Student Services was filled with three different individuals over a period of eighteen months.

In addition to their opinions regarding delayed decision making, staff and faculty feel that the spirit of shared governance is not practiced consistently.

PLAN

1. The *Shared Governance Document*, approved in 1992, will be reviewed by all groups and updated in appropriate areas. The revised document will be circulated widely to enhance awareness and

understanding of the process.

2. All committees will be studied for possible duplication and overlap. The possibility of streamlining and/or combining committees that share similar purposes and charges will be investigated.

8C.2a The college administration provides leadership and encouragement to the faculty in the improvement of instruction through methods such as the use of classroom research, educational technology, and innovative methods of instruction.

DESCRIPTION

Improvement of instruction is encouraged through on campus staff development activities, sabbaticals, and attendance at conferences. Incorporating the use of classroom research is in its formative stages and is encouraged by the District Institutional Researcher, who was hired in 1993. Occasional workshops about classroom research, innovation, and educational technology are presented at Cuyamaca College.

The college administration, under the leadership of the President, encourages innovation (see College Vision and Strategic Plan) by providing funds for faculty to write grants that develop innovative instructional methods to help students learn more effectively.

A Fund for Improvement of Instruction grant proposal is being developed to address the use of classroom research in Weekend College. A Title III grant proposal is also being written to incorporate new instructional methodologies and technologies into the curriculum. If funded, Title III will also provide support for ongoing training in new technology and instructional methodologies.

APPRAISAL

Improvement of instruction through research, technology and innovation in instruction is in its early stages. While the desire is present, implementation is somewhat hampered by lack of resources and funding. The college administration understands the importance of research, technology and innovation in instruction and is making small but meaningful steps towards addressing solutions.

PLAN

1. The college will continue to encourage the faculty and staff to be as unique and entrepreneurial as

possible in their plans and ideas for improving instruction and will make an annual commitment to the Innovation Fund.

2. The college will make a commitment to enhance instructional technology by setting budget priorities to (a) encourage grant efforts in this area, (b) encourage faculty development in this area, and (c) encourage modification/enhancement of curriculum to incorporate new methodologies.

8C.3a The college administration assures that institutional research is conducted and the results are provided to the faculty and the Governing Board.

DESCRIPTION

Institutional research is a district function and is conducted by the Director of the Office of Institutional Research and Planning. Some of the many important research projects conducted in the past year were on Campus Climate, Matriculation, Accreditation and Student Equity. Results are provided through many vehicles including a regular newsletter, the *Research in Brief*, presentations at the campus, documents and presentations at the Board of Trustees meetings. A district-wide Research Advisory Council sets priorities for research that needs to be conducted at both Grossmont and Cuyamaca Colleges.

APPRAISAL

Since the hiring of the district Researcher in 1993, the level of institutional research has dramatically improved. The *Research in Brief* newsletters have been an effective means of providing faculty and staff with results of research. The establishment of the Research Advisory Committee has proven to be an effective mechanism for establishing district priorities.

PLAN

See PLAN 1D.1A

8C.4a The college administration is organized and staffed to reflect college purposes, size, and complexity, and to provide economical and effective management.

DESCRIPTION

The administrative organizational structure consists of a President, Vice President, Executive Dean, and a Dean of Business and Vocational Education. There are

five directors: Business, Admissions and Records, Learning Resources, Extended Studies, and EOPS. The President replaced an interim President in March of 1994 and has been the CEO since. The Student Services Executive Dean position was held by three interim administrators in the last eighteen months before recently being filled.

A working organizational structure was drafted for purposes of clarity and understanding by the President in August, 1994. This draft outlines by function which administrator is responsible specific tasks during the year, and it assigns each administrator with the charge of certain programs.

APPRAISAL

The toll of change and transition in the college leadership and administrative structure is evidenced in the negative *Accreditation Survey* results. Many faculty and staff were of the opinion that top level management was ineffective, while some felt that policies and procedures did not always support the highest institutional value of quality instruction. Frustration and lack of trust were feelings experienced by some personnel.

PLAN

1. Cuyamaca College will implement an administrative structure that facilitates effective management through shared governance.

DISTRICT ADMINISTRATION

8C.1b The district administration supports a decision-making process which is timely and which involves persons in the process who will be affected by the decision.

DESCRIPTION

The District Executive Council (DEC) provides the forum for discussion and decision-making on large issues. It is composed of the Chancellor, the Vice Chancellor of Human Resources, the Vice Chancellor of Business, the two college Presidents, the Academic Senate Presidents, the Classified Senate President, and the UF and CSEA Presidents. Appropriate representation for all constituent groups in the district are in this council.

The Chancellor's Cabinet is a smaller group for making decisions. The Chancellor, Vice Chancellors, and the two college Presidents serve on this council. District

decisions on matters of financial responsibility, budget planning, and major operations are directed by these two bodies for each college. District-wide training in the interest-based bargaining process has been actively promoted and sponsored by the district administration in an attempt to instruct employees in mutually acceptable ways of resolving conflicts.

APPRAISAL

At the district level, as at the college level, most decisions are made without involving persons who will be affected is an opinion supported by over half of the *Accreditation Survey* results at Cuyamaca College. Whether warranted or not, a negative attitude clearly exists concerning the decision making process at the district level. It is too early to tell if the interest-based approach to resolving issues will function effectively.

PLAN

No changes in current practice are planned.

8C.2b The district administration provides leadership and encouragement to the faculty in the improvement of instruction through methods such as the use of classroom research, educational technology and innovative methods of instruction.

DESCRIPTION

Under the leadership of the Chancellor, five overriding values were recently adopted for the district: 1) excellence in education, 2) community connections, 3) meeting local, national and global challenges, 4) empowering students and staff, and 5) accountability to the public. A new mission was also adopted which states "All students who are successful at our District's Colleges will be empowered with knowledge and workforce skills necessary to meet the competitive challenges of a global economy."

The Chancellor of the District is also an active member of SOC2, the joint Academic Senate Officers Committee. Academic issues are initiated by the Chancellor for discussion at SOC2 meetings. The Chancellor also participates Academic Senate meetings at Cuyamaca College.

In addition to general leadership in the area of instructional improvement, the Chancellor of the district made specific attempts to develop a distance learning program via the television channel at

Cuyamaca College in 1993, when she initiated contact with the local cable company.

APPRAISAL

While primary responsibility for leadership and encouragement to faculty in the improvement of instruction occurs at the college level, district administrators have helped to create a climate which fosters instructional leadership at the college level.

PLAN

No changes in current practice are planned.

8C.3b The district administration assures that research is conducted and that the results are provided to the faculty and the Governing Board.

DESCRIPTION

Institutional research is conducted by the Director of Institutional Research. Information is provided to the faculty and Governing Board in a number of research publications.

The Research Advisory Committee, composed of constituents from Grossmont and Cuyamaca Colleges, assists in setting priorities for research.

APPRAISAL

District administration supports the district Research Office, which works effectively with the colleges to conduct research and provide results.

PLAN

No changes in current practice are planned.

8C.4b The district administration is organized and staffed to reflect district purpose, size and complexity, and to provide economical and effective management.

DESCRIPTION

The district administration works with the college administration on global matters of financial responsibility, budget planning, information systems, and decision making on major operations. The Chancellor's Cabinet provides an executive forum for reviewing and discussing administrative issues that are of concern to the district. On a larger scale, the

district-wide vision, goals and planning priorities are within the workings of the Strategic Planning Committee. This body has appropriate representation from all organizational units and the colleges of the district.

The district budget planning process is represented by various district constituencies who participate in a collaborative process. This district Budget Planning Committee develops budgetary recommendations based on district-wide goals and planning priorities. On matters concerning the district's educational programs, the district Executive Council (with student, faculty and staff membership) advises the Chancellor on policy development and implementation. Two advisory committees, the Instructional Computing Advisory Committee and the Administrative Computing Advisory Committee also provide recommendations on matters concerning the use of technology to support the missions of the college.

APPRAISAL

New leadership and reappointed positions at the executive level have created frustration with management styles as well as some shifts in workload. The Accreditation Survey rated the district administration low in efficiency and effectiveness; however, with new visions and structures, improvement may be forthcoming.

PLAN

No changes in current practice are planned.

STANDARD 8D Faculty

8D.1 The college has an effective academic senate that is able to carry on its responsibilities for academic and professional matters. The college provides support to the faculty to enable it to meet its responsibilities. Appropriate delegation of authority takes place from the local Governing Board.

DESCRIPTION

An elected Academic Senate represents the faculty at Cuyamaca College. The Academic Senate is composed of thirteen senators and five Academic Senate officers. The officers include the President, the Vice-President, the Senator-at-Large, the Adjunct Faculty Senator (all of whom are elected for a one year term by the faculty), and the past President.

The *Academic Senate Constitution* defines all faculty, full-time and part-time as members. The Senate meets twice every month during the academic year, and the Senate Officers Committee (its elected officers) meets on the alternate weeks.

The Academic Senate President's duty is to represent the views of the Senate to the college administration, to the district administration, and to the Governing Board. At the college level, the Senate President serves on the President's Advisory Council (PAC) and attends all Academic Senate meetings. At the district level, the Senate President serves on the Chancellor's Cabinet, the district Budget Committee, the Strategic Planning Committee and attends all Governing Board meetings.

APPRAISAL

The Academic Senate is the leading advocate for faculty concerns about Cuyamaca's educational goals, policies, and personnel issues. According to the accreditation survey (Q12), 75.8% of the faculty regard the Academic Senate to be an effective organization which meets its responsibilities concerning academic and professional matters. An example of how the Academic Senate accepts its responsibilities occurred in response to the 1986 *Accreditation Report*. Cuyamaca College was to develop a five year plan to establish goals for each discipline and to move toward becoming a comprehensive college. The Academic Senate took action in 1989 and initiated the creation of an Academic Master Plan (AMP). The Academic Master Plan was completed and presented to the Governing Board in 1990. In Fall 1994, the Academic Senate voted to reactivate the AMP Committee in an effort to update the Plan and guide the direction of Cuyamaca College.

During the years of 1990 through 1994, the Academic Senate focused on the *Shared Governance Document* and the campus adjusted to the college administration's reorganization efforts.

PLAN

1. The Academic Senate will work cooperatively and collegially with the college administration to update the *Shared Governance Document* in order to better clarify and delineate faculty roles in critical areas such as curriculum development. Issues such as accountability will also be addressed in the *Shared Governance Document*. (See also PLAN 8C.1).

8D.2 The role and responsibility of the faculty, through its academic senate, is clearly defined in written policy.

DESCRIPTION

The role and responsibility of the faculty is defined in written policy. There are four sources of written policy pertaining to the role of the faculty: 1) The Constitution of the Academic Senate. (*The Academic Senate constitution* defines all faculty, full-time and part-time, to be members of the Senate. It further defines the role and responsibilities of the Executive officers and Senators); 2) The *Faculty Handbook* (The Faculty Handbook Committee completed in 1992, the latest handbook edition which is designed to inform faculty of policies and procedures); 3) *Board Policy Manual*; and 4) *Shared Governance Document*.

APPRAISAL

Governing Board Policy defines in general terms the role and responsibility of faculty through the body of the Academic Senate. The campus Shared Governance Document addresses the process by which shared governance works at Cuyamaca College.

Issues concerning faculty membership on the new Innovation and Planning Committee and the Budget Committee have been resolved. Discussion is now taking place concerning the role of the Academic Senate and the development of curriculum. The primary issue at this time concerns the status of the curriculum committee. Most importantly, in light of having a new President at Cuyamaca College, there has been discussion to revisit the *Shared Governance Document* (See Standard 8D.1).

PLAN

1. The Academic Senates at Cuyamaca and Grossmont Colleges will discuss a proposal to better define the role of the Senates in Board Policy. Specifically, The Academic Senates will request mutual agreement in the areas of educational program development, district and college governance as it relates to faculty roles (i.e., faculty roles in accreditation, in program review, and in institutional planning and budget development).

8D.3 The role and participation of the faculty on various policy making, planning, and special purpose bodies is clearly stated in written policy.

DESCRIPTION

The role of the faculty in various policy making, planning, and special purpose bodies is stated in three sources of written policy: a) Board Policy #325; 2b) *Shared Governance Document*; and, c) The *Academic Senate Constitution* which sets forth the mission and responsibilities of the Academic Senate.

The Academic Senators review the charge of district, college and senate committees and recommend the number of faculty needed to sit on each committee. For example, the Budget Committee includes a faculty representative from Liberal Arts, Math/Science, Vocational Education, and Counseling/Library. In recommending committee membership, the intent of the Academic Senate is to include faculty who have an interest in the committee's area of responsibility.

APPRAISAL

As stated, the original *Shared Governance Document* was adopted in March of 1992 by the President's Advisory Committee (PAC). The document defines the role of constituency groups and how they are to be represented in the governance structure. This document was developed in consultation with the Academic Senate. There is wide spread agreement that the *Shared Governance Document* needs to be updated, once again with input from the Academic Senate, in order to reflect changes in the decision-making and planning processes.

PLAN

No changes in current practice are planned.

8D.4 The faculty have and exercise a substantial voice in matters of educational program, faculty personnel, and other matters of institutional policy which relate to their areas of expertise.

DESCRIPTION

The full-time and adjunct faculty have opportunities to be involved in the instructional and educational matters at Cuyamaca in many ways. Faculty sit on screening committees for new administration and faculty hires. They are represented on a) college committees such as Instructional Program Review, Budget, and Curriculum Committee Committees; b) Academic Senate committees; and c) district committees such as District Budget, Student Equity, and Affirmative Action Committees.

APPRAISAL

According to the *Accreditation Survey* (Q13) faculty members seem divided in their opinion of the decision making process and the strength of their position in it. While 50% of the faculty feel that they exercise a substantial voice in educational programs and personnel issues, many of their colleagues feel their expertise and input are ignored.

Responses to survey questions (Q8) and (Q9) indicate that only 9% of the faculty agree that the district administration supports a decision making process which involves persons in the process who will be affected and only 27% of the faculty agree with the same question concerning the college's administration. In addition, dissatisfaction in this area was expressed in the general comments section of the *Accreditation Survey*. It is difficult to determine the extent to which this interprets past or current practices but it is safe to say that there is room for improvement in implementing the spirit of AB 1725.

On the other hand, the college's administration has agreed to increase faculty representation on college committees, the President has attended Academic Senate meetings to discuss significant issues and is utilizing the interest based approach as a way of addressing concerns in some areas.

PLAN

1. An annual review of the Shared Governance Document will be conducted. This review will be a process that allows for input from all constituency groups on campus (see also PLAN 8C.1 and 8D.1).
2. The Academic Senate newsletter *Perspective* will be revived in order to provide a vehicle for faculty to voice views, to relay information, to increase communication, and to give voice to matters of college or district-wide importance.

8D.5 It is considered part of each faculty member's professional responsibility to participate on committees and in the governance structure of the institution.

DESCRIPTION

The college and Academic Senate encourage the full-time faculty and adjunct faculty to participate on committees and the governance of the institution even though committee participation is not considered a part of the evaluation process for tenured faculty.

The *Faculty Committee Handbook* is a directory of committees in which faculty and administration are involved. Faculty members serve on district committees, college committees, task forces, councils, committees, and advisors to student clubs.

APPRAISAL

In recent years, the Academic Senate utilized a point system to ensure equity in assigning faculty to committees. The intent was to encourage all faculty to participate equally as revealed through points. This process was abandoned, giving the Academic Senate primary responsibility in seeing that committees are staffed and that there is broad based involvement of faculty members. The hope for wide participation has never been realized, and as long as committee participation is not a part of the faculty evaluation process, only the same group of involved faculty members will continue to sit on the major committees. While this small but important number of faculty are aware and participate in shared governance activities, communication with the less involved has not occurred to the extent needed.

Furthermore, the "representative" form of Academic Senate has only been in existence for three years, and communication to all constituents is still inconsistent.

PLAN

1. The Academic Senate will sponsor an in-service workshop on faculty roles and responsibilities on committees and how the results of committee work should be communicated back to the Academic Senate and faculty at large.
2. The Academic Senate will refine the system of committee assignments to encourage broader participation.

8D.6 Where appropriate there exists a workable written delineation of functions between the bargaining agent and the senate.

DESCRIPTION

The United Faculty and the Academic Senate of Cuyamaca College and Grossmont College have collaboratively drafted a document titled, *Joint Statement of Grossmont and Cuyamaca Academic Senate and United Faculty on their Roles and Relationships*.

APPRAISAL

The working relationship between the Senate and United Faculty, the bargaining agent has been positive. United Faculty has endorsed the draft document and it is expected that both Senates will endorse it early in the Spring 1995 semester.

PLAN

No changes in current practice are planned.

STANDARD 8E Support Staff

8E.1 An organization of staff personnel, if established, has well defined responsibilities and functions.

DESCRIPTION

The Grossmont-Cuyamaca Community College District Board of Trustees approved the establishment of the district Classified Senate on April 7, 1992. The Grossmont-Cuyamaca Community College District *Constitution and Bylaws of the Classified Senate* has clearly defined the purpose, organization, and terms of office and duties of officers and senators. The Classified Senate consists of three councils, one at each site: a) Cuyamaca College; b) Grossmont College; and c) District Offices. California State Employees Association (CSEA) represents support staff for contract negotiation.

APPRAISAL

Since the establishment of the District Classified Senate on April 7, 1992, the staff personnel have had an organization which is well defined both in terms of responsibilities and functions. Through this formal mechanism, for the past three years the support staff has been able to make significant progress and contributions in the shared governance process. A survey of support staff revealed that the majority (over 50%) of support staff felt the Classified Senate has met its responsibilities concerning professional matters at the college.

PLAN

No changes in current practice are planned.

8E.2 The role of the support staff in various governing, planning, budgeting, and policy-making bodies is made clear and public.

DESCRIPTION

The charges and composition of the District Executive Council, District Budget Committee, College President Advisory Council, College Innovation and Planning Council, College Budget Committee, and other ad hoc hiring committees include support staff representation appointed through the Classified Senate and CSEA nomination and appointment process.

APPRAISAL

The college, under the leadership of its new President, has been very conscientiously reviewing the charges and memberships of various councils and committees to formally and officially include all segments of the college community so that they can exercise their voice in matters of institutional policy. Classified staff are just beginning to have the involvement necessary for shared governance to work. However, a survey of support staff appears to indicate that staff participation in forming institutional policy could be strengthened, even though the majority indicated that support staff were sufficiently involved through committees.

PLAN

No changes in current practice are planned.

8E.3 There exists a well-developed program of staff development for support staff.

DESCRIPTION

The College Staff Development Committee plans and develops programs for the entire college employees — faculty, classified staff, and administrators. Membership of the Staff Development Committee consists of faculty, classified staff and administrators. Classified staff are entitled to twenty hours annually for staff development purposes, such as attending workshops and conferences of their choice.

APPRAISAL

Staff development for support staff is part of the overall Staff Development program for the entire college. However, time and financial constraints minimize the capacity for individuals to participate in some staff development programs, especially for those employees who have sole control over certain operations and have little opportunity to get away from their work stations.

Support staff are entitled to twenty hours annually for staff development purposes. Some supervisors tend to follow the guidelines to the letter, others provide more flexibility to accommodate the staff beyond the twenty hour limit. It has been expressed that the Staff Development Plan form is not clear as to "what activities one can do and can not do."

PLAN

1. The Cuyamaca College Staff Development Committee will redesign the form for staff development plans for classified staff to indicate the types of activities that are permissible.
2. The college will organize staff development activities that encourage support staff to familiarize themselves with other functions beyond their own primary responsibilities on campus.

STANDARD 8F Students

8F.1 A Student Governing Body has well developed responsibilities and functions.

DESCRIPTION

The purpose of the Associated Students of Cuyamaca College is to provide a stable model of student government which is responsive to changing student needs and enables as many students as possible to participate in assuming the power of self-governance. Membership is granted all students upon purchase of a Campus Activity card. All Cuyamaca College students have the right to vote; however, the privilege of running for student government office is granted only to students who hold a current campus activity card and are enrolled in six or more units.

The student government is made up of four officers and fifteen general council members including a seat for the student trustee. Officers, council members, and student trustee are elected for one-year terms and are required to enroll in a designated leadership class.

The primary responsibility of the student body President is to serve as liaison between student government, faculty and administration and to provide leadership to the student government. The Vice President has the responsibility to assist the President in administrative functions, to supervise daily operations of the Student Center and to serve as acting President in the absence of the student body President. The Vice President of evening students is responsible for researching the concerns of the

evening students and representing them to the Student Council. The secretary-treasurer sees that all minutes are recorded and acts as liaison for the student government with the district accountant. General council members determine the needs of the students and present suggestions for solutions.

APPRAISAL

Until the Fall, 1993 semester, ASCC was an effective and stable model of student government. However, a change in administrative leadership as well as a change in ASCC leadership created a period of instability within the student government structure. In Fall 1993, the long-time ASCC Advisor moved to a new assignment. Budget cuts at that time precluded the filling of the vacancy to its original level. It was staffed by a 50% manager. Then, in Fall 1994, the full-time classified position was eliminated, adding to the problem. In an effort to re-stabilize the student government structure, two half-time advisors were hired and a new *ASCC Constitution* was adopted. In Spring 1995, an interim Student Affairs Coordinator was employed. With the filling of this position, the ASCC appears to be headed in a positive direction once again.

PLAN

1. See PLAN 3C.1 ("Campus Activities").

8F.2 The role of students in various governing, planning, budgeting, and policy making bodies is made clear and public.

DESCRIPTION

Students participate in shared governance through the Associated Students of Cuyamaca College. Under the guidance of the student activities advisors, ASCC makes student appointments to campus and district committees.

Students also participate in shared governance by bringing issues forward through student council representatives. Additionally, the student trustee reports student concerns at regular Board of trustee meetings and reports back to ASCC on Board concerns.

The finances of ASCC are a joint responsibility of the student government and their advisors. The operating budget is funded by campus activity card sales, a \$15,000 annual contribution by the Cuyamaca Bookstore, and various fund raising activities by ASCC.

The major fundraising activities include a barbecue each semester, sales of bus passes, movie tickets and campus activity cards. Commencement activities, the annual open house, a health food fair and a holiday dinner for the Care/New Horizons program are student activities which are funded by ASCC.

APPRAISAL

Twenty-four students served on campus and district committees in the Fall 1994 semester. Those committees included the President's Advisory Council, Budget Committee, Curriculum Committee, Instructional Program Review Committee, Matriculation Committee, Student Services Program Review and other important campus and district committees.

Each year ASCC participates in the California Community College Student Affairs Association Conference, and California Student Association of Community Colleges Regional Conference. Six Cuyamaca students and one advisor attended the CCCSAA leadership conference in the spring of 1994, and three students attended the CalSACC Regional Conference this year. Although 60% of the students responding to the *Accreditation Survey* evaluated the Student Activities Program as good or excellent the program is still developing. A major concern expressed by both faculty and student representatives is that a relatively small number of students participate. It seems to be the same students who serve on committees, attend conferences, and participate in other activities.

Fifty-seven percent of the faculty surveyed indicated disagreement that Student Activities has sufficient staff, resources, and physical facilities.

PLAN

No changes in current practice are planned.