



C U Y A M A C A
· C O L L E G E ·
LEARNING FOR
THE FUTURE

Cuyamaca College Institutional Midterm Report



October 1998


900 Rancho San Diego Parkway
El Cajon, CA 92019

DATE: November 1998
TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
FROM: Cuyamaca College
900 Rancho San Diego Parkway
El Cajon, CA 92019-4304


This Institutional Midterm Report is submitted for the purpose of maintaining the accreditation status of Cuyamaca College.

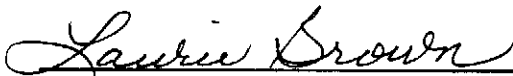
We certify that there was broad participation by the campus community, and we believe that the Midterm Report reflects the nature and substance of this institution in progress since November 1, 1995 on identified issues.


SIGNED: 
Sherrill L. Amador, Ed.D. President, Cuyamaca College


Omero Suarez, Ph.D. Chancellor, Grossmont-Cuyamaca Community College District


Ronald D. Kraft President, Board of Trustees


Jim Custeau President, Academic Senate


Laurie Brown Cuyamaca College Vice President, Classified Senate


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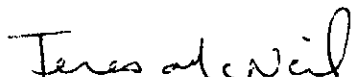

Teresa McNeil, Ed.D. Accreditation Liaison Officer

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Statement of Report Preparation

The completion of the Midterm Report was identified as an objective in the 1997-98 Annual Implementation Plan by the Innovation and Planning Council, the shared governance planning body of the College, to prepare for the submission of the College's Midterm Report by November 1998.

The Accreditation Task Force was created in February 1998 which consisted of the Academic Senate Executive Committee, staff members who had served on the previous accreditation committee and representatives from the College's constituent groups. The Task Force met five times between February and September.

A small group from the Task Force was identified as the writing team. This team met six times over a period of four months to develop draft documents which were sent to the Task Force periodically and discussed at formal Task Force meetings.

The Task Force held a workshop during the August Staff Development Week for an all-campus review and feedback. During August and September, the draft Midterm Report was made available to all staff for review and feedback. The draft was reviewed by the Administrative Council in August and by the Academic Senate and the Associated Students of Cuyamaca College at their September meetings. The Standards Plan Status Report was reviewed by the Task Force and Administrative Council in June and August.

The Midterm Report was submitted to the Governing Board for information and approval at the two official board meetings in October 1998.

Membership of the Task Force

Sherrill L. Amador	President
Pam Connolly	Adjunct Faculty Member
Jim Custeau	Academic Senate President
Lucy Fix-van-Krey	Associated Students of Cuyamaca College President
Teresa McNeil	Accreditation Liaison Officer
Larry Sherwood	Academic Senate Representative
Ingrid Tarikas	Academic Senate Representative
Melodee Takasugi	Classified Senate Representative
Tony Zambelli	Academic Senate Representative

Focus Issues

Response to 1995 Team Visit Recommendations

Recommendation: *Planning for the educational program and campus facility development was previously cited as a need at Cuyamaca. It is clear that economic, demographic, technological and sociopolitical elements of the environment in which the college operates will continue to change, calling for planned thoughtful responses by the institution.*

The College has completed its Educational and Facilities Master Plan. In developing the Strategic Plan, **Learning for the Future, 1995-2000**, the economic, demographic, technological, and sociopolitical elements of the environment were used to determine the direction of the College. The values and goals of the Strategic Plan were incorporated in the Master Plan through 2015. The College has institutionalized planning which has resulted in greater participation of staff, a budgeting process based on plans, and support from the Chancellor and Governing Board for building a comprehensive college. By institutionalizing the planning structure and processes, the College has strategically positioned itself for future changes in its environment.

Recommendation: *Staffing policies and practices could be profitably reviewed, particularly with respect to diversity issues, evaluation as a tool for staff improvement, and the institution's very heavy dependence on part-time faculty.*

The College continues to review staffing policies and practices within the parameters of District Personnel Policies and Procedures. The College's Strategic Plan has diversity and social harmony as one of its core values. Specific action initiatives have been developed by the Innovation and Planning Council to further this value in 1998-99. The staff development coordinator is a member of IPC to ensure that staff development opportunities support and enhance the College's annual plans.

Both faculty and administrator evaluation processes are currently under review to enhance the role of evaluations for staff improvement. As outlined in Standard Four, the College is making concerted efforts to reduce its heavy dependency on part time faculty. The full time to part time faculty ratio of 39% has remained relatively constant. Nineteen faculty have been added in the past three years, but this has only allowed the College to keep pace with increased enrollment.

Recommendation: *Participation in institutional governance could be enhanced with better understanding of roles to be played by members of the college, particularly those of faculty and students.*

The College has adopted a shared governance structure document which clearly defines the participation role of all constituents within the framework of institutional governance. To encourage participation, the College used a planning process which resulted in specific and measurable actions and outcomes. Participation reinforced the concept that being involved is productive and provides a method for addressing needs within the College. The planning process has institutionalized participation, and the actual numbers of participants in college efforts has increased considerably.

**Response
to
Recommendations
by
Standards**

Standard One

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

Cuyamaca College has established an integrated strategic planning process. Planning has occurred at multiple levels within the College and is fed back to the Innovation and Planning Council, which is the shared governance body for the College. For example, the College has developed the following plans within the framework of the strategic plan, using the appropriate shared governance processes: Academic Master Plan, Technology Plan, Student Success and Outreach, and Educational and Facilities Master Plan.

The College is in its fourth year of implementing its five-year Strategic Plan, "Learning for the Future," 1995-2000. Institutional research, applying internal and external data, was used to develop the Strategic Plan, and the Annual Implementation Plan ensures that priority initiatives in the strategic plan are achieved. The College sets its budget priorities in the Innovation and Planning Council based on the annual plans. An annual report card is published for public accountability.

The District Strategic Planning Committee recommends district-wide planning priorities and activities and two-year policy directions. Coordination between the two colleges and the district office occurs to ensure resource allocations are based on educational programs. Over the last four years, the College's integrated planning activities have positioned the College to receive resources that improved programs and services for a comprehensive college. The College's success in achieving its FTES annual goals has prompted a reevaluation of the district budget allocation model which benefits both colleges.

Standard Two

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

Within the framework of District Strategic Planning, district-wide educational master planning has been developed. The Cuyamaca College Educational and Facilities Master Plan Task Force has developed a comprehensive educational and facilities plan identifying short-, mid- and long-term needs through 2015. Membership on the Task Force, which is co-chaired by the College President and Academic Senate President, represents all constituencies. Members of the Task Force have reported regularly to their constituents and established shared governance committees. Faculty chairs and coordinators, administrators, affected classified staff and students have been actively involved. The Academic Senate endorsed the recommendations of the Task Force. Periodic reports were made to the Governing Board. In December 1998, the Governing Board received the College's Educational Plan. The Facilities Site Plan was presented to the Governing Board for review in June 1998. The College's Educational and Facilities Master Plans will be combined with Grossmont College's plans for a District Plan. The Governing Board is expected to approved the District Plan in December 1998.

The college program review process has been redesigned to incorporate more quantitative methodologies and student outcomes. For the last two cycles, the findings of the program review process have been used by the Academic Master Plan Committee in preparing its report and have been integrated into department annual plans for budget priorities. The College continued to refine the integration of the program review process with the work of the Curriculum Committee and the Academic Master Plan Committee. The College plans to reactivate the program review processes for student services and instructional support services in order to integrate these assessments into the overall college planning processes.

Standard Three

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

The Educational and Facilities Master Plan Task Force has identified the location for the Student Center. Funding sources including local bonds, Certificates of Participation, and students' voluntary fees have been identified. It is planned that within the next two years construction will begin. Priorities of the phasing in the major remodeling of buildings and construction of new buildings has resulted in the Student Center being identified as second in the sequence of new construction over the next three years.

The State 1997-98 capital outlay budget funded the plans for the Child Development Center, but not the working drawings. The California Community College Chancellor's Office is in the process of revising facilities standards for child development centers; therefore, funds have not been released to the College to develop the plans. The College's child development center is on the Chancellor's Office Capital Outlay 1999-2000 list (released 9/15/98) for working plans and construction. Cuyamaca College remains one of the few community colleges in the state without a child development center. Agreements with local providers have been made to serve the students until the Center is completed.

Standard Four

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

The Chancellor, the two College Presidents, and Governing Board have begun to address the full time/part time faculty ratio inequality between the two colleges. The present budget allocation model for the two colleges has not significantly increased the full time to part time faculty ratio for Cuyamaca College. There is a concern by Cuyamaca College that new budget allocation models being proposed will negatively impact the hiring of full-time faculty in the future. To provide the necessary funding will require a firm commitment by the Governing Board. The Governing Board has approved nineteen new faculty positions for Cuyamaca College since 1995. Improving the 39% full-time ratio will be difficult also because of the College's rapid enrollment growth. The College's Academic Master Plan Committee has developed criteria for determining the disciplines for hiring new faculty using the strategic plan's values and goals. Emphasis has been on core curriculum (English, Math, ESL, Reading, general education and high growth areas) to build a comprehensive college.

The District Human Resources Office has improved the monitoring of classified evaluations. The District Human Resources Office still needs to improve the monitoring systems for faculty and administrative evaluations.

Standard Five

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

Technology is a value and goal stated in the College's Strategic Plan. Using a collaborative process, the Instructional Technology Committee has the task of identifying computing and technology needs. The co-chairs of the committee, a faculty member and Executive Dean of Educational Development and Services, ensure that a collaborative process is used. Two technology plans have been developed. The initial plan already has been implemented and the College is in the process of implementing the second. Over \$1.2 million has been spent to add, upgrade, and replace technology. An instructional technology specialist has been hired to provide training and support in the newly created Teaching and Learning Center. Additional computing support positions have been approved by the Governing Board. New labs for mathematics and English have been added to enhance core curriculum. An open lab and computers for information retrieval were added to the Learning Resource Center. The Committee is currently evaluating technology mediated instruction requests from various departments. The recommendations of the Instructional Technology Committee are integrated into the annual plans of the Academic Master Plan Committee. The results of this process are then sent to the Innovation and Planning Council (IPC). The IPC monitors implementation through the Budget Committee.

Standard Six

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

Using a shared governance process, the College has completed its comprehensive Educational and Facilities Master Plans. The programs and facilities will accommodate the projected student enrollment of 15,000 by 2015. In developing this plan, the College worked within district strategic planning processes. The immediate outcomes have been District budgetary support to build a One-Stop Student Services Center (combining Admissions & Records/Financial Aid/EOPS/Counseling/Cashier/Community Learning/Public Safety/CalWORKS) and to remodel several buildings to accommodate enrollment growth. Special efforts are currently underway to integrate the educational planning processes of both colleges into a district-wide plan.

A Disaster Preparedness Plan for Cuyamaca College has been completed by the District Risk Management Office. The administration and supervisors completed training in Spring 1997 and conducted a table top disaster exercise in November 1997.

Standard Seven

No recommendations.

Standard Eight

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

Board minutes and agendas are posted in two areas on campus and on e-mail. Summaries of Board meetings are distributed through the "Courier," a district-wide newsletter. Both the President and Vice-President of Instruction make periodic written reports to the College. All Board policies are available on e-mail and in hard copy. Although policies exist and are publicized, work needs to continue to further define procedures, communicate them and create an environment in which people follow them. Work also needs to continue in delineating procedures that should emanate from the District and those that should emanate from the College, especially in budget and personnel issues. Although further work still needs to be done, noticeable improvement has occurred at the College.

The College has adopted a shared governance structure document which defines the roles and expectations of all constituent groups. The Academic Senate has assumed a greater role in governance and decision making. The Senate has made a clear distinction between its role in academic and professional matters and other roles within the College's decision making processes. The faculty at large increasingly recognize that the Academic Senate is its official voice in governance and decision-making.

The role of students in shared governance needs improvement. Permanent staffing will be completed by December 1998 in the Student Affairs Office. It is expected that with new student affairs administrative leadership, student participation in shared governance will be strengthened.

**Progress Report
on
Self Study
Action Plans**

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<i>Standard One - Institutional Integrity</i>		
1A.1 Institutional policy regarding the safeguarding of academic freedom and responsibility is published and readily available.	1A.1 Cuyamaca College will work with Grossmont-Cuyamaca College district officials and the Governing Board to create and publish in appropriate places a written policy safeguarding academic freedom and responsibility.	Completed by Cuyamaca, Governing Board has not approved.
1A.5 The institution fosters an affirmative environment in which diversity is embraced and every person treated with respect.	1A.5 (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. 1A.5 (2) The college will continue its program of educational opportunities for faculty, staff, and students aimed at increasing tolerance and mutual understanding.	Completed. The diversity and social harmony value is detailed in the College's Strategic Plan, part of annual objectives and in college catalog. A continuing theme in staff development and college hour programs. On-going process.
1B Institutional Purposes (Mission)	1B.1(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. 1B.1 (2) The college will work with the district Office of Institutional Research and Planning to develop a community needs analysis instrument.	Completed. President's office and Learning Resource Center. Completed and administered. Results used in planning.
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.		

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>1C Institutional Planning</p> <p>1C.2 The planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics.</p>	<p>1C.2 (1) Cuyamaca College will work with the district Office of Institutional Research and Planning to gather additional information on student outcomes.</p> <p>1C.2(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).</p> <p>1C.2(3) The role of the Academic Master Plan Committee in relation to the Innovation and Planning Council and Curriculum Committee will be clarified.</p>	<p>Completed. Criteria, data used by Innovation & Planning Council, reviewed by Governing Board. Data used by counseling to identify high risk students.</p> <p>Completed. Integral part of institutional planning.</p> <p>Completed. Stated in committee charge.</p>
<p>1D Institutional Effectiveness</p> <p>1D.1 Institutional research and program review are conducted as essential elements in planning and evaluating institutional effectiveness.</p> <p>1D.1A Research assesses such elements as instructional programs, student services, and the social/intellectual environment of the campus.</p> <p>1D.1B Program reviews are systematically conducted for educational and student service programs and other institutional activities to assess their effectiveness.</p>	<p>1D.1A(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.</p> <p>1D.1A(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).</p> <p>1D.1B(1) The Instructional Program Review Committee will begin work with the Office of Institutional Research and Planning to develop reliable methods for defining and measuring student success.</p> <p>1D.1B(2) The committee will also reevaluate procedures generally with the goal of developing a more effective program review process (see also PLAN 2B.2).</p> <p>1D.1B(3) Cuyamaca College will develop a formal procedure for program review in the Division of Learning Resources.</p>	<p>In process. Working relationship with Institutional Research office very productive. Several college committees work directly with District staff.</p> <p>Completed.</p> <p>Completed. Part of review process.</p> <p>Completed.</p> <p>Not completed.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<i>Standard Two - Educational programs</i>		
2A General Provisions		
2A.1 The institution seeks to meet the diverse educational needs of all its students.	<p>2A.1(1) The college will continue to monitor the educational needs of the students and nearby community by conducting an annual needs assessment.</p> <p>2A.1(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.</p>	<p>On-going.</p> <p>On-going. College is collaborating with local Native American tribes to offer courses on reservations.</p>
2A.2 Sufficient resources are provided to meet the educational needs of the students.	<p>2A.1(1) The college will institute a more aggressive grant writing effort.</p> <p>2A.1(2) Cuyamaca College will aggressively seek donations and support from the private sector.</p>	<p>Completed. Full-time grant writer.</p> <p>On-going. Very active and resourceful Foundation.</p>
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.	<p>2A.3(1) The college will reinstate the mentoring program for newly hired faculty members.</p>	<p>In progress, still needs attention to increase effectiveness of program.</p>
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.	<p>2A.5 (2) The Academic Senate will create a task force to develop a minimum standard course syllabus format to be used as a guideline for faculty.</p>	<p>Completed.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>2.B Curriculum Planning and Evaluation</p> <p>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.</p>	<p>2B.1(1) After interest-based discussions between the Academic Senate and the Curriculum Committee, changes in the composition, membership roles, reporting lines and scope of the Curriculum Committee will be recommended to President's Advisory Council.</p>	<p>Completed. Curriculum Committee implemented new structure and scope 2 years ago. Communication much clearer. Curriculum Committee reports to Senate regularly. "How curriculum is introduced" to be studied by both Senate and Curriculum Committee in 1998-99.</p>
<p>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.</p>	<p>2B.2(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).</p>	<p>Completed.</p>
<p>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.</p>	<p>2B.3(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).</p>	<p>Completed.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>2C</p> <p>General Education</p> <p>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.</p>	<p>2C.1(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.</p> <p>2C.1(2) Criteria for inclusion in the general education package will be disseminated widely. 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.</p>	<p>Completed. New General Education requirements adopted by Governing Board in Spring 1998.</p> <p>Completed.</p>
<p>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.</p>	<p>2C.3(1) Cuyamaca College will investigate the value of interdisciplinary or cluster courses in the general education package.</p>	<p>In process.</p>
<p>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.</p>	<p>2C.4(1) Workshops will be offered to assist faculty in the integration of cultural diversity topics into the general education curriculum.</p>	<p>On-going process. Staff Development Weeks, Spring 1998 and Fall 1998, major emphasis. Diversity is a criteria for general education courses.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
2D Special Programs Offering Courses for Credit	<p>2D(1) The college will expand and enhance the Telecourse Program by offering seminars "on-site" at local businesses.</p> <p>2D(2) The Cuyamaca College TV station will be used to expand accessibility to students in remote locations of the district service area.</p> <p>2D(3) Distance learning methodologies will be pursued to make education more accessible.</p>	<p>More work needs to be done with Distance Education.</p> <p>Work in progress to explore potential of cable station.</p> <p>Work in progress.</p>
Contract Education Courses Taught for Credit International Education programs Special Program and Services	<p>(1) The college will evaluate the benefits of offering Contract Education courses for credit.</p> <p>(1) The college will explore the potential or providing more course offerings in the Travel Study Program.</p> <p>(1) The Cuyamaca College NOW Program will be expanded to include more high schools and the college will commit resources for expansion.</p>	<p>Completed.</p> <p>Under discussion.</p> <p>Not viable to expand.</p>
2E Credit for Student Achievement		
2E.5 Clear and well-publicized distinctions are made between courses which offer degree and non-degree credit.	2E.5(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.	Completed.
2F Articulation		
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.	2F.1(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.	Completed.

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>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.</p>	<p>2F.2(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.</p>	<p>Completed as annual process.</p>
<p>2F.3 The relevance of courses to job requirements is ensured by a systematic analysis of specific job requirements and curriculum reviews.</p>	<p>2F.3(1) Cuyamaca College will ensure a systematic analysis of specific job requirements for individual vocational programs through the Instructional Program Review Process.</p>	<p>Partially addressed by Program Review Committee, specific implementation 1999/2000.</p>
<p>2G Non-Credit Courses and Programs</p>		
<p>2G.1 Planning for and evaluation of non-credit courses and programs is comparable to planning and evaluation for other programs of the institution.</p>	<p>2G.1(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. 2G.1(2) A regular, on-going system of course evaluation will be developed for non-credit programs.</p>	<p>Completed as a credit program. Completed.</p>
<p>2H Community Education and Services</p>		
<p>2H.1 Community education classes are part of the educational program and are coordinated with the credit and non-credit program.</p>	<p>2H.1(1) The Director of the College of Extended Studies will work with college faculty to expand customized Contract Education courses for businesses.</p>	<p>This is a limited market for Cuyamaca, however, College responsive to specific opportunity. The College has placed emphasis on partnerships and community learning.</p>
<p>2H.2 Community liaison is effectively developed and maintained in order to determine community interests and needs and to evaluate offerings.</p>	<p>2H.2(1) The College of Extended Studies will form an advisory committee with liaisons from the rural regions of the district to provide more information about the needs and interests of the many communities.</p>	<p>Completed.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<i>Standard Three - Student Services</i>		
3A General Provisions		
3A.1 The institution systematically studies the characteristics and identifies the learning and counseling needs of the student population.	3A.1(1) Focus groups will be held with new students to identify their learning and counseling needs. 3A.1(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. 3A.1(3) A Sub-Committee of the Campus Student Equity Committee will work in conjunction with the Director 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.	Not held recently. Different strategy used. In progress.
3A.2 The institution has an organized system for admission, assessment, orientation, counseling and advisement, and student follow up.	3A.2(1) The Matriculation Committee will develop and implement an organized system for student follow-up at Cuyamaca College.	Completed.
3A.3 The institution involves students in the planning, development, and delivery of student services.	3A.3(1) The institution will place special emphasis on active student participation in campus organizations and on college committees.	Weak area. Will be addressed when new administrator hired by December 1998. Still in progress.
3A.5 Publications (e.g., student handbooks) describing relevant policies and procedures, student services and programs, student government and activities are readily available.	3A.5 The Matriculation Coordinator and the Interim Student Activities Coordinator will investigate the possibility of consolidating the <i>Matriculation Handbook</i> and the <i>Student Handbook</i> into one document that is disseminated widely to students, so as to reduce duplication of effort and cost.	Not viable. Two separate handbooks have been developed.

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>3A.6 The institution supports opportunities for student participation and leadership in campus organizations and student involvement in institutional governance.</p>	<p>3A.6(1) In order to support student leadership, student involvement and the recruitment of students to student government, leadership development courses will be revised and publicized widely.</p>	<p>Not completed.</p>
<p>3A.8 Staffing, resources, and physical facilities are commensurate with the size of the institution and with its stated purpose.</p>	<p>3A.8(1) Cuyamaca College will work with the Associated Students and district administration to initiate a plan for construction of the Student Center using funds assessed for this purpose (See also PLAN 6A.1).</p> <p>3A.8(2) As the college increases in size, the use of portable/relocatable buildings for additional student services staff will be explored.</p>	<p>In progress.</p> <p>Completed and several options have been explored, part of Facilities Plan.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
3C	Comprehensiveness of Services	
Extended Opportunity Program and Services	(1) Specific measures will be taken to increase the awareness of EOPS on campus.	On-going process. Have more students than funds.
Disabled Student Programs and Services	(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.	Completed.
Campus Activities	(1) Sufficient clerical staff will be provided to support the Student Activities Office.	Completed.
	(2) The college will develop a plan to recruit student leadership. A greater effort will be made to publicize ASCC/Campus Activities (See also PLAN 3A.6).	Not completed.
Financial Aid	(1) The Financial Aid Office will explore ways to improve the accuracy of financial aid applications, including the use of regular group workshops.	Completed. Non credit course developed - very successful.
	(2) The EOPS/Financial Aid Director will sponsor an in-service training session to educate staff in methods of dealing with students of diverse or special needs.	Continuing process.

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>Veterans Services</p> <p>Health Services</p> <p>Bookstore</p>	<p>(1) Cuyamaca will work with Grossmont College to investigate the value of standardizing policies and procedures districtwide for admission of international students, particularly in the area of TOEFL scores.</p> <p>(1) Cuyamaca College will investigate the feasibility of employing a full-time health professional in the near future.</p> <p>(2) Cuyamaca College will investigate the modification or relocation of the Health Services Office in order to comply with confidentiality and security standards.</p> <p>(1) Cuyamaca College will investigate space issues in the Bookstore and work to resolve these issues.</p>	<p>Completed.</p> <p>Completed. Person has been hired.</p> <p>In Master Plan.</p> <p>Completed with Barnes and Noble contract. Additional space planned in new Student Center.</p>
<p>3D</p> <p>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.</p>	<p>3D.1(1) Cuyamaca College will establish an administrative position for the Counseling Center staff.</p> <p>3D.1(2) Cuyamaca College will explore alternative plans for space utilization in the Counseling Center.</p>	<p>Completed. Administrator to be hired by November 1, 1998.</p> <p>Completed. Part of new Student Services Center, to be completed by June 1999. Several remodels have been done to alleviate problem temporarily by combining Career/Transfer Center.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p><i>Standard Four - Faculty and Staff</i></p>		
<p>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</p>	<p>4A.1(1) Cuyamaca College will develop quantitative measures that can be used within the district to assess administrative and classified staffing needs, and then use these measures for future hiring.</p> <p>4A.1(2) Cuyamaca College will work with the district to determine an equitable full-time/part-time faculty ratio and request additional full-time faculty positions if warranted based on the ratio.</p> <p>4A.1(3) 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.</p> <p>4A.1(4) Cuyamaca College will develop a written policy that covers the procedures and timelines for the filling of replacement positions.</p>	<p>Completed. Part of IPC planning processes.</p> <p>On-going process. Ratio is still not appropriate and is below District ratio.</p> <p>Completed. Full time student hourly positions not possible. Several full-and part-time contracts have been filled.</p> <p>District Personnel function. Procedure still needs to be refined and followed at District level.</p>
<p>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.</p>	<p>4A.2(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.</p> <p>4A.2(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.</p>	<p>On-going process. Cuyamaca College does follow procedures.</p> <p>Not completed.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>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.</p>	<p>4A.4(1) Cuyamaca College will place greater emphasis on diversifying the part-time classified and part-time certificated employee groups.</p>	<p>On-going process, progress has been made.</p>
<p>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.</p>	<p>4B(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.</p>	<p>Not completed.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>4C Evaluation</p>	<p>4C.1(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.</p> <p>4C.1(2) The Personnel Office will provide training and follow-up to ensure all evaluations are conducted in a timely manner.</p> <p>4C.1(3) 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.</p>	<p>Completed. Procedure in place, but input from all staff still issue.</p> <p>Not completed.</p> <p>Completed. Instruction Office has developed systems to address this issue. District Office support needs to be improved.</p>
<p>4C.2 Evaluation processes seek to assess effectiveness and encourage improvement.</p>	<p>4C.2(1) A mentor will be sought for each new faculty member who is hired to provide information and support 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).</p>	<p>Completed, but still needs refinement.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
4D	Staff Development	
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.	Not completed.
4D.3	Faculty, administration, and staff members engage in professional activity supported by the institution.	Completed.
	4D.3(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. 4D.3(2) The Staff Development Committee will increase the awareness of funding available for staff development opportunities.	Completed.
4E	Other Personnel Policies	
4E.1	Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.	Not completed, District responsibility.
4E.2	Criteria for determining work loads are clearly stated and equitably applied.	Completed.
4E.4	Procedures and criteria for personnel appointment, evaluation, retention, advancement, and due processes are explicitly stated.	Completed.

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<i>Standard Five - Library and Learning Resources</i>		
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.	5A.1(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.	On-going process.
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.	5A.3(1) LRC staff will assume primary responsibility to provide training on an on-going basis to instructional faculty in learning new methodologies that incorporate the use of technology, i.e., interactive multimedia equipment.	On-going process and new staff hired.
5A.4 Technical assistance is provided to faculty in the production of tests, syllabi, audio-visual programs, and other instructional materials.	5A.4(1) The college will develop a Technology Resources and Training Center where interactive multimedia programs can be produced, and where training can take place.	Completed. Teaching and Learning Center.
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.	5C.1 (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.	Completed.

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
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.	5E.1(1) Cuyamaca College will provide the necessary qualified staff to support the services in the Microcomputer Lab.	Completed.
<i>Standard Six - Physical Resources</i>		
6A Facilities		
6A.1 Space allocations are appropriate and adequate for the institutional functions served.	6A.1(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). 6A.1(2) Cuyamaca College will seek collaborative efforts with the private sector or community agencies to develop new facilities. 6A.1(3) Cuyamaca College will review its space utilization priorities to create additional instructional computing facilities.	Completed. Working on implementation to build Center. In process. Completed.
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.	6A.2(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.	Completed. Grounds and Operations is a college function now. Working well.
6B Equipment		
6B.2 Equipment is maintained on a regular basis and attention is given to the health-safety-security aspects of equipment operation and maintenance.	6B.2(1) An item will be added to maintenance request form denoting whether or not the request involves a safety hazard.	Completed. New computerized system in place.

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Standard	Plan	Status
6B.3 Equipment is adequately inventoried and controlled and periodic replacement is scheduled.	6B.3(1) The Business Services Office will develop a formal mechanism to inventory and monitor items of equipment under \$350.	Completed.
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.	6C.1(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.	Completed.

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<i>Standard Seven - Financial Resources</i>		
7A	Financial Stability	
7A.1	Current and anticipated income is adequate to maintain high quality programs and services.	
	7A.1(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. 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). In order to achieve a stable funding base, a thorough student recruitment and retention plan will be developed.	Completed. Technology plans have been funded each year. Completed and on-going. In process. New Outreach and High School Coordinator hired in June 1998.
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.	
	7B.1(1) The Academic Master plan will be completed by the next budget cycle (Spring 1996) so as to be used for financial planning purposes.	Completed.
7B.2	The policies, guidelines, and processes for developing the budget are clearly defined and followed.	
	7B.2(1) Policies and guidelines for budget development at the district and college will be put in writing as they are developed and defined. 7B.2(2) Once budget operations become computerized (Fall, 1995), adequate staff training will be provided so that the new processes are completely understood by all.	Completed. Completed.

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>7B.3 Financial planning takes into account long-range projections regarding programs, services, costs, and resources.</p>	<p>7B.2(1) The President will use the shared governance process to refine the Budget Allocation Model used in the district for financial planning and address equity issues of funding between the two colleges. 7B.2(2) The <i>Enrollment Management Plan</i> will be updated and revised on an annual basis.</p>	<p>On-going process. Financial position of college stabilized. Allocation model continues to be revised at District level. Completed. Enrollment has almost doubled.</p>
<p><i>Standard Eight - Governance and Administration</i></p>		
<p>8A The Governing Board</p>		
<p>8A.5 The Board approves an effective organization which serves institutional purposes.</p>	<p>8A.5(1) Once the reorganization plan is implemented, it will remain in place until Cuyamaca College has achieved a substantially larger enrollment. 8A.5(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.</p>	<p>Completed. In progress. Key positions have been addressed to serve identified needs.</p>
<p>8A.6 After appropriate consultation, the Board selects and provides regular evaluation of the institution's chief executive officer.</p>	<p>8A.6(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.</p>	<p>Completed.</p>
<p>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.</p>	<p>8A.6(1) The Chancellor will finalize the district organization structure based on input from 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.</p>	<p>On-going process however, major changes have occurred. A special committee, at District level is reviewing all services of the District Office.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>8B</p> <p>a) President b) Chancellor</p>	<p>8B. a) b)</p> <p>The effectiveness of the President's communication channels will be assessed as part of the broad-based annual evaluation (See PLANS 8A.6 2 and 4C.1).</p>	<p>Evaluation process in place, issue is the "broad based" component of system.</p>
<p>8B.2a</p> <p>The President has ensured that college policies and procedures are clearly defined, known to the college community, and equitably administered.</p>	<p>8B.2a(1)</p> <p>The President will seek new ways to ensure the wide distribution and understanding of local policies and procedures.</p>	<p>Completed.</p>
<p>8B.3a</p> <p>The President efficiently manages resources, implements priorities controlling budget and expenditures, and ensure the implementation of statutes, regulations, and Board policies.</p>	<p>8B.3a(1)</p> <p>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.</p>	<p>Completed.</p>
<p>8B.1b</p> <p>The Chancellor fosters appropriate communication among the Governing Board, staff, and students.</p>	<p>8B.1b(1)</p> <p>The effectiveness of the Chancellor's communication channels will be assessed as a part of a broad-based annual evaluation (See PLAN 8A.6).</p>	<p>Evaluation completed, no "broad based" component. New chancellor to be hired in September 1998.</p>
<p>8B.2b</p> <p>The Chancellor has ensured that college policies and procedures are clearly defined, known to the college community, and equitably administered.</p>	<p>8B.2b(1)</p> <p>The Chancellor will continue to seek ways to ensure the wide distribution and understanding of district policies and procedures.</p>	<p>New chancellor - September 1998.</p>
<p>8B.3b</p> <p>The Chancellor efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and Board policies.</p>	<p>8B.3b(1)</p> <p>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.</p>	<p>On-going process.</p>
<p>8C</p> <p>College Administration a) College Administrative Services b) District Administrative Services</p>		

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>8C.1a</p> <p>The college administration supports a decisions-making process which is timely and which involves persons in the process who will be affected by the decisions.</p>	<p>8C.1a(1)</p> <p>The <i>Shared Governance Document</i>, 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.</p> <p>8C.1a(2)</p> <p>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.</p>	<p>Completed.</p> <p>Completed once. Under review again during 1998-99.</p>
<p>8C.1b</p> <p>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.</p>	<p>8C.1b(1)</p> <p>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.</p> <p>8C.1b(2)</p> <p>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 and enhancement of the curriculum by incorporating new methodologies.</p>	<p>Completed. Part of Strategic Plan values and goals. No specific fund exists -- other funding used.</p> <p>Completed.</p>
<p>8C.4a</p> <p>The college administration is organized and staffed to reflect college purposes, size, and complexity, and to provide economical and effective management.</p>	<p>8C.4a(1)</p> <p>Cuyamaca College will implement in 1995 an administrative structure that facilitates effective management through shared governance.</p>	<p>Completed.</p>

PROGRESS REPORT ON SELF STUDY ACTION PLANS

Standard	Plan	Status
<p>8D Faculty</p> <p>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.</p>	<p>8D.1(1) The Academic Senate will work cooperatively and collegially with the college administration to update the <i>Shared Governance Document</i> 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 <i>Shared Governance Document</i>. (See also PLAN 8C.1).</p>	<p>Completed.</p>
<p>8D.2 The role and responsibility of the faculty, through its academic senate, is clearly defined in written policy.</p>	<p>8D.2(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, 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, program review and in institutional planning and budget development).</p>	<p>Work completed at Cuyamaca and document shared with other college.</p>
<p>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.</p>	<p>8D.4(1) An annual review of the <i>Shared Governance Document</i> 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). The Academic Senate newsletter <i>Perspective</i> will be revived in order to provide a vehicle for faculty to voice views, increase communication and give voice to matters of college or district-wide importance.</p> <p>8D.4(2)</p>	<p>Completed. Reactivated Fall 1998.</p>

