CUYAMACA COLLEGE

INSTITUTIONAL
SELF-EVALUATION REPORT
IN SUPPORT OF
ACCREDITATION REAFFIRMATION

2019

Institutional Self-Evaluation Report
in Support of
Reaffirmation of Accreditation

Submitted by:
Cuyamaca College
900 Rancho San Diego Parkway
El Cajon, CA 92019

Submitted to:
Accrediting Commission for Community
and Junior Colleges,
Western Association of Schools and Colleges
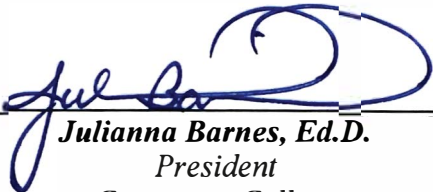

Date Submitted:
July 29, 2019

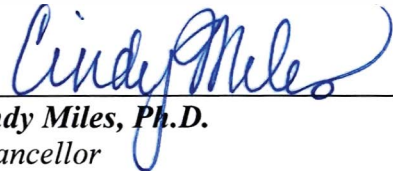Institutional Self-Evaluation Report Certification

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

From: Cuyamaca College
         900 Rancho San Diego Parkway
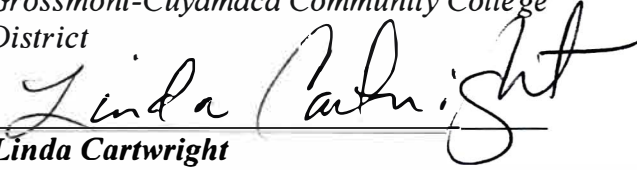   El Cajon, CA 92019

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

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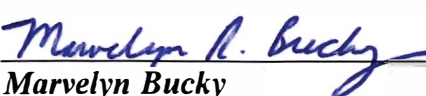
Kim Dudzik
President
Academic Senate

ACCREDITATION STEERING COMMITTEE

Charge
The Accreditation Steering Committee (ASC) develops, coordinates, and implements the process for development of the Institutional Self-Evaluation Report in support of accreditation reaffirmation and preparation for site visits scheduled by ACCJC. The ASC establishes timelines and oversees the process for completion of the ISER and Quality Focus Essay (QFE), including but not limited to:
- Training and organization of work groups and writing teams for each accreditation standard,
- Gathering of information, documentation, and evidence, and
- Writing and editing the final ISER and QFE documents.

In collaboration with the Institutional Effectiveness Council, the ASC ensures compliance with the accreditation standards and advances a culture of evidence and continuous quality improvement across the College. In order to achieve this, ASC is responsible for the following:
- Facilitating accreditation-related training for the campus community
- Making recommendations to appropriate campus committees, councils, and departments to ensure that accreditation standards are integrated into college structures and processes
- Monitoring of actionable improvement plans arising from the self-evaluation process
- Assessing progress on the QFE
- Ensuring any recommendations made by the peer review team are addressed

Committee Members
Bri Hays, Senior Dean of Institutional Effectiveness, Success, and Equity/ALO
Marvelyn Bucky, Associate Professor of English/Faculty Accreditation Co-Chair

Administrators
Pat Setzer, Vice President of Instruction
Jessica Robinson, Vice President of Student Services
Sahar Abushaban, Vice President of Administrative Services
Kerry Kilber-Rebman, Dean of Learning and Technology Resources

Faculty
Kim Dudzik, Associate Professor of Biology/Academic Senate President
Steve Weinert, Associate Professor of Psychology
Robert Stafford, Adjunct English Instructor

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Valeri Wilson, Executive Assistant to the President
Brittany Gardner, Specialty Lab Technician II
Rana Al-Shaikh, Business Services Specialist

Students
Jesus Suarez, Student/Associated Student Government President

Resources
Katie Cabral, Campus-Based Researcher

Revised: May 17, 2019
Approved by Cuyamaca College Council: May 28, 2019

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List of Acronyms

AB	Assembly Bill
ABA	American Bar Association
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACP	Academic and Career Pathways
ADT	Associate Degree for Transfer
AFT	American Federation of Teachers
ALAT	Administrative Leadership Advisory Team
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
ARC	Academic Resource Center
ASC	Accreditation Steering Committee
ASCCC	Academic Senate for California Community Colleges
ASE	Automotive Service Excellence
ASG	Associated Student Government
ASL	American Sign Language
ASPRPC	Administrative Program Review and Planning Committee (Now PRSC)
ATD	Achieving the Dream
BP	Board Policy
BSSOT	Basic Skills Student Outcomes and Transformation
CADD	Computer-Aided Design and Drafting
CAGP	California Guided Pathways
CalWORKs	California Work Opportunities and Responsibility to Kids
CAP	California Acceleration Project
CART	Computer Assisted Real-Time Transcription
CBOC	Citizens' Bond Oversight Committee
CCC	Cuyamaca College Council
CCCAA	California Community College Athletic Association
CCCCO	California Community Colleges Chancellor's Office
CCEAL	Community College Equity Assessment Lab
CCLC	Community College League of California
CCSSE	Community College Survey of Student Engagement
CDC	Child Development Center
CDR	Cohort Default Rate
CIS	Computer and Information Science
COR	Course Outline of Record
CS	Computer Science
CSEA	California School Employees Association
CTC	College Technology Committee

List of Acronyms (Continued)

CTE	Career Technical Education
CTL	Center for Teaching and Learning
DARS	Degree Audit System
DCEC	District Coordinating Education Council
DE	Distance Education
DEC	District Executive Council
DSA	Division of the State Architect
DSP&BC	District Strategic Planning and Budget Council
DSPS	Disability Support Programs and Services
EEO	Equal Employment Opportunity
EHSM	Environmental Health and Safety Management
EOPS	Extended Opportunity Programs and Services
EPC	Emergency Preparedness Committee
EPRPC	Executive Program Review and Planning Committee (Now PRSC)
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ETI	Equity in Teaching Institute
FERPA	Family Educational Rights and Privacy Act
FON	Faculty Obligation Number
FSPC	Facilities and Sustainability Planning Committee
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Students
GCCCD	Grossmont-Cuyamaca Community College District
GE	General Education
GP	Guided Pathways
HACU	Hispanic Association of Colleges and Universities
HSI	Hispanic-Serving Institution
HTC	High Tech Center
IAM	Income Allocation Model
IC	Instructional Council
ICS	Instructional Computing Services
IE	Institutional Effectiveness
IEC	Institutional Effectiveness Council
IEPI	Institutional Effectiveness Partnership Initiative
IESE	Institutional Effectiveness, Success, and Equity
IGETC	Intersegmental General Education Transfer Curriculum
ILO	Institutional Learning Outcome
IP	Integrated Plan
IPRPC	Instructional Program Review and Planning Committee (Now PRSC)

List of Acronyms (Continued)

ISER	Institutional Self-Evaluation Report
IT	Information Technology
ITC	Instructional Technology Committee (Now CTC)
KPI	Key Performance Indicator
LRC	Learning and Resource Center
LMI	Labor Market Information
LTR	Learning and Technology Resources
MSA	Metropolitan Statistical Area
NACES	National Association of Credential Evaluation Services
NATEF	National Automotive Technicians Educational Foundation
NCAA	National Collegiate Athletic Association
NCCHC	National Community College Hispanic Council
NCORE	National Conference on Race and Ethnicity
OCLC	Online Computer Library Center
OER	Open Educational Resources
OP	Operating Procedure
OPAC	Online Public Access Catalog
OPEB	Other Post Employee Benefits
OTLC	Online Teaching and Learning Committee
PCAC	Pacific Coast Athletic Conference
PD	Professional Development
PDTF	Professional Development Task Force
PERS	Public Employees Retirement System
PSEPC	Public Safety and Emergency Preparedness Council
PIO	Public Information Officer
PLO	Program Learning Outcome
PR	Program Review
PRSC	Program Review Steering Committee
PRT	Partnership Resource Team
QFE	Quality Focus Essay
RPIE	Research, Planning, and Institutional Effectiveness
ROC	Resource and Operations Council
SDICCA	San Diego and Imperial Valley Community Colleges Association
SEAP	Student Equity and Achievement Program
SENSE	Survey of Entering Student Engagement
SESC	Student Equity and Success Council (District)
SLO	Student Learning Outcome
SLOAC	Student Learning Outcomes and Assessment Committee
SPTF	Staffing Prioritization Task Force

List of Acronyms (Continued)

SB	Senate Bill
SS	Student Services
SSE	Student Success and Equity
SSEC	Student Success and Equity Council (College)
SSPRPC	Student Services Program Review and Planning Committee (Now PRSC)
STRS	State Teacher's Retirement System
TPC	Technology Planning Committee (Now CTC)
TCC	Technology Coordinating Council
VPI	Vice President of Instruction
VPSS	Vice President of Student Services
VRC	Veteran Resource Center
WC	Writing Center
WDC	Workforce Development Committee
ZTC	Zero Textbook Cost

A. INTRODUCTION

History of the College

Celebrating its 40th anniversary in 2018-19, Cuyamaca College is an accredited, comprehensive institution serving more than 9,000 students each semester and offering over 90 degree and 70 certificate programs to a wide array of students.

Cuyamaca College is one of two colleges in the Grossmont-Cuyamaca Community College District, which serves what is commonly referred to as San Diego's East County. Situated on 165 picturesque acres, which were once part of the Old Monte Vista Ranch, Cuyamaca College officially opened on August 28, 1978, with an enrollment of 1,947 students and nine associate degree programs. The initial plan was for the campus to serve primarily as a vocational school for the Grossmont-Cuyamaca Community College District, but increasing urbanization resulted in greater growth potential than was originally planned. Facilities and education programs were expanded with the goal of becoming a fully comprehensive community college. Today, Cuyamaca College continues to serve as an educational leader, with students earning 4,099 degrees and 940 certificates over the past five years. The College is also home of the Water Conservation Garden, Heritage of the Americas Museum, Center for Water Studies, the Automotive Technology Department, which is internationally recognized for its Ford ASSET program, as well as the award-winning Ornamental Horticulture Department, which launched the first viticulture apprenticeship program of its kind in California in 2018.

Responsible fiscal stewardship coupled with funds secured through Proposition R, a voter-approved $208 million construction bond measure in 2002, resulted in the construction of several new facilities, including the Communication Arts Building (B Building), the Science and Technology Center (now the Wendell Cutting Center), and the Student Services Building (I Building). Proposition V, a voter-approved $398-million bond measure passed in 2012, is helping to expand Proposition R funding with $34-million designated for new buildings, which will begin construction fall 2019. A new Student Services and Administration Building housing a Welcome Center, financial aid offices, admissions, counseling services, Disability Support Programs and Services (DSPS), CalWORKs, and administrative offices will be constructed with a with a targeted completion date of Summer 2021. In addition, Proposition V is financing a renovated Ornamental Horticulture Center and two new greenhouses, a $13.7-million project slated for completion in summer 2020. Cuyamaca College is also nearly tripling the size of its Veterans Resource Center and a state grant is paying for a part-time Veterans Resource Center coordinator, several new computers, a food pantry for veterans and their families, an expanded textbook library, as well as an Academic Survival Kit with a flash drive, calculator, and other essential academic supplies.

Advancing Student Equity

Cuyamaca College is a recognized innovator, as evidenced by the 2018 Dr. John W. Rice Diversity and Equity Award from the California Community Colleges Chancellor's Office. The award was granted for the College's cutting-edge acceleration initiatives which are creating seamless pathways to college-level math and English classes while eliminating equity gaps. These efforts helped fuel support for California's Assembly Bill 705 legislation. In fact, Cuyamaca was the first community college in California to undertake a full-scale transformation

in math. In Fall 2016, the College began using students' high school GPA and math coursework for placement, instead of relying on standardized tests which research has demonstrated are unreliable indicators of student success, retention, and completion. It also replaced the previous one-size-fits-all remedial course sequence with math pathways, in which underprepared students enroll in the transferable, college-level math course for their major with tailored corequisite support. The vast majority of Cuyamaca College students can now complete their baccalaureate math requirements in one semester, instead of up to five semesters under the previous placement process. Underprepared students' completion of transfer-level math increased from 10% within two years to 67% within one year, dramatically improving their chances of earning a degree and transferring to a four-year university.

The results from Cuyamaca College illustrate what students can achieve when colleges transform remediation. Cuyamaca has been honored by the California Acceleration Project for its stunning successes. Among first-time students in the concurrent support classes, completion was higher across all math pathways and all racial and ethnic groups than in traditional remediation, with rates that are:
- Six times higher for students taking business and STEM courses (from 10% to 59%)
- Seven times higher for students taking statistics (from 10% to 69%)
- Four times higher for Latino students (from 15% to 65%)
- Five times higher for white students (from 16% to 76%)
- Nine times higher for African American students (from 6% to 55%)

Cuyamaca College saw its largest gains among students who previously would have taken three or more remedial classes, with their transfer-level math completion rates increasing from 4% in two years to 56% in one year. Most students now complete math requirements in one semester, and students in math-intensive majors take, at most, one class that does not count toward a bachelor's degree. Indeed, Cuyamaca College's vision of *Learning for the Future* emphasizes its innovative, forward-thinking approach to education, and its 2016-2022 Strategic Plan, including its three "big bets" of Accelerated Basic Skills, Guided Student Pathways, and Student Validation and Engagement codifies its commitment in this area.

Besides sending students to some of the top four-year colleges and universities in the country, Cuyamaca College is opening the doors to upward social and economic mobility through specialized Career Technical Education (CTE) programs in Accounting, Automotive Technology, Computer-Aided Design and Drafting (CADD), Computer and Information Science, Environmental Health and Safety Management (EHSM), Graphic Design, Paralegal Studies, Real Estate, and other areas of study. Cuyamaca College most recently secured Strong Workforce Stars in Automotive Technology, where a recent cohort of students saw a 66% median increase in annual earnings; Environmental Technology, where 85% of students attained the regional living wage; Business and Commerce, where 63% of students experienced an increase in earnings; Real Estate, where students saw a median annual increase of 53% in earnings; Water and Wastewater Technology, where 84% of students attained the regional living wage; Office Technology, where students experienced a median annual increase of 112% in earnings; Computer Technology, where 85% of students attained the regional living wage; and Graphic Arts, where students experienced a 78% median increase in annual earnings.

Cuyamaca College currently serves approximately 4,900 students through career education programs, and Cuyamaca's successes in this area are in line with the California Community Colleges' $200-million Strong Workforce Program, created by Assembly Bill 1602 in 2016-17 to expand and improve career education throughout the State.

Cuyamaca Milestones
Center for Water Studies
Touted as among the premier water and wastewater training facilities in California, Cuyamaca College's Center for Water Studies relocated in 2018 to a renovated complex complete with new classrooms, a water quality analysis laboratory and a workshop for back-flow, cross-connection controls and related skills-based courses. The complex complements an adjacent state-of-the-art field operations skills yard that opened earlier in the year with an above-ground water distribution system and an underground wastewater collection system. These new facilities provide students with the kind of challenges they will face in today's complex water and wastewater facilities. The Grossmont-Cuyamaca Community College District's Proposition V construction bond covered approximately $1.2 million to gut and reconstruct the renovated building, and funds from the College's National Science Foundation "California WaterWorks: Building the People Pipeline" grant helped pay for tools and equipment to foster a learn-by-doing environment. The Field Operations Skills Yard was built with approximately $200,000 from a California Community Colleges Strong Workforce grant, more than $70,000 from the National Science Foundation grant, and approximately $130,000 in pipe fittings, valves, meters, and other equipment donated by water industry manufacturers and distributors. The Center for Water Studies is having a major impact in a region where water industry officials are looking to replace more than 1,200 industry employees already at or nearing retirement age.

Hispanic Serving Institution
In summer 2016, Cuyamaca College was awarded a nearly $2.6 million, five-year, federal Title V Hispanic-Serving Institution (HSI) grant to raise achievement for Latinx students and expand their educational opportunities. In the fall of that same year, Cuyamaca College received a five-year grant totaling nearly $6 million through the U.S. Department of Education's Title III HSI STEM and Articulation Program to boost the number of science, technology, engineering, and mathematics graduates who transfer to the California State University and University of California systems.

Kumeyaay Studies
Cuyamaca College became among the first community colleges in California to offer a degree program focusing on the language, culture, and history of a specific Native-American nation when the College unveiled its new associate degree program in Kumeyaay Studies in 2016-17.

Student Enrollment Data

Cuyamaca College experienced significant growth in student enrollment between Fall 2014 and Fall 2016, peaking at a student headcount of just over 9,900 and Full-Time Equivalent Student (FTES) figure of over 2,800. Since that time, student headcount and FTES have both declined somewhat but are still above Fall 2014 levels, with over 9,000 students enrolled. The College has implemented a number of enrollment management techniques in the past three years in order to optimize scheduling to meet student demand for classes.

Figure 1. Cuyamaca Student Headcount and Full-Time Equivalent Students (FTES)
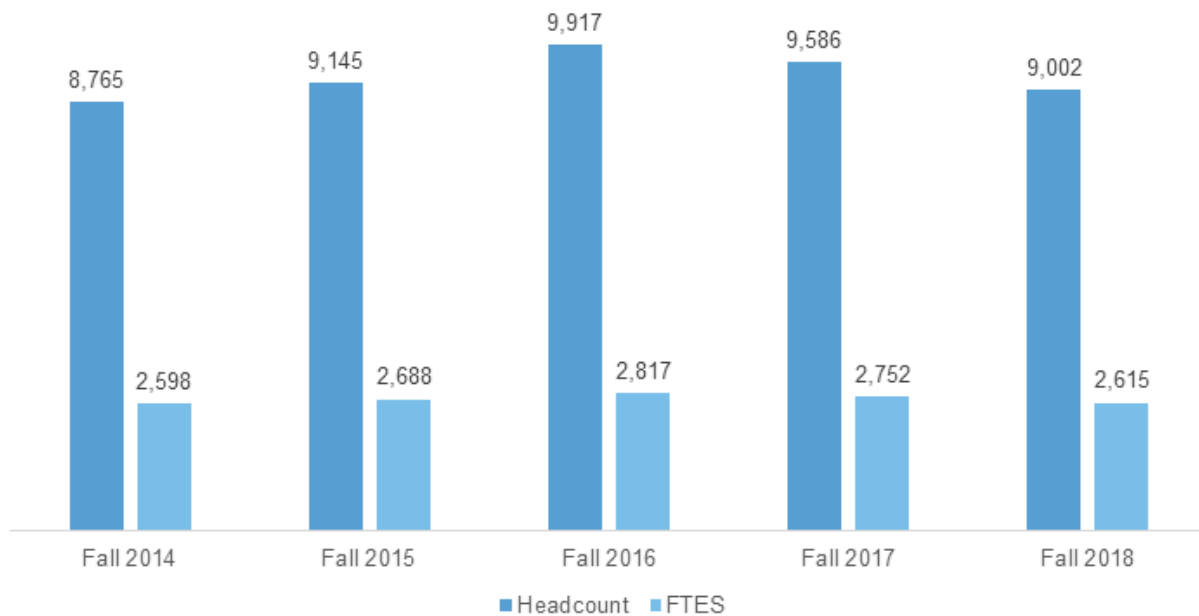
Source: GCCCD Information System

From Fall 2014 to Fall 2018, the College's growth in student enrollment was largely driven by increases in online courses and sections. During this time period, while the College showed a decline of 15% in students enrolled exclusively in on-campus classes, the number of students enrolled exclusively in online courses grew by 33%, and the number of students enrolled in a combination of online and on-campus courses grew by 37%.

Table 1. Cuyamaca Student Headcount by Distance Education Status

Distance Education Status	2013-14	2014-15	2015-16	2016-17	2017-18
On-Campus Only	8,010	7,652	7,392	7,280	6,796
Online Only	1,924	1,946	2,290	2,421	2,738
Hybrid Only	225	200	173	241	163
On-Campus, Online, and Hybrid	2,650	2,679	3,253	3,627	3,593
Total	*12,809*	*12,477*	*13,108*	*13,569*	*13,290*

Source: GCCCD Information System

Instructional Offerings

As previously noted, the College has increased the number of online course sections offered in recent years. Over the past five fall terms, the number of on-campus sections decreased from 579 to 533, while the number of online sections increased by 47%, from 127 to 187. In Fall 2018, online sections accounted for over one fourth of all sections offered at the College.

Figure 2. Cuyamaca College Section Count by Distance Education Status
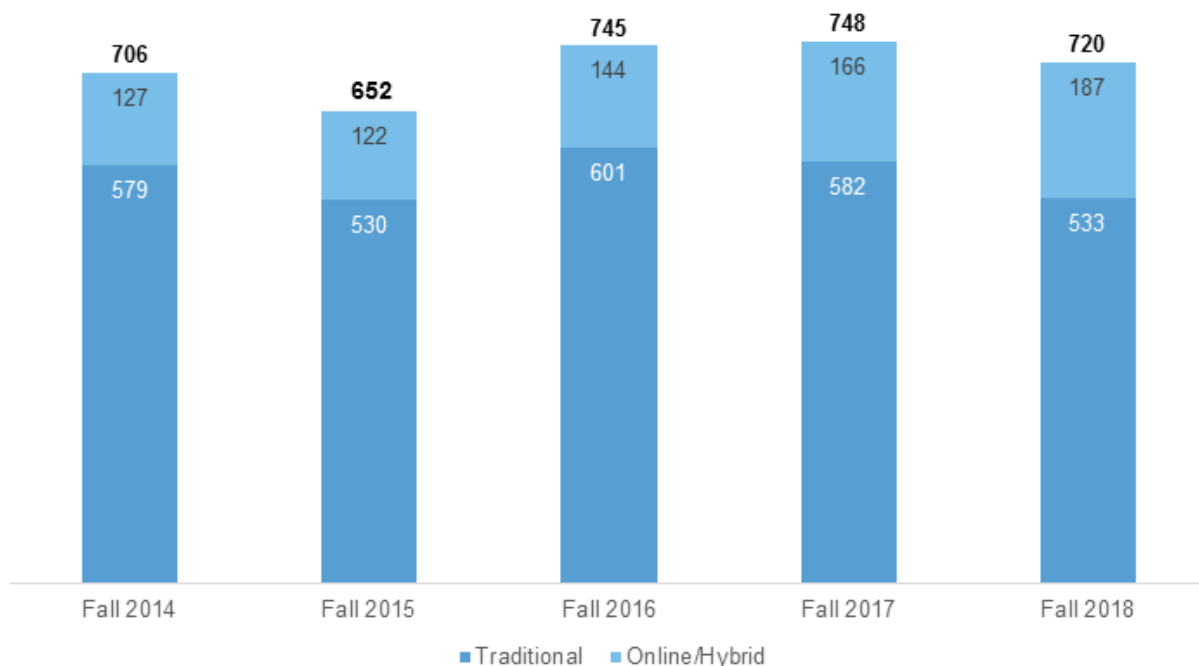
Source: GCCCD Information System

Cuyamaca College is a comprehensive two-year college, offering courses leading to certificates, associate degrees, and transfer to four-year universities. Beginning in Fall 2016, the College moved to new models in math, English, and ESL. As of Fall 2016, all students entering the College were considered eligible to enroll in transfer-level math courses, with or without corequisite support. Since that time, the math department has been phasing out courses that are non-transferrable. Similarly, in Fall 2016 the English Department began offering corequisite support to expand student access to transfer-level courses. As of Fall 2018, all students entering the College were considered eligible to enroll in transfer-level English courses. In addition, the ESL Department launched an accelerated ESL course sequence for students in Fall 2016. As Figure 3 shows, the number of transferrable sections offered at the College increased notably in Fall 2016, the same year in which many of these significant changes in math, English, and ESL occurred.

Figure 3. Cuyamaca College Section Count by Transfer Status
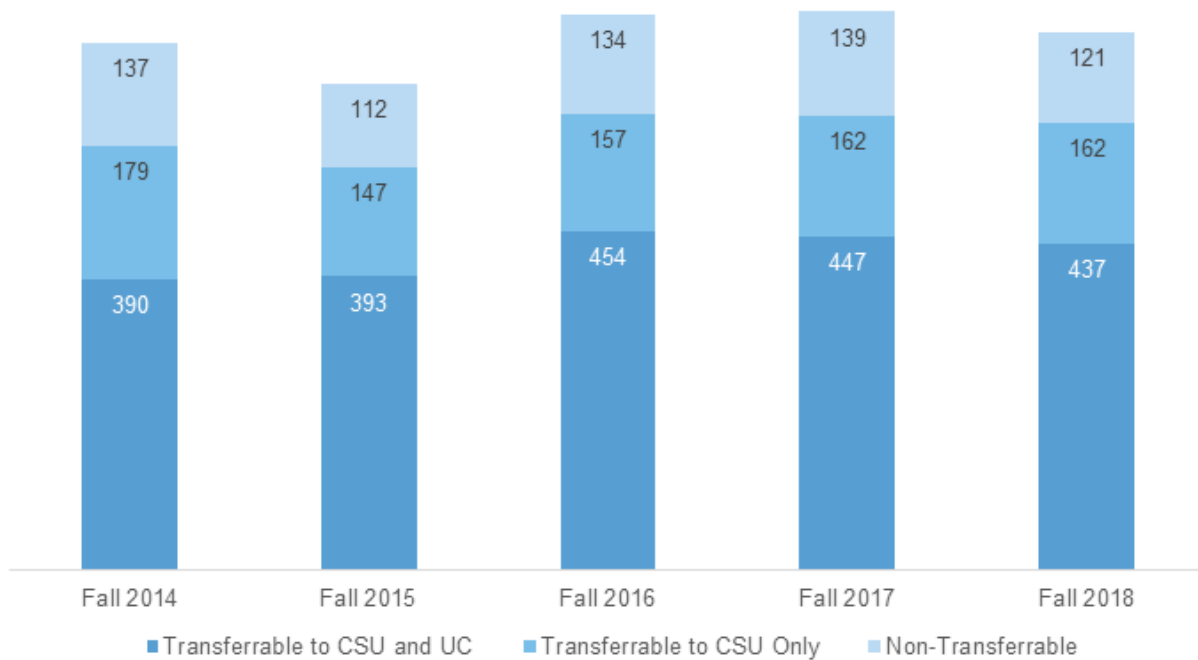
Source: GCCCD Information System

Student Demographic Data

In 2016 Cuyamaca College was designated a Hispanic-Serving Institution (HSI), with one third of the College's students identifying as Latinx. In terms of ethnicity, the College's student population has remained relatively stable over the past five years, with White students composing just under half of the student population, followed by Latinx students composing 33% to 34% of the population, and African American students composing 6% of the population. It should be noted that the College serves a significant number of Middle Eastern and North African students; however, due to limitations in the California Community Colleges system-wide application, these students often self-identified as White because a Middle Eastern and North African option was not available. Due to changes with the system-wide application, the College hopes to be able to gather information on this population beginning in Fall 2019 in order to ensure it is addressing the needs of its diverse student population.

Table 2. Cuyamaca Student Headcount by Race/Ethnicity

Race/Ethnicity	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
African American/Black	513	6%	502	5%	586	6%	532	6%	501	6%
American Indian	38	<1%	39	<1%	48	<1%	53	1%	51	1%
Asian	284	3%	292	3%	313	3%	315	3%	280	3%
Filipino	221	3%	230	3%	256	3%	238	2%	204	2%
Hispanic/Latino	2,881	33%	2,928	32%	3,312	33%	3,180	33%	3,040	34%
Pacific Islander	41	<1%	32	<1%	37	<1%	29	<1%	29	<1%
White	3,981	45%	4,264	47%	4,484	45%	4,411	46%	4,121	46%
Two or More	673	8%	741	8%	789	8%	746	8%	707	8%
Unknown/Other	133	2%	117	1%	92	1%	82	1%	69	1%
Total	*8,765*	*100%*	*9,145*	*100%*	*9,917*	*100%*	*9,586*	*100%*	*9,002*	*100%*

Source: GCCCD Information System

For the past five years, female students have accounted for a slight majority of the Cuyamaca College student population. As of Fall 2018, female students made up 55% of the student population.

Table 3. Cuyamaca Student Headcount by Gender

Gender	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Female	4,633	53%	4,933	54%	5,367	54%	5,229	55%	4,926	55%
Male	4,078	47%	4,130	45%	4,423	45%	4,242	44%	3,960	44%
Unknown/Other	54	1%	82	1%	127	1%	115	1%	116	1%
Total	*8,765*	*100%*	*9,145*	*100%*	*9,917*	*100%*	*9,586*	*100%*	*9,002*	*100%*

Source: GCCCD Information System

In Fall 2018, just 29% of Cuyamaca College students were under 20 years of age; however, this was a slight increase over the Fall 2014 figure of 25%. As Table 4 shows, the vast majority of the College's students are 20 years of age or older.

Table 4. Cuyamaca Student Headcount by Age

Age (Years)	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Less than 20	2,219	25%	2,386	26%	2,982	30%	2,800	29%	2,599	29%
20-24	2,994	34%	3,053	33%	3,085	31%	2,984	31%	2,717	30%
25-39	2,298	26%	2,418	26%	2,504	25%	2,443	25%	2,356	26%
40+	1,254	14%	1,288	14%	1,346	14%	1,359	14%	1,330	15%
Total	*8,765*	*100%*	*9,145*	*100%*	*9,917*	*100%*	*9,586*	*100%*	*9,002*	*100%*

Source: GCCCD Information System

Cuyamaca College has a diverse student population, which includes over 60% who are economically disadvantaged, 8% with differing abilities, and 4% who are veterans or Active Duty military. The College also enrolls approximately 30 students who are former foster youth, and between 100 and 175 Assembly Bill 540-eligible students each semester. Over the past five years, the number of veterans and Active Duty military enrolled has declined somewhat, while the number of AB 540 students enrolled has increased slightly. All other groups have remained relatively similar in terms of proportion of the student population.

Table 5. Cuyamaca Student Headcount by Economically Disadvantaged Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Economically Disadvantaged	5,668	65%	5,910	65%	6,097	61%	6,063	63%	5,573	62%
Not Economically Disadvantaged	3,097	35%	3,235	35%	3,820	39%	3,523	37%	3,429	38%
Total	*8,765*	*100%*	*9,145*	*100%*	*9,917*	*100%*	*9,586*	*100%*	*9,002*	*100%*

Source: GCCCD Information System

Table 6. Cuyamaca Student Headcount by Disability Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
At Least One Disability	779	9%	748	8%	811	8%	829	9%	743	8%
No Disabilities	7,986	91%	8,397	92%	9,106	92%	8,757	91%	8,259	92%
Total	*8,765*	*100%*	*9,145*	*100%*	*9,917*	*100%*	*9,586*	*100%*	*9,002*	*100%*

Source: GCCCD Information System

Table 7. Cuyamaca Student Headcount by Veteran Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Veteran	468	5%	433	5%	380	4%	357	4%	343	4%
Not a Veteran	8,297	95%	8,712	95%	9,537	96%	9,229	96%	8,659	96%
Total	*8,765*	*100%*	*9,145*	*100%*	*9,917*	*100%*	*9,586*	*100%*	*9,002*	*100%*

Source: GCCCD Information System

Table 8. Cuyamaca Student Headcount by Foster Youth Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Foster Youth	30	<1%	33	<1%	40	<1%	33	<1%	30	<1%
Not Foster Youth	8,735	100%	9,112	100%	9,877	100%	9,553	100%	8,972	100%
Total	*8,765*	*100%*	*9,145*	*100%*	*9,917*	*100%*	*9,586*	*100%*	*9,002*	*100%*

Source: GCCCD Information System

Table 9. Cuyamaca Student Headcount by Residency Status

Status	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Resident	8,533	97%	8,870	97%	9,553	96%	9,217	96%	8,605	96%
AB540	116	1%	129	1%	157	2%	164	2%	171	2%
Non-Resident	70	1%	106	1%	144	1%	146	2%	161	2%
International	46	1%	40	<1%	63	1%	58	1%	65	1%
Unknown/Other	0	0%	0	0%	0	0%	1	<1%	0	0%
Total	*8,765*	*100%*	*9,145*	*100%*	*9,917*	*100%*	*9,586*	*100%*	*9,002*	*100%*

Source: GCCCD Information System

Cuyamaca College Employee Demographics

As of Fall 2018, Cuyamaca College had a total of 563 total employees, over half of whom were part-time faculty. Another 89 were full-time faculty, 154 were classified staff, and 22 were administrators. The College's full-time faculty and part-time faculty were primarily White (73% and 69%, respectively), as were over half (56%) of classified staff. Latinx employees accounted for nearly one third (32%) of administrators, almost one fourth (23%) of classified staff, and 15% and 16% of part-time faculty and full-time faculty, respectively. Just over half of all full-time faculty (58%) and part-time faculty (51%) were female. Similarly, females accounted for 62% of classified staff and half of all administrators.

Table 10. Employee Headcount by Occupational Category and Ethnicity: Fall 2018

Race/Ethnicity	Administrator		Full-Time Faculty		Part-Time Faculty		Classified Staff	
African American/ Black	3	14%	2	2%	14	5%	9	6%
American Indian/ Alaskan Native	1	5%	1	1%	5	2%	3	2%
Asian	1	5%	6	7%	19	6%	12	8%

Hispanic/Latino	7	32%	14	16%	45	15%	36	23%
Pacific Islander	0	0%	0	0%	0	0%	1	1%
White	10	45%	65	73%	206	69%	86	56%
Unknown/Other	0	0%	1	1%	9	3%	7	5%
Total	*22*	*4%*	*89*	*16%*	*298*	*53%*	*154*	*27%*

Source: CCCCO MIS Data Mart

Table 11. Employee Headcount by Occupational Category and Gender: Fall 2018

Gender	Administrator		Full-Time Faculty		Part-Time Faculty		Classified Staff	
Female	11	50%	52	58%	152	51%	95	62%
Male	11	50%	37	42%	146	49%	59	38%
Total	*22*	*4%*	*89*	*16%*	*298*	*53%*	*154*	*27%*

Source: CCCCO MIS Data Mart

As Figure 4 shows, the College's student population is far more diverse than the faculty population. The College and District have recently taken steps to improve recruitment and selection processes to improve diversity and mitigate bias in these processes.

Figure 4. Full-Time and Part-Time Faculty Race/Ethnicity Compared to Student Race/Ethnicity: Fall 2018
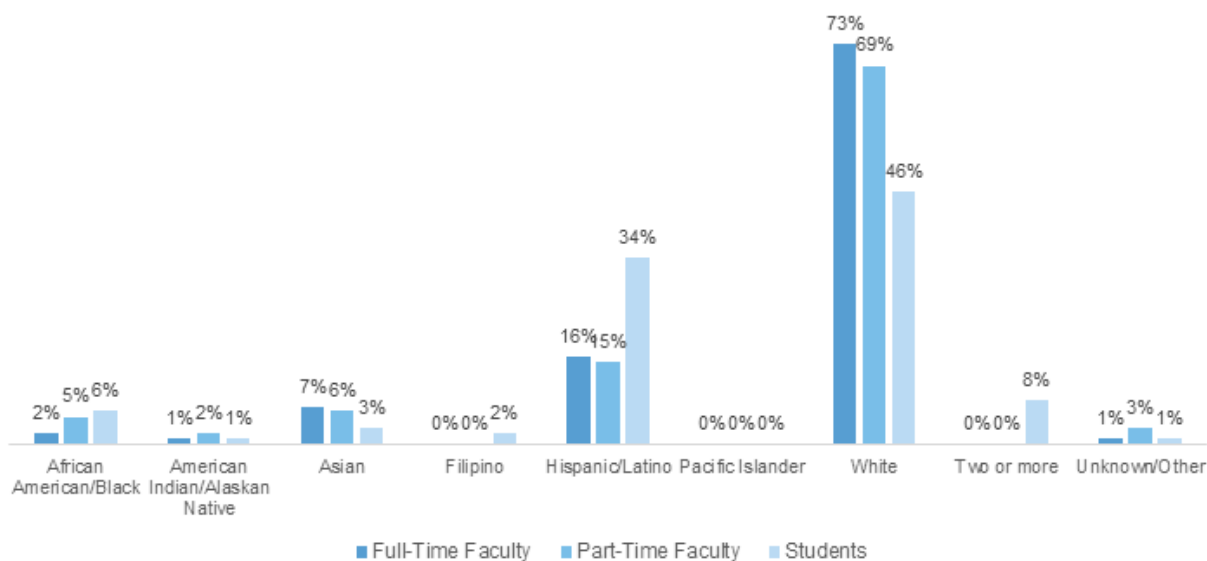
Source: CCCCO MIS Data Mart

Description of the College's Service Area

Cuyamaca College's service area is particularly diverse, with 43% of residents identifying as Latinx, 11% identifying as Asian, 6% identifying as African American or Black, and 36% identifying as White. Just over half (51%) of residents in the College's service area are female. In comparing the service area demographics to Cuyamaca College's student population, Latinx and Asian students are underrepresented, and White and female students are overrepresented. The College also has a significantly larger population of students ages 18 to 24 than the service area population.

Table 12. Cuyamaca College Service Area Population and Student Comparison by Race/Ethnicity

Race/Ethnicity	2013-14		2014-15		2015-16		2016-17		2017-18		Five-Year Average	
	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.
African American/Black	6%	6%	6%	6%	6%	7%	6%	7%	6%	6%	6%	6%
Asian	4%	12%	3%	10%	6%	10%	7%	10%	6%	11%	5%	11%
Hispanic/Latino	31%	39%	32%	43%	32%	43%	33%	43%	33%	43%	32%	42%
White	45%	39%	46%	37%	46%	37%	45%	36%	46%	36%	46%	37%
Two or More	8%	3%	8%	3%	8%	3%	8%	3%	8%	3%	8%	3%
Unknown/Other	6%	1%	5%	1%	2%	1%	1%	1%	1%	1%	3%	1%
Total	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

Source: Cuyamaca College (CC) student data from GCCCD Information System; service area population data from SANDAG.

Table 13. Cuyamaca College Service Area Population and Student Comparison by Gender

Gender	2013-14		2014-15		2015-16		2016-17		2017-18		Five-Year Average	
	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.
Female	54%	50%	54%	51%	55%	50%	55%	51%	56%	51%	55%	51%
Male	46%	50%	46%	49%	44%	50%	44%	50%	43%	50%	45%	50%
Unknown/ Other	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Cuyamaca College (CC) student data from GCCCD Information System; service area population data from SANDAG.

Table 14. Cuyamaca College Service Area Population and Student Comparison by Age

Age (Years)	2013-14		2014-15		2015-16		2016-17		2017-18		Five-Year Average	
	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.	CC Students	Service Area Pop.
10-17	3%	13%	4%	13%	6%	13%	8%	13%	8%	13%	6%	13%
18-24	56%	13%	56%	13%	54%	12%	52%	12%	52%	12%	54%	12%
25-29	13%	9%	14%	9%	14%	8%	13%	8%	14%	8%	13%	8%
30-39	13%	16%	13%	16%	13%	16%	13%	16%	13%	16%	13%	16%
40-64	14%	36%	13%	36%	13%	37%	12%	36%	13%	36%	13%	36%
65+	1%	13%	1%	14%	1%	15%	1%	15%	1%	16%	1%	15%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Cuyamaca College (CC) student data from GCCCD Information System; service area population data from SANDAG.

The College draws the largest number of students from its closest zip codes: 92019 (El Cajon – Rancho San Diego - Dehesa) and 92020 (El Cajon – Granite Hills). The College also draws a significant number of students from the Spring Valley, Lakeside, Santee, La Mesa, and Skyline/Paradise Hills areas, as shown in Figure 5 and Table 15.

Figure 5. Cuyamaca College Fall 2018 Student Enrollment by Zip Code
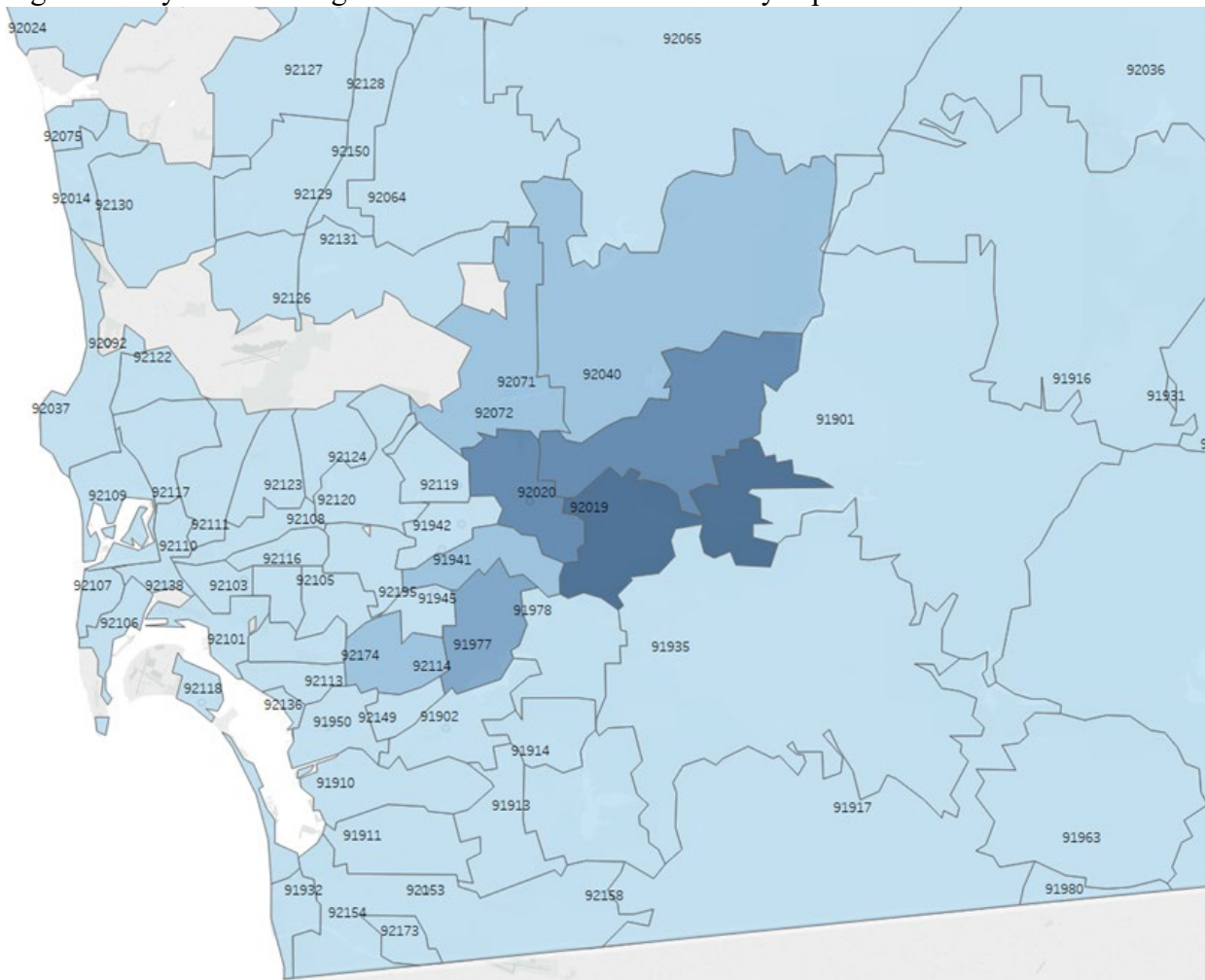
Source: GCCCD Information System

Table 15. Cuyamaca College 2017-18 Student Enrollment: Top 10 Zip Codes

Zip Code	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
92019 (El Cajon)	1,639	13%	1,578	13%	1,675	13%	1,697	13%	1,746	13%
92020 (El Cajon)	1,595	12%	1,635	13%	1,749	13%	1,834	14%	1,698	13%
92021 (El Cajon)	1,387	11%	1,401	11%	1,589	12%	1,606	12%	1,628	12%
91977 (Spring Valley)	1,238	10%	1,278	10%	1,261	10%	1,313	10%	1,228	9%
92071 (Santee)	448	4%	423	3%	475	4%	454	3%	460	4%
92114 (San Diego)	405	3%	413	3%	462	4%	508	4%	448	3%
91941 (La Mesa)	465	4%	470	4%	459	4%	497	4%	430	3%
92040 (Lakeside)	479	4%	440	4%	442	3%	395	3%	426	3%
91942 (La Mesa)	354	3%	338	3%	318	2%	350	3%	337	3%
91978 (Spring Valley)	310	2%	320	3%	342	3%	350	3%	324	2%
All Zip Codes	12,835	100%	12,503	100%	13,121	100%	13,584	100%	13,304	100%

Source: GCCCD Information System; top 10 zip codes are based on the 2017-18 academic year

Labor Market Data

Cuyamaca College is located in the San Diego-Carlsbad Metropolitan Statistical Area (MSA). Within the MSA, the top occupations requiring a post-secondary certificate span a broad base of industries, including food service, business and finance, education, healthcare, maintenance and repair, and protective services, with the highest-paying positions being in Healthcare Practitioners/Technical as well as Business and Financial Operations areas.

Table 16. Top 10 Occupations Requiring Post-Secondary Certificate in San Diego-Carlsbad Metropolitan Statistical Area (MSA)

Occupation	2017 Employment	2027 Employment	Change in Jobs (2017-2027)	Percent Change (2017-2027)	2017 Median Hourly Earnings
Food Preparation and Serving-related	154,532	180,915	26,383	17%	$12.06
Business and Financial Operations	87,270	95,761	8,491	10%	$35.07
Education, Training, and Library	84,675	95,057	10,382	12%	$25.96
Healthcare Practitioners and Technical	72,684	90,286	17,602	24%	$41.28
Transportation and Material Moving	70,345	76,257	5,912	8%	$14.25
Personal Care and Service	68,760	88,711	19,951	29%	$11.98
Production	65,258	65,878	620	1%	$16.20
Installation, Maintenance, and Repair	45,810	50,293	4,483	10%	$22.93
Healthcare Support	34,996	47,930	12,934	37%	$16.49
Protective Service	34,170	38,671	4,501	13%	$22.92

Source: Emsi 2018.2

Among the region's occupations requiring an associate degree that have the greatest projected growth are several administrative and technical positions, such as office/administrative support, education/training and library, as well as management and healthcare practitioners. Among these occupations, those with the highest wages were management positions followed by computer and mathematical positions, architecture and engineering positions, and healthcare practitioners.

Table 17. Top 10 Occupations Requiring an Associate's Degree in San Diego-Carlsbad MSA

Occupation	2017 Employment	2027 Employment	Change in Jobs (2017-2027)	Percent Change (2017-2027)	2017 Median Hourly Earnings
Office and Administrative Support	211,801	221,991	10,190	5%	$18.19
Education, Training, and Library	84,675	95,057	10,382	12%	$25.96
Management	83,551	93,025	9,474	11%	$52.46
Healthcare Practitioners and Technical	72,684	90,286	17,602	24%	$41.28
Transportation and Material Moving	70,345	76,257	5,912	8%	$14.25
Personal Care and Service	68,760	88,711	19,951	29%	$11.98
Computer and Mathematical	51,068	57,227	6,159	12%	$45.04
Installation, Maintenance, and Repair	45,810	50,293	4,483	10%	$22.93
Architecture and Engineering	42,660	48,291	5,631	13%	$43.39
Healthcare Support	34,996	47,930	12,934	37%	$16.49

Source: Emsi 2018.2

The region's occupations requiring a bachelor's degree that have the greatest projected growth largely overlap with those requiring an associate degree, with office/administrative; business and finance; education, training, and library; management; and healthcare practitioner occupations landing at or near the top of the list.

Table 18. Top 10 Occupations Requiring a Bachelor's Degree in San Diego-Carlsbad MSA

Occupation	2017 Employment	2027 Employment	Change in Jobs (2017-2027)	Percent Change (2017-2027)	2017 Median Hourly Earnings
Office and Administrative Support	211,801	221,991	10,190	5%	$18.19
Sales and Related	140,793	147,152	6,359	5%	$13.95
Business and Finance Operations	87,270	95,761	8,491	10%	$35.07
Education, Training, and Library	84,675	95,057	10,382	12%	$25.96
Management	83,551	93,025	9,474	11%	$52.46
Healthcare Practitioners and Technical	72,684	90,286	17,602	24%	$41.28
Transportation and Material Moving	70,345	76,257	5,912	8%	$14.25
Computer and Mathematical	51,068	57,227	6,159	12%	$45.04
Architecture and Engineering	42,660	48,291	5,631	13%	$43.39
Protective Service	34,170	38,671	4,501	13%	$22.92

Source: Emsi 2018.2

Programmatic Accreditation

Two of Cuyamaca College's academic programs have received programmatic approval through a separate accreditation process. These two programs include the Automotive Technology program and the Paralegal Studies Program.

Automotive Technology

The Cuyamaca College Automotive Technology program, and specifically the Master Automobile Service Technology program of study, is accredited by the Automotive Service Excellence (ASE) Educational Foundation/National Automotive Technicians Educational Foundation (NATEF). The program complies with all ASE Educational Foundation/NATEF Accreditation Requirements, including self-evaluation, ASE Educational Foundation review, and on-site evaluation by an ASE Certified Master Technician, and publishes its accredited status on the Automotive Technology webpage. The program's most recent accreditation is up for renewal in September 2019.

Paralegal Studies Program

The Cuyamaca Paralegal Studies program is approved by the American Bar Association (ABA). The program was initially accredited by the ABA in 2002. The program's ABA accredited status is posted publicly on the program webpage. The program's most recent renewal of ABA approval was in 2017, and the next accreditation renewal will take place in April 2022.

Evidence:
PA 1 - Automotive Technology Program ASE-NATEF Accreditation Certification
PA 2 - Automotive Technology Program Webpage
PA 3 - Paralegal Program ABA Approval Letter
PA 4 - Paralegal Program Webpage

B. STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Cuyamaca College reviews its performance on key indicators of student achievement annually at the College's annual planning and evaluation retreat. Over the past five years, the College has made significant strides in improving student performance and, in some areas, reducing equity gaps. For example, the College has increased its overall course success rate by 3% since 2014. This improvement has been driven in part by small increases in success rates for Latinx and African American students. However, equity gaps remain, and the College is continuing its work to eliminate gaps in student achievement.

Table 19. Cuyamaca College Success Rates by Race/Ethnicity

Race/Ethnicity	Fall 2014 Success Rate	Fall 2014 Enrolled	Fall 2015 Success Rate	Fall 2015 Enrolled	Fall 2016 Success Rate	Fall 2016 Enrolled	Fall 2017 Success Rate	Fall 2017 Enrolled	Fall 2018 Success Rate	Fall 2018 Enrolled	Five Years Success Rate	Five Years Enrolled
African American/Black	60%	1,195	62%	1,091	64%	1,313	62%	1,149	62%	1,116	62%	5,864
Asian	77%	1,157	74%	1,189	75%	1,227	79%	1,218	77%	1,062	76%	5,853
Hispanic/Latino	66%	6,949	67%	6,803	68%	7,265	70%	7,232	70%	7,118	68%	35,367
White	78%	8,969	80%	9,718	80%	10,152	80%	10,144	80%	9,860	80%	48,843
Two or More	70%	1,496	70%	1,548	73%	1,674	75%	1,621	75%	1,619	73%	7,958
Unknown/Other	72%	375	78%	301	79%	272	77%	261	72%	209	76%	1,418
Total	*72%*	*20,141*	*74%*	*20,650*	*74%*	*21,903*	*75%*	*21,625*	*75%*	*20,984*	*74%*	*105,303*

Source: GCCCD Information System

Table 20. Cuyamaca College Success Rates by Gender

Gender	Fall 2014 Success Rate	Fall 2014 Enrolled	Fall 2015 Success Rate	Fall 2015 Enrolled	Fall 2016 Success Rate	Fall 2016 Enrolled	Fall 2017 Success Rate	Fall 2017 Enrolled	Fall 2018 Success Rate	Fall 2018 Enrolled	Five Years Success Rate	Five Years Enrolled
Female	74%	10,597	76%	11,067	76%	11,671	77%	11,596	78%	11,319	76%	56,250
Male	70%	9,408	71%	9,410	72%	9,957	73%	9,755	72%	9,404	72%	47,934
Unknown/Other	70%	136	82%	173	80%	275	69%	274	68%	261	73%	1,119
Total	*72%*	*20,141*	*74%*	*20,650*	*74%*	*21,903*	*75%*	*21,625*	*75%*	*20,984*	*74%*	*105,303*

Source: GCCCD Information System

The College's fall-to-fall persistence rates have declined slightly over the past five years. The College is continuing its work in creating a more inclusive campus environment, streamlining student onboarding processes, and creating clear pathways for students in order to improve student persistence and eventual completion.

Table 21. Cuyamaca College First-Time Students' Fall-to-Fall Persistence Rates within the District by Race/Ethnicity

| Race/Ethnicity | Fall 2013 Persistence | | Fall 2014 Persistence | | Fall 2015 Persistence | | Fall 2016 Persistence | | Fall 2017 Persistence | | 5 Years | |
	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size
African American/Black	41%	139	33%	129	46%	103	44%	140	39%	114	40%	625
Asian	56%	104	62%	90	59%	98	52%	114	67%	117	59%	523
Hispanic/Latino	60%	737	55%	659	55%	645	50%	718	53%	667	55%	3,426
White	63%	760	58%	753	64%	843	59%	788	60%	729	61%	3,873
Two or More	55%	132	55%	114	63%	139	50%	119	53%	129	56%	633
Unknown/Other	40%	20	47%	17	36%	22	25%	32	23%	30	32%	121
Total	59%	1,892	55%	1,762	60%	1,850	53%	1,911	55%	1,786	56%	9,201

Source: GCCCD Information System

Table 22. Cuyamaca College First-Time Students' Fall-to-Fall Persistence Rates within the District by Gender

| Gender | Fall 2013 Persistence | | Fall 2014 Persistence | | Fall 2015 Persistence | | Fall 2016 Persistence | | Fall 2017 Persistence | | 5 Years | |
	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size	Rate	Cohort Size
Female	61%	890	56%	857	64%	954	55%	900	57%	880	59%	4,481
Male	58%	987	53%	889	55%	868	51%	972	54%	869	54%	4,585
Unknown/Other	47%	15	63%	16	57%	28	59%	39	38%	37	52%	135
Total	59%	1,892	55%	1,762	60%	1,850	53%	1,911	55%	1,786	56%	9,201

Source: GCCCD Information System

Cuyamaca College has taken significant action to improve students' successful completion of transfer-level math and English courses, through multiple measures placement and adopting corequisite support models in math and English, as well as streamlining the ESL pipeline to advance student completion of transfer level math and English courses ("throughput"). Over the past five cohorts, the one-year math throughput rate has doubled from 23% to 46%, with notable increases observed for almost all racial/ethnic groups and both male and female students. These figures are expected to increase as the College expands and refines its math pathways program.

Table 23. Cuyamaca College First-Time Students' One-Year Math Throughput by Race/Ethnicity

Race/Ethnicity	2012-13 Throughput		2013-14 Throughput		2014-15 Throughput		2015-16 Throughput		2016-17 Throughput		Five Years Throughput	
	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort
African American/Black	15%	41	8%	39	19%	31	35%	40	34%	56	23%	207
American Indian/Alaska Native	0%	<10	0%	<10	0%	<10	0%	<10	33%	<10	13%	<10
Asian	48%	25	31%	26	32%	22	41%	37	44%	16	39%	126
Filipino	32%	28	33%	18	38%	21	23%	22	45%	22	34%	111
Hispanic/Latino	21%	323	19%	396	20%	331	29%	360	42%	328	26%	1,738
Pacific Islander	25%	<10	0%	<10	100%	<10	0%	<10	60%	<10	36%	14
White	23%	332	25%	457	22%	422	30%	475	52%	382	30%	2,068
Two or More	25%	32	20%	71	12%	59	23%	62	41%	44	23%	268
Unknown/Other	22%	<10	33%	<10	38%	<10	0%	<10	33%	<10	28%	29
Total	*23%*	*795*	*22%*	*1,016*	*21%*	*897*	*29%*	*1,002*	*46%*	*859*	*28%*	*4,569*

Source: CCCCO Scorecard

Table 24. Cuyamaca College First-Time Students' One-Year Math Throughput by Gender

Gender	2012-13 Throughput		2013-14 Throughput		2014-15 Throughput		2015-16 Throughput		2016-17 Throughput		Five Years Throughput	
	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort
Female	22%	427	20%	527	21%	466	28%	533	44%	416	27%	2,369
Male	24%	365	24%	481	21%	423	31%	456	48%	427	30%	2,152
Unknown/Other	0%	<10	38%	<10	38%	<10	38%	13	50%	16	40%	48
Total	*23%*	*795*	*22%*	*1,016*	*21%*	*897*	*29%*	*1,002*	*46%*	*859*	*28%*	*4,569*

Source: CCCCO Scorecard

Similarly, one-year throughput rates for English have increased from 23% for the 2012-13 cohort to 47% for the 2016-17 cohort. Equity gaps decreased over the same time frame for African American and Latinx student throughput rates. As with math, these figures are expected to improve since the English Department began implementing multiple measures assessment and expanded its corequisite support program in Fall 2018.

Table 25. Cuyamaca College First-Time Students' One-Year English Throughput by Race/Ethnicity

Race/Ethnicity	2012-13 Throughput		2013-14 Throughput		2014-15 Throughput		2015-16 Throughput		2016-17 Throughput		Five Years Throughput	
	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort
African American/Black	10%	41	18%	39	35%	31	20%	40	43%	56	26%	207
American Indian/Alaska Native	0%	<10	0%	<10	50%	<10	50%	<10	67%	<10	50%	<10
Asian	24%	25	38%	26	32%	22	43%	37	44%	16	37%	126
Filipino	14%	28	28%	18	52%	21	36%	22	55%	22	36%	111
Hispanic/Latino	23%	323	27%	396	35%	331	40%	360	45%	328	34%	1,738
Pacific Islander	0%	<10	0%	<10	100%	<10	0%	<10	40%	<10	21%	14
White	27%	332	34%	457	39%	422	37%	475	48%	382	37%	2,068
Two or More	16%	32	27%	71	31%	59	35%	62	55%	44	33%	268
Unknown/Other	33%	<10	17%	<10	25%	<10	0%	<10	33%	<10	24%	29
Total	*23%*	*795*	*30%*	*1,016*	*37%*	*897*	*37%*	*1,002*	*47%*	*859*	*35%*	*4,569*

Source: CCCCO Scorecard

Table 26. Cuyamaca College First-Time Students' One-Year English Throughput by Gender

Gender	2012-13 Throughput		2013-14 Throughput		2014-15 Throughput		2015-16 Throughput		2016-17 Throughput		Five Years Throughput	
	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort
Female	25%	427	31%	527	39%	466	37%	533	49%	416	36%	2,369
Male	21%	365	29%	481	35%	423	38%	456	45%	427	34%	2,152
Unknown/Other	33%	<10	38%	<10	13%	<10	31%	13	63%	16	40%	48
Total	*23%*	*795*	*30%*	*1,016*	*37%*	*897*	*37%*	*1,002*	*47%*	*859*	*35%*	*4,569*

Source: CCCCO Scorecard

Table 27. Cuyamaca College Degree and/or Certificate Graduates by Race/Ethnicity

	2013-14 Graduates		2014-15 Graduates		2015-16 Graduates		2016-17 Graduates		2017-18 Graduates		5 Years	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
African American/Black	22	4%	27	5%	38	6%	36	6%	35	4%	158	5%
Asian	28	5%	28	5%	46	7%	40	6%	58	7%	200	6%
Hispanic/Latino	150	26%	184	32%	184	30%	203	32%	233	29%	954	30%
White	279	49%	265	46%	283	45%	300	47%	402	50%	1,529	48%
Two or More	59	10%	54	9%	62	10%	42	7%	57	7%	274	9%
Unknown/Other	33	6%	23	4%	10	2%	15	2%	13	2%	94	3%
Total	*571*	*100%*	*581*	*100%*	*623*	*100%*	*636*	*100%*	*798*	*100%*	*3,209*	*100%*

Source: GCCCD Information System

Table 28. Cuyamaca College Degree and/or Certificate Graduates by Gender

Gender	2013-14 Graduates		2014-15 Graduates		2015-16 Graduates		2016-17 Graduates		2017-18 Graduates		5 Years	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
Female	333	58%	345	59%	361	58%	351	55%	477	60%	1,867	58%
Male	235	41%	234	40%	256	41%	282	44%	316	40%	1,323	41%
Unknown/Other	<10	1%	<10	%	<10	1%	<10	<1%	<10	1%	19	1%
Total	*571*	*100%*	*581*	*100%*	*623*	*100%*	*636*	*100%*	*798*	*100%*	*3,209*	*100%*

Source: GCCCD Information System

Table 29. Institution-Set Standards and Stretch Goals

Performance Indicator	Definition	Institution- Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi- Year Average
Course Success Rate	Percentage of students enrolled at census who receive a grade of A, B, C, or P	75%	77%	75%	75%	74%
Fall-to-Spring Persistence – In District	Percentage of first-time to college students who enrolled in a fall term as of official census who received a grade notation or A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, P, NP, I, or RD	70%	75%	71%	72%	74%
Fall-to-Fall Persistence – In District	Percentage of first-time to college students who enrolled in a fall term as of official census who received a grade notation or A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent fall term and received a grade notation of A, B, C, D, F, P, NP, I, or RD	54%	60%	55%	53%	56%

Performance Indicator	Definition	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-Year Average
Fall-to-Fall Persistence – In District	Percentage of first-time to college students who enrolled in a fall term as of official census who received a grade notation or A, B, C, D, F, P, NP, I, or RD and who enrolled in at least one course in the subsequent fall term and received a grade notation of A, B, C, D, F, P, NP, I, or RD	54%	60%	55%	53%	56%
First-Time Students One-Year Math Throughput (Scorecard)	Percentage of first-time to college students who completed a transfer-level math course in their first year	55%	65%	46%	29%	28%
First-Time Students One-Year English Throughput (Scorecard)	Percentage of first-time to college students who completed a transfer-level English course in their first year	60%	70%	60%	46%	43%
Number of Transfers	Number of students transferring to a four-year institution within an academic year (July 1 through June 30)	549	584	456	544	523

Performance Indicator	Definition	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-Year Average
Number of Associate Degrees Awarded (Duplicated)	Number of associate degrees awarded in an academic year (July 1 through June 30)	1,025	850	1,065	852	823
Number of Associate Degree Graduates (Unduplicated)	Unduplicated number of students graduating with an associate degree in an academic year (July 1 through June 30)	570	710	718	576	573
Number of Certificates Awarded (Duplicated)	Number of California Community College Chancellor's Office-approved certificates awarded in the academic year (July 1 through June 30)	200	250	207	214	189
Number of Certificate Graduates (Unduplicated)	Unduplicated number of students graduating with a certificate in an academic year (July 1 through June 30)	170	200	184	177	157
Number of Degree and/or Certificate Graduates (Unduplicated)	Unduplicated number of students graduating with an associate degree or certificate in an academic year (July 1 through June 30)	643	828	798	636	642

Notes: Based on standards and targets established in 2018

C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

Accreditation2019
Reflections and New Directions

Cuyamaca College continuously engages in efforts to ensure the College meets ACCJC Accreditation Standards, Eligibility Requirements, and Commission Policies. As part of the College's institutional self-evaluation efforts, the Accreditation Steering Committee convened in 2017 to launch a comprehensive assessment of College policies, practices, processes, and structures. The Accreditation Steering Committee provided trainings, workshops, and presentations at campus events and governance group meetings to help communicate to the campus that the accreditation self-evaluation process was an opportunity to review where the College was in relation to the standards and what could be improved in order to advance student learning and achievement. The timeline for the Cuyamaca College self-evaluation process is provided below.

Time Frame	Milestone	Activities
Fall 2017	Self-Evaluation Kick-Off and First Draft of ISER	• Organized writing teams and steering committee • Outlined initial responses to standards/criteria including evidence • Examined any areas for immediate improvement or action • Hosted campus workshops to increase awareness of the accreditation self-evaluation process • Participated in ACCJC ISER training • Completed ISER First Draft
Spring 2018	Second Draft of the ISER	• Transitioned outlines to full narrative responses with evidence links • Writing teams identified missing information, evidence, or possible items for actionable improvement plans • Continued trainings and provided presentations on accreditation self-evaluation progress to governance groups • Completed ISER Second Draft

Time Frame	Milestone	Activities
Summer 2018	Identification of Actionable Improvement Plans	• Writing teams identified missing information, evidence, or items • Collaborated on Functional Map with District ALO and Grossmont College ALO and Accreditation Faculty Co-Chair • Incorporated District-specific responses and evidence • Identified actionable improvement plans
Fall 2018	Third Draft of the ISER and Campus-Wide Vetting	• Completed ISER Third Draft • Accreditation Steering Committee and writing teams began meeting twice per month • Hosted college-wide Fall Retreat to review ISER draft and executive summaries for each standard as well as identify Quality Focus Essay areas • Launched online ISER feedback forms to collect input from the campus community • Submitted ISER Draft to the President and Chancellor
Spring 2019	Final ISER Vetting and QFE Development	• Presented QFE areas at Convocation • Outlined QFE • Conducted ISER vetting with Academic Senate, Classified Senate, Associated Student Government, and College Council • Submitted ISER Draft to the President, Chancellor, and Governing Board • Revised ISER based on feedback from the campus, President, Chancellor, and Governing Board
Summer 2019	ISER and QFE Finalized and Submitted	• Completed Final ISER and QFE • Submitted ISER Final Draft to Governing Board for Approval • Submitted ISER to ACCJC
Fall 2019	Peer Review Team Site Visit	• Provide site visit overview at Convocation • Provide site visit orientation and training to college governance groups • Host peer review team for site visit

Accreditation Leadership Team, Steering Committee Tri-Chairs, and Writing Teams

<u>Accreditation Leadership Team</u>

Julianna Barnes, Ed.D.   President

Brianna Hays   Accreditation Liaison Officer
Senior Dean of Institutional Effectiveness,
Success, and Equity

Marvelyn Bucky   Accreditation Faculty Co-Chair
Associate Professor of English

Kim Dudzik   Academic Senate President
Associate Professor of Biology

Arianne Ahmadian   Classified Senate President
Admissions and Records Specialist

Accreditation Steering Committee Tri-Chairs (Faculty, Classified Staff, and Administrators)

Standard	Tri-Chair	Position
Standard I:	Robert Stafford	Adjunct Instructor of English
	Ari Ahmadian	Admissions and Records Specialist
	Brianna Hays	Senior Dean of Institutional Effectiveness, Success, and Equity
Standard II	Marvelyn Bucky	Associate Professor of English
	Brittany Gardner	Specialty Lab Technician II
	Pat Setzer	Vice President of Instruction
	Jessica Robinson	Vice President of Student Services
Standard III	Steve Weinert	Associate Professor of Psychology
	Rana Al-Shaikh	Business Services Specialist
	Sahar Abushaban	Vice President of Administrative Services
	Pam Kersey	Dean of Math, Science, and Engineering
Standard IV	Kim Dudzik	Associate Professor of Biology
	Valeri Wilson	Executive Assistant to the President
	Kerry Kilber-Rebman	Dean of Learning and Technology Resources

Additional Writing Team Members

Member	Position
Katie Cabral	Research and Planning Analyst
Francisco Gonzalez	Interim Director of Facilities, Maintenance, and Operations
Ticey Hosley	Associate Professor of Counseling/Articulation Officer
Tania Jabour	Assistant Professor of English/SLO Coordinator
Karen Marrujo	Assistant Professor of English
Kristin McGregor	Associate Professor of English
Alicia Munoz	Dean of Arts, Humanities, and Social Sciences
Veronica Nieves	Tutoring Center Specialist
Caitlin Tems	Assistant Professor of Earth Sciences

Additional Resources Who Participated in the ISER Development Process

Name	Position
Jordon Andrade	Assistant Professor of Library Science
Rhonda Bauerlein	Instructional Design Technology Specialist
Sherrie Braaksma	Instructional Computer Facilities Supervisor
Patty Branton	Senior Facilities Clerk
Marcella Brown	Student Services Assessment Specialist
Shannon Cadagan	Administrative Assistant to the Associate Vice Chancellor of Research, Planning, and Technology
Guillermo Colls	Associate Professor of ESL/ESL Coordinator
Dan Curtis	Associate Professor of Math/Instructional Program Review Steering Committee Faculty Co-Chair
Jennifer Danks	Executive Assistant to the Chancellor/Governing Board Office
Laci Diaz	Administrative Assistant to the Vice President of Administrative Services
Jeri Edelen	Associate Professor of Library Science/Academic Senate Vice President
John Escobedo	Title V/Pathway Academy Director
Dave Francis	Graphics Coordinator
Mary Graham	Associate Professor of English/Tutoring Center Coordinator
Karla Gutierrez	Assistant Professor of Spanish/World Languages Department Chair
Donna Hajj	Professor of Counseling/Professional Development Coordinator
Lauren Halsted	Associate Professor of English/English Department Chair
Sean Hancock	Vice Chancellor of Student and Institutional Success
Scott Herrin	Assistant Professor of Health Education/Health Education Department Chair
Raad Jerjis	Counseling Department Chair
Nicole Jones	Dean of Counseling Services

Additional Resources Who Participated in the ISER Development Process (Continued)

Name	Position
Julie Kahler	Instructional Operations Supervisor
Tammi Marshall	Associate Professor of Math/Math Department Chair
Larry McLemore	Dean of Career and Technical Education
Cindy Miles	Chancellor
Jesus Miranda	Associate Dean of Student Equity and Engagement
Jessica Murguia	Student Success Coordinator
Lyn Neylon	Professor of ESL
David Ogul	Writer, District Public Information Office
Jodi Reed	Associate Professor of Computer and Information Science/Distance Education Coordinator
Ray Reyes	Financial Aid and Scholarships Director
Debi Ridulfo	Administrative Assistant to the Vice President of Instruction
Stephanie Rodriguez	Executive Assistant to the Chancellor/Governing Board Office
Mary Sessom	Professor of Paralegal Studies/Business and Professional Studies Department Co-Chair
Chris Tarman	Associate Vice Chancellor of Research, Planning, and Technology
Pete Utgaard	Professor of History/Curriculum Committee Faculty Co-Chair
Lauren Vaknin	Dean of Student Affairs
Greg Vega	Admissions and Records Director
Beth Viersen	Disabled Students Programs and Services Coordinator
Michael Williamson	Executive Assistant to the Chancellor/Governing Board Office
Kristin Zink	Professor of Child Development/Child Development Chair

Special thanks to Jane Lytle, who provided administrative support for Accreditation Steering Committee meetings, Aiden Ely, former Interim Vice President of Student Services for his assistance early in the report development process, and Madison Harding for technical assistance during the final report-editing process.

D. ORGANIZATIONAL INFORMATION

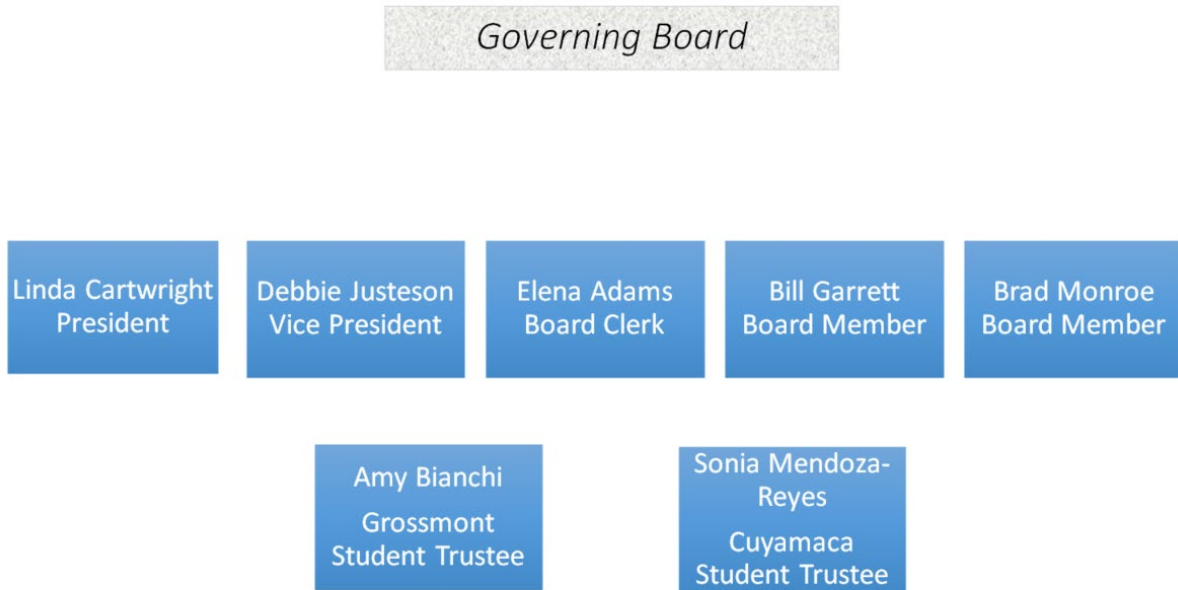## Organization Charts

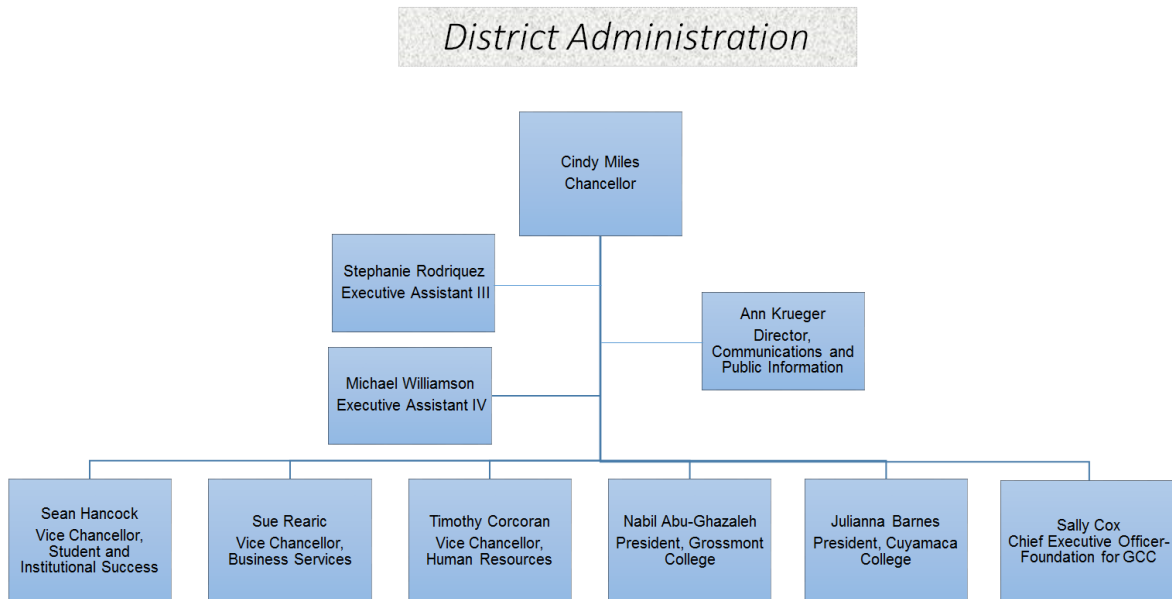Figure 6. GCCCD Governing Board

Figure 7. GCCCD District Administration
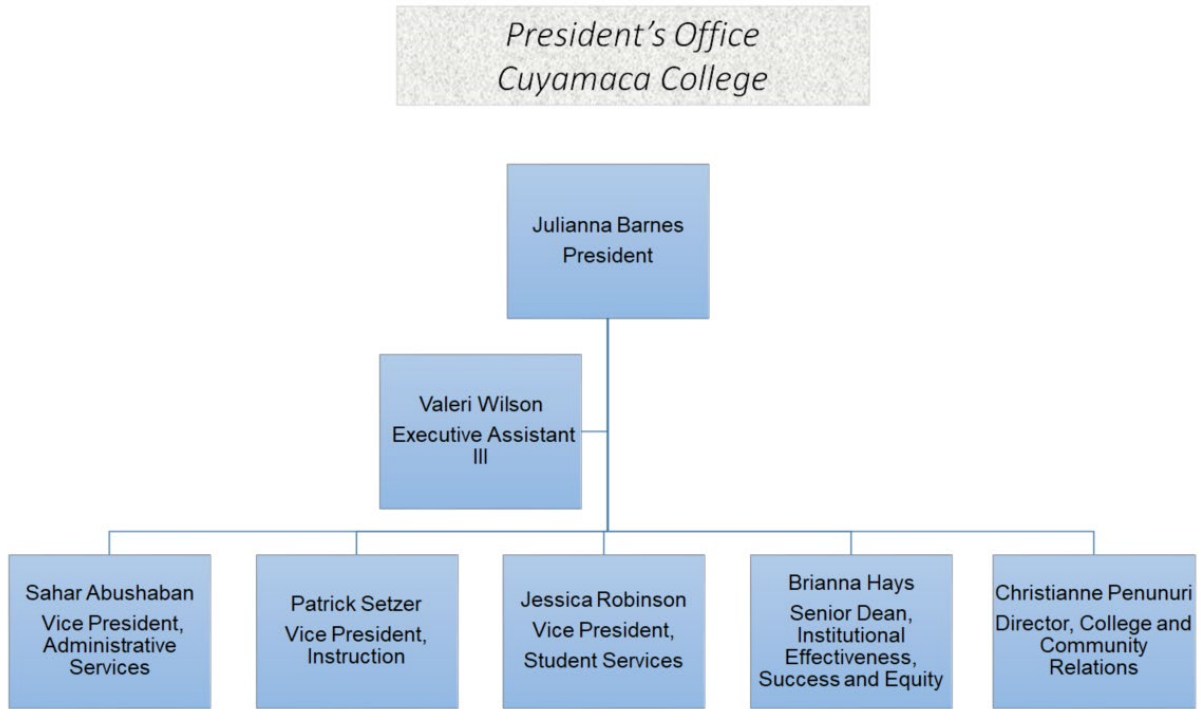
Figure 8. Cuyamaca College President's Office

President's Office Cuyamaca College

- Julianna Barnes — President
  - Valeri Wilson — Executive Assistant III
  - Sahar Abushaban — Vice President, Administrative Services
  - Patrick Setzer — Vice President, Instruction
  - Jessica Robinson — Vice President, Student Services
  - Brianna Hays — Senior Dean, Institutional Effectiveness, Success and Equity
  - Christianne Penunuri — Director, College and Community Relations

Figure 9. Cuyamaca College Instructional Division

Instruction

- Patrick Setzer — Vice President, Instruction
  - Debra Ridulfo — Administrative Assistant IV
  - Julie Khaler — Instructional Operations Supervisor
  - Pam Kersey — Dean, Math, Science & Engineering
  - Alicia Munoz — Dean, Arts, Humanities & Social Sciences
  - Larry McLemore — Dean, Career & Technical Education
  - Kerry Kilber Rebman — Dean, Learning & Technology Resources
  - Terry Davis — Dean, Athletics, Kinesiology & Health Education

Figure 10. Cuyamaca College Student Services Division

Student Services

Jessica Robinson
Vice President, Student Services

Gwen Nix
Administrative Assistant IV

John Escobedo
Director, Title V HSI Pathway Academy

Nicole Jones
Dean, Counseling Services

Lauren Vaknin
Dean, Student Affairs

Agustin Orozco
Associate Dean, Student Services & Special Programs

Ray Reyes
Director, Financial Aid

Greg Vega,
Director, Admissions & Records

Figure 11. Cuyamaca College Administrative Services Division

Administrative Services

Sahar Abushaban
Vice President, Administrative Services

Laci Diaz
Administrative Assistant IV

Barbara Modica
Administrative Assistant I

Food Services
Sodexo

Business Services

Patrice Nya – Budget Analyst
Rana Al Shaikh – Business Services Specialist
Andre Toma – Business Services Assistant

Cashier's Office

Billie Lavan - College Cashier
Rabie Al Shaikh - Assistant College Cashier

Bookstore

Michael Gilchrist – Bookstore Manager
Jacqueline Hernandez – Assistant Bookstore Manager
Rebecca Huber – Bookstore Purchasing Assistant
Reine Perry – Bookstore Purchasing Assistant

Graphics/Duplicating/Mailroom

David Francis – Graphics Coordinator
Judy Shinkan – Printing Operations Assistant, Senior
Francis Sundstrom – Mail Processor

Francisco Gonzalez
Interim Director, Campus Facilities, Operations & Maintenance

Figure 12. Cuyamaca College Institutional Effectiveness, Success, and Equity Office

Institutional Effectiveness,
Success & Equity

Brianna Hays
Senior Dean, Institutional
Effectiveness, Success
& Equity

Jane Lytle
Administrative Assistant
III

Jesus Miranda
Associate Dean, Student
Equity and Engagement

Katie Cabral
Campus-based
Research & Planning
Analyst

Vacant
Campus-based
Research & Planning
Analyst

Accreditation Functional Map

As one of two colleges in the Grossmont-Cuyamaca Community College District, Cuyamaca College shares responsibility for the leadership and oversight of several functions and processes with the District Services team. The following functional map outlines the responsible party (college, district, or shared) for functions and/or processes as they relate to each accreditation standard.

P = Primary Responsibility

Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

S = Secondary Responsibility

Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

SH = Shared Responsibility

Shared Responsibility (the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements).

Current Standards	Responsibility	
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	**College**	**District**
A. Mission		
I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	SH	SH

B. Assuring Academic Quality and Institutional Effectiveness		
Academic Quality		
I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	
I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	
Institutional Effectiveness		
I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	
I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	
I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	SH	SH

C. Institutional Integrity		
I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	SH	SH
I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	
I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	
I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	
I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
1.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	SH	SH
I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	SH	SH

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	NA	NA
I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	NA	NA
I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	SH	SH
I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	SH	SH
I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	NA	NA
Standard II: Student Learning Programs and Support Services	**College**	**District**
A. Instructional Programs		
II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	
II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	
II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	
II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	
II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	
II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	
II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	
II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	
II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	
II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	
II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	
II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	

B. Library and Learning Support Services		
II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	
II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	
II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	
C. Student Support Services		
II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	

	College	District
II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	
II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co- curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	
II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	
II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	
II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH
II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
Standard III: Resources	**College**	**District**
A. Human Resources		
III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	SH	SH
III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	SH	SH

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	SH	SH
III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
B. Physical Resources		
III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH
III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH

C. Technology Resources		
III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	SH	SH
III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	SH	SH
III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
D. Financial Resources		
Planning		
III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH
III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH

Fiscal Responsibility and Stability		
III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.		P
III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.		P
III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
Liabilities		
III.D.11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post- Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post- Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.		P

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.		P
III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S
Contractual Agreements		
III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH
Standard IV: Leadership and Governance	**College**	**District**
A. Decision-Making Roles and Processes		
IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH
IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision- making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	S
IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	S
IV.A.7. Leadership roles and the institution's governance and decision- making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S
B. Chief Executive Officer		
IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	
IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	
IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	
IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	
IV.B.6. The CEO works and communicates effectively with the communities served by the institution.	P	
C. Governing Board		
IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)		P
IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		P
IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		P
IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.		P
IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		P
IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		P

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		P
IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		P
IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 11)		P
IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		P
IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.		P
D. Multi-College Districts or Systems		
IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.		P

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.		P
IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.		P
IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.		P
IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
V.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.		P

E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Grossmont-Cuyamaca Community College District (GCCCD) derives its Governing Board authority from California Education Code 70902 and from its status as the elected community entity holding the institution in trust for the benefits of the public.

Cuyamaca College is a public, two-year community college authorized by the California Community Colleges Chancellor's Office (CCCCO) to offer educational programs in accordance with the requirements of the Board of Governors of the California Community Colleges and with California Education Code.

The degrees and certificates that the College is authorized to award are listed in the CCCCO curriculum inventory [ER 1 - 1 COCI Program Report – CC].

Cuyamaca College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard Suite 204, Novato, California 94949, a regional accrediting body recognized by the U.S. Department of Education [ER 1 - 2 CC ACCJC Status]. Cuyamaca College has been continuously accredited by the ACCJC of the Western Association of Schools and Colleges since 1980.

Evidence:
ER 1 - 1 COCI Program Report – CC
ER 1 - 2 CC ACCJC Status

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

Cuyamaca College is operational. In 2017-18, the College's total student headcount was 14,278. Of these, 13,804 students were enrolled in degree-applicable credit courses. In the 2017-18 academic year, the College awarded 1,065 associate degrees to 781 students [ER 2 - 1 ACCJC Annual Report 2019].

Evidence:
ER 2 - 1 ACCJC Annual Report 2019

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Cuyamaca College currently offers 95 associate degree programs. Each of these programs is designed to be two years in length. [ER 3 - 1 Catalog Degrees List]. In the 2017-18 academic year, the College offered 1,553 sections of degree-applicable courses, which accounted for 88% of all course enrollments [ER 3 - 2 Course Section and Enrollment Report].

Evidence:
ER 3 - 1 Catalog Degrees List
ER 3 - 2 Course Section and Enrollment Report

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Cuyamaca College's Chief Executive Officer is Dr. Julianna Barnes, the College's sixth President, who began her tenure in October 2015. Dr. Barnes was appointed by the Grossmont-Cuyamaca Community College District (GCCCD) Governing Board as the President of the College on September 8, 2015 [ER 4 - 1 Governing Board Minutes 9-8-15]. The President's full-time responsibility is to the College. The President reports directly to the Chancellor. Neither the President nor the Chancellor serves as the chair of the Governing Board. When there is a change in the College's Chief Executive Officer, the College immediately informs ACCJC. The President's primary responsibilities to the institution are to ensure the College provides an exceptional learning environment that improves the quality of life and well-being of its community members and fosters high levels of access and success for all students. The President is also responsible for ensuring the College's continued focus on promoting diversity, student access, and success [ER 4 - 2 Cuyamaca College President Posting and Job Description]. Among the President's other significant responsibilities are building and maintaining community relationships, facilitating a positive climate for participatory governance, ensuring the institution engages in long-range and strategic planning, and providing leadership for continued compliance with accreditation standards.

The Chancellor of GCCCD reports to and is appointed by the Governing Board. The current Chancellor is Dr. Cindy Miles, who began at GCCCD in 2009 [ER 4 - 3 Governing Board Minutes 1-13-09].

Evidence
ER 4 - 1 Governing Board Minutes 9-8-15
ER 4 - 2 Cuyamaca College President Posting and Job Description
ER 4 - 3 Governing Board Minutes 1-13-09

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

GCCCD provides for an annual financial audit of its federal, state, grant, foundation, and bond funds by an independent CPA firm. GCCCD audit reports are presented at a variety of college and district committee and council meetings, including the District Strategic Planning and Budget Committee (DSP&BC) and Citizens' Bond Oversight Committee (CBOC) [ER 5 - 1 DSP&BC Minutes 2-11-19; ER 5 - 2 GCCCD Audit Report 2017-18; ER 5 - 3 GCCCD CBOC Audit Report 6-30-17]. The final audit report is reviewed and accepted by the GCCCD Governing Board. For the most recent fiscal year, 2017-18, the District was issued an unmodified audit opinion. Cuyamaca College is not audited as a separate entity.

Based on the U.S. Department of Education's 30% threshold, Cuyamaca College student loan default rates fall within an acceptable range. The College's three-year cohort loan default rates for the past three cohort years were as follows: 13% for the 2013 cohort, 19% for the 2014 cohort, and 13% for the 2015 cohort [ER 5 - 4 College Navigator Scorecard].

Evidence
ER 5 - 1 DSP&BC Minutes 2-11-19
ER 5 - 2 Audit Report 2017-18
ER 5 - 3 CBOC Audit Report 6-30-17
ER 5 - 4 College Navigator Scorecard

Eligibility Requirements 6 through 21 are addressed in the College's responses to the following Accreditation Standards:

Eligibility Requirement	Standard(s)
ER 6. Mission	I.A.1, I.A.4
ER 7. Governing Board	IV.C.1, IV.C.4, IV.C.11
ER 8. Administrative Capacity	III.A.9, III.A.10
ER 9. Educational Programs	II.A.1, II.A.6
ER 10. Academic Credit	II.A.9, II.A.10
ER 11. Student Learning and Achievement	I.B.2, I.B.3, II.A.1
ER 12. General Education	II.A.5, II.A.12
ER 13. Academic Freedom	I.C.7
ER 14. Faculty	III.A.2, III.A.7
ER 15. Student Support Services	II.C.1, II.C.3
ER 16. Admissions	II.C.6
ER 17. Information and Learning Support Services	II.B.1, II.B.4
ER 18. Financial Resources	III.D.1
ER 19. Institutional Planning and Evaluation	I.B.9, I.C.3
ER 20. Integrity in Communication with the Public	I.C.2
ER 21. Integrity in Relations with the Accrediting Commission	I.C.12, I.C.13

F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Cuyamaca College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The College maintains an accreditation webpage that is linked to its homepage through the "About Us" menu. The Accreditation 2019 page includes links to information and resources about the College's self-evaluation efforts and opportunities for the campus and community to provide input regarding the self-evaluation. The College invited third-party comments via its Accreditation 2019 website starting on May 8, 2019. The invitation of third-party comments stated that the College is undergoing its accreditation review in fall 2019. Individuals wishing to make comments were directed to the Commission's third-party comment form. Additional information regarding the College's compliance with the Commission Policy on Rights and Responsibilities of Commission and Member Institutions can be found in the College's response to Standard I.C.12.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Cuyamaca College has established standards and stretch goals for student achievement through its annual planning and evaluation process. Institution-Set Standards were initially established by the Cuyamaca College Council (CCC) in 2013. Stretch goals were established by the CCC for selected performance indicators in 2015 in accordance with California Community College Chancellor's Office requirements. In 2017, the Institutional Effectiveness Committee (now the Institutional Effectiveness Council) took on this responsibility and invites input from the campus community via its annual planning and evaluation retreat, which takes place in the late spring semester. The College has set standards for successful course completion rates, degrees awarded, certificates awarded, number of transfers to four-year institutions, and several other indicators.

Student achievement data are central to the College's program review process. Academic programs began setting program-level standards for successful course completion rate, aligned with the College's established standard and stretch goal, through the program review process in 2018-19. Programs set goals and identify activities to improve student achievement and mitigate equity gaps observed in student achievement data. The College established a standard for job placement rates across its career education programs in 2014. The Institutional Effectiveness, Success, and Equity Office is currently working with the Workforce Development Committee to identify updated program-specific standards for job placement rates. When performance levels

fall below the established standard, the College identifies activities for improvement with input gathered through its annual planning and evaluation retreat, Institutional Effectiveness Council, and Cuyamaca College Council.

Institution-Set Standards are reviewed and updated as appropriate each year at the annual planning and evaluation retreat and through refinement by the Institutional Effectiveness Council. The College's response to Standard I.B.3 provides detailed information about the establishment and continuous monitoring of Institution-Set Standards for student achievement.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The College's credit hour assignments and degree program lengths fall within the range of good practice in higher education. Cuyamaca College adheres to widely accepted minimum program lengths for associate degrees. Credit hours are assigned locally by the College's Curriculum Committee and in accordance with the California Community Colleges Program and Course Approval Handbook, Board Policy 4020, and Administrative Procedure 4020, which align with common practices in higher education. The Cuyamaca College Curriculum Committee, which is a subcommittee of the Academic Senate, conducts established curriculum review and approval processes. The Technical Review Subcommittee reviews technical requirements and content of new and existing courses and programs. All programs and courses are approved by the Curriculum Committee and Governing Board prior to being offered. Tuition is consistent across all courses and programs and is set by the California legislature based on the number of units in which a student is enrolled. Additional information on course credit, program length, and tuition is located in the College's response to Standards II.A.5, II.A.9, and I.C.6.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are disclosed to students and the public through the College Catalog [REF-1 College Catalog Degree Requirements and Transfer Information]. The College articulates courses with other institutions through the Common Course Numbering System (C-ID) in order to facilitate the transfer of credit for students enrolling at and transferring from Cuyamaca College. Additional information regarding transfer of credit policies and disclosures are included in the College's response to Standard II.A.10.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Cuyamaca College has established policies and procedures for defining and classifying a course offered as distance education, as outlined in Administrative Procedure 4105 [REF-2 AP 4105]. Distance education versions of courses have the same student learning outcomes and Course Outlines of Record as their face-to-face counterparts. All online classes at Cuyamaca College are of the same quality and are held to the same standards as face-to-face classes. The College's Curriculum Committee reviews each course for appropriateness for distance education offering

and ensures the course meets established standards for quality and regular and effective contact [REF-3 Distance Learning Proposal Form; REF-4 Regular and Effective Contact Policy]. The College has established a policy for regular and effective contact for distance education courses and a checklist of best practices for effective online instruction. In order to ensure quality of distance education courses, the College's Distance Education Faculty Coordinator provides training in effective online instructional methods, and the College's Instructional Design Technology Specialist provides training and support for the Canvas learning management system. The Online Teaching and Learning Committee reviews distance education student demographic, enrollment, and achievement data, as well as student and faculty survey results to inform improvements for online learning policies and processes. In order for the Curriculum Committee to approve a course for distance education, departments must demonstrate a process for maintaining regular and effective instructor contact [REF-5 Guide to Best Practices in Online Teaching].

Students enrolling in distance education courses must provide a username and password in order to access the Canvas learning management system. Canvas connects to the Student Information System and verifies the student's identity with their College login credentials. All communications with students are conducted via their official email on record with the College and through Canvas. GCCCD Administrative Procedure 5040 outlines the District and College's information privacy policies, which apply to all students regardless of course delivery method.

The GCCCD technology infrastructure meets the needs of distance education courses and programs. Resources needed to support online learning are identified through the program review and technology planning processes. The College offers distance education courses in fully online and hybrid formats, and professional development opportunities are provided both on campus and through regional and statewide conferences focused on effective online teaching and learning.

The College does not offer Correspondence Education. Detailed information on the College's distance education courses and support for distance education students is provided in responses to Standard II.A.7, II.B.1, and II.C.1.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

Cuyamaca College has clear policies and procedures in place for handling student complaints. GCCCD Administrative Procedure 5530 outlines the student grievance and due process procedure and is published in the College Catalog and via the Student Affairs website. The College maintains confidential records on student complaints in the Student Affairs office. These records have been maintained since the 2013 accreditation site visit and are available for the team to review. Records of formal complaints of harassment or discrimination are confidentially stored in the GCCCD Human Resources office. The College's accreditation status is published on the College website. Programmatic accreditation information is located on the webpages for specific programs. Contact information for ACCJC is provided on the College's Accreditation 2019 webpage, and the process for reporting a complaint to the Commission is outlined on both the Accreditation 2019 webpage and Student Affairs webpage.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

Cuyamaca College provides accurate and current information to students and the public regarding its programs and policies through the College Catalog and via the College website. The Catalog is updated annually, with addenda published as appropriate, to ensure up-to-date information is provided to students. The Instructional Operations Office produces the Catalog and collects updated information on departments and programs each spring. The College website also serves as a vehicle for conveying information to students and the public. The website is updated on an ongoing basis and as new information becomes available. The College's accreditation status is clearly communicated to students and the public via the Catalog and on the accreditation webpage, which is one click away from the College homepage. Accreditation reports, documents, resources, and information about the Commission are also provided on the accreditation webpage. Programmatic accreditation is communicated to students and the public on specific program and department webpages. Additional information regarding institutional disclosure and recruitment materials can be found in the College's response to Standard I.C.1, I.C.2, I.C.5, and I.C.12.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Grossmont-Cuyamaca Community College District's (GCCCD) financial statements have received "unqualified" audit opinions for the previous six years. District programs, categorical funded programs, grants, and college financial aid programs are included in the audits. Each of the audits has resulted in positive reviews with no material findings [REF-6 Historical Summary of Audit Findings;

In accordance with Board Policy and Administrative Procedure 5130, College's Financial Aid Office meets with Grossmont Financial Aid staff each spring to review policies and procedures for the upcoming academic year and make updates accordingly to address federal, state, and district regulations, and to address the needs of the students [REF-7 BP 5130; REF-8 AP 5130]. The Financial Aid Office staff conducts a compliance review annually in accordance with the U.S. Department of Education's Federal Student Aid Self-Assessment Guide, and department staff regularly participate in workshops, trainings, and conferences to stay current on compliance-related information.

The College addresses any issues raised by the US Department of Education and responds to requests for information in a timely manner. The College's student loan default rates for the previous three years fall within the acceptable range noted in federal guidelines. Cuyamaca College's student loan default rates for the most recent cohort (2015) were 13%, well below the 30% threshold. The College maintains a current Program Participation Agreement with the U.S. Department of Education. The current agreement is approved through 2021.

Cuyamaca College ensures compliance with the Commission Policy on Contractual Relationships and Title IV requirements through its Financial Aid Office compliance review

processes, and college business office reviews, with oversight by GCCCD Business Services, as outlined by Board Policy 6300 and Administrative Procedure 6300 [REF-9 BP 6300].

Evidence

REF-1   College Catalog Degree Requirements and Transfer Information
REF-2   AP 4105
REF-3   Distance Learning Proposal Form
REF-4   Regular and Effective Contact Policy
REF-5   Guide to Best Practices in Online Teaching
REF-6   Historical Summary of Audit Findings
REF-7   BP 5130
REF-8   AP 5130
REF-9   BP 6300

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Evidence of Meeting the Standard:

Broad Educational Purposes

Cuyamaca College is an open-access California Community College and, as such, offers programs in support of student transfer to four-year institutions, associate degree programs, certificates, workforce preparation, and developmental education. Cuyamaca's mission statement describes its commitment to student learning, success, and equity, as well as its broad educational purpose of providing instructional programs and support services to promote economic, civic, and cultural development. Cuyamaca College conveys its broad educational purpose collectively through its mission, vision, and values statements [I.A-1 Mission Webpage]. The College's mission is appropriate to an institution of higher learning and is developed and revised by the Cuyamaca College Council (CCC) with input from the College's various constituencies.

Intended Student Population

The College's mission statement describes the intended student population as a "diverse community of students who seek to benefit from the College's programs and services." As a California Community College, Cuyamaca serves the Grossmont-Cuyamaca Community College District (GCCCD) service area of East San Diego County but also draws students from cities and regions beyond the district boundaries. The College's current student population is diverse and includes students transitioning from high school to college, students concurrently enrolled in high school, first generation students, working adults, Active Duty military members, veterans, and their dependents, former foster youth, single parents, and students with disabilities [I.A-2 Student Profile Dashboard].

Types of Degrees, Credentials, and Certificates Offered

The College's mission statement describes the College's major educational aims and goals. The College's mission statement also broadly identifies the types of awards students may earn, including programs that prepare students for transfer and/or for careers, technical programs, and developmental programs that prepare students for success in college-level and transfer-level courses.

As a two-year college, Cuyamaca grants Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer (ADTs), as well as Certificates of Achievement and Certificates of Specialization, which largely focus on career and technical areas. The College does not offer any bachelor's degree programs. While the College does offer some foundational skills courses in ESL and English, it has recently moved to a focus on placing students directly into college-level or transfer-level math and English, with or without concurrent support, which is in alignment with California's AB 705 legislation.

Commitment to Student Learning
The College's vision of "Learning for the Future" emphasizes its innovative, forward-thinking approach to student learning. The College's 2016-2022 Strategic Plan, including its three "big bets" of Accelerated Basic Skills, Guided Student Pathways, and Student Validation and Engagement, codifies its commitment to student learning [I.A-3 2016-2022 Strategic Plan]. The College has been recognized statewide and nationally for its innovative work in these areas. For example, Cuyamaca's accelerated math, English, and ESL programs received the California Community Colleges' John W. Rice Diversity and Equity Award in July 2018 [I.A-4 Rice Award Press Release] and have served as models for the California Acceleration Project (CAP) [I.A-5 CAP Leading the Way Paper]. In 2017 the College was selected to participate in the three-year California Guided Pathways demonstration project and to serve as one of 20 leading California Community Colleges in guided pathways implementation [I.A-6 CAGP Model]. These efforts are inclusive of the College's third "big bet" of Student Validation and Engagement, which focuses on validating the College's diverse students' social and cultural experiences both in and out of the classroom. This focus is woven into the acceleration and curriculum redesign efforts in math, English, and ESL, and into the inquiry and design efforts of Cuyamaca's guided pathways work.

Cuyamaca's Institutional Learning Outcomes (ILOs) further demonstrate the College's commitment to student learning and outline the core competencies the College expects students to develop during their college experience [I.A-7 ILO Webpage]. ILOs are linked to course and program-level learning outcomes, assessed and discussed in the program review process, and also assessed through an annual survey of graduating students [I.A-8 2017 ILO Survey Report; I.A-9 2018 ILO Survey Results]. The results of these assessments are used to improve student learning. Furthermore, the College's mission, vision, and values, along with its strategic priorities, serve as the framework for all planning and decision-making at the College.

Grossmont-Cuyamaca Community College District (GCCCD) Board Policy 1200 ensures alignment of the college and district missions to guide districtwide decision-making [I.A-10 BP 1200]. The districtwide six-year strategic planning process aligns planning and resource allocation across the two colleges and District Services, maintains a constant focus on the district and college missions, and ensures a strong commitment to student learning and achievement [I.A-11 Governing Board Strategic Planning Presentation 4-19-16]. Governing Board districtwide strategic priorities of creating streamlined, student-centered pathways, closing achievement gaps, removing structural barriers, engaging students, and creating a student-centered culture of excellence further demonstrate the districtwide commitment to student learning and achievement [I.A-12 Governing Board Goals 2019].

Analysis and Evaluation:
Cuyamaca College's mission statement is appropriate to an institution of higher learning and accurately reflects its broad educational purposes. Its mission, vision, values and strategic priorities, in concert, convey its intended student population, types of degrees and certificates offered, as well as a deep commitment to student learning and achievement.

Standard I.A.2.:
The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Cuyamaca College revised its mission statement in 2016 in order to reflect its new, fully vetted strategic priorities. These priorities were identified after an extensive analysis and discussion of performance indicator data which was disaggregated for subpopulations of students as part of the districtwide Achieving the Dream (ATD) efforts [I.A-13 ATD Strategic Plan Slides 2016]. The College's four strategic priorities, which served as the basis for the 2016-2022 Strategic Plan, include the following [I.A-3 2016-2022 Strategic Plan]:

1. Accelerated Basic Skills
2. Guided Student Pathways
3. Student Validation and Engagement
4. Organizational Health

In Fall 2016, the College established the Institutional Effectiveness, Success, and Equity (IESE) Office in order to foster a culture of inquiry and evidence, build research and information capacity for the campus, as well as strengthen institution-wide success and equity efforts. In 2017, the College also established the Institutional Effectiveness Committee, which transitioned to the Institutional Effectiveness Council (IEC) in Fall 2018 as part of the College's governance redesign efforts, to bring together all institutional effectiveness processes across the campus and foster dialog regarding the assessment of college goals and achievement of the mission [I.A-14 IEC Charge and Composition]. To broaden dialog about research, data, and institutional assessment, as well as to leverage dialog to inform planning, the College began hosting a campus-wide planning and evaluation retreat in Spring 2017, facilitated by IEC.

In accordance with its annual evaluation and planning cycle, the College analyzes Key Performance Indicator (KPI) data linked to each of the four strategic priorities and identifies areas needing improvement for the subsequent academic year. This process culminates in the annual planning and evaluation retreat, to which the entire campus is invited. Data examined through this process include transfer-level math and English course completion ("throughput"), ESL sequence completion, fall-to-spring and fall-to-fall persistence, course success, degrees and certificates awarded, transfers to four-year institutions, and median wage gains for students completing career technical courses [I.A-15 Spring 2018 Retreat Data Packet]. Priorities identified during the retreat are forwarded to the IEC and the primary participatory governance council, the Cuyamaca College Council. The goals are summarized, along with other college priorities, for the Governing Board during the annual strategic planning board workshop [I.A-16 Governing Board Strategic Plan Presentation 6-20-17; I.A-17 Governing Board Strategic Plan Presentation 6-19-18]. The College leverages this process to assess progress toward successful implementation of each strategic priority and to ensure that it is meeting or exceeding its own standards of performance.

Strategic priorities are infused into college planning through the program review process, where academic programs and service areas connect appropriate strategic priorities, assessment, and action plans to unit goals [I.A-18 Communication PR Annual Update 2017-18; I.A-19 Water-Wastewater Technology PR Annual Update 2018-19]. Unit-level KPI data are provided by the IESE office to instructional program review authors. Program review data reports include student access data by demographic characteristics; course success rate data overall and disaggregated by gender, ethnicity, and course online status; productivity data; and program award [I.A-20 Sample Business PR Data Report]. Student access, performance, and persistence data are provided to student support program review authors in the form of program comparison reports [I.A-21 EOPS Comparison Report]. Both instructional and student services data reports are posted to the College's Institutional Effectiveness website, for ease of access. Additional data on student demographics and districtwide KPIs are made available via the district Research, Planning, and Institutional Effectiveness (RPIE) Office dashboards [I.A-2 Student Profile Dashboard].

To add to these college-level and unit-level planning and evaluation processes, Cuyamaca College conducts an annual survey to assess achievement of its Institutional Learning Outcomes (ILOs) among graduates. In the survey, students are asked to rate their growth or improvement in each of the five ILO areas. As noted in the most recent ILO Survey reports, the vast majority of students indicated they had improved in each of the ILO areas [I.A-8 2017 ILO Survey Report; I.A-9 2018 ILO Survey Results].

Analysis and Evaluation

Cuyamaca College is actively engaged in a continuous cycle of inquiry, implementation, evaluation, and improvement and has made robust improvements to its infrastructure for college-wide planning and evaluation. Cuyamaca leverages these efforts to assess whether it is meeting its mission and strategic priorities and to identify strategies for improving its practices in support of student learning and achievement.

Standard I.A.3.:
The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard:

Cuyamaca College's academic programs and support services are closely aligned with its mission. Collectively, the College's mission, vision, and values serve as the overarching framework for college-wide planning, decision-making, evaluation, and improvement. The College's mission statement includes the College's strategic priorities (Accelerated Basic Skills, Guided Student Pathways, Student Validation and Engagement, and Organizational Health), and these priorities guide all planning and resource allocation at the College [I.A-1 Mission Webpage]. These four strategic priorities were identified in the most recent strategic planning process, which was completed in 2016. The six-year districtwide strategic planning cycle is aligned across the two colleges within the District as well as District Services offices [I.A-11 Governing Board Strategic Planning Presentation 4-19-16].

In addition, the strategic priorities serve as the foundation for college, division, and unit-level planning. In 2016, the College started its initial discussion of an improved governance structure, and by fall 2018, the College began implementing a new governance structure to more fully support the achievement of its strategic priorities [I.A-22 Governance Redesign Timeline; I.A-23 New Governance Structure Slides]. The Cuyamaca College Council is leading the College's efforts to better document and integrate its planning structures and processes, including the development of templates for governance group meeting agendas and minutes, as well as annual goal setting and tracking documents to more explicitly link committee and council work to the four strategic goals. Furthermore, the College is developing an updated integrated planning model that illustrates how the four major participatory governance councils relate functionally in the decision-making process [I.A-24 Annual Planning Process Draft - May 2019]. The College assesses its integrated planning process on an annual basis, both formally and informally. This includes an Integrated Planning (IP) Survey of program chairs or coordinators, program review authors and collaborators, and managers [I.A-25 IP Survey Results 2018].

The College ensures alignment and integration of all programs, services, and initiatives with its strategic goals, regardless of the funding source to implement these activities. For example, the College's California Community Colleges Chancellor's Office (CCCCO) 2017-2019 Integrated Plan was centered on Guided Pathways, one of the College's strategic priorities, and the plan addressed other college goals of Accelerated Basic Skills, Student Validation and Engagement, and Organizational Health [I.A-26 2017-2019 Integrated Plan Executive Summary]. Furthermore, the College's Title III Hispanic-Serving Institutions (HSI) grant is focused on developing and implementing Guided Student Pathways in STEM areas, and the Title V HSI grant is centered on helping students connect with the College and enter a pathway to career or transfer.

At the unit level, all plans and major activities are explicitly linked to college strategic goals through the program review process. In 2017-18, the College developed new program review annual update templates across all operational areas (instruction, student services, and administrative areas) to explicitly align unit-level planning with the new strategic goals. Each year, these templates are revised based on campus feedback as well as any changes to accountability and accreditation requirements [I.A-27 Instructional Comprehensive PR Template 2018-19; I.A-28 SS PR Update Template 2018-19]. In addition, resource allocation rubrics were developed in fall 2016 and refined in Fall 2017 and Fall 2018 based on feedback from the campus community. These rubrics guide prioritization of human, technology, and other resource requests linked to unit-level goals [I.A-29 Faculty Position Request Rubric; I.A-30 Classified Position Request Rubric; I.A-31 Technology Request Rubric]. The College's strategic goals are explicitly stated as a criterion in the rubrics. In addition, college-wide budget priorities codify the College's commitment to its strategic goals through resource allocation [I.A-32 Budget Priorities]. The Cuyamaca College Council (CCC) serves as the overarching participatory governance group that, prior to 2019, led the development of budget priorities and approved resource allocation recommendations from each of the resource allocation prioritization groups [I.A-33 Faculty Hiring Priorities 2018; I.A-34 Classified Hiring Priorities 2018; I.A-35 Technology Request Ranking 2018]. As of 2019, the new Resource and Operations Council has taken on this role [I.A-36 ROC Charge and Composition].

Each year the College engages in two campus-wide retreats, one in fall and one in spring. The fall retreat focuses on process evaluation and the spring retreat focuses on outcomes and performance [I.A-37 Planning and Evaluation Webpage]. CCC initially identified Institution-Set Standards of performance in 2013 [I.A-38 ACCJC Annual Report 2013] and aspirational performance targets on a few Key Performance Indicators in 2015 [I.A-39 2015 KPI Standards and Targets]. However, in Spring 2017, the College broadened the discussion of its Key Performance Indicators (KPIs), standards, and targets with the launch of its annual planning and evaluation retreat. This effort has continued since that time, with over 50 faculty, staff, administrators, and students participating in the Spring 2018 Retreat. During the retreat, participants reviewed campus data on core indicators of performance in relation to previously established standards and targets, where applicable. Additional standards and targets were added, and KPIs were revised to better align with college-wide strategic priorities.

Furthermore, upon reviewing KPI data, retreat participants identified possible areas for action that would improve the College's performance in specific areas [I.A-40 Spring 2017 KPI Standards and Targets; I.A-41 Spring 2018 KPI Standards and Targets; I.A-42 Spring 2019 KPI Standards and Targets]. These action items are aggregated and presented, in summary form, along with ongoing priorities during the College's annual presentation to the Governing Board on its strategic plan implementation and progress, and in 2018 were incorporated into the fall Convocation during the President's state-of-the-college address [I.A-17 Governing Board Strategic Plan Presentation 6-19-18; I.A-43 Fall 2018 Convocation Slides]. Convocation serves as a way to communicate each year's priorities, revisit highlights from the prior year's performance, and provide opportunities for training, professional development, and dialog related to the College's strategic goals [I.A-44 Fall 2017 GP Presentation; I.A-45 Spring 2018 Convocation Discussion Notes]. Convocation takes place each semester during Professional Development Week, the week before the start of classes, and serves as a way to engage personnel across the institution in discussions about the College's mission and strategic goals, and to help participants understand how their roles further the College's work toward these goals.

Analysis and Evaluation
The College's programs and services are aligned with its mission and strategic goals. The mission, vision, values, and strategic goals serve as the overarching framework and foundation for institutional planning, decision-making, and resource allocation. Furthermore, the College's mission, which includes its strategic priorities, informs college goals for student learning and achievement.

Evidence of Meeting the Standard

The College's formal mission statement has been in place since 1980 and is reviewed and revised on a regular basis [I.A-1 Mission Webpage]. The most recent revision of the mission statement occurred in July 2016 [I.A-46 CCC Minutes 7-26-16]. In Spring 2018, the Cuyamaca College Council (CCC) agreed to implement a regular review process [I.A-47 CCC Minutes 5-8-18]. The mission statement review process is led by the CCC, which includes representation from all the major stakeholder groups on the campus, and is vetted by the Council [I.A-48 CCC Charge and Composition]. The district and college vision, mission, and value statements form the basis for the six-year strategic plans at both the district level and the college level [I.A-10 BP 1200; I.A-49 District 2016-2022 Strategic Plan; I.A-3 2016-2022 Strategic Plan]. The strategic planning process was developed through the College's 2015 Achieving the Dream (ATD) data analysis and discussion surrounding its three "big bets" or new directions for improving student success. The 2016 mission statement consisted of an update of the strategic priorities included in the statement itself. The strategic goals were informed by college-wide forums and discussions with faculty, staff, administrators and students. The Grossmont-Cuyamaca Community College District (GCCCD) Governing Board reviewed and approved the College's strategic plan, revised mission statement, district strategic plan, and updated district mission statement in December 2016 [I.A-50 Governing Board Minutes 12-13-16].

The College began its most recent review of the mission statement in Spring 2018. This process is ongoing through the 2018-2019 academic year, and has involved a robust discussion in CCC and in other councils and committees regarding the mission statement content. Representatives from faculty, classified staff, the Associated Student Government, and administrators have discussed the mission statement with a focus on continuous improvement. In May 2018, CCC identified the following guiding principles for the mission statement review and revision process: inspirational; share the College's collective vision for success; and easier for employees, students, and community members to understand and remember [I.A-51 CCC Minutes 5-22-18]. The College is continuing this work in 2019-20, and these principles will guide the mission statement review and revision process.

The College regularly examines data related to the College's Key Performance Indicators (KPIs), which are linked to each of the strategic priorities. These strategic priorities provide a link between the mission statement and student learning and achievement data. Data on KPIs are made available via the College Institutional Effectiveness, Success, and Equity (IESE) website and district Research, Planning, and Institutional Effectiveness (RPIE) websites [I.A-15 Spring 2018 Retreat Data Packet; I.A-52 RPIE KPI Summary 2016]. The results of this research are discussed in various groups across the College, including the Cuyamaca College Council (CCC), Institutional Effectiveness Council, Student Success and Equity Council, Student Learning Outcomes and Assessment Committee, Program Review Steering Committee, Workforce Development Council, and Staffing Prioritization Committee. The CCC leverages data to inform

strategic goals as part of the planning and evaluation process, including review of the mission statement [I.A-53 CCC Minutes 5-6-16; I.A-54 Governance Survey Slides 2018].

The College's mission is widely publicized both internally and externally. It is posted on the College's website [I.A-1 Mission Webpage], listed in the College Catalog [I.A-55 Catalog History-Mission Section], codified in Board Policy 1200 [I.A-10 BP 1200], and is also physically posted across the campus, including in campus offices and meeting rooms in order to ensure broad awareness of the institutional mission across the campus. The district mission statement is also posted on the district website [I.A-56 District Mission Statement] and in district facilities.

Analysis and Evaluation
The College's mission is widely publicized and follows a regular review and vetting process that includes broad input from campus constituencies. As evidenced above, various sources of data inform revisions to the mission statement, and the GCCCD Governing Board reviews and approves the College's mission statement.

Actionable Improvement Plan #1

While the College meets the Standard, it is in the process of codifying a new triennial mission statement review that aligns with its 6-year strategic planning process to ensure the process includes broad engagement of college faculty, staff, students, administrators, and the community. The College will be documenting this process in its governance and decision-making manual, which is currently under development.

Standard I.A Evidence

I.A-1	Mission Webpage
I.A-2	Student Profile Dashboard
I.A-3	2016-2022 Strategic Plan
I.A-4	Rice Award Press Release
I.A-5	CAP Leading the Way Paper
I.A-6	CAGP Model
I.A-7	ILO Webpage
I.A-8	2017 ILO Survey Report
I.A-9	2018 ILO Survey Results
I.A-10	BP 1200
I.A-11	Governing Board Strategic Planning Presentation 4-19-16
I.A-12	Governing Board Goals 2019
I.A-13	ATD Strategic Plan Slides 2016
I.A-14	IEC Charge and Composition
I.A-15	Spring 2018 Retreat Data Packet
I.A-16	Governing Board Strategic Plan Presentation 6-20-17
I.A-17	Governing Board Strategic Plan Presentation 6-19-18
I.A-18	Communication PR Annual Update 2017-18
I.A-19	Water-Wastewater Technology PR Annual Update 2018-19
I.A-20	Sample Business PR Data Report
I.A-21	EOPS Comparison Report
I.A-22	Governance Redesign Timeline
I.A-23	New Governance Structure Slides
I.A-24	Annual Planning Process Draft - May 2019
I.A-25	IP Survey Results 2018
I.A-26	2017-2019 Integrated Plan Executive Summary
I.A-27	Instructional Comprehensive PR Template 2018-19
I.A-28	SS PR Update Template 2018-19
I.A-29	Faculty Position Request Rubric
I.A-30	Classified Position Request Rubric
I.A-31	Technology Request Rubric
I.A-32	Budget Priorities
I.A-33	Faculty Hiring Priorities 2018
I.A-34	Classified Hiring Priorities 2018
I.A-35	Technology Request Priorities 2018
I.A-36	ROC Charge and Composition
I.A-37	Planning and Evaluation Webpage
I.A-38	ACCJC Annual Report 2013
I.A-39	2015 KPI Standards and Targets
I.A-40	Spring 2017 KPI Standards and Targets

Standard I.A Evidence (Continued)

Evidence of Meeting the Standard

With a focus on continuous improvement, Cuyamaca College engages in widespread and ongoing dialog about student learning and achievement, institutional effectiveness, student equity, academic quality, and continuous improvement. The framework for all of these efforts is the College's six-year strategic planning process, which centers on its mission of serving "a diverse community of students who seek to benefit from the College's wide range of educational programs and services." The overarching strategic plan, annual integrated planning process, and multi-year, multi-level initiatives are centered on advancing institutional effectiveness to improve student learning and achievement.

One of the most significant examples of the College's work to improve academic quality, as well as student learning outcomes, achievement, and equity is its innovation in placing students directly into transfer-level English and math courses with support instead of extended remedial pathways [I.B-1 Math and English Data Summary 2018]. The accelerated approach has also been implemented in the ESL Department, resulting in significant increases in student learning, achievement, and equitable outcomes [I.B-2 ESL Throughput Report].

Another large-scale effort based on the College's strategic priorities involves implementing the guided pathways framework which was developed after reviewing student achievement data as part of its Achieving the Dream (ATD) and strategic plan internal scan process. In 2017, the College expanded its efforts to implement the guided pathways framework by applying for and subsequently being selected as one of the 20 pilot colleges in the California Guided Pathways (CAGP) demonstration project. This multi-year, college-wide reform began in 2017-18 and has increased in scope in 2018-19, with designated teams leading inquiry efforts around the four pathways pillars [I.B-3 CAGP Short-Term Action Plan 1; I.B-4 CAGP Enrollment-Graduate Analysis; I.B-5 CAGP Short-Term Action Plan 4 I.B-6 Pathways Inquiry Team Summary].

Student Equity

In 2014, the College renewed its focus on equity, as evidenced by the 2014-15 Student Equity Plan and subsequent participation in the national ATD initiative [I.B-7 2014 Student Equity Plan; I.B-8 College ATD Webpage]. The plan expanded from focusing on program-level changes to institution-wide changes by 2016. In 2015, the College combined several existing committees into the Student Success and Equity Committee in order to have a central governance body to champion student equity efforts across the campus, informed by college-wide disaggregated qualitative and quantitative data [I.B-9 SSEC Charge and Composition]. In Fall 2018 the Student Success and Equity Committee transformed into the Student Success and Equity Council (SSEC), developing the College's equity commitment statement which guides college-wide equity-minded efforts and advocates inclusivity, civility, and social justice [I.B-10 Equity Webpage].

Along with a workgroup of faculty, staff, and administrators, SSEC led the development of the College's 2017-2019 California Community Colleges Chancellor's Office (CCCCO) Integrated Plan, which focused on guided student pathways as a vehicle for improving successful course completion, persistence, unit accumulation at critical points along the pathway to completion, as well as overall completion of degrees, certificates, and transfer [I.B-11 2017-19 Integrated Plan].

SSEC analyzes disaggregated data for each planning cycle (Student Equity Plan, Integrated Plan, and now the Student Equity and Achievement Program Plan) and sets targets for eliminating equity gaps [I.B-12 2017 Equity Data Packet; I.B-13 SSEC Equity Plan Slides 5-10-19]. In addition, the committee reviews and discusses qualitative research findings related to student equity as well as relevant research originating from other sources, such as the Career Ladders Project, the Center for Urban Education, and the Community College Research Center [I.B-14 RP Group Focus Group Report 2017; 1.B-15 SSEC Minutes 4-6-18]. In 2017, the College commissioned the Research and Planning (RP) Group to conduct a campus equity scan, including focus groups with students from various demographic groups, full-time and part-time faculty, and classified staff. The results of the study were provided to instructional and student services department chairs, and discussed by SSEC. The committee identified action items based on the results of the study, and department chairs were encouraged to integrate the focus group findings that were most relevant to their respective areas into their program reviews.

Disaggregated student access and achievement data are provided for every instructional program to inform program review and planning at the unit level [I.B-16 Sample Psychology PR Data Report]. Program review data are compiled by the Institutional Effectiveness, Success, and Equity (IESE) Office and are posted on the College's program review data webpage each fall semester [I.B-17 Program Review Data Webpage]. Additional data can be located on the district Research, Planning, and Institutional Effectiveness (RPIE) dashboard page and can be disaggregated by student demographic and academic factors [I.B-18 Persistence Dashboard]. The Program Review Steering Committee (PRSC) incorporates the College's overarching focus on student success and equity into the program review writing prompts and templates. Program review authors respond to these prompts regarding disaggregated data and discuss implications for practice [I.B-19 Child Development Comprehensive PR 2017-18; I.B-20 English PR Update 2017-18].

The College's IESE Office houses the Associate Dean of Equity and Engagement and the Student Success and Equity Faculty Coordinator. Together, the Associate Dean and Faculty Coordinator facilitate conversations and develop programming to broaden awareness of equity-minded practices and processes. The Faculty Coordinator develops workshops and professional development, such as the Equity in Teaching Institute (ETI), to advance equity-minded practices in the classroom, with the ultimate goal of eliminating equity gaps in student learning and achievement [I.B-21 ETI Slides 2018].

Academic Quality
Cuyamaca College has established structures and processes to ensure regular, action-oriented dialog on student outcomes. The College has three major systems in place to ensure academic quality. These include the curriculum review process, the program review process, and the student learning outcomes assessment process. The Curriculum Committee, a subcommittee of

the Academic Senate, sets the five-year curriculum review cycle, ensures curriculum meets state and federal regulations, and the guidelines set forth by the committee [I.B-22 Five-Year Curriculum Review Process]. In order to ensure accuracy of the College Catalog and curriculum offerings, the Curriculum Committee began a significant curriculum cleanup process to identify courses that had not been offered in more than five years as candidates for deactivation [I.B-23 Curriculum Committee Minutes 3-20-18].

Student Outcomes
In 2017-18 the curriculum review process and student learning outcomes assessment process were structurally integrated when the Student Learning Outcomes (SLO) Coordinator was officially added to the Curriculum Technical Review Subcommittee [I.B-24 Curriculum Technical Review Subcommittee Charge and Composition]. The SLO Coordinator now plays a critical role during the curriculum review process and provides guidance on designing meaningful and measurable SLOs to individual departments whose courses are up for review in a given semester. In an effort to ensure dialog on student learning is occurring on an ongoing basis, the SLO Coordinator designed and disseminated a program assessment plan template [I.B-25 SLO Assessment Plan Template]. Program assessment plans are being collected as part of the 2018-19 program review process.

Dialog about student outcomes occurs at the unit level, in specific programs of study and student and administrative service areas, and is codified primarily through the program review process. All instructional programs review their student achievement and learning outcome data each year and report on their findings, improvement goals, and action plans through the program review process [I.B-26 Paralegal PR Update 2017-18; I.B-27 Exercise Science Comprehensive PR 2017-18]. The four-year program review process consists of a comprehensive program review, which includes additional data analysis and planning of program curriculum, followed by three annual program review updates. This cycle facilitates continuous analysis of program or service area data to inform program improvements [I.B-28 Four-Year Program Review Cycle; I.B-29 Instructional Comprehensive PR Template 2018-19; I.B-30 SS PR Update Template 2018-19]. Programs and service areas set goals, aligned with college-wide strategic priorities, to improve student outcomes and report on progress toward achieving these priorities on an annual basis.

Program review templates are revised each year based on annual Integrated Planning (IP) Survey results, as well as feedback from program review authors and a review of previous year program review content. The current Program Review Steering Committee (PRSC), formerly the Instructional Program Review and Planning Committee (IPRPC), reviews templates to ensure alignment with the College's strategic plan, as well as accreditation and state requirements [I.B-31 2018 IP Survey Results; I.B-32 2019 IP Survey Results]. In an effort to improve structures and processes for program review and ultimately improve student outcomes, in 2018-19, the College's four previous program review committees were replaced with the PRSC. The charge and composition for the PRSC was developed between the Spring 2018 and Fall 2018 semesters and included input from members of the IPRPC, Student Services Program Review and Planning Committee (SSPRPC), and other faculty, staff, and administrators [I.B-33 PRSC Charge and Composition; I.B-34 IPRPC Minutes 10-4-18; I.B-35 SSPRPC Minutes 9-27-18; I.B-36 SSPRPC Minutes 10-25-18]. The PRSC is charged with developing guidelines for the college-wide program review process, maintaining compliance with appropriate accreditation standards,

summarizing program review results, and regularly assessing and improving the program review process.

Institutional Effectiveness and Continuous Improvement of Student Learning and Achievement

In Fall 2016, the College created the IESE Office to fulfill an organizing and coordinating role for both student equity and institutional effectiveness [I.B-37 IESE Webpage]. Relatively unique in its organizational structure, this office coordinates equity initiatives, institutional research and evaluation, strategic planning, program review, and assessment efforts across the campus. The IESE Office team works collaboratively with campus faculty, staff, administrators, and students to lead these efforts; ensure that equity, inquiry, evidence, and continuous improvement are integrated into the work of the College; and place student success and equity at the forefront of campus planning and implementation.

The College's Institutional Effectiveness Council (IEC), formerly the Institutional Effectiveness Committee, facilitates discussions regarding the College's Key Performance Indicators (KPIs), institutional planning, evaluation, and other work related to overall institutional effectiveness [I.B-38 IEC Charge and Composition]. The Student Learning Outcomes and Assessment Committee (SLOAC) coordinates the evaluation and improvement of structures and processes related to learning outcomes assessment across the College [I.B-39 SLOAC Charge and Composition]. CCC reviews annual reports on student learning and achievement that are initially discussed by IEC [I.B-40 CCC Charge and Composition; I.B-41 Spring 2017 KPI Standards and Targets; I.B-42 Spring 2018 KPI Standards and Targets; I.B-43 Spring 2019 KPI Standards and Targets]. The College's annual planning and evaluation retreat serves as a central repository for discussions on college-wide strategic priorities, KPIs, and implications for each subsequent year's strategic plan implementation. During the retreat, IEC leads a large body of college constituents, including faculty, staff, administrators, and students, through deep discussions of college performance in relation to established standards and targets. Retreat participants also identify possible action items for the subsequent academic year in order to improve performance on indicators mapped to each strategic goal. Several of these action items, along with continuing action items from the College's strategic plan, are presented to the Governing Board each summer to ensure alignment with district strategic priorities [I.B-44 Governing Board Strategic Plan Presentation 6-19-18].

Furthermore, program review authors address student learning through the assessment, reflection, and program review processes. Instructional program review authors discuss the results of their assessments at both the course and program level, and any implications for curriculum, pedagogy, instructional mode and delivery, and other aspects of the teaching and learning process [I.B-45 Business PR Update 2017-18]. Student Services program review authors also address student learning and service outcomes and implications for service delivery through the program review and planning process. Detailed information on the method of assessment and assessment results for each program, course, and service area learning outcome are recorded in the College's accountability management system, TracDat [I.B-46 English SLO Mapping].

Analysis and Evaluation

Cuyamaca College demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. As evidenced by the curriculum review, program review, and student learning outcomes assessment processes, as well as college-wide planning, evaluation, and improvement efforts, the College demonstrates substantive and collegial dialog about student success, equity, academic quality, and institutional effectiveness.

> **Standard I.B.2.:**
> **The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

Evidence of Meeting the Standard

Cuyamaca College defines and assesses learning outcomes for all instructional courses and student learning and support services. The College is engaged in regular assessment of student learning outcomes for all academic programs and student learning and support services. Since 2016, the College's five institutional learning outcomes (ILOs) have also served as its general education learning outcomes [I.B-47 Curriculum Committee Minutes 4-16-16].

Student Learning Outcomes for Instructional Programs

Each instructional department identifies course learning outcomes through the curriculum development and review process, including the Course Outline of Record (COR) [I.B-48 ENGL 120 COR]. The Student Learning Outcomes (SLO) Coordinator recently began serving on the Curriculum Technical Review Subcommittee to provide guidance on creating or revising course and program SLOs to be both meaningful and measurable [I.B-24 Curriculum Technical Review Subcommittee Charge and Composition]. In this role, the SLO Coordinator has been able to proactively reach out to departments who are engaged in curriculum review each semester. This change was the result of the recommendation from the Student Learning Outcomes and Assessment Committee (SLOAC) and the College's first Institutional Effectiveness Partnership Initiative (IEPI) Innovation and Effectiveness Plan.

All active college courses have identified SLOs as noted in the Course Outlines of Record [I.B-49 ARBC 120 COR; I.B-50 BIO 140 COR; I.B-51 CD 124 COR; I.B-52 COMM 110 COR; I.B-53 MUS 001 COR]. Course SLOs are updated and published on the College's Outcomes and Assessment webpage [I.B-54 Outcomes and Assessment Webpage].

Broad discussion of assessment findings and improvements to courses and programs is brought forward through the program review process. The College's four-year program review process aligns with its four-year outcome assessment cycle, such that programs can assess each course and program-level outcome within the cycle in preparation for the comprehensive program review at the start of the next cycle. It should be noted that annual program review updates are completed in the three years following the comprehensive program review. These cycles were aligned in 2016, so programs are still transitioning to this new integrated cycle [I.B-55 SLOAC

Minutes 2-8-16; I.B-28 Four-Year Program Review Cycle]. Each course SLO is now expected to be assessed at least once during the four-year cycle, as noted in the SLO Assessment Plan Template [I.B-25 SLO Assessment Plan Template].

Assessment results have previously been recorded in multiple ways, depending on the instructional division. The College purchased the TracDat accountability management system in 2013. While some instructional divisions had success in designating SLO leads for the department and having the lead enter assessment findings into TracDat directly, other divisions instituted an intermediary process, by which chairs collected section-level assessment findings in individual spreadsheets and submitted them to the appropriate dean's office; however, some of this information was not entered into the TracDat system in a timely manner.

In fall 2017, with the assistance of an IEPI grant, the College hired a temporary Institutional Effectiveness Specialist to help streamline instructional SLO data collection and ensure that assessment data are regularly updated in the TracDat system. In addition, the College began piloting an online SLO assessment information collection form in Summer 2018, with the goal of improving assessment reporting among instructional areas and overcoming barriers for many faculty who found the TracDat system technologically inefficient. The Institutional Effectiveness, Success, and Equity Office (IESE) reviews the new and updated Course Outlines of Record approved by the Curriculum Committee each month to ensure the appropriate SLOs are entered into the TracDat accountability management system.

Student learning outcomes are established for all courses and programs through the curriculum development and review process [I.B-22 Five-Year Curriculum Review Process]. Per the curriculum review schedule, the Curriculum Committee reviews each proposal and course outline of record to ensure compliance with the guidelines set forth in the Faculty Handbook [I.B-56 Five-Year Curriculum Review Cycle 2017-2018].

Courses and programs leverage learning outcome assessment to evaluate and improve teaching and learning, and student services areas refer to learning and service outcome assessment results in unit-level planning and improvement efforts. Examples of significant instructional program improvements made through the course assessment and program review process include:
- Accelerated courses in ESL [I.B-57 ESL Comprehensive PR 2016-17]
- Math 281 and 180 Course Changes [I.B-58 Math PR Update 2017-18]
- Accelerated courses in English [I.B-59 English PR Update 2016-17]
- Biology/Allied Health course sequences [I.B-60 Biology Comprehensive PR 2016-17]

In addition to the above examples, the Math Department redesigned its entire program and implemented its new "math pathways" model in Fall 2016. This emerged from department research and learning and achievement data analysis, as documented in the department's program review and plan for 2016-17 [I.B-61 Math Comprehensive PR 2016-17]. The Math Department recognized the existence of an equity gap in student success at both the course level and at the program level. Thus, the math faculty agreed to leverage three high-impact strategies to improve student outcomes and reduce equity gaps beginning in Fall 2016. These strategies included corequisite support for transfer-level classes, accelerated remediation, and multiple measures placement processes.

Similarly, in program review and planning for the 2016-17 academic year, the World Languages department analyzed its student learning outcomes and student achievement data and discussed the results in a department-level retreat [I.B-62 World Languages Comprehensive PR 2016-17]. During the retreat, faculty discussed differences in student learning outcomes and possible explanations for these trends. Department faculty identified the following action items based on the discussion of SLO and achievement data: implement "lightbulb moments" for faculty to share effective practices, improve assessment tools/methods to better capture student learning, particularly in the area of cultural competency and speaking proficiency, and obtain informal student reflections and feedback after completing assessments and exams.

Program Learning Outcomes (PLOs) are in place for the College's degree and certificate programs. PLOs are posted on the College's Outcomes and Assessment webpage by division. The College has traditionally defined programs broadly as the set of courses offered within a discipline; however, the College has enlisted external assistance to help redefine and re-envision Program Learning Outcomes to be focused on authentic, direct assessments of PLOs for these programs. Currently, PLOs are assessed primarily through the mapping and assessment of course SLOs in the TracDat accountability management system, which has proven to be a technological challenge for many faculty. Even so, numerous departments leverage the program review process as a way to take a holistic view of learning outcomes across the discipline and use this information to inform program improvements [I.B-63 Center for Water Studies PR Update 2018-19; I.B-64 Chemistry Comprehensive PR 2018-19; I.B-65 Communications PR Update 2018-19; I.B-66 English Comprehensive PR 2018-19]. The SLO Coordinator offers workshops and materials to assist departments with developing meaningful SLOs appropriate to their discipline and course level.

Based on the College's 2017 IEPI Innovation and Effectiveness Plan, notable improvements were made in college-wide SLO assessment processes and the infrastructure for SLO assessments in several departments [I.B-67 IEPI Plan 2017]. However, SLOAC identified a need for additional improvements, particularly in the areas of ILO and PLO assessment. Thus, SLOAC recommended that the College pursue an additional IEPI Partnership Resource Team (PRT) focused almost exclusively on SLOs, assessment, and communication regarding assessment across the College [I.B-68 PRT Treatment Description 2018]. The College hosted its second PRT in fall 2018 and developed a second Innovation and Effectiveness Plan to address the areas identified for PRT assistance [I.B-69 IEPI Plan 2019].

Student Learning Outcomes for Student and Learning Support Services
As with instructional programs, student services departments summarize the results of their learning outcome assessment efforts each year through the annual update process. Student Services Departments will undergo a comprehensive program review, as part of the new integrated, college-wide program review process in 2019-20 [I.B-28 Four-Year Program Review Cycle]. The discussion of SLO and student services assessment results has led to a number of improvements to student services areas. These improvements include the expansion of student activities, engagement and validation events, and increased training opportunities for student government, integrated services for veterans at the Veterans Resource Center and extended

mental health services [I.B-70 Student Affairs PR Update 2017-18; I.B-71 VRC PR Update 2017-18; I.B-72 Career Services PR Update 2018-19].

While student services departments continue to assess outcomes, several areas have experienced challenges in identifying meaningful, measurable SLOs and service area outcomes (SOAs) appropriate to their departments and unit-level goals. In light of this, in 2017, the Student Services Assessment Coordinator, who is also the Dean of Student Affairs, and Senior Dean of Institutional Effectiveness, Success, and Equity developed workshops and trainings for Student Services departments on assessment of student learning [I.B-73 Student Services SLOs Training]. The Student Services Assessment Coordinator also worked individually with Student Services departments to review their SLOs and offer guidance on making the SLOs more meaningful for service area planning. Additional work on this area is needed, and improvement plans were developed and documented in the College's 2019 IEPI Innovation and Effectiveness Plan.

Institutional Learning Outcomes
The College primarily assesses ILOs through an annual survey of graduating students. SLOAC guides the development, revision, and interpretation of the ILO Survey [I.B-74 2017 ILO Survey Report; I.B-75 2018 ILO Survey Results]. The survey serves as an annual assessment, benchmark, and student self-report of development in each of the five ILO areas. SLOAC discusses the findings from the survey as well as any possible action items either for the ILO assessment process or for campus policies, processes, and practices [I.B-76 SLOAC Minutes 9-17-18]. In Spring 2019, SLOAC discussed the results of the two most recent ILO surveys and determined it would be beneficial for the College to re-examine and clarify its ILOs [I.B-77 SLOAC Minutes 2-20-19]. Subsequently, SLOAC recommended revisions to the College's ILOs in Spring 2019.

Analysis and Evaluation
The College has established learning outcomes and assessments for all courses and programs and for student learning and support services. Learning outcomes are assessed within the four-year assessment cycle for instructional programs and learning and student support services, and learning outcome assessment results have led to evidence-based improvements to both instructional programs and student services

Actionable Improvement Plan #2

While the College meets the standard, it recognizes that additional work is needed to more fully address all aspects of the standard and improve overall institutional effectiveness. The College is currently working to improve the infrastructure and culture of outcome assessment on the campus through its IEPI PRT experience. Specifically, the College has developed an IEPI Innovation and Effectiveness Plan to strengthen its processes for PLO and ILO assessment and improvement as well as instructional and student services SLO assessment tools, resources, and technology.

Evidence of Meeting the Standard

Cuyamaca College establishes institution-set standards for student achievement, appropriate to its mission, in order to assess how well it is achieving these goals in pursuit of continuous improvement. The College initially established institution-set standards of performance in 2013 and has revised them as appropriate since then [I.B-78 2013 ACCJC Annual Report; I.B-79 2014 Standards and Targets; I.B-80 CCC Minutes 5-9-14]. The College assesses core indicators of performance each year and reports both institution-set standards and actual performance annually to ACCJC and to the community through Accreditation Annual Reports, which are posted to the College's accreditation website [I.B-81 ACCJC Annual Reports Webpage].

In 2015, aspirational targets were also identified, which enabled the College to evaluate its progress toward these goals rather than whether it was merely meeting its own standards of performance [I.B-82 2015 Standards and Targets]. The Cuyamaca College Council (CCC) worked with the district Research, Planning, and Institutional Effectiveness (RPIE) Office to identify the initial aspirational targets for student achievement indicators based on historical data. The District also identified some district-specific targets for fiscal indicators in order to address California Community Colleges (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) goal-reporting requirements.

The governance group leading the development and review of these standards has changed over the past two years. CCC led this process from 2013 to 2016. Prior to 2017, the CCC and the Research Committee served as the primary venues for discussions of institutional performance in relation to these standards; however, the communication channels and reporting between these two entities was relatively unstructured and informal. Thus, the CCC set initial aspirational targets with minimal Research Committee involvement. The Research Committee was instead focused primarily on ad hoc research requests that were then forwarded to the district RPIE Office.

Beginning in Spring 2017, the College launched an annual planning and evaluation retreat to broaden communication and dialog about performance in relation to institution-set standards on course completion, student completion of degrees and certificates, transfer, and other Key Performance Indicators (KPIs) related to the College's strategic goals. The Research Committee, which was in the process of being reorganized into the Institutional Effectiveness Committee, developed a list of retreat outcomes and received approval from the College Council to build the infrastructure for the annual planning retreat and facilitate the event itself.

From Spring 2017 forward, the College's Institutional Effectiveness Committee, which is now the Institutional Effectiveness Council (IEC), has gathered input from the campus community, obtained via the annual planning and evaluation retreat, to make recommendations to the CCC [I.B-41 Spring 2017 KPI Standards and Targets; I.B-42 Spring 2018 KPI Standards and Targets;

I.B-43 Spring 2019 KPI Standards and Targets]. For the now-annual event, members of the entire campus community are invited to participate in the retreat breakout sessions centered on each of the College's strategic goals to 1) discuss the College's KPIs in relation to established standards and aspirational targets, 2) provide context to the data, and 3) identify opportunities and activities for improvement on indicators that have not been progressing appropriately toward aspirational targets.

In order to prepare for this college-wide event, IEC discusses the KPI data in-depth in advance of the retreat [I.B-83 Spring 2017 Retreat Data Packet; I.B-84 Spring 2018 Retreat Data Packet; I.B-85 Spring 2018 Retreat Slides; I.B-86 Spring 2019 Retreat Data Packet; I.B-87 2019 Retreat Discussion Questions; I.B-88 Spring 2019 Retreat Slides]. Institution-set standards, aspirational targets, and the context associated with each indicator's progress are discussed in the planning and evaluation retreat. The materials for these retreats are documented on the College's Institutional Effectiveness, Success, and Equity (IESE) webpage [I.B-89 Planning and Evaluation Webpage]. After each year's retreat, the IEC reviews the recommendations brought forward at the retreat and makes any necessary reconciliations or adjustments. IEC also compiles the list of activities identified by retreat participants as action items or priorities for the College to implement in order to improve student achievement on each of the core indicators of performance [I.B-90 IEC Minutes 6-4-19]. These recommendations are forwarded to the CCC for adoption [I.B-91 CCC Minutes 12-11-18].

Job placement rates and other career education-focused metrics are reviewed by career education program coordinators during data workshops and in the Workforce Development Council (WDC) [I.B-92 Fall 2017 CTE Data Workshop Slides; I.B-93 2017-18 CTE Core Indicators]. Each career education program's faculty reviews relevant labor market, wage gain, and student achievement data. The WDC also develops recommendations that are incorporated into the program review and bi-annual report to the Governing Board that serves as a regular review of career education programs [I.B-94 CTE Program Review for Governing Board 2016-17].

Figure 13. Annual KPI Standard and Target-Setting Process
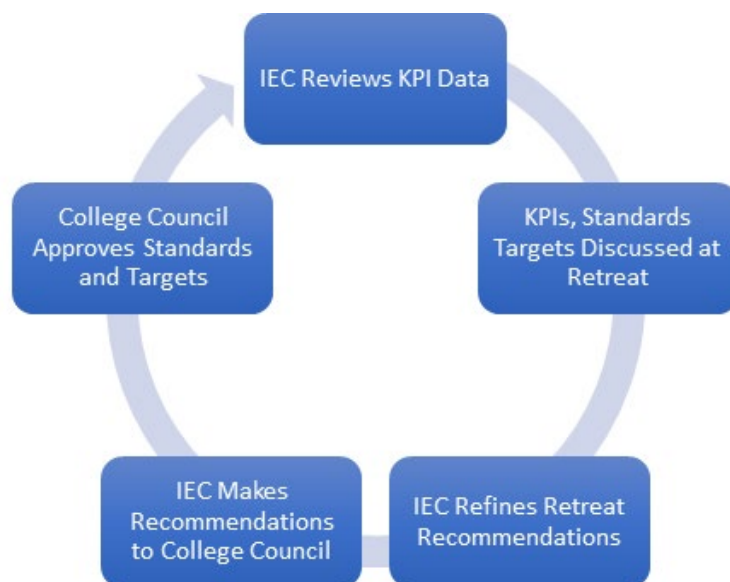
As shown in the figure above, IEC identifies KPIs for the College, reviews college performance on these indicators annually, and makes recommendations for additional research and inquiry to improve overall institutional effectiveness.

For example, in the Spring 2018 semester, IEC began incorporating additional indicators into its framework for assessing institutional performance in relation to college strategic goals [I.B-95 IEC IP Timeline and Metrics 4-4-18]. Included in these discussions were the California Guided Pathways momentum points, CCCCO-required aspirational targets, and the Department of Education Scorecard [I.B-96 IEC Minutes 3-21-18]. The College continues to monitor its performance on a number of internal and external measures, including the U.S. Department of Education College Scorecard, CCCCO Student Success Metrics, and CCCCO Student Success Scorecard. In addition, the College, and specifically IEC, continues to seek new ways of integrating institution-set standards and targets for performance into the program review process and bringing college-wide data down to the program level, as evidenced with the most recent iteration of instructional program review templates, which include a question about program-specific performance targets [I.B-29 Instructional Comprehensive PR Template 2018-19; I.B-97 Instructional PR Update Template 2018-19].

Analysis and Evaluation

As shown in the College's annual planning and evaluation processes, Cuyamaca College establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving these goals in pursuit of continuous improvement, and communicates this information via its planning and evaluation website and through its governance groups.

> **Standard I.B.4.:**
> **The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

Evidence of Meeting the Standard

The College leverages results of learning assessments to improve student learning and achievement at the course, program, service area, and institutional levels. Individual instructors use the College's new Student Learning Outcomes (SLO) Assessment Entry Form to report student level learning outcomes data, as well as to offer a reflection on the successes and challenges regarding student learning in their classrooms [I.B-98 SLO Assessment Entry Form]. The Institutional Effectiveness, Success, and Equity (IESE) Office compiles the data from those forms and provides department chairs and coordinators a report that details their specific department's data and instructor reflections as needed or requested [I.B-99 Sample English SLO Report].

Department chairs and coordinators share this data and discuss instructor feedback in department-wide meetings, usually during Professional Development week, and use the data to make improvements to the program, such as setting an agenda for faculty professional development to meet student learning challenges [I.B-100 Arabic SLO Discussion Notes; I.B-

101 ESL SLO Discussion Notes]. Department chairs and coordinators also use the compiled SLO data to holistically assess their PLOs and to complete their Comprehensive Program Reviews and Annual Updates [I.B-63 Center for Water Studies PR Update 2018-19; I.B-64 Chemistry Comprehensive PR 2018-19; I.B-102 Math PR Update 2018-19; I.B-19 Child Development Comprehensive PR 2017-18]. Instructional programs utilize learning outcome assessment data, in combination with student achievement data, to improve their programs.

The College recognizes that the integration and effective use of SLO data beyond the course and department levels needs improvement. While the College has made progress in the past two years to improve its assessment processes, it is currently revising its assessment infrastructure to facilitate more meaningful assessment practices. To take a baseline measure of assessment practices, the Institutional Effectiveness, Success, and Equity (IESE) Office conducted a needs assessment related to learning outcome assessment in the Spring 2017 semester [I.B-103 IC SLOAC and Accreditation Update 5-1-17]. The results of this assessment were presented to the Instructional Leadership Advisory Team (ILAT), formerly Instructional Council (IC), and led to the revision of a request for technical assistance through the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) Program. The revised scope of work for the PRT included the addition of student learning outcomes as an area of focus.

With the assistance of the PRT members, the College developed an IEPI Innovation and Effectiveness Plan to improve infrastructure for learning assessment [I.B-67 IEPI Plan 2017]. In Fall 2017, the College launched a series of workshops and technical assistance opportunities to improve learning assessment and further leverage student achievement data for program planning. Workshops started during Professional Development week in the fall and spring semesters and continued throughout the academic year. In Fall 2018, the SLO Coordinator initiated a new series of SLO workshops to support faculty in writing meaningful SLOs, assessing SLOs, and using SLO data to inform course and program planning. The SLO Coordinator also reached out to department chairs and other faculty to solicit feedback for improving the SLO assessment process at the course, program, and institutional levels [I.B-104 SLO Basics Workshop September 2018; I.B-105 Meaningful SLO Data Workshop October 2018].

Upon completion of the 2017 IEPI Plan, the College realized it needed to make additional improvements to its learning assessment processes and structures. Thus, based on a recommendation from the Student Learning Outcomes and Assessment Committee (SLOAC), the College requested the assistance of a second IEPI PRT to focus exclusively on learning assessment. The College developed a second IEPI Innovation and Effectiveness Plan in January 2019, informed by campus practitioner feedback and input from PRT members [I.B-69 IEPI Plan 2019]. The 2019 plan focuses on program-level outcomes and assessment, Institutional Learning Outcomes (ILOs), improved technology systems and support for assessment and curriculum processes, and the development of a vision for a new Center for Teaching and Learning.

The College has already taken steps to further integrate learning assessment into unit-level planning. The SLO Coordinator has created a number of resources for practitioners to develop meaningful SLOs, assess them, and utilize SLO results to improve their courses and programs. In addition, in Spring 2019 upon reviewing ILO Survey results for the previous two years, SLOAC

determined a revision to the College's ILOs was necessary. Revised ILOs have been recommended to and approved by the Academic Senate and will be implemented in 2019-20 [I.B-106 ILAT Minutes 11-5-18; I.B-107 Academic Senate Minutes 4-25-19; I.B-77 SLOAC Minutes 2-20-19]. The goal of these changes is to improve college-wide awareness and utilization of ILO assessment results and to build a robust culture of direct assessment of ILOs and PLOs. The College is working to establish a distributed faculty SLO leadership structure to advance learning assessment across the College.

Governance Redesign to Advance Institutional Effectiveness
The SLO Coordinator leads college-wide assessment efforts and works closely with SLOAC, the Senior Dean of IESE, and Student Services representatives to ensure that the systems for collecting, documenting, analyzing, and using learning outcome assessment data are in place [I.B-108 SLO Coordinator Job Description; I.B-39 SLOAC Charge and Composition]. The SLO assessment process and related professional development are discussed at each Instructional Leadership Advisory Team meeting, and the SLO Coordinator reports out to the Academic Senate [I.B-109 Academic Senate Minutes 10-11-18].

In order to better align governance groups by function and reduce redundancy, the College's recent governance redesign was implemented in Spring 2019. In anticipation of the redesign, the SLO Coordinator was added to the Institutional Effectiveness Council (IEC) membership, Curriculum Committee membership, and Technical Review Subcommittee membership in 2018. These additions ensure communication flow and functional alignment between IEC and SLOAC and between SLOAC and the Curriculum Committee. The College has shared ILO assessment results with the College through previously-established structures, such as SLOAC, and at college-wide Convocation [I.B-74 2017 ILO Survey Report; I.B-75 2018 ILO Survey Results; I.B-110 Spring 2019 Convocation ILO Slides].

Analysis and Evaluation
Cuyamaca College uses assessment data to improve student learning and achievement and organizes its institutional processes to support student learning and student achievement, as evidenced by its recent governance redesign efforts, re-scope of the SLO Coordinator role, progress made through its 2017 IEPI Plan, and continued improvement efforts, including its refined ILOs and the development of the 2019 IEPI Plan.

Actionable Improvement Plan #2

While the College meets the standard, it recognizes that additional work is needed to more fully address all aspects of the standard and improve overall institutional effectiveness. The College is currently working to improve the infrastructure and culture of outcome assessment on the campus through its IEPI PRT experience. Specifically, the College has developed an IEPI Innovation and Effectiveness Plan to strengthen its processes for PLO and ILO assessment and improvement as well as instructional and student services SLO assessment tools, resources, and technology.

Evidence of Meeting the Standard

Cuyamaca College leverages program review and planning processes to align and integrate college-level and program-level planning. The College has made significant improvements to the program review process and structure over the past year.

Program Review Structure

Prior to Spring 2019, the College had four separate program review and planning committees:

- Instructional Program Review and Planning Committee (IPRPC) [I.B-111 IPRPC Charge and Composition]
- Student Services Program Review and Planning Committee (SSPRPC) [I.B-112 SSPRPC Charge and Composition]
- Administrative Services Program Review and Planning Committee (ASPRPC) [I.B-113 ASPRPC Charge and Composition]
- Executive Program Review and Planning Committee (EPRPC) [I.B-114 EPRPC Charge and Composition].

Before the 2017-18 academic year, these committees functioned independently of one another in terms of their timelines and peer review and evaluation processes. Each committee analyzed program review documents and prioritized resource requests arising during the program review and planning process, and resource requests were compiled, reviewed, and prioritized across the four areas by the Cuyamaca College Council (CCC).

In order to improve the efficiency and alignment of program review and integrated planning structures and processes across the College, the Senior Dean of Institutional Effectiveness, Success, and Equity (IESE) began convening meetings with the co-chairs of the four program review and planning committees in 2017 to discuss opportunities for condensing the committee structure and improving communication across the committees and their respective operational areas. In addition, in 2017 the College requested assistance from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) to provide models and examples of effective integrated planning models and program review structures. The College later developed an IEPI Innovation and Effectiveness Plan to address its integrated planning process, among other things [I.B-67 IEPI Plan 2017]. During the 2017-18 academic year, the program review cycle was aligned across non-instructional areas and the program review annual update template was aligned across all areas [I.B-115 Instructional PR Presentation 2017; I.B-116 Student Services PR Presentation 2017].

In Fall 2018, in light of the College's governance redesign efforts and previous efforts to align program review processes and structures across the College, the Program Review Steering Committee (PRSC) was developed [I.B-33 PRSC Charge and Composition; I.B-117 PRSC

Discussion Slides 8-31-18]. This new committee was developed with input from the campus community, discussed by SSPRPC in Fall 2018, and subsequently approved by IPRPC [I.B-118 PRSC Survey Results August 2018; I.B-119 SSPRPC Minutes 9-27-18; I.B-34 IPRPC Minutes 10-4-18]. The PRSC replaced the four previous program review bodies (IPRPC, SSPRPC, ASPRPC, and EPRPC) and has effectively guided the program review process since the start of the Spring 2019 semester. The PRSC features a tri-chair model, including one administrative tri-chair, one instructional faculty program review coordinator as another tri-chair, and one student services faculty program review coordinator as the remaining tri-chair [I.B-120 Instructional Faculty PR Co-Chair Job Description; I.B-121 Student Services Faculty PR Co-Chair Job Description]. The recently established committee has also been charged with developing an annual planning process that reflects new college governance structures and communication channels [I.B-122 PRSC Minutes 2-7-19; I.B-123 PRSC Orientation Slides 2-7-19; I.B-124 PRSC Minutes 2-21-19; I.B-125 Annual Planning Process Draft – May 2019].

Program Review Cycle
As of 2018-19, all three operational areas (instruction, student services, and administrative areas) are on four-year program review cycles, with a comprehensive program review in year one of the cycle, followed by three annual updates. During 2018-19 governance and advisory group new college-wide program review process discussions, it was suggested that non-instructional areas be integrated into the four-year cycle such that instructional area comprehensive program reviews would be distributed over three years, with the fourth year set aside for all non-instructional area comprehensive program reviews [I.B-28 Four-Year Program Review Cycle].

Program Review Templates
Program review annual update authors respond to annual update prompts related to student learning outcomes, student achievement, and/or administrative outcomes [I.B-97 Instructional PR Update Template 2018-19; I.B-30 SS PR Update Template 2018-19; I.B-126 Administrative and Executive PR Update Template 2018-19]. Program review authors discuss student achievement disaggregated by gender, race/ethnicity, and course online status, among other variables, as well as implications for practice. Student learning and achievement data inform program and service area planning. Similarly, the 2018-19 instructional comprehensive program review template included a number of questions pertaining to student achievement and student learning [I.B-29 Instructional Comprehensive PR Template 2018-19]. Comprehensive program review authors are expected to do an even deeper analysis of their program and course student achievement and learning data. Program and course-level student achievement data, as well as comparison data for the College as a whole, are made public and available to program review authors on the program review web page [I.B-17 Program Review Data Webpage; I.B-127 Sample English PR Data Report].

Program Review Peer Evaluation
Prior to Spring 2019, a program review evaluation process was already well established for instructional programs; however, an evaluation process was only recently implemented for student services program reviews [I.B-128 SSPRPC Minutes 5-24-18; I.B-129 Student Services PR Feedback Form]. With the launch of the PRSC, the College is re-examining its program review evaluation processes. PRSC members currently review and evaluate program reviews and provide feedback to program review authors and their respective departments using a standard

feedback form [I.B-130 PRSC Feedback Form]. Program review authors are required to respond to recommendations from the PRSC (previously IPRPC) in their subsequent comprehensive program review [I.B-131 Tutoring Comprehensive PR 2018-19; I.B-66 English Comprehensive PR 2018-19].

The PRSC evaluation process relies on a full committee review of each comprehensive program review for planning quality, link to strategic goals, SLO and PLO assessment quality, and data analysis quality. As with the previous instructional program review evaluation process, the PRSC assigns a cross-functional team of PRSC members to review annual updates [I.B-132 Chemistry Annual Update Feedback 2017-18; I.B-133 Child Development Comprehensive PR Feedback 2017-18].

Comprehensive Evaluation of the Program Review Process
Continuous program review process evaluation improvement efforts are well underway. In Fall 2017, the College embarked upon a participatory governance redesign process, which had implications for program review and integrated planning as a whole. The first annual Integrated Planning Survey was administered in Spring 2018 to gather feedback from those involved in the program review and integrated planning process in order to institute a regular process evaluation mechanism, and inform future changes to the program review and integrated planning process. The results of the survey were compiled and shared with the co-chairs of the four existing program review and planning committees and the Staffing Prioritization Task Force to inform improvements to training, resources, documentation, and the program review and resource request processes [I.B-31 2018 IP Survey Results; I.B-134 IPRPC Minutes 5-3-18]. In May 2019, PRSC reviewed the most recent Integrated Planning Survey results and set improvement goals in 2019-20 [I.B-32 2019 IP Survey Results].

Program Review and Improvements to Student Learning and Achievement
A number of innovations and improvements have been implemented as a result of the program review process. These include the College's forward-thinking acceleration efforts in math, English, and ESL over the past several years as well as guided pathways pilot efforts in the sciences [I.B-61 Math Comprehensive PR 2016-17; I.B-59 English PR Update 2016-17; I.B-57 ESL Comprehensive PR 2016-17; I.B-60 Biology Comprehensive PR 2016-17; I.B-135 Chemistry PR Update 2017-18].

Advancing Student Equity through Program Review
Through the program review process, academic programs and student and administrative service areas disaggregate student access and achievement data, identify equity gaps, and discuss action items to address disparities in student access and achievement [I.B-136 Earth Sciences Comprehensive PR 2018-19; I.B-137 Anthropology-Political Science PR Update 2018-19; I.B-138 CIS/CS Comprehensive PR 2018-19]. Program review data reports include student demographic data and achievement data disaggregated by instructional modality as well as race/ethnicity and gender [I.B-139 Sample Math PR Data Report]. In addition, through the equity planning process and the Student Success and Equity Council's work, qualitative and quantitative data are routinely disaggregated to address disparities [I.B-14 RP Group Focus Group Report 2017; I.B-15 SSEC Minutes 4-6-18; I.B-12 2017 Equity Data Packet; I.B-13 SSEC Equity Plan Slides 5-10-19].

Analysis and Evaluation

As evidenced by its continuous efforts to improve program review structures and processes in support of student learning and achievement, Cuyamaca College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data appropriate to the program or service area are disaggregated for analysis by program type and mode of delivery.

> **Standard I.B.6.:**
> **The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

Student Equity and Disproportionate Impact at the Institutional Level

The College disaggregates student achievement data at the institutional and program levels and for various sub-populations of students. College-wide Key Performance Indicators (KPIs), such as overall course success rates, degree or certificate attainment rates, transfer rates, transfer math and English completion rates, persistence rates, and unit attainment rates (e.g., 30 units within a year to six years), are disaggregated by the following student characteristics:

- Race/ethnicity
- Gender
- Disability status
- Low-income status
- Veteran status

Course success rates are also disaggregated by foster youth status. Data for each of these groups is monitored for disproportionate impact in accordance with the College's 2014-2015 and 2015-2017 Student Equity Plans and its 2017-2019 Integrated Plan [I.B-7 2014 Student Equity Plan; I.B-140 2015 Student Equity Plan; I.B-11 2017-19 Integrated Plan].

Disaggregated data for these KPIs are initially reviewed and discussed by the Student Success and Equity Council (SSEC), formerly the Student Success and Equity Committee. Data summaries are shared with the campus community via the Institutional Effectiveness, Success, and Equity (IESE) Office's webpage, through its annual planning and evaluation retreat, and through SSEC [I.B-12 2017 Equity Data Packet; I.B-88 Spring 2019 Retreat Slides; I.B-13 SSEC Equity Plan Slides 5-10-19]. In addition to college-wide KPI data, SSEC also collaborates with the IESE Office, as well as external research experts, to conduct qualitative research related to the student experience through an equity lens [I.B-14 RP Group Focus Group Report 2017; I.B-15 SSEC Minutes 4-6-18]. The SSEC reviews these and other data to assess equity in student outcomes at the institutional level and makes recommendations to Cuyamaca College Council (CCC) and other bodies regarding institutional priorities, strategies, and resources to mitigate any disproportionate impact [I.B-141 SSEC Minutes 5-4-18; I.B-142 SSEC Minutes 11-29-18].

Student Equity and Disproportionate Impact at the Program Level
In addition, program review processes require the disaggregation and analysis of student achievement data at the program or service area level. Instructional and student services program review templates require programs and service areas to examine student access and achievement data by student demographics and identify action steps to mitigate equity gaps [I.B-143 Sociology Comprehensive PR 2017-18; I.B-58 Math PR Update 2017-18; I.B-144 EOPS PR Update 2017-18].

Through the program review templates, program and service area requests for resources are aligned with program and service area goals, which in turn are aligned with college strategic priorities. In addition, resource request prioritization relies on information provided in each program review, as well as supplemental forms which include a strong emphasis on student learning and achievement data [I.B-145 Faculty Position Request Form; I.B-146 Classified Position Request Form; I.B-147 Technology Request Form]. Since the 2016-17 academic year, the Staffing Prioritization Task Force (SPTF) has reviewed and prioritized requests for new faculty and classified staff positions each year based on the current prioritization rubrics [I.B-148 Faculty Position Request Rubric; I.B-149 Classified Position Request Rubric]. The SPTF examines the associated program review and consults relevant student achievement, access, demand, and program productivity data, as well as additional information presented in the request form itself, to rank each position request in order of priority, in accordance with the appropriate rubric [I.B-150 Faculty Hiring Priorities 2018; I.B-151 Classified Hiring Priorities 2018]. Similarly, the College Technology Committee (CTC) reviews requests for new technology and prioritizes requests based on information in the associated program review and the request form itself [I.B-152 CTC Charge and Composition; I.B-153 Technology Request Ranking 2018].

Distance Education
The College's Online Teaching and Learning Committee (OTLC) develops and implements a Distance Education (DE) Plan, which includes annual review of DE course enrollment and outcomes, as well as the assessment of proposed courses and programs for other instructional delivery methods [I.B-154 OTLC Charge and Composition; I.B-155 DE Plan]. The plan was informed by the DE Report, which provides data on enrollment trends and student outcomes in DE courses, and is produced by the district Research, Planning, and Institutional Effectiveness (RPIE) Office for each college in the District every two to three years [I.B-156 2017 DE Report]. In addition, the plan is reviewed annually by the OTLC and is guided by the College's strategic priorities [I.B-157 DE Plan 2019 Annual Review Slides].

Through the curriculum development and review process, proposed courses and programs are assessed in accordance with various distance education policy and practice guidance documents [I.B-158 Guide to Best Practices in Online Teaching; I.B-159 Regular and Effective Contact Policy; I.B-160 Ensuring Quality in Online Instruction Guide]. In addition, the DE Coordinator reviews relevant data on DE courses and programs, including enrollment, course success rates, course retention rates, student satisfaction with online instruction and support services, and online course scheduling. Furthermore, the IESE Office, in collaboration with the OTLC co-chairs, developed a DE Student Satisfaction Survey to assess student experiences in online learning environments. The survey was piloted in Spring 2018 and will be administered on an

annual basis with randomly selected online course sections [I.B-161 Spring 2018 DE Satisfaction Survey Results]. The results of the survey are used to inform the work of the OTLC and improve the quality of the College's DE programs.

Moreover, for instructional programs student learning outcomes assessment data are disaggregated by instructional delivery method [I.B-19 Child Development Comprehensive PR 2017-18]. Academic departments that offer DE courses are required to analyze student achievement data by instructional modality and race/ethnicity. Through the program review process, academic departments identify action steps to address any disparity in student achievement by distance education status [I.B- 138 CIS/CS Comprehensive PR 2018-19; I.B-162 Accounting PR Update 2018-19; I.B-163 Health Education Comprehensive PR 2018-19].

Analysis and Evaluation
Cuyamaca College disaggregates and analyzes learning outcomes and achievement for subpopulations of students in accordance with its equity plan. When performance gaps are identified, the College implements strategies, such as innovative approaches to increasing the number and percentage of students completing transfer-level math and English in their first year. Human, fiscal, and other resources are allocated to mitigate achievement gaps. The College continuously evaluates the efficacy of its equity strategies to facilitate meaningful dialog and improvement.

> **Standard I.B.7.:**
> **The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard
Policies and Procedures
Cuyamaca College regularly evaluates its policies and practices across all areas of the institution and assures the effectiveness of its governance processes to ensure accomplishment of its mission. Consistent with board policy, the Grossmont-Cuyamaca Community College District (GCCCD) undergoes a comprehensive review of all board policies and administrative procedures on a six-year cycle to ensure currency and compliance with state and federal law [I.B-164 BP 2410; I.B-165 AP 2410]. In addition, the District Governing Board subscribes to the Community College League of California (CCLC) Policy and Procedure Service, which provides updates on legislation and recommendations on wording. These updates, as well as cyclical review, occur through the districtwide participatory governance structure. The District Executive Council (DEC) serves in an advisory capacity to the Chancellor and involves broad engagement from all stakeholder groups [I.B-166 DEC Charge and Composition]. DEC advises the Chancellor on district policy development and governance issues, and on matters referred to the council by the two colleges, District Services, and/or standing councils or committees across the District.

The District uses the Community College League of California (CCLC) policy manual structure that covers nearly all operational aspects of the College. The chapter delineations identify the topic and content of the policies and procedures.

These board policies and administrative procedures are posted for public viewing on the District website [I.B-167 Policies and Procedures Webpage]. Consistent with a cycle of continuous quality improvement, and as part of a commitment to excellence, the College evaluates policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to ensure their efficacy in supporting the College's mission and strategic plan. The College uses qualitative and quantitative measures to evaluate institutional effectiveness, and currently engages in program review, in the form of both four-year comprehensive plans and annual updates across each of the major divisions, including instructional, student services, and administrative areas, as well as for unit-level planning and evaluation [I.B-28 Four-Year Program Review Cycle].

Evaluation and Improvement of Governance Structures
In order to improve its overall institutional effectiveness, the College recently initiated a governance redesign process. Initial discussions began in 2016 and led to a governance redesign retreat in December 2017, during which faculty, staff, students, and administrators met to identify the strengths and challenges of the existing governance structure as well as guiding principles for the governance redesign work [I.B-168 Governance Redesign Timeline; I.B-169 Governance Redesign Webpage]. Additional feedback was collected from campus stakeholders via a governance survey. These two sources of data provided the foundation for the College's governance work [I.B-170 Governance Retreat Slides 12-8-17; I.B-171 Governance Retreat Slides 2-27-18].

The Cuyamaca College Council (CCC), serves as the highest-level participatory governance group and acts as a consultation council for the President. The CCC ultimately oversees the progress of the College with respect to the mission, strategic plan, and integrated planning as a whole. To that end, the Program Review Steering Committee (PRSC) and Institutional Effectiveness Council (IEC), previously the Institutional Effectiveness Committee, conduct an annual evaluation of the College's integrated planning process, including its program review and resource request prioritization and allocation processes. The evaluation is based largely on a stakeholder survey and the results inform changes to the process in the subsequent year [I.B-31 2018 IP Survey Results; I.B-172 PRSC Goals 2019].

In addition, the CCC evaluates the College's governance structures, processes, and timelines. In order to institute a more robust and sustainable governance evaluation process, the CCC, in collaboration with the Institutional Effectiveness, Success, and Equity (IESE) Office, developed a governance group evaluation survey as well as goal-setting and reporting forms for use in the 2019-20 academic year [I.B-173 Governance Group Evaluation; I.B-174 Governance Group Goal-Setting Form; I.B-175 Governance Group Goal-Reporting Form].

Through the College-wide planning and evaluation process, the IEC leads an annual college-wide retreat in which practitioners engage in deep discussions of college performance in light of Institution-Set Standards as well as established targets and recommends college-level priorities

for the subsequent year [I.B-41 Spring 2017 KPI Standards and Targets; I.B-42 Spring 2018 KPI Standards and Targets].

Assessment and Improvement of Integrated Planning
Prior to Spring 2019, the College had three active program review bodies, including committees for instructional, student services, and executive offices program review, to oversee the comprehensive and annual program review processes for their respective units. The fourth body, the Administrative Program Review and Planning Committee, was inactive. As part of the governance redesign process, and in an effort to reinvigorate its integrated planning work and more directly link program review to college-wide planning, the College launched the Program Review Steering Committee in Spring 2019 to guide program-level review and planning across all areas of the College [I.B-123 PRSC Orientation Slides 2-7-19]. PRSC was created to improve efficiency and effectiveness in linking college-level planning to unit-level planning. In its first year of existence, PRSC was charged with developing an annual planning process and facilitating the development of an updated Integrated Planning Model, as the College's previous model was not aligned with its new governance structure [I.B-122 PRSC Minutes 2-7-19; I.B-125 Annual Planning Process Draft – May 2019].

Assessment and Improvement of Program and Service Area Processes and Practices
Cuyamaca College engages in continuous self-reflection and improvement through its program review process, student learning outcomes assessment, and equity-focused inquiry and professional development. The program review process serves as a means for instructional programs and student services areas to reflect annually on their student achievement and learning data and develop plans to improve which are aligned with the College's strategic priorities [I.B-66 English Comprehensive PR 2018-19; I.B-176 EOPS Special Programs PR Update 2018-19]. In addition, through recent efforts led by the Student Learning Outcomes and Assessment Committee, the College has developed resources to support innovation in learning assessment and improvement [I.B-177 IEPI Plan 2017 Progress Report]. In order to improve overall student learning and achievement while reducing equity gaps, the College launched the Equity in Teaching Institute (ETI), which consists of instructional departments collaborating with the IESE Office, Student Success and Equity Faculty Coordinator, and various content area experts to advance equity-minded practices inside and outside of the classroom [I.B-178 Sample ETI Slides 2019].

<u>Analysis and Evaluation</u>
As evidenced by the College's comprehensive efforts to streamline its governance structures and processes, improve its integrated planning processes, and advance equity-minded practices, Cuyamaca College regularly evaluates its policies and practices across all areas of the institution. This evaluation includes instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of its mission.

Standard I.B.8.:
The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

At Cuyamaca College, the principal means of communicating the results of assessment and evaluation activities to campus faculty, staff, students, and administrators is through participatory governance groups, including Cuyamaca College Council (CCC), the Academic Senate, Classified Senate, Institutional Effectiveness Council (IEC) and other committees and councils.

With the formulation of an Institutional Effectiveness, Success, and Equity (IESE) Unit in Fall 2016, the College has been able to engage internal and external stakeholders more fully in robust dialogue about the development and assessment of outcomes as well as continuous quality improvement [I.B-37 IESE Webpage]. The IESE Office provides coordination, support, and collaborative leadership for the College's planning, assessment, evaluation, and equity efforts to advance the College's mission. Members of the IESE team serve as members and/or resources to each of the major participatory governance groups and work closely with the Academic Senate and Classified Senate leadership to broadly communicate data related to the College's decision-making processes. Recent examples of this collaboration include the participatory governance survey and governance redesign work that began in Fall 2017 and included an internal analysis of strengths and weaknesses in governance structures and processes [I.B-168 Governance Redesign Timeline; I.B-179 Governance Retreat Slides 4-24-18]. The result of this effort was the launch of a new governance structure in Spring 2019 that addressed the issues raised in the governance retreats and in the 2017-18 Participatory Governance Survey [I.B-180 CCC Orientation Slides - Spring 2019].

In 2017, the College re-envisioned its former Research Committee as the new IEC, which was charged with analyzing the College's data, facilitating college planning and evaluation activities, and assessing the strengths and weaknesses of the College's efforts as reflected in its student achievement and learning outcome data. IEC works to build and implement a culture of evidence and inquiry in which data are used to inform decision-making across the College, to improve student learning and achievement, and to enhance institutional effectiveness [I.B-181 IEC Goals 2017-18].

In Spring 2017, Cuyamaca College Council hosted its first annual planning and evaluation retreat in which outcomes, including standards and targets for each Key Performance Indicator (KPI), were discussed and a review of college progress on each of its new strategic goals was conducted. This retreat now serves as the primary college-wide communication and engagement event related to the monitoring and evaluation of progress toward strategic goals and setting priorities for the next year. The College publishes a summary of its annual planning and evaluation activities to the Spring Planning and Evaluation Retreat webpage [I.B-89 Planning and Evaluation Webpage; I.B-41 Spring 2017 KPI Standards and Targets; I.B-42 Spring 2018 KPI Standards and Targets]. In addition, a summary of progress on strategic goals and subsequent year action items is presented to the Governing Board each June, and the presentation

is made available to the public via the BoardDocs website [I.B-182 Governing Board Strategic Plan Presentation 6-20-17; I.B-44 Governing Board Strategic Plan Presentation 6-19-18].

Another method by which the College informs its constituents about pertinent information is during fall and spring college-wide convocations. There, participants are given updates on college planning activities and the outcomes of the spring retreat [I.B-183 Fall 2018 Convocation Slides]. Additionally, the President communicates critical information via a weekly newsletter sent out campus-wide [I.B-184 Weekly Digest 3-9-18]. The newsletter includes information on important events, planning and decision-making, data, and other institutional-effectiveness related topics.

Analysis and Evaluation:
Cuyamaca College broadly communicates the results of its assessment and evaluation activities. This ensures that all members of the institution have the opportunity to develop a shared understanding of the institution's strengths and weaknesses and, in response, set appropriate priorities. The College actively evaluates and implements improvement efforts to expand awareness of its progress in meeting strategic priorities and goals for increasing student learning and achievement.

> **Standard I.B.9.:**
> **The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard
The College has a long history of robust institutional planning centered on its mission, strategic goals, and equity-minded student success. The College's planning process is closely aligned with the District's planning process and the District's Educational Master Plan, which was completed in 2012 [I.B-185 Educational Master Plan 2012]. The College and District develop strategic plans on a six-year cycle. The College's 2016-2022 Strategic Plan was developed in the context of the District's Educational Master Plan. The College joined the Achieving the Dream (ATD) network in 2015, and the ATD plan, which serves as the basis for the new strategic plan, was grounded in a deep analysis of student achievement data through an equity lens informed by a broad range of campus stakeholders, including faculty, staff, students, and administrators [I.B-186 ATD Strategic Plan Slides 2016; I.B-187 2016-2022 Strategic Plan]. Various forums were held to invite input from the campus community, including faculty, staff, administrators, and students, in order to identify work in progress and focus areas for strategies aimed at improving student completion.

The 2016-2022 Strategic Plan included the three "big bets" identified in the ATD Plan (Accelerated Basic Skills, Guided Student Pathways, and Student Validation and Engagement), as well as a fourth priority of Organizational Health. The strategic plan serves as the primary guiding document for college-wide decision making. Unit-level planning is connected to the strategic plan through the program review process. Through program review, each program, department, or service area links unit-level goals to the College's strategic priorities and mission. Major unit-level goals and activities linked to each strategic goal will be examined by the new Program Review Steering Committee and summarized for the Institutional Effectiveness Council (IEC), with the goal of more explicitly linking college-level planning to unit-level planning [I.B-64 Chemistry Comprehensive PR 2018-19; I.B-66 English Comprehensive PR 2018-19; 138 CIS/CS Comprehensive PR 2018-19].

The College's program review cycle is four years in length, with a comprehensive program review followed by three annual updates [I.B-28 Four-Year Program Review Cycle]. Resource requests (faculty positions, classified positions, technology, and facilities requests) are linked to unit-level goals and submitted through the program review process. These requests are prioritized based on resource allocation rubrics, with direct relation to the strategic goals as one of the criteria [I.B-148 Faculty Position Request Rubric; I.B-149 Classified Position Request Rubric; I.B-188 Technology Request Rubric]. The College's other major plans, such as the 2017 Integrated Plan, Basic Skills Student Outcome and Transformation Grant, Title V Hispanic-Serving Institutions (HSI) Grant, Title III HSI STEM Grant, and guided pathways action plans are each grounded in one or more of the College's four strategic priorities [I.B-11 2017-19 Integrated Plan; I.B-189 CCCCO Pathways Work Plan; I.B-5 CAGP Short-Term Action Plan 4].

In order to ensure institutional planning is meeting both short- and long-term needs, the College engages in regular evaluation of its planning processes and outcomes. In 2018, the College conducted surveys on both its governance process (in light of its strategic priorities) and its integrated planning processes [I.B-179 Governance Retreat Slides 4-24-18; I.B-31 2018 IP Survey Results]. The goal of each of these surveys was to gather feedback on the processes from across the institution and identify areas for improvement in the subsequent academic year. The College is currently refining its integrated planning efforts in the pursuit of an authentic and transparent integrated planning model and timeline that is effective and comprehensive. With representation from each of the College's employee constituency groups, which include faculty, classified staff, and administrators, the new Program Review Steering Committee (PRSC) is championing this work for the College [I.B-122 PRSC Minutes 2-7-19].

The College's strategic planning process adheres to the District's planning process guidelines and follows Administrative Procedure 3250, which outlines the districtwide approach to institutional planning guided by the vision, mission, core values, and review of data outcomes [I.B-190 AP 3250]. At the College level, the Institutional Effectiveness Council (IEC) serves as the lead body guiding institutional planning and evaluation [I.B-38 IEC Charge and Composition]. IEC, in collaboration with the IESE Office, facilitates the college-wide planning and evaluation process, which culminates in an annual planning and evaluation retreat, to which the entire campus community is invited. During the retreat, faculty, staff, students, and administrators review the College's performance on a number of measures in light of institution-set standards and aspirational targets. Retreat participants identify areas for improvement based

on data obtained from internal and statewide sources [I.B-83 Spring 2017 Retreat Data Packet; I.B-84 Spring 2018 Retreat Data Packet; I.B-86 Spring 2019 Retreat Data Packet]. Standards, targets, observations, and recommended priorities are collated and refined by IEC and forwarded to CCC for approval [I.B-41 Spring 2017 KPI Standards and Targets; I.B-42 Spring 2018 KPI Standards and Targets; I.B-91 CCC Minutes 12-11-18].

At the district level, the District Strategic Planning and Budget Council (DSP&BC) serves as an advisory body on integrating strategic planning and budgets across the two colleges in the District, as well as District Services. Each June, the College provides an update to the Governing Board regarding its strategic plan progress, reflections on prior year accomplishments, as well as opportunities for improvement in the subsequent year, utilizing information obtained through its Spring Planning and Evaluation Retreat and governance group feedback [I.B-182 Governing Board Strategic Plan Presentation 6-20-17; I.B-44 Governing Board Strategic Plan Presentation 6-19-18].

Analysis and Evaluation
As demonstrated by the College's strategic planning, college-wide evaluation, and improvement efforts, Cuyamaca College engages in continuous, broad-based, systematic evaluation and planning. The College integrates program review, planning, and resource allocation into a comprehensive process, which ensures progress in meetings its mission. The institution is focused on improvement of institutional effectiveness and academic quality. In addition, as shown by its 2016-2022 Strategic Plan, the College addresses short- and long-term needs for educational programs and services.

Standard I.B Evidence

I.B-1	Math and English Data Summary 2018
I.B-2	ESL Throughput Report
I.B-3	CAGP Short-Term Action Plan 1
I.B-4	CAGP Enrollment-Graduate Analysis
I.B-5	CAGP Short-Term Action Plan 4
I.B-6	Pathways Inquiry Team Summary
I.B-7	2014 Student Equity Plan
I.B-8	College ATD Webpage
I.B-9	SSEC Charge and Composition
I.B-10	Equity Webpage
I.B-11	2017-19 Integrated Plan
I.B-12	2017 Equity Data Packet
I.B-13	SSEC Equity Plan Slides 5-10-19
I.B-14	RP Group Focus Group Report 2017
I.B-15	SSEC Minutes 4-6-18
I.B-16	Sample Psychology PR Data Report
I.B-17	Program Review Data Webpage
I.B-18	Persistence Dashboard

Standard I.B Evidence (Continued)

I.B-19	Child Development Comprehensive PR 2017-18
I.B-20	English PR Update 2017-18
I.B-21	ETI Slides 2018
I.B-22	Five-Year Curriculum Review Process
I.B-23	Curriculum Committee Minutes 3-20-18
I.B-24	Curriculum Technical Review Subcommittee Charge and Composition
I.B-25	SLO Assessment Plan Template
I.B-26	Paralegal PR Update 2017-18
I.B-27	Exercise Science Comprehensive PR 2017-18
I.B-28	Four-Year Program Review Cycle
I.B-29	Instructional Comprehensive PR Template 2018-19
I.B-30	SS PR Update Template 2018-19
I.B-31	2018 IP Survey Results
I.B-32	2019 IP Survey Results
I.B-33	PRSC Charge and Composition
I.B-34	IPRPC Minutes 10-4-18
I.B-35	SSPRPC Minutes 9-27-18
I.B-36	SSPRPC Minutes 10-25-18
I.B-37	IESE Webpage
I.B-38	IEC Charge and Composition
I.B-39	SLOAC Charge and Composition
I.B-40	CCC Charge and Composition
I.B-41	Spring 2017 KPI Standards and Targets
I.B-42	Spring 2018 KPI Standards and Targets
I.B-43	Spring 2019 KPI Standards and Targets
I.B-44	Governing Board Strategic Plan Presentation 6-19-18
I.B-45	Business PR Update 2017-18
I.B-46	English SLO Mapping
I.B-47	Curriculum Committee Minutes 4-16-16
I.B-48	ENGL 120 COR
I.B-49	ARBC 120 COR
I.B-50	BIO 140 COR
I.B-51	CD 124 COR
I.B-52	COMM 110 COR
I.B-53	MUS 001 COR
I.B-54	Outcomes and Assessment Webpage
I.B-55	SLOAC Minutes 2-8-16
I.B-56	Five-Year Curriculum Review Cycle 2017-2018
I.B-57	ESL Comprehensive PR 2016-17
I.B-58	Math PR Update 2017-18

Standard I.B Evidence (Continued)

I.B-59	English PR Update 2016-17
I.B-60	Biology Comprehensive PR 2016-17
I.B-61	Math Comprehensive PR 2016-17
I.B-62	World Languages Comprehensive PR 2016-17
I.B-63	Center for Water Studies PR Update 2018-19
I.B-64	Chemistry Comprehensive PR 2018-19
I.B-65	Communications PR Update 2018-19
I.B-66	English Comprehensive PR 2018-19
I.B-67	IEPI Plan 2017
I.B-68	PRT Treatment Description 2018
I.B-69	IEPI Plan 2019
I.B-70	Student Affairs PR Update 2017-18
I.B-71	VRC PR Update 2017-18
I.B-72	Career Services PR Update 2018-19
I.B-73	Student Services SLOs Training
I.B-74	2017 ILO Survey Report
I.B-75	2018 ILO Survey Results
I.B-76	SLOAC Minutes 9-17-18
I.B-77	SLOAC Minutes 2-20-19
I.B-78	2013 ACCJC Annual Report
I.B-79	2014 Standards and Targets
I.B-80	CCC Minutes 5-9-14
I.B-81	ACCJC Annual Reports Webpage
I.B-82	2015 Standards and Targets
I.B-83	Spring 2017 Retreat Data Packet
I.B-84	Spring 2018 Retreat Data Packet
I.B-85	Spring 2018 Retreat Slides
I.B-86	Spring 2019 Retreat Data Packet
I.B-87	2019 Retreat Discussion Questions
I.B-88	Spring 2019 Retreat Slides
I.B-89	Planning and Evaluation Webpage
I.B-90	IEC Minutes 6-4-19
I.B-91	CCC Minutes 12-11-18
I.B-92	Fall 2017 CTE Data Workshop Slides
I.B-93	2017-18 CTE Core Indicators
I.B-94	CTE Program Review for Governing Board 2016-17
I.B-95	IEC IP Timeline and Metrics 4-4-18
I.B-96	IEC Minutes 3-21-18
I.B-97	Instructional PR Update Template 2018-19
I.B-98	SLO Assessment Entry Form

Standard I.B Evidence (Continued)

I.B-99	Sample English SLO Report
I.B-100	Arabic SLO Discussion Notes
I.B-101	ESL SLO Discussion Notes
I.B-102	Math PR Update 2018-19
I.B-103	IC SLOAC and Accreditation Update 5-1-17
I.B-104	SLO Basics Workshop September 2018
I.B-105	Meaningful SLO Data Workshop October 2018
I.B-106	ILAT Minutes 11-5-18
I.B-107	Academic Senate Minutes 4-25-19
I.B-108	SLO Coordinator Job Description
I.B-109	Academic Senate Minutes 10-11-18
I.B-110	Spring 2019 Convocation ILO Slides
I.B-111	IPRPC Charge and Composition
I.B-112	SSPRPC Charge and Composition
I.B-113	ASPRPC Charge and Composition
I.B-114	EPRPC Charge and Composition
I.B-115	Instructional PR Presentation 2017
I.B-116	Student Services PR Presentation 2017
I.B-117	PRSC Discussion Slides 8-31-18
I.B-118	PRSC Survey Results August 2018
I.B-119	SSPRPC Minutes 9-27-18
I.B-120	Instructional Faculty PR Co-Chair Job Description
I.B-121	Student Services Faculty PR Co-Chair Job Description
I.B-122	PRSC Minutes 2-7-19
I.B-123	PRSC Orientation Slides 2-7-19
I.B-124	PRSC Minutes 2-21-19
I.B-125	Annual Planning Process Draft – May 2019
I.B-126	Administrative and Executive PR Update Template 2018-19
I.B-127	Sample English PR Data Report
I.B-128	SSPRPC Minutes 5-24-18
I.B-129	Student Services PR Feedback Form
I.B-130	PRSC Feedback Form
I.B-131	Tutoring Comprehensive PR 2018-19
I.B-132	Chemistry Annual Update Feedback 2017-18
I.B-133	Child Development Comprehensive PR Feedback 2017-18
I.B-134	IPRPC Minutes 5-3-18
I.B-135	Chemistry PR Update 2017-18
I.B-136	Earth Sciences Comprehensive PR 2018-19
I.B-137	Anthropology-Political Science PR Update 2018-19
I.B-138	CIS/CS Comprehensive PR 2018-19

Standard I.B Evidence (Continued)

I.B-139	Sample Math PR Data Report
I.B-140	2015 Student Equity Plan
I.B-141	SSEC Minutes 5-4-18
I.B-142	SSEC Minutes 11-29-18
I.B-143	Sociology Comprehensive PR 2017-18
I.B-144	EOPS PR Update 2017-18
I.B-145	Faculty Position Request Form
I.B-146	Classified Position Request Form
I.B-147	Technology Request Form
I.B-148	Faculty Position Request Rubric
I.B-149	Classified Position Request Rubric
I.B-150	Faculty Hiring Priorities 2018
I.B-151	Classified Hiring Priorities 2018
I.B-152	CTC Charge and Composition
I.B-153	Technology Request Ranking 2017-18
I.B-154	OTLC Charge and Composition
I.B-155	DE Plan
I.B-156	2017 DE Report
I.B-157	DE Plan 2019 Annual Review Slides
I.B-158	Guide to Best Practices in Online Teaching
I.B-159	Regular and Effective Contact Policy
I.B-160	Ensuring Quality in Online Instruction Guide
I.B-161	Spring 2018 DE Satisfaction Survey Results
I.B-162	Accounting PR Update 2018-19
I.B-163	Health Education Comprehensive PR 2018-19
I.B-164	BP 2410
I.B-165	AP 2410
I.B-166	DEC Charge and Composition
I.B-167	Policies and Procedures Webpage
I.B-168	Governance Redesign Timeline
I.B-169	Governance Redesign Webpage
I.B-170	Governance Retreat Slides 12-8-17
I.B-171	Governance Retreat Slides 2-27-18
I.B-172	PRSC Goals 2019
I.B-173	Governance Group Evaluation
I.B-174	Governance Group Goal-Setting Form
I.B-175	Governance Group Goal-Reporting Form
I.B-176	EOPS Special Programs PR Update 2018-19
I.B-177	IEPI Plan 2017 Progress Report
I.B-178	Sample ETI Slides 2019

Standard I.B Evidence (Continued)

I.B-179	Governance Retreat Slides 4-24-18
I.B-180	CCC Orientation Slides - Spring 2019
I.B-181	IEC Goals 2017-18
I.B-182	Governing Board Strategic Plan Presentation 6-20-17
I.B-183	Fall 2018 Convocation Slides
I.B-184	Weekly Digest 3-9-18
I.B-185	Educational Master Plan 2012
I.B-186	ATD Strategic Plan Slides 2016
I.B-187	2016-2022 Strategic Plan
I.B-188	Technology Request Rubric
I.B-189	CCCCO Pathways Work Plan
I.B-190	AP 3250

Standard I.C.1.:
The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Through established processes, the College and District regularly review policies, procedures, and practices to ensure accuracy and currency. Per Administrative Procedure 2410, board policies and administrative procedures are reviewed on a six-year cycle [I.C-1 AP 2410]. The Governing Board sets policy direction, and the District Executive Council advises the Chancellor on policy development. Appropriate district governance groups review policies related to their areas of focus, per the District Governance Handbook [I.C-2 District Governance Handbook]. The District subscribes to the Community College League of California policy and procedure service for bi-annual updates.

The District Executive Council (DEC) serves as the primary districtwide, participatory governance body charged with reviewing policies and procedures for clarity, accuracy, and integrity [I.C-3 DEC Charge and Composition; I.C-4 DEC Minutes 3-12-18; I.C-5 DEC Minutes 6-11-18]. In addition, the District Coordinating Educational Council (DCEC) reviews policies and provides recommendations to DEC on matters related to instructional and student support services coordination across the District [I.C-6 DCEC Charge and Composition]. Together, DEC and DCEC reviews practices and procedures in light of changes to education code, state and federal regulations, as well as statewide initiatives.

The College provides current and accurate information on student achievement via both college and district websites. The College posts data on Key Performance Indicators (KPIs), including student successful course completion, persistence, degree and certificate completion, transfer, and wage gains on the Institutional Effectiveness, Success, and Equity (IESE) webpage. Student demographic data, course success and retention data, and degrees and certificates awarded are provided at the institutional and program levels [I.C-7 Program Review Data Webpage]. Data on institutional KPIs are discussed at the annual Spring Planning and Evaluation Retreat and are posted to the IESE planning and evaluation webpage [I.C-8 Spring 2018 Retreat Data]. Additional data on student services programs, college-wide survey results, and other research and evaluation reports are provided on the IESE Institutional Research webpage [I.C-9 EOPS Comparison Report; I.C-10 CCSSE Report 2015; I.C-11 Math and English Data Summary; I.C-12 IESE Completed Reports Webpage]. The District also provides information on student achievement via its performance indicator dashboards [I.C-13 Course Success Dashboard]. Student learning outcomes are posted publicly on the IESE Outcomes and Assessment Webpage by division for course, program, and institutional levels [I.C-14 Outcomes and Assessment Webpage; I.C-15 AHSS Course SLOs].

The College posts its accredited status on its accreditation web page, and all accreditation-related documents, including completed annual reports, prior self-evaluations, mid-term reports, and substantive change requests, are available to the public [I.C-16 Accreditation Webpage].

Analysis and Evaluation
As evidenced by district and college governance documentation and minutes, the College has a process in place for reviewing and revising board policies and administrative procedures. DEC and DCEC are the primary bodies which review policies and procedures on a six-year cycle and make recommendations for updates. The College posts current and accurate data on student achievement via its various IESE webpages. Furthermore, the College publicly posts its accredited status and all accreditation documents to its Accreditation webpage.

> **Standard I.C.2.:**
> **The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)**

Evidence of Meeting the Standard
The College publishes an updated and comprehensive college catalog annually. The catalog is provided in both online format and printed format. The online format is easily accessible to current students, prospective students, and the public from the College's website, where it can be downloaded as a pdf document [I.C-17 College Catalog Webpage]. Printed catalogs are available in the College's Counseling Services department as well as other departments which directly serve students. To ensure the catalog reflects the most accurate and current information for each college program and service area, it is updated each spring for publication in advance of the subsequent fall semester. The College also provides an online digital addendum to the catalog to advise the college community of any updates that occurred after the publication of the original document. The catalog addendum can also be downloaded directly from the College's website.

The catalog clearly and accurately conveys detailed information regarding the College's associate degree programs, certificates, and policies [I.C-18 College Catalog - Degree Programs and Certificates; I.C-19 College Catalog - Academic Policies and Procedures]. The established catalog production process involves the collaboration of many departments and programs and is coordinated by the Instructional Operations Office. During catalog development, each campus administrator receives a catalog development timeline, a list of catalog reviewer assignments outlining areas of responsibility, and a draft of the catalog [I.C-20 Catalog Production Timeline 2018-19; I.C-21 Catalog Reviewer Assignments 2018-19]. This process assigns individuals to specific sections within their areas of expertise which are in need of review. These drafts are sent out to all administrators twice during the catalog production process and are also edited by the Graphics Office and the Instructional Operations Office for accuracy and formatting before a final draft is produced. The curriculum additions, modifications, and deletions are added to the catalog after the approval of the Governing Board and the CCCCO. Curriculum updates include any changes to programs of study, General Education patterns, and courses as approved by the

Curriculum Committee. Program additions for degrees and Certificates of Achievement are approved by ACCJC through the substantive change inquiry process prior to being placed in the catalog or catalog addendum.

The College does not offer correspondence education courses; however, it does offer distance education courses. The catalog also describes the expectations for online courses and directs students interested in online courses to the College's Distance Education (DE) success webpage [I.C-22 DE Success Webpage]. The DE success webpage has links to readiness assessments, tutorials, and resources from the California Community Colleges Chancellor's Office (CCCCO) Online Education Initiative which describe expectations for online courses. In addition, syllabi for individual course outline expectations for interaction between faculty and students, as well as the accessibility of faculty and staff to students [I.C-23 Online ART 100 Syllabus; I.C-24 Online ENGL 120 Syllabus]. To ensure syllabi include this information, the Online Teaching and Learning Committee (OTLC) has created the Cuyamaca College Regular and Effective Contact Policy for DE, a resource document for faculty teaching online courses which includes policies related to effective contact through DE [I.C-25 Regular and Effective Contact Policy]. Faculty must submit a Distance Learning Proposal Form to the Curriculum Committee and the Governing Board for review and approval of a DE course. No courses are placed in the class schedule as DE until approved by the Governing Board [I.C-26 Distance Learning Proposal Form]. Courses that are offered in a DE format are noted in the online course schedule that is provided on the catalog webpage and the DE webpage [I.C-27 Online Course Schedule Fall 2018].

Analysis and Evaluation
The College provides online and printed versions of the College Catalog accessible to students via the College's website and in specific student services offices on campus. Online courses are identified in the online course list and individual course syllabi. There is an established catalog development, review, and revision process in place, and the College provides information regarding expectations for online courses via its DE website and OTLC intranet page.

> **Standard I.C.3.:**
> **The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard
Cuyamaca College collects assessment data on student achievement and student learning on course, program, and institutional levels. Various groups of practitioners, including individual programs and departments, as well as councils and committees, across the College review and analyze these data and make determinations regarding their meaning.

The College collects and analyzes assessment data and publishes data reports on student achievement and on institutional learning outcome assessments. The College communicates matters of academic quality to the campus and community via its website. The Institutional

Effectiveness, Success, and Equity (IESE) Office publishes reports of research findings as well as an annual planning and evaluation retreat performance report that details progress on college strategic priorities in light of its own institution-set standards and performance targets [I.C-28 IESE Webpage; I.C-29 Spring 2017 KPI Standards and Targets; I.C-30 Spring 2018 KPI Standards and Targets]. The IESE Office holds the primary responsibility for preparing, maintaining, and publishing institutional data reports, including program review data, student demographics, student equity data analysis, awards conferred, other Key Performance Indicators (KPIs), such as transfer and persistence, as well as topical studies, surveys, and evaluation research reports [I.C-7 Program Review Data Webpage; I.C-31 Sample College-wide Data Report; I.C-32 2017 Equity Data Packet; I.C-33 Awards Conferred Data Summary; I.C-34 ESL Data Report; I.C-35 Pathway Academy Comparison Report].

In addition, the district Research, Planning, and Institutional Effectiveness (RPIE) Office publishes dashboards on student demographics and KPIs across the District as well as for each college within the District [I.C-36 Student Profile Dashboard; I.C-37 Student Persistence Dashboard]. The College's Institutional Effectiveness Council (IEC) leads and facilitates campus-wide discussions regarding aggregate college-wide data, while the Student Success and Equity Council (SSEC) makes determinations regarding equity implications of college-wide data [I.C-38 IEC Minutes 5-24-17; I.C-39 IEC Minutes 5-2-18; I.C-40 SSEC Minutes 10-6-17]. Through the program review process, individual programs interpret program-level student achievement data and develop plans to improve student outcomes [I.C-41 Child Development Comprehensive PR 2017-18].

College Institutional Learning Outcomes (ILOs) are assessed on an annual basis via the College's ILO Survey. The College's Student Learning Outcomes and Assessment Committee (SLOAC) takes the lead in advancing college-wide assessment and facilitating discussions of the ILO Survey results [I.C-42 2017 ILO Survey Report; I.C-43 SLOAC Minutes 5-21-18; I.C-44 SLOAC Minutes 9-17-18]. SLOs for each course and PLOs for each program are posted to the College's Outcomes and Assessment webpage [I.C-14 Outcomes and Assessment Webpage].

Analysis and Evaluation
The College collects data on student achievement and student learning and posts information to the public via its various IESE webpages, including College Planning and Evaluation, Outcomes and Assessment, Program Review, and Institutional Research. Various college committees and councils, as well as specific departments and programs, analyze and interpret learning and achievement data and make recommendations for improvement.

Standard I.C.4.:
The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College Catalog describes the College's various programs of study, including Certificates of Achievement, Certificates of Specialization, and associate degrees [I.C-45 College Catalog - General Information]. The College's five Institutional Learning Outcomes (ILOs) are also published in the Cuyamaca College Catalog and on the College's ILO website [I.C-46 College Catalog p. 7; I.C-47 ILO Webpage]. The catalog description for each program of study includes program learning outcomes. Course learning outcomes are posted to the College's Institutional Effectiveness, Success, and Equity (IESE) webpage by division, discipline, and course [I.C-48 Course-Level SLO Webpage; I.C-49 Course SLOs for Math, Science, and Engineering].

Course SLOs are identified in the Course Outline of Record (COR) [I.C-50 ENGL 120 COR; I.C-51 ART 140 COR; I.C-52 CD 115 COR]. The College's Outcomes and Assessment webpage hosts a repository of course Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), as well as student services learning outcomes [I.C-14 Outcomes and Assessment Webpage; I.C-53 CTE Course SLOs; I.C-54 University Studies PLOs].

Course syllabi, which are based on the Course Outline of Record, identify the knowledge and skills students are expected to learn in the course [I.C-55 OCEA 112 Syllabus]. In accordance with the Cuyamaca College Faculty Handbook, faculty are required to submit their course syllabi to their respective instructional division deans prior to the end of the first week of instruction each semester [I.C-56 COR Webpage; I.C-57 Faculty Handbook].

Instructional deans ensure that all faculty adhere to the College's standards, which include the identification of expected SLOs, as outlined in the College's Faculty Handbook. The Faculty Handbook further specifies that it is "essential to distribute a course syllabus to students at the first class meeting." To assist instructional deans with this effort, the Student Learning Outcomes (SLO) Coordinator also reviews course syllabi intermittently to ensure accuracy and currency in identification of SLOs in accordance with the Course Outline of Record. Additionally, some department chairs require syllabi to be turned in to them in order to provide an additional level of syllabi review and ensure consistency in SLOs.

Analysis and Evaluation

Robust policies and procedures exist and are in use to make sure that all certificates and degrees are clearly described in the College Catalog. These descriptions include SLOs. Policies and procedures are in place to ensure that all enrolled students receive a copy of the course syllabus and that those syllabi also include the current SLOs for the course.

Standard I.C.5.:
The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The District regularly reviews policies and procedures on a six-year cycle as outlined in Board Policy and Administrative Procedure 2410 [I.C-58 BP 2410; I.C-1 AP 2410]. As outlined in the District Governance Handbook, district governance groups review specific policies related to their areas of focus [I.C-2 District Governance Handbook]. The District Executive Council (DEC) is charged with reviewing policies and procedures for clarity, accuracy, and integrity [I.C-3 DEC Charge and Composition; I.C-4 DEC Minutes 3-12-18; I.C-5 DEC Minutes 6-11-18]. Additionally, the District Coordinating Educational Council (DCEC) reviews and provides recommendations to DEC regarding policies and matters with implications for instructional and student support services [I.C-6 DCEC Charge and Composition]. DEC and DCEC serve as the primary districtwide participatory governance bodies which review practices and procedures in accordance with AP 2410.

College documents and publications are reviewed on a regular basis by a number of departments, including programs, student learning and support service areas, and college administrative offices. The College Catalog is reviewed and updated annually to ensure that current and future students receive accurate information about college programs, policies, and procedures [I.C-59 College Catalog]. A catalog addendum is published annually to provide updates on programs, policies, and procedures which occur after the full catalog is published [I.C-60 College Catalog Addendum].

The College's Governance Handbook is updated on an annual basis by the President's Office, primarily as changes are made to council or committee charges and/or compositions [I.C-61 Governance Handbook]. In light of the College's governance redesign work, a new and expanded governance and decision-making handbook is currently being developed.

The Faculty Handbook is reviewed and updated every other year by one or more members of the Academic Senate or Senate Officers Committee [I.C-57 Faculty Handbook]. The updated faculty handbook is posted on the Cuyamaca College Academic Senate webpage [I.C-62 Academic Senate Webpage].

The District has established a Student Discipline Procedures Handbook [I.C-63 Student Conduct Procedures Handbook]. The handbook development and revision process is led by the Dean of Student Affairs at each of the two colleges in the District. DCEC serves as the districtwide participatory governance body that reviews and provides input regarding updates to the Student Discipline Procedures [I.C-64 DCEC Minutes 8-27-18]. Policies guiding student conduct are posted to the College's Student Affairs webpage and are also documented in the College Catalog [I.C-65 Student Affairs Code of Conduct Webpage; I.C-19 College Catalog - Academic Policies and Procedures].

Analysis and Evaluation
Cuyamaca College regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services. Policies and procedures are reviewed at the district level by DEC and DCEC on a regular, six-year cycle. In addition, critical documents, such as the catalog and governance group documentation, are reviewed regularly by qualified administrators, faculty, and staff.

Actionable Improvement Plan#3

While the College meets the standard, the College recognizes that further alignment of its various document review cycles is necessary. As noted in Actionable Improvement Plan #1, the College is in the process of codifying its mission statement review process to align with its strategic planning cycle. In order to improve alignment of college document review cycles, including student and employee handbooks, the College's Code of Ethics, and governance handbooks, the College will develop and implement an integrated document review calendar such that each artifact or document is reviewed on a regular basis in alignment with the College's mission, vision, and values.

Standard I.C.6.:
The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard
The College publishes information on the total cost of education, including tuition, fees, and other required expenses such as textbooks, and other instructional materials through a variety of online and printed resources. For example, the Cuyamaca College Catalog (CCC) has a section specifying the breakdown of fees, as does the Schedule of Classes, which is made available every semester through the College's website [I.C-66 College Catalog - Admission Information; I.C-67 Schedule of Classes Front Matter]. Any additional instructional fees accrued for a class are clearly published in the class schedule and under the course information on WebAdvisor, the College's online registration system, if applicable.

Current tuition and fee information is also published on the Admissions and Records website and on the College's Financial Aid website, which includes a Cuyamaca Net Price Calculator [I.C-68 Admissions Tuition and Fees Webpage; I.C-69 Net Price Calculator]. This calculator is intended to provide estimated net price information, defined as estimated cost of attendance including tuition and required fees, books and supplies, room and board, meals and other related expenses, to current and prospective students and their families. This information is based on what similar students paid in the previous year.

Required textbooks and associated costs are outlined and available to students on WebAdvisor through the "My Textbooks" link under the "Other Services" header once they register for a course. Textbook information is also made available through the bookstore website [I.C-70 Sample Course Textbook Page]. From there, students can look up all required course materials and compare prices. Courses that offer zero-cost textbook options for students are noted in the class schedule so that students may consider this information in their course registration [I.C-71 Schedule of Classes].

Analysis and Evaluation
Cuyamaca College informs current and prospective students about the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. The College publishes its tuition and fees, as well as total cost of education, in a variety of printed and online formats, including in the College Catalog, Schedule of Classes, and Admissions and Records webpage and Financial Aid webpage.

> **Standard I.C.7.:**
> **In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.**

Evidence of Meeting the Standard
The District and College assure institutional and academic integrity through Board Policy 4030, which outlines the District's policy on academic freedom [I.C-72 BP 4030]. The policy codifies the District's support of academic freedom and its associated faculty responsibilities. The policy states that "Instructors are citizens, members of a learned profession, and may be viewed by those outside of the District as representatives of the District. When they speak or write as citizens outside of their roles with the District, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and instructors, they should remember that the public might judge their profession and Grossmont-Cuyamaca Community College District by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the District."

BP 4030 further supports academic freedom for students, stating that "Faculty members do not discriminate against or harass colleagues and students. They respect and defend the free inquiry of associates. In exchange of criticism and ideas, faculty members show due respect for the opinions of others. Such exchanges shall focus upon the substance and content rather than personal characteristics of individuals. Uncivil, intemperate, or abusive language and behavior is contrary to a productive and safe working and educational environment. This does not contravene academic freedom and free exchange of ideas and opinions, but requires accuracy, appropriate restraint, and respect for the professional expression of others."

All board policies are posted to the Governing Board website and are adopted in accordance with Board Policy 2410, which outlines the process for developing, adopting, and amending board policies. All board policies are revised on a six-year cycle [I.C-73 Policies and Procedures Webpage; I.C-58 BP 2410]. The Governing Board consults with the Academic Senates of both colleges within the District, administrators, staff, and students per Board Policy and Administrative Procedure 2510, which describes the collegial consultation process for recommending policies and administrative procedures, including the academic and professional matters for which the Board primarily relies upon both Academic Senates [I.C-74 BP 2510; I.C-75 AP 2510]. The District Executive Council (DEC) and District Coordinating Education Council (DCEC) serve as the primary districtwide participatory governance groups that review and make recommendations for revisions to policies and procedures. As with all board policies, Board Policy 4030 is reviewed on a regular, six-year cycle.

The Cuyamaca College Faculty Handbook also describes academic freedom and related board policies [I.C-57 Faculty Handbook]. This handbook is updated every two years and was last reviewed in 2017.

Analysis and Evaluation
The Governing Board reviews and publishes relevant information on academic freedom and related matters and consults with appropriate constituencies per Board Policy 2510. The Governing Board relies primarily upon input from Academic Senates of the two colleges within the District to provide input regarding academic and professional matters, including academic freedom. As with other policies and procedures, academic freedom policies are reviewed every six years, are published to the Governing Board website, and are referenced in the Faculty Handbook.

Standard I.C.8.:
The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard
Grossmont-Cuyamaca Community College District (GCCCD) and Cuyamaca College have established policies and procedures that promote honesty, responsibility, and academic integrity. Board Policy 3060 on Institutional Code of Conduct describes the District's commitment to maintaining a positive and mutually respectful environment for Governing Board members, employees, students, and members of the public [I.C-76 BP 3060]. Administrative Procedure 3060 details the code of conduct and addresses how violations to this code are to be addressed [I.C-77 AP 3060].

Board Policy 5500 outlines the authority provided to the Chancellor to develop and administer the student code of conduct and student discipline policies [I.C-78 BP 5500].

Two administrative procedures expand upon Board Policy 5500 and set the institutional parameters and process for student conduct and discipline. Administrative Procedure 5500 outlines behaviors that will result in discipline, including removal, suspension, or expulsion of a student [I.C-79 AP 5500]. Administrative Procedure 5520 states the discipline process and includes the student academic information in the District's Student Conduct Procedures Handbook [I.C-80 AP 5520; I.C-63 Student Conduct Procedures Handbook]. Administrative Procedure 5530 documents the student grievance process so that students are informed and aware of their recourse should they wish to pursue an issue covered by the procedure [I.C-81 AP 5530]. All of these board policies and administrative procedures are published on the Governing Board policies and procedures webpage. Student Code of Conduct and academic dishonesty information can also be found in the College Catalog and on the College's Student Affairs webpage [I.C-82 College Catalog p. 30; I.C-65 Student Affairs Code of Conduct Webpage]. In addition, the Student Affairs office sponsors workshops throughout the year which focus on the Student Code of Conduct and changing academic misconduct behaviors. The Dean of Student Affairs meets individually with students who engaged in some form of academic misconduct for a discussion on the code of conduct and academic integrity [I.C-83 Academic Integrity Survey].

To ensure adherence to the Student Code of Conduct, all GCCCD-registered students are sent an email with a link to the Title IX Get Inclusive Training Program. All GCCCD students receive the link from Get Inclusive twice a semester. Student behaviors pertaining to Title IX violations are addressed in this online training [I.C-84 Title IX Training Results]. Student Affairs and the Health and Wellness Center work closely with the Center for Community Solutions to develop student educational sessions which focus on Title IX issues. GCCCD recently contracted with the NCHERM Group to revise the policies pertaining to Title IX and the Student Code of Conduct [I.C-85 Title IX Policies and Consumer Information Webpage].

Table 30 summarizes the various board policies and administrative procedures that codify the District's commitment to honesty, responsibility, and academic integrity.

Table 30. Board Policies and Administrative Procedures Related to Conduct

Relevant Constituent Group	Board Policy	Administrative Procedure
Employees and Students	BP 3050: Institutional Code of Ethics	AP 3050: Institutional Code of Ethics
Employees and Students	BP 3060: Institutional Code of Conduct	AP 3060: Institutional Code of Conduct
Employees and Students	BP 3410: Nondiscrimination	AP 3410: Nondiscrimination
Employees and Students	BP 3430: Prohibition of Harassment	AP 3430: Prohibition of Harassment
Employees and Students	BP 3540: Sexual and Other Assaults Occurring on District Property	AP 3540: Sexual and Other Assaults Occurring on District Property
Employees and Students	BP 3550: Drug-Free Environment and Drug Prevention Program	AP 3550: Drug-Free Environment and Drug Prevention Program
Employees and Students	BP 3720: Computer and Network Use	AP 3720: Computer and Network Use
Employees	BP 3820: Donations and Gifts	AP 3820: Donations and Gifts
Employees	BP 3905: Political Activity	AP 3905: Political Activity
Students	BP 5500: Standards of Student Conduct	AP 5500: Standards of Student Conduct
Students	BP 5530: Student Rights, Grievances, and Due Process	AP 5530: Student Rights, Grievances, and Due Process
Employees	BP 7360: Discipline and Dismissal: Academic Employees	
Employees	BP 7365: Discipline and Dismissal: Classified Employees	AP 7365: Discipline and Dismissal: Classified Employees
Employees	BP 7700: Whistleblower Protection	AP 7700: Whistleblower Protection
Governing Board	BP 2715: Board Code of Conduct and Ethics	
Governing Board	BP 2717: Personal Use of Public Resources	

Analysis and Evaluation

As evidenced by its board policies and administrative procedures, and communicated via college websites, handbooks, and the College Catalog, Cuyamaca College has clear policies and procedures which promote honesty, responsibility, and academic integrity. Each of the relevant policies is approved by the Governing Board, and specific policies and procedures state information that is relevant to the respective population (students or employees).

> **Standard I.C.9.:**
> Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

GCCCD Board Policy 4035 describes the District's expectations of faculty in presenting controversial issues in a fair and objective way [I.C-86 BP 4035]. The policy allows faculty to share their personal opinion or point of view provided they identify it as such and do not share their opinion with the purpose of persuading students to that point of view. In addition, the Curriculum Committee's five-year curriculum review process illustrates how course content is reviewed and updated on a regular basis in order to keep content in line with current science, practices, and theories [I.C-87 Five-Year Curriculum Review Process]. Board Policy 4030 states that "Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching material that has no relationship to their subject" and that instructors "should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the District" [I.C-72 BP 4030]. Further, the College Catalog and Faculty Handbook also reference and communicate this commitment to students, prospective students, and faculty [I.C-88 College Catalog - History and Vision; I.C-57 Faculty Handbook].

Analysis and Evaluation

Cuyamaca College has policies in place to ensure that faculty distinguish between personal conviction and professionally accepted views. These policies are communicated to students, prospective students, faculty, and the campus community through a variety of sources, including the College Catalog, Faculty Handbook, and on the Governing Board policies and procedures website.

Standard I.C.10.:
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Cuyamaca College is a public, open-access community college, and as such, does not promote nor seek to instill specific beliefs or worldviews in students, faculty, classified staff, or administrators. Moreover, the College does not require conformity to specific codes of conduct related to beliefs or world views.

The College is committed to its core values of equitable access, individual student success, academic excellence, innovation and creativity, diversity and social harmony, environmental stewardship and sustainability, and strong community relations. Employee codes of conduct are documented via Board Policy and Administrative Procedure 3060 [I.C-76 BP 3060; I.C-77 AP 3060], which are posted publicly to the district website.

Students are expected to adhere to the Grossmont-Cuyamaca Community College District's Student Code of Conduct as well as Administrative Procedure 5500 [I.C-79 AP 5500]. Information on the Student Code of Conduct is provided via the College's Student Affairs website, the College Catalog, and the Student Discipline Procedures booklet [I.C-63 Student Conduct Procedures Handbook; I.C-65 Student Affairs Code of Conduct Webpage; I.C-19 College Catalog - Academic Policies and Procedures].

Analysis and Evaluation

Cuyamaca College does not seek to instill any specific belief or world view. The College communicates its codes of conduct for employees and students through its board policies, administrative procedures, Student Discipline Procedures Booklet, College Catalog, and the college website.

Standard I.C.11.:
Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Cuyamaca College does not have any instructional sites out of state or outside the United States, nor does the College operate its distance education programs in foreign locations. The College has not requested authorization from the Commission to operate in a foreign location.

Analysis and Evaluation

Cuyamaca College does not offer curricula in foreign locations.

Standard I.C.12.:
The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The Grossmont-Cuyamaca Community College District ensures compliance with ACCJC standards and reporting requirements through Board Policy 3200 and expands upon its commitment to comply with Commission standards and requirements in Administrative Procedure 3200 [I.C-89 BP 3200; I.C-90 AP 3200].

Cuyamaca College demonstrates integrity in its communication and relationship with ACCJC and complies with all Eligibility Requirements. In accordance with Board Policy 3200 and Administrative Procedure 3200, the College ensures timely report submissions, such as the Institutional Self-Evaluation Report, follow-up reports, midterm reports, and substantive change inquiries, and adheres to requirements within a time period set by the Commission.

The College discloses Commission-required information in print and electronic formats in fulfillment of its accreditation responsibilities. Commission reports are posted on the College's accreditation website, which is just one click away from the home page, accessible through the "About Us" dropdown menu [I.C-91 About Us Webpage].

Cuyamaca College provides information and guidance to students and the public for initiating a complaint or a grievance. The student and community member complaint process is documented and communicated with students via the Student Affairs complaint webpage [I.C-92 Student

Affairs Complaint Webpage]. The webpage provides information on making complaints locally, at the state level, and with ACCJC.

Information on the grievance process is provided to students via the Student Affairs webpage [I.C-93 Student Affairs Grievance Webpage]. In addition, information on both the student complaint and grievance processes is provided in the College Catalog [I.C-19 College Catalog - Academic Policies and Procedures]. Board Policy and Administrative Procedure 3435 outline the policy and describe the district process for carrying out harassment and discrimination investigations [I.C-94 BP 3435; I.C-95 AP 3435]. In addition, Board Policy and Administrative Procedure 5530 codify the district policy and the process guiding student grievances and due process [I.C-96 BP 5530; I.C-81 AP 5530].

The College communicates matters of educational quality and institutional effectiveness primarily via its public website. The College's various websites include information on the college mission, student achievement data, student learning outcomes, planning and evaluation activities, and accreditation status [I.C-97 Mission Webpage; I.C-12 IESE Completed Reports Webpage; I.C-7 Program Review Data Webpage; I.C-14 Outcomes and Assessment Webpage; I.C-98 Planning and Evaluation Webpage; I.C-16 Accreditation Webpage].

Analysis and Evaluation
As evidenced by the College's history of reporting and relationship with the Commission, as well as by the information provided through its public webpages, Cuyamaca College complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements. Furthermore, the College discloses information required by the Commission to carry out its accrediting responsibilities.

> **Standard I.C.13.:**
> **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

Evidence of Meeting the Standard
The College demonstrates honesty and integrity, communicates clearly and accurately with external agencies, and reports any changes in its accredited status to the Commission, students, and the public in a timely manner. As a California Community College, Cuyamaca College regularly reports information and responds to mandates instituted by the California Community College Chancellor's Office (CCCCO). In addition, the College accurately communicates financial aid and grant information in a timely manner to the Department of Education.

The College complies with federal and state accountability and reporting and information disclosure requirements for career technical education programs [I.C-99 Gainful Employment Page - Automotive]. Cuyamaca College describes itself in consistent terms to its programmatic accreditation agencies, including the American Bar Association (ABA) for the Paralegal Studies

program and to the Automotive Service Excellence (ASE) Education Foundation for the Automotive Technology program. The College communicates its programmatic accreditation status through its program webpages [I.C-100 Paralegal Studies Webpage; I.C-101 Automotive Technology Webpage].

Cuyamaca College communicates any changes to its accredited status to the Commission, students, and the public through the College's accreditation website, catalog, and program web pages [I.C-16 Accreditation Webpage; I.C-102 College Catalog p. 1]. Certificates of accreditation are posted for public viewing in the President's Office.

Analysis and Evaluation
The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. Through its catalog, program web pages, and accreditation webpage, Cuyamaca College describes itself in consistent terms to all of its accrediting agencies and communicates changes in its accredited status to the Commission, students, and the public.

Standard I.C.14.:
The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
Cuyamaca College is a non-profit, state-funded, open-access institution of higher learning that explicitly details its commitment to student learning and achievement in its mission and through its strategic plan priorities. As evidenced by its mission and strategic plan, the College's commitment to high-quality education is paramount; it has no investors or shareholders [I.C-97 Mission Webpage; I.C-103 2016-22 Strategic Plan].

Analysis and Evaluation
The College is a publicly-funded, not-for-profit institution that does not generate financial returns for investors or contribute to a related or parent organization or external interests.

Standard I.C Evidence

I.C-1	AP 2410
I.C-2	District Governance Handbook
I.C-3	DEC Charge and Composition
I.C-4	DEC Minutes 3-12-18
I.C-5	DEC Minutes 6-11-18
I.C-6	DCEC Charge and Composition
I.C-7	Program Review Data Webpage

Standard I.C Evidence (Continued)

I.C-8	Spring 2018 Retreat Data
I.C-9	EOPS Comparison Report
I.C-10	CCSSE Report 2015
I.C-11	Math and English Data Summary
I.C-12	IESE Completed Reports Webpage
I.C-13	Course Success Dashboard
I.C-14	Outcomes and Assessment Webpage
I.C-15	AHSS Course SLOs
I.C-16	Accreditation Webpage
I.C.17	College Catalog Webpage
I.C.18	College Catalog - Degree Programs and Certificates
I.C-19	College Catalog - Academic Policies and Procedures
I.C-20	Catalog Production Timeline 2018-19
I.C-21	Catalog Reviewer Assignments 2018-19
I.C-22	DE Success Webpage
I.C-23	Online ART 100 Syllabus
I.C-24	Online ENGL 120 Syllabus
I.C-25	Regular and Effective Contact Policy
I.C-26	Distance Learning Proposal Form
I.C-27	Online Course Schedule Fall 2018
I.C-28	IESE Webpage
I.C-29	Spring 2017 KPI Standards and Targets
I.C-30	Spring 2018 KPI Standards and Targets
I.C-31	Sample College-wide Data Report
I.C-32	2017 Equity Data Packet
I.C-33	Awards Conferred Data Summary
I.C-34	ESL Data Report
I.C-35	Pathway Academy Comparison Report
I.C-36	Student Profile Dashboard
I.C-37	Student Persistence Dashboard
I.C-38	IEC Minutes 5-24-17
I.C-39	IEC Minutes 5-2-18
I.C-40	SSEC Minutes 10-6-17
I.C-41	Child Development Comprehensive PR 2017-18
I.C-42	2017 ILO Survey Report
I.C-43	SLOAC Minutes 5-21-18
I.C-44	SLOAC Minutes 9-17-18
I.C-45	College Catalog - General Information
I.C-46	College Catalog p. 7
I.C-47	ILO Webpage

Standard I.C Evidence (Continued)

I.C-48	Course-Level SLO Webpage
I.C-49	Course SLOs for Math, Science, and Engineering Division
I.C-50	ENGL 120 COR
I.C-51	ART 140 COR
I.C-52	CD 115 COR
I.C-53	CTE Course SLOs
I.C-54	University Studies PLOs
I.C-55	OCEA 112 Syllabus
I.C-56	COR Webpage
I.C-57	Faculty Handbook
I.C-58	BP 2410
I.C-59	College Catalog
I.C-60	College Catalog Addendum
I.C-61	Governance Handbook
I.C-62	Academic Senate Webpage
I.C-63	Student Conduct Procedures Handbook
I.C-64	DCEC Minutes 8-27-18
I.C-65	Student Affairs Code of Conduct Webpage
I.C-66	College Catalog - Admission Information
I.C-67	Schedule of Classes Front Matter
I.C-68	Admissions Tuition and Fees Webpage
I.C-69	Net Price Calculator
I.C-70	Sample Course Textbook Page
I.C-71	Schedule of Classes
I.C-72	BP 4030
I.C-73	Policies and Procedures Webpage
I.C-74	BP 2510
I.C-75	AP 2510
I.C-76	BP 3060
I.C-77	AP 3060
I.C-78	BP 5500
I.C-79	AP 5500
I.C-80	AP 5520
I.C-81	AP 5530
I.C-82	College Catalog p. 30
I.C-83	Academic Integrity Survey
I.C-84	Title IX Training Results
I.C-85	Title IX Policies and Consumer Information Webpage
I.C-86	BP 4035
I.C-87	Five-Year Curriculum Review Process

Standard I.C Evidence (Continued)

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Evidence of Meeting the Standard

All course and program offerings align with the stated mission of Cuyamaca College, which focuses on serving a diverse community of students who seek to benefit from the College's wide range of educational programs and services [II.A-1 Mission Webpage]. In order to fulfill the College's commitment to student learning, success, and equity, instructional programs are provided to meet student needs in the areas of 1) distance education (DE), 2) transfer education, 3) career technical education (CTE), 4) general education (GE), and 5) basic skills. The College also recently implemented more innovative acceleration models in math, English, and ESL, as well as guided pathways approaches in order to further align with the mission and improve outcomes for diverse student populations. Specifically, the College offers the following programs in accordance with its mission:

- Two-year programs in preparation for transfer pathway to a baccalaureate degree-granting institution
- Associate degree programs
- Certificates of Achievement
- Certificates of Specialization, particularly in career technical education areas
- Pre-collegiate courses in English and ESL as well as corequisite support courses in math, English, and ESL that are aimed at improving student progress toward degrees, certificates, or transfer

The College offers courses at the Cuyamaca campus, online, and at local high schools through its dual enrollment programs. The College's DE courses are offered via fully online or hybrid modality. Online, hybrid, and on-campus courses adhere to the same learning outcomes, which are clearly stated in the College Catalog and in course syllabi. The College's programs and courses are outlined in the College Catalog and through the California Community Colleges Chancellor's Office (CCCCO) Curriculum Inventory. As a California Community College, Cuyamaca College complies with California's Title 5 Education Code.

In order to evaluate student progress and outcomes for all locations and means of delivery, the College ensures high-quality programs and courses through its program review and planning process and curriculum review process. Through the program review process, instructional programs link their program-level goals and action plans to college-wide strategic priorities and plans. The new Program Review Steering Committee (PRSC) analyzes each discipline's Student Learning Outcomes (SLO) assessments for both the course and program level on a rotating four-year cycle, making recommendations for improvement based on the mission and goals of the College [II.A-2 PRSC Charge and Composition]. Each instructional program receives a program review data packet every fall semester which includes program success and retention for all courses by DE status and student demographics. Program review authors are required to note and

address any equity gaps that emerge from the data [II.A-3 Instructional Comprehensive PR Template 2018-19; II.A-4 Instructional PR Update Template 2018-19].

In addition to a robust program review process which leads to positive institutional changes, the Curriculum Committee reviews each course at the College on a five-year cycle for currency, relevancy, and updated SLOs [II.A-5 Five-Year Curriculum Review Process]. This process ensures that all courses across the campus are assessed for currency, appropriateness within higher education, teaching and learning strategies, and SLOs. Any course failing to meet this five-year review process is no longer offered until it has been updated and reviewed by the Curriculum Committee [II.A-6 Five-Year Curriculum Review Cycle 2018-19]. Therefore, the College provides up-to-date courses for students regardless of discipline or major.

Furthermore, CTE programs leverage data provided through the CTE LaunchBoard, Centers of Excellence, as well as the Institutional Effectiveness, Success, and Equity (IESE) Office to review student progress, analyze student completion and employment outcomes, as well as wage gains, in the context of labor market data for each program [II.A-7 LaunchBoard; II.A-8 Centers of Excellence; II.A-9 IESE Webpage]. To ensure relevance, currency, and appropriateness, CTE programs also complete a bi-annual review for the Governing Board, including an analysis of labor market data, employment information, wages, and similar programs in the region [II.A-10 CTE Program Review for Governing Board 2016-17].

The Online Teaching and Learning Committee (OTLC) also reviews college-wide DE data in district DE reports, as well as program review data reports each year, including online student headcount, enrollment, demographics, success, and retention [II.A-11 OTLC Charge and Composition; II.A-12 2017 DE Report; II.A-13 Sample College-wide Data Report]. Based on these data, the OTLC updates the DE Plan to improve student access and achievement in DE courses [II.A-14 DE Plan]. Additionally, the 2017 DE Annual Review presented to OTLC includes goals designed to improve success rates for online students [II.A-15 2017 DE Annual Review]. As a result of this review, the College recently implemented the following changes:
- Trained almost 250 faculty in successfully utilizing online Canvas course design
- Developed a new Regular and Effective Contact Policy [II.A-16 Regular and Effective Contact Policy]
- Created Suggestions for Evaluating Online Courses [II.A-17 Evaluating Online Courses]
- Designed an accessible Online Course Syllabus Template [II.A-18 Syllabus Template]
- Piloted Quest/Smarter Measure to increase student success [II.A-19 Quest/Smarter Measure]
- Presented numerous workshops on excellence in online teaching, including one focused on improving student success rates [II.A-20 Online Teaching Excellence PD Webpage]

During 2019-20, improving success rates for online students will continue to be a primary goal. Specifically, expanding the Quest pilot as well as training faculty on the importance of regular, personalized intervention, encouragement, and feedback will be emphasized. Moreover, the Student Learning Outcomes and Assessment Committee (SLOAC) oversees ongoing outcomes-based assessment processes across the College, at the course, program, and institutional level with a focus on continuous quality improvement for each of the major organizational units of Student Services, Instruction, and Administrative Services [II.A-21 SLOAC Charge and

Composition]. The committee also reviews and discusses SLO reports for ACCJC, and reports SLO updates to the Institutional Effectiveness Council (IEC) and the Academic Senate [II.A-22 IEC Minutes 4-4-18; II.A-23 Academic Senate Minutes 5-10-18].

In addition, the College assesses student degree and certificate completion and transfer college-wide through its annual planning and evaluation retreat, which takes place each spring [II.A-24 Spring 2018 Retreat Agenda]. At the retreat, practitioners examine degrees awarded, certificates awarded, number of transfers, number of graduates, completion rates, and other indicators to determine how well the College is performing in relation to its own standards and targets. During the retreat, participants discuss action plans for improving performance on each of these indicators, and these activities, along with feedback from appropriate college governance groups, are presented to the Governing Board as part of districtwide strategic planning and evaluation efforts each summer [II.A-25 Spring 2018 Retreat Slides; II.A-26 Spring 2018 Retreat Data Packet; II.A-27 Spring 2018 Retreat Group Discussion Questions; II.A-28 Governing Board Strategic Plan Presentation 6-19-18].

Analysis and Evaluation
All Cuyamaca College instructional programs are in alignment with the College's mission, which includes the delivery of high-quality educational programs, regardless of location or means of delivery. Courses and instructional programs are regularly assessed and improved through the College's curriculum and program review processes.

> **Standard II.A.2.:**
> **Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

Evidence of Meeting the Standard
Cuyamaca College faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Through the program review and curriculum review processes, faculty work to improve instructional courses, programs, and services, enhance teaching and learning, and ultimately improve student success [II.A-29 English Comprehensive PR 2018-19; II.A-30 Chemistry Comprehensive PR 2018-19]. In addition, in department and division meetings and in tailored professional development workshops, faculty are encouraged to discuss the relationship between teaching methodologies and student performance to continuously improve student learning.

The program review process is consistently followed for all college programs, regardless of the type of program and modality, and criteria used to assess program reviews include relevance to strategic priorities, appropriateness, assessment of learning outcomes, and planning for the future informed by qualitative and/or quantitative data [II.A-31 PRSC Feedback Form]. Comprehensive instructional program review is conducted on a four-year cycle, with annual updates in the

intervening years. With the creation of the new Program Review Steering Committee (PRSC), non-instructional program reviews are also moving to a four-year cycle, with the comprehensive program review for all of these programs moving to 2019-20 [II.A-2 PRSC Charge and Composition; II.A-32 Four-Year Program Review Cycle]. Both the comprehensive program review and annual update templates include questions regarding SLOs and assessment results, as well as questions documenting any changes in the program since the last annual update [II.A-3 Instructional Comprehensive PR Template 2018-19; II.A-4 Instructional PR Update Template 2018-19]. The comprehensive program review addresses the regular curriculum review of Course Outlines of Record. All instructional programs are required to prepare regular program reviews using the templates approved by the appropriate participatory governance bodies, including the Academic Senate.

With the College's transition to an integrated program review structure and process in 2018-19, program review reports are now publicly posted on the College's program review website and are provided to the planning and resource allocation recommending bodies to inform resource request prioritization. Summaries of the program review goals are also provided to the Institutional Effectiveness Council (IEC) to inform college-wide planning. The Resource and Operations Council (ROC) reviews and analyzes resource needs linked to unit-level goals to identify common requests or shared needs across individual units [II.A-33 ROC Charge and Composition; II.A-34 ROC Minutes 5-1-19]. The ROC uses this information to identify college-wide budget priorities.

The results of program review are used to inform institutional planning, and improvements are made as a result of the program review process. Program review and unit-level plans have led to several of the College's current strategic goals and subsequent improvements. For example, the Math Department's program review and analysis resulted in the development of the Math Pathways program, which has received statewide and national recognition for improving student access to and success in transfer level math courses [II.A-35 Rice Award Press Release].

The College's 2016-22 Strategic Plan identifies Student Validation and Engagement as one of four main college-wide strategic priorities, and this emphasis has led to the implementation of several initiatives which encourage and train faculty to develop student-centered teaching methods and regularly review Student Learning Outcomes (SLOs) [II.A-36 2016-2022 Strategic Plan]. Examples include workshops on growth mindset and meaningful SLO development and assessment [II.A-37 Growth Mindset Workshop Invite; II.A-38 Marchand SLO Workshop Slides]. In addition, academic departments meet once or more per year to review SLO assessment results and identify opportunities for improvement. Department chairs and program coordinators document dialog via the new SLO Assessment Entry Form or directly in TracDat [II.A-39 English SLO Report].

As part the 2016-2022 Strategic Plan, accelerated basic skills in math, English, and ESL were identified as another college-wide strategic priority. The College's math, English, and ESL departments regularly review data on student placement and success in order to improve student progress and completion of transfer-level math and English courses. These disciplines regularly provide training to the full and part-time faculty on the curricular and pedagogical practices which are central to accelerated learning. These trainings include both in-house workshops and

off-campus training opportunities exploring best practices in math, English, and ESL acceleration pedagogy and inclusive teaching and learning [II.A-40 English Equity Project Slides; II.A-41 Math Equity in Teaching Institute Slides]. Furthermore, the results of the English Department's program review led to the development of a corequisite support model and implementation of multiple measures placement. Similarly, the ESL Department's program reviews have driven innovation in the ESL sequence and placement models. Each of these departments' own planning and resulting improvements led to the creation of the College's strategic priority of accelerated basic skills.

Analysis and Evaluation
All courses and programs at the College are systematically reviewed and evaluated through an ongoing process to ensure relevance, appropriateness, currency, and future needs and plans. Faculty ensure that content and methods of instruction meet generally accepted academic and professional standards. Faculty continuously assess and improve programs and courses through the curriculum review, program review, and SLO assessment processes. Institutional planning and improvements occur as a result of the unit-level planning and program review process.

> **Standard II.A.3.:**
> **The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard
Cuyamaca College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees through the curriculum review, program review, and outcome assessment processes.

Curriculum Review and Identification of Learning Outcomes
Cuyamaca College has officially approved, current course outlines that include Student Learning Outcomes (SLOs) [II.A-42 AUTO 122 COR; II.A-43 COMM 110 COR; II.A-44 WWTR 101 COR]. In Fall 2018, the SLO Coordinator also officially joined the Curriculum Committee and the Curriculum Technical Review Subcommittee in order to provide further support to faculty who wish to revise learning outcomes statements as part of the regular curriculum review process [II.A-45 Curriculum Committee Charge and Composition]. Faculty identify appropriate learning outcomes during the curriculum development or updating process and work as needed with the SLO Coordinator to ensure learning outcomes are measurable and yield meaningful information for the program.

In every class section students receive a course syllabus that includes learning outcomes from the College's officially approved Course Outline of Record (COR). All courses and programs have defined learning outcomes, and each course offered by the College has a syllabus that lists the SLOs. The Academic Senate has approved a faculty handbook that contains "Syllabus Design

Guidelines." The Guidelines specify that instructors are required to develop a syllabus for each course which is provided to students during the first week of class [II.A-46 Faculty Handbook]. The faculty handbook offers further resources regarding the relationship between learning outcomes and course objectives, as well as best practices for assessment. Instructional deans begin each semester with emails to all faculty members reminding them of the requirement to provide copies of their syllabi to both their deans and their department chairs or program coordinators [II.A-47 Sample Syllabus Email to Faculty]. Instructional deans regularly address the inclusion of the current course SLOs in course syllabi as part of instructor evaluations. The SLO Coordinator works with instructional deans to ensure that all syllabi distributed to students contain current SLOs, as reflected in the COR.

Program Review and Assessment of Learning Outcomes
Cuyamaca College has incorporated regular assessment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) into its instructional program review processes. Course SLO data are collected at the section level and are disaggregated by online status. Assessment data are entered by instructors into the new SLO Assessment Entry Form or directly into TracDat [II.A-48 SLO Assessment Entry Form]. The College has implemented a four-year program review cycle that consists of a comprehensive program review every four years, with a program review update in each of the intervening three years [II.A-32 Four-Year Program Review Cycle]. The four-year SLO assessment cycle coincides with the four-year program review cycle.

Based on the results of the 2018 Integrated Planning (IP) Survey, the SLO Coordinator developed an SLO Assessment Plan template and model in Fall 2018 to provide additional guidance for SLO assessment across departments [II.A-49 2018 IP Survey Results; II.A-50 SLO Assessment Plan Template]. In addition, the IP Survey results prompt the Program Review Steering Committee (PRSC), formerly the Instructional Program Review and Planning Committee (IPRPC), to collaborate with the SLO Coordinator to revise the SLO assessment sections of the annual update and comprehensive program review templates. The goals of these revisions are to ensure that departments and programs have active assessment plans on file and are working to build sustainable and meaningful assessment practices. Both the annual update and the comprehensive program review are written from templates which are approved by the Academic Senate [II.A-51 Academic Senate Minutes 9-13-18].

The revised annual update template asks instructional chairs and coordinators to ensure that they have an SLO assessment plan on file with the Student Learning Outcomes and Assessment Committee (SLOAC) [II.A-4 Instructional PR Update Template 2018-19]. The revised annual update additionally prompts instructional chairs and coordinators to ensure that their program's SLO data are updated in TracDat and that the PLOs are updated with an assessment plan. The revised comprehensive program review template builds on the annual updates by asking instructional chairs and coordinators to analyze student learning successes and challenges which their SLO and PLO data reveal and to discuss changes being made to their courses and programs in light of the data [II.A-3 Instructional Comprehensive PR Template 2018-19]. To assist departments in their analysis, the Institutional Effectiveness, Success, and Equity (IESE) office provides department chairs and coordinators with resources, training, and summaries of course SLO assessment results disaggregated by online status [II.A-52 Child Development Comprehensive PR 2017-18].

At the start of the fall and spring semesters during professional development week, faculty in each instructional program or department meet to discuss the results of course-level assessments; relevant SLO-related meetings are listed on the professional development calendar [II.A-53 Faculty Professional Development Calendar]. Discussions at department SLO meetings are typically devoted to interpreting the strengths and challenges revealed by SLO data, redesigning assessments, aligning departmental instructional practices, setting a faculty professional development agenda, and/or revising learning outcomes statements. Faculty are encouraged to submit notes from these SLO assessment meetings to the SLO Coordinator, for documentation in TracDat/Nuventive Improve [II.A-54 Example ESL SLO Meeting Notes; II.A-55 Example World Languages SLO Meeting Notes]. These processes are designed to ensure that departments take an active role in using SLO and PLO data to improve courses and programs.

The SLO Coordinator is currently developing further resources to support faculty with learning outcomes, as well as to promote a culture of inquiry and assessment at the College. In Fall 2018, the SLO Coordinator instituted a professional development series to support faculty with a variety of aspects of learning outcomes. For example, the September 2018 workshops focused on "SLO Basics" and the October 2018 workshops focused on "Making SLO Data Meaningful" [II.A-56 September 2018 SLO Workshops Flyer; II.A-57 October 2018 SLO Workshops Flyer]. The SLO Coordinator is engaging in ongoing work to support a campus culture that makes learning outcomes and assessment an integral part of the innovative work of the College.

Analysis and Evaluation
As part of the College's program review process, programs and departments generate learning outcome assessment plans, utilizing SLO Assessment Entry Forms or TracDat data, in order to facilitate course and program developments. All courses have syllabi that are distributed to students and list SLOs consistent with those on the COR. The SLO Coordinator engages in ongoing work to support faculty with learning outcomes assessment to foster a culture of inquiry and data-driven decision making, and to ensure that learning outcomes and assessments are integrated into institutional processes.

> **Standard II.A.4.:**
> **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard
Cuyamaca College has established criteria and processes for decision-making regarding developmental, pre-collegiate, study abroad, short-term training, or contract education. All College courses must be approved by the Curriculum Committee, which follows state regulations in the course approval process as well as rigorous college and district guidelines for establishing and evaluating each type of course and program. In accordance with Title 5 and consistent with the governance structure of Cuyamaca College, the Curriculum Committee, under the authority of the Academic Senate, has oversight responsibility for the following:

- Approve additions, deletions and modification of courses and programs, and review the student learning outcomes of the college credit and non-credit curriculum
- Approve courses for inclusion in the General Education package
- Curriculum alignment, articulation, and differentiation procedures between Grossmont and Cuyamaca Colleges
- Report regularly to the Academic Senate regarding all of the above
- Appoint sub-committees or work groups as needed to help conduct the committee's business

In terms of developing new curriculum or updating current courses, the College has a process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs, which are all part of the curriculum review process. Faculty who wish to develop new courses or modify existing ones use curriculum-related forms that are posted on the online forms depot to ensure they are following procedures established by the Curriculum Committee [II.A-45 Curriculum Committee Charge and Composition]. Once the forms have been completed, they are submitted to the Supervisor of Instructional Operations who manages the agendas for both the Curriculum Committee and Curriculum Technical Review Subcommittee [II.A-58 Curriculum Technical Review Subcommittee Charge and Composition]. The Instructional Operations Supervisor serves as a technical resource to the Curriculum Committee as well as the Curriculum Technical Review Subcommittee. Once the proposals have been analyzed by Technical Review, they are forwarded to the Curriculum Committee for a first and second read and final approval. If areas of concern emerge during the Technical Review process, committee members on Technical Review contact the faculty who initiated the curriculum review process for clarification.

Information about developmental and college/transfer-level courses is communicated to current and prospective students through the published College Catalog with a comprehensive guide to degrees, certificates, courses, and other important materials [II.A-59 College Catalog]. Pre-collegiate and college-level curriculum are aligned in order to ensure clear and efficient pathways for students. Departments that offer pre-collegiate courses, such as math, English, and ESL have embraced acceleration and a pathways-focused approach leading to transfer-level college courses within one or two semesters, as mandated by the recent California Assembly Bill 705 legislation. For example, the Math Department now offers various pathways for students based on student major areas [II.A-60 STEM Math Pathway; II.A-61 Business Math Pathway; II.A-62 General Math Pathway]. Developmental courses also have entrance and exit skills embedded in the course outlines which clearly mark a path forward to transfer-level courses [II.A-63 Math 110 COR, II.A-64 Math 176 COR]. Further, the alignment of developmental and college/transfer-level courses is embedded in the curriculum development and review process [II.A-65 Entrance Skills; II.A-66 Exit Skills].

Moreover, there are a number of services on campus which directly support students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum, including the Writing Center, the Academic Resource Center (ARC), the Science Technology Engineering and Math (STEM) Achievement Center, Extended Opportunity Employment and Services (EOPS), Disabled Students Programs and Services (DSPS), CALWorks, Pathway Academy (formerly First-Year Experience), as well as campus scholar programs such as Umoja

with designated coordinators who monitor academic progress and success [II.A-67 Campus Tutoring Centers Webpage; II.A-68 EOPS Webpage; II.A-69 DSPS Webpage; II.A-70 CalWORKs Webpage; II.A-71 Pathway Academy Webpage; II.A-72 Umoja Webpage].

Analysis and Evaluation

Cuyamaca College has a clear process for creating, modifying, and approving curriculum. Additionally, the College has instituted a number of programs which assist in the successful transition of students from pre-collegiate to transfer-level course work in math, English, and ESL. Furthermore, a number of support services are in place to help students successfully complete their course work, including tutoring centers and other student support services which significantly increase student achievement and lead to completing certificates, degrees, and transferring to universities.

> **Standard II.A.5.:**
> **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

Cuyamaca College demonstrates the quality of its instruction by following practices common to American higher education and has policies and procedures in place to define these practices. The College has a clearly delineated, faculty-driven curriculum process, based on the requirements and regulations in Title 5 for developing and evaluating degrees at the associate level, as well as certificates in Career and Technical Education (CTE). The College also follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in each program it offers. The institution has developed a process for the systematic examination and assessment of Program Learning Outcomes (PLOs) through the program review process [II.A-3 Instructional Comprehensive PR Template 2018-19; II.A-4 Instructional PR Update Template 2018-19]. Additionally, each program examines its degrees and certificates during the program review process to ensure that the College meets rigorous academic requirements, and that the course sequence is designed to be completed in a timely manner [II.A-73 Biology PR Update 2017-18; II.A-74 ASL PR Update 2017-18].

Furthermore, the College provides services for students, including but not limited to tutoring, counseling, Extended Opportunity Programs and Services (EOPS), and peer mentoring through the Pathway Academy program, which help students complete their degrees [II.A-67 Campus Tutoring Centers Webpage]. As part of the College's recent guided pathways implementation, all departments and programs are developing degree maps that use sequential ordering of courses in the major and recommendations for both electives and general education courses to streamline degree completion [II.A-75 Degree Map Template]. In accordance with Board Policy and Administrative Procedure 4025, all Cuyamaca College associate degree programs have been approved by the California Community Colleges Chancellor's Office (CCCCO), have general

education requirements that conform to California Title 5 regulations, and require a minimum of 60 units completed [II.A-76 BP 4025; II.A-77 AP 4025; II.A-78 College Catalog - Degree Requirements and Transfer Information].

The College's articulation officer works with four-year institutions to verify that lower division courses meet articulation and transfer requirements. General Education courses that are accepted by transfer institutions appear on the CSU General Education (CSU GE) Breadth list, as well as the Intersegmental General Education Transfer Curriculum list (IGETC) [II.A-79 CSU GE Breadth; II.A-80 IGETC List]. In response to the requirements of Senate Bill 1440, Cuyamaca College has developed 21 Associate of Art-Transfer (AA-T) and Associate of Science-Transfer (AS-T) degrees that have been approved by the CCCCO [II.A-81 AA-T-AS-T Webpage]. The articulation officer also works closely with Grossmont College to align courses for the benefit of students attending both colleges in the District. Academic issues of importance to the District are brought to the District Coordinating Executive Council (DCEC), and this council works to ensure high-quality academic programs and curriculum in the District [II.A-82 DCEC Agenda 10-22-18].

Analysis and Evaluation
All Cuyamaca College degrees and programs, as listed in the College Catalog, follow standard practices for higher education, including the attainment of at least 60 units for an associate degree. As evidenced by district policies and procedures as well as the College Catalog, Cuyamaca's degrees and programs include appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

Standard II.A.6.:
The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.3 (ER 9)

Evidence of Meeting the Standard
Evaluation of Learning Across Programs and Course Sequences
Cuyamaca College schedules courses in a manner that allows students to complete certificate and degree programs within a reasonable period of time which is consistent with established expectations in higher education. For programs that offer course sequences, department chairs and coordinators ensure that the learning outcomes and exit skills from lower courses map onto the entrance skills for the subsequent course in the Course Outline of Record (COR) [II.A-83 ENGL 99 COR; II.A-84 ENGL 120 COR]. Department chairs and coordinators additionally ensure that learning outcomes align well within the sequence. For example, the Center for Water Studies examined their Student Learning Outcomes (SLOs) across the course sequences for degrees as well as certificates and integrated additional math components into program courses in order to ensure student success in subsequent courses and successful completion of state certification exams.

In addition, the College recently adopted accelerated course sequences in English, Math, and ESL. In developing accelerated courses, department chairs, coordinators, and faculty evaluated learning outcomes statements and student learning data to create new course sequences with aligned and laddered outcomes statements [II.A-85 ESL 2A COR; II.A-86 ESL 2B COR]. Faculty in these programs regularly assess student learning outcomes at each level to determine the effectiveness of student skill acquisition throughout the course sequence. Faculty integrate these learning outcome data into department meetings and professional development opportunities and make adjustments to the course sequences accordingly. For instance, the ESL Department has been piloting different course sequence models, collecting success data, and revising course sequence patterns and support programs in order to best meet ESL student learning needs and increase completion of transfer-level English courses [II.A-87 ESL Throughput Report].

Aligning Class Schedules with Student Needs and Guided Pathways
As a result of analyzing enrollment management data, as well as course success and degree completion rates over the past two years, the instructional faculty and administrators assessed course offerings to see if they fit into its guided pathways efforts, which began in Fall 2017. These efforts are ongoing in light of the College's focus on fully implementing a guided student pathways framework over the next several years [II.A-88 CCCCO Pathways Work Plan]. As part of the College's guided pathways work, a cross-functional team is addressing action items related to Pillar 1, Clarify the Path, which include finalizing meta-majors and degree maps for all associate degrees and certificates of achievement by the end of 2019. The degree maps will inform both the educational planning process and schedule development [II.A-75 Degree Map Template; II.A-89 ILAT Agenda 2-4-19].

A renewed focus on efficiency has been placed on the College's Full-Time Equivalent Faculty (FTEF) expenditures in order to be more strategic in meeting student demand and in building an effective schedule that optimizes resource utilization. As such, the College created an enrollment management philosophy to better address student needs and interests while still maintaining a balance in curriculum. This philosophy resulted in a new allocation formula in which FTEF and FTES targets are assigned to departments and divisions. This approach was implemented in fall 2018 [II.A-90 ILAT Enrollment Management Slides 8-13-18]. The College uses a three-year moving average to help set the expectations for departments, programs, disciplines, and courses [II.A-91 Three-Year Moving Average Example - Biology]. Since the initial analysis and implementation, the College has increased course sections in areas with high demand, as evidenced by its improved efficiency in Fall 2018 over Fall 2017, as well as historical waitlist figures and fill rates. The College has already seen an increase in efficiency over the past year and expects to see further improvements over the next several years as a result of this shift in enrollment management practices [II.A-92 Daily Term Comparison Report].

In order to accommodate students' scheduling needs, the College also analyzes enrollment data to implement block scheduling Monday through Friday, in which courses are primarily scheduled in standard time blocks between 8:00 a.m. and 2 p.m. This ensures students are able to seamlessly move between classes without the possibility of overlap. In order to better meet students' alternate scheduling needs, flexible scheduling is also offered in the afternoons and evenings, as well as Fridays and Saturdays. The division deans enforce the schedule blocks to

ensure that sections are not offered unnecessarily across time blocks, thus freeing up rooms for ease of back-to-back scheduling and enabling students to take a full load during the day on either Tuesdays and Thursdays or Mondays and Wednesdays.

The regular rotation of program course offerings also addresses the College's guided pathways and degree completion goals, which include an increase of 6% for associate degrees and an increase of 9% for certificates [II.A-93 Spring 2019 KPI Standards and Targets]. Furthermore, the College offers Counseling services to help students plan their course-taking for their first year or across multiple years in order to fully meet their educational goals.

Evaluation of Course Scheduling Effectiveness
The College evaluates the effectiveness of its course schedule via a number of ways, including reviewing course fill rates, productivity figures, enrollment patterns, and student perception surveys. In order to ensure students are able to complete program and General Education (GE) courses in a reasonable period of time, the College conducts the Institutional Effectiveness (IE) Survey and Institutional Learning Outcome Survey to assess student perceptions [II.A-94 IE Survey - Students 2018; II.A-95 2017 ILO Survey Report]. The results of these recent surveys revealed that the vast majority of students believed they were able to access the courses needed to complete their GE courses (82%) and courses within their program of study (72%) in a reasonable amount of time; however, among recent graduates, there were some students who noted this as a challenge. Therefore, the College will continue to monitor perceptions in these areas to ensure student access to courses needed for program completion. This information will be used as a baseline for future surveys and a measure of progress toward the College's guided pathways transformation.

Analysis and Evaluation
The College schedules courses in a manner that allows students to complete their certificate and degree programs within a period of time consistent with established expectations in higher education. SLOs, entrance skills, and exit skills are clearly delineated in Course Outlines of Record. When courses are designed to be taken in sequence, the exit skills of the prerequisite class will match the entrance skills of the subsequent course to ensure the students are prepared for the next course in order to increase student success. The College uses block scheduling patterns to ensure that courses are scheduled in alignment with students' varying needs and availability. Institutional data, such as FTEF expenditures, fill rate, productivity figures, enrollment patterns and student surveys, are continuously analyzed to help build effective schedules which facilitate student completion and optimize resources.

Evidence of Meeting the Standard

Cuyamaca College is committed to advancing equity in student access and success as stated in its mission [II.A-1 Mission Webpage]. The College works to achieve equity in student success through its strategic priorities as well as equity and inclusivity framework [II.A-36 2016-2022 Strategic Plan; II.A-96 Equity Webpage]. The institution identifies students by subpopulations in order to meet their diverse needs [II.A-97 College-wide Demographic Report]. Through the Student Equity and Integrated Plan development process, the College examines equity gaps in student achievement and implements activities to address these gaps [II.A-98 2017 Student Equity Data Packet; II.A-99 SSEC Equity Plan Slides 4-12-19]. In order to meet student needs, the College uses multiple modes of course delivery, instructional methods, and support services. These include both online, on-campus, and hybrid courses and support services that can be accessed remotely and in-person.

Distance Education

The College offers a wide variety of distance education courses. The Online Teaching and Learning Committee (OTLC) guides the planning and evaluation process for Distance Education (DE) courses [II.A-11 OTLC Charge and Composition]. The OTLC develops the College's DE Plan, which provides recommendations regarding effective practices for online teaching and learning [II.A-14 DE Plan; II.A-100 Guide to Best Practices in Online Teaching]. The Committee also creates guidelines and criteria for determining appropriate delivery modes in order to support the success of the College's diverse populations [II.A-101 Preparation and Practice for Online Teaching]. In developing annual action items to improve student success in online courses, the DE Coordinator and OTLC examine data on DE student satisfaction, student demographics, and student achievement through the District's Research, Planning, and Institutional Effectiveness (RPIE) dashboards and the DE Report, which includes DE course success data [II.A-102 Fall 2018 DE Satisfaction Survey Results; II.A-103 Online Course Success Dashboard; II.A-12 2017 DE Report]. In addition, the College's curriculum review process includes a method for assessing whether courses are appropriate for various delivery modes [II.A-104 Distance Learning Proposal Form]. The College also conducts student perception surveys to ensure its course delivery methods are meeting student needs. For example, based on the 2018 Institutional Effectiveness survey, the vast majority of students (81%) indicated that the course delivery modes (e.g. online, face-to-face, hybrid) offered at Cuyamaca College support their success as students [II.A-94 IE Survey - Students 2018].

Assessing and Improving Student Learning

Through the established program review and SLO assessment processes, instructional faculty assess student learning and make adjustments to course delivery, instructional methods, and curriculum to ensure courses and programs are addressing the needs of the College's diverse student population. Furthermore, individual departments engage in reflection and planning to address student needs and reduce equity gaps across their courses. For example, in 2017-18, the

English Department conducted a series of department-wide workshops in which practitioners analyzed their own course-level retention and success data disaggregated by race and ethnicity, engaged in professional development on culturally responsive teaching and learning, and developed new approaches to implement in their courses to address equity gaps [II.A-40 English Equity Project Slides]. Building upon previous efforts and using the English project as a model, the Student Success and Equity (SSE) Faculty Coordinator now works with various departments to analyze their own practitioner-level data, engage in equity-minded professional development, such as the Summer Institute, and develop innovative approaches to meet students' diverse learning needs [II.A-105 SSE Faculty Coordinator Job Description; II.A-106 Summer Equity Institute Daily Agenda; II.A-107 Summer Institute CCEAL Presentation; II.A-108 ETI Math Presentation].

Integration of Instruction and Student Support Services
The College has a number of programs that are specially designed to address the needs of first-year students, first-generation college students, low-income students, current and former foster youth, veterans, and students with disabilities, among others [II.A-71 Pathway Academy Program Webpage; II.A-68 EOPS Webpage; II.A-69 DSPS Webpage; II.A-67 Campus Tutoring Centers Webpage; II.A-109 Veteran Resource Center Webpage]. These programs work collaboratively with instructional areas, such as the math, English, and ESL departments, as well as the History, Social and Behavioral Science Departments to provide comprehensive support to students and improve student learning and achievement.

Moreover, the College's tutoring centers and learning assistance programs provide support to diverse students across a multitude of subjects. All tutors are trained to address diverse student population's needs, including different learning styles, learning preferences, ability variances, and neural diversity, as noted in the Tutoring Training Syllabus [II.A-110 Tutor Training Syllabus]. The STEM Achievement Center and Writing Center both assess student progress and retention rates to evaluate their teaching and training methodologies, utilizing data provided by the Cuyamaca Institutional Effectiveness, Success, and Equity Office and GCCCD Research, Planning and Institutional Effectiveness Office [II.A-111 Writing Center Usage Course Success Report; II.A-112 English 120 and Math 160 Tutoring Report; II.A-113 Tutoring Demographics Report].

Analysis and Evaluation
Cuyamaca College offers workshops, trainings, and ongoing professional development for faculty on successful distance education strategies, learning styles, culturally relevant teaching, growth mindset, and other topics to ensure faculty remain current in learning theory and adjust classroom practices to create supportive, engaging, and validating learning environments for all students. Regular collaborative efforts across the campus take place among Instruction, Student Services, and the Institutional Effectiveness, Success, and Equity (IESE) Office to provide opportunities to the campus at large which promote engagement, validation, and equity.

Standard II.A.8.:
The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard
Cuyamaca College does not use department-wide or program examinations.

Analysis and Evaluation
The College does not use department-wide or program examinations as a requirement for student entry into or exit from a program of study.

Standard II.A.9.:
The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard
Cuyamaca College awards course credit, degrees, and certificates based on student attainment of learning outcomes, in accordance with accepted norms in higher education. Board Policy and Administrative Procedure 4020 outline the credit hour guidelines as part of the College's curriculum development process [II.A-114 BP 4020; II.A-115 AP 4020]. Units of credit are based on the Carnegie Unit System, as noted in the Cuyamaca College Catalog, and adhere to applicable state and federal regulations [II.A-116 34 Code of Federal Regulations Part 600; II.A-117 CCR 55002; II.A-118 CCCCO Student Attendance and Accounting Manual Chapter 3; II.A-119 Carnegie Unit System]. Units of credit are reflected in both the course description in the Cuyamaca College Catalog and the official course outline of record [II.A-120 College Catalog p. 124]. All credit courses offered at the College are approved by the Governing Board and California Community College Chancellor's Office (CCCCO) prior to being offered.

In line with the College's educational philosophy and Institutional Learning Outcomes (ILOs), faculty members articulate the skills and abilities students will have upon successful completion of a course as Student Learning Outcomes (SLOs) on Course Outlines of Record (COR) and syllabi [II.A-121 College Catalog p. 7]. Course objectives reflect and align with the learning outcomes on CORs. For example, the SLOs for HIST 118 (U.S. History: Chicano/a Perspectives I) and BIO 130 (General Biology I) distill a wide range of course objectives into assessable, higher order skill-based outcome statements [II.A-122 BIO 130 COR; II.A-123 HIST 118 COR]. Similarly, the COR for ASL 120 (American Sign Language I) innovatively arranges course objectives by thematic groupings, and then uses those same groupings for the learning outcomes statements to foster alignment [II.A-124 ASL 120 COR].

Faculty members specify methods of evaluation and assessment, such as quizzes, tests, formal essays, performances, projects, and portfolios, for learning outcomes on COR and the syllabi [II.A-125 MATH 160 COR; II.A-126 OH 120 COR]. These standards are outlined on the College's Syllabus Design Guidelines [II.A-127 Syllabus Design Guidelines]. Criteria for evaluation of SLOs and subsequent credit awards are additionally stated in the Philosophy of General Education, which can be found in the Cuyamaca College Catalog [II.A-128 College Catalog p. 42].

Board Policy and Administrative Procedure 4100 outline the College's degree and certificate graduation requirements [II.A-129 BP 4100; II.A-130 AP 4100]. All programs are approved by the Governing Board and CCCCO prior to being offered at the College. The minimum number of credit hours required to complete a program of study is established in accordance with AP 4100 and are detailed in the College Catalog [II.A-131 College Catalog - Associate Degree Programs and Certificates]. The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. In several programs, Program Learning Outcomes (PLOs) are formally mapped to course level outcomes in TracDat, and assessments at the course level are reviewed from a program-level perspective [II.A-132 Art SLO to PLO Mapping]. However, due to a history of significant turnover in faculty assessment leadership, not all course SLOs are formally mapped to PLOs in the TracDat system. The College's 2019 IEPI Innovation and Effectiveness Plan outlines SLOAC's action plan for improving documentation of links between course SLOs and PLOs and building a robust culture of direct assessment for PLOs [II.A-133 IEPI Plan 2019].

Analysis and Evaluation
The College awards credit based on student achievement of the course's SLOs and guidelines for awarding credit, which are stated in the catalog. As evidenced by board policies, administrative procedures, and the College Catalog, units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Federal standards are used for clock-to-credit-hour conversions in the awarding of credit. The achievement of SLOs, as noted in CORs and throughout the curriculum development process, is the basis for awarding degrees and certificates.

Actionable Improvement Plan #2

While the College meets the standard, it recognizes that additional work is needed to more fully address all aspects of the standard and improve overall institutional effectiveness. The College is currently working to improve the infrastructure and culture of outcome assessment on the campus through its IEPI PRT experience. Specifically, the College has developed an IEPI Innovation and Effectiveness Plan to strengthen its processes for PLO and ILO assessment and improvement as well as instructional and student services SLO assessment tools, resources, and technology.

Evidence of Meeting the Standard

Cuyamaca College makes its transfer-of-credit policies readily available to students through the College Catalog and website [II.A-134 College Catalog p. 18-19]. As stated in the catalog, students who completed coursework at regionally accredited institutions must submit an official transcript to the Admissions and Records Office for formal evaluation. As outlined in Administrative Procedure 4235, the College also provides for transfer of Advanced Placement (AP) credit, International Baccalaureate (IB), College Level Examination Program (CLEP) and military credit [II.A-135 AP 4235; II.A-136 College Catalog p. 47-49]. Information on transcript evaluation can be found on the College's Admissions and Records Website [II.A-137 Admissions Transcript Evaluations Website]. Courses are evaluated to determine if they meet General Education (GE), major, and/or elective credit. Admissions and Records evaluators utilize course outlines of records or COR's, course syllabi, and course descriptions to determine equivalencies [II.A-138 BIO 140 COR; II.A-139 BUS 156 COR; II.A-140 MATH 60 COR; II.A-141 PSYC 120 COR]. Courses approved for GE at a California Community College may be utilized to meet the College's GE requirements. As courses from outside institutions are evaluated, the information is stored in the College's degree audit system [II.A-142 Degree Audit Report Webpage].

For Associate Degrees for Transfer (ADT), the College follows Senate Bill 1440 legislation in awarding credit [II.A-143 Transfer Center ADT Presentation; II.A-144 SB 1440; II.A-145 Reciprocity Agreement]. Students who earned college credit from a foreign institution must have their transcripts evaluated and translated by the National Association of Credential Evaluation Services (NACES) [II.A-146 NACES Webpage]. Once processed, official foreign transcripts can be formally evaluated by the College's Admissions and Records Office.

As outlined in Administrative Procedure 4050 the Articulation Officer regularly works with four-year university staff and faculty to ensure that a range of course transfer options are available to students [II.A-147 AP 4050]. Course-to-course articulation occurs throughout the academic year for both CSUs and UCs, as gaps in articulation are identified. ASSIST.org is the repository for established CSU and UC articulation agreements [II.A-148 ASSIST Webpage]. The College's articulation website includes links to articulation agreements for private and out-of-state institutions [II.A-149 Articulation Transfer Guides Website].

Analysis and Evaluation

Through the College Catalog and website, Cuyamaca College makes available to students its transfer-of-credit policies. The College communicates clearly defined academic policies and

procedures through the College Catalog to allow for the seamless transferring of college credit. The Articulation Officer works to ensure courses are articulated to four-year universities, collaborating with faculty, evaluators, staff and administrators as necessary. Finally, the College regularly reviews and updates administrative procedures that guide the transferring in of Advanced Placement (AP) credit, International Baccalaureate (IB), College Level Examination Program (CLEP) and military credit.

> **Standard II.A.11.:**
> **The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

Evidence of Meeting the Standard

The College has Institutional Learning Outcomes (ILOs) which are applied to all degrees and programs in the following areas [II.A-150 ILO Webpage]:

- Communication Competency
- Information Literacy
- Critical Thinking Competency
- Cultural Competency
- Academic and Personal Responsibility

Assessment of these institutional outcomes is achieved through an indirect assessment, the ILO Student Survey [II.A-95 2017 ILO Survey Report; II.A-151 2018 ILO Survey Results]. These core competencies, along with Program Learning Outcomes (PLOs) serve as the expected learning outcomes for Cuyamaca College associate degree graduates.

As the Cuyamaca College Catalog notes, the ILOs serve as a promise to the community that the College's graduates and those transferring to a four-year college or university will be able to demonstrate the knowledge, skills, and abilities contained within all of the ILOs. Student mastery of these core competencies is achieved through General Education (GE) and discipline-specific courses [II.A-121 College Catalog p. 7]. Cuyamaca College students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills, and abilities specified within one or more of the ILOs. The College's Student Learning Outcomes and Assessment Committee (SLOAC) facilitates the review and revision process for ILOs [II.A-152 SLOAC Minutes 9-17-18]. Based on a deep discussion of ILO Survey results from 2017 and 2018, as well as technical assistance provided by an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT), in Spring 2019 SLOAC recommended revisions to the ILOs to eliminate redundancies, improve clarity, and more clearly align with the College's core values [II.A-153 ILO Recommended Revisions; II.A-132 IEPI Plan 2019]. The ILO revisions were approved by the Academic Senate and College Council and are expected to be adopted as of the 2019-20 academic year [II.A-154 Academic Senate Minutes 4-25-19].

The College's ILOs also serve as its General Education learning outcomes. The General Education component of Cuyamaca College's associate degree requirements is designed to advance student knowledge, skills, and abilities in the following areas: oral and written communication, physical and natural sciences, arts and humanities, and social and behavioral sciences [II.A-128 College Catalog p. 42; II.A-155 ILO - ACCJC Competency Crosswalk]. The College's General Education pattern is designed to ensure students build their competencies in effective communication, identifying, evaluating, and utilizing information, applying critical thinking skills to make informed decisions, interacting effectively with people of diverse backgrounds, and setting and achieving academic and personal goals. All General Education program components adhere to curriculum standards that include clear Student Learning Outcomes and measurements of evaluation for those outcomes, and must be approved by the Curriculum Committee. Program Learning Outcomes (PLOs) are identified in the College Catalog and in the TracDat accountability management system.

Analysis and Evaluation
Through its curriculum and student learning assessment processes and structures, Cuyamaca College has developed ILOs that align with the following core competencies: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College has historically assessed these learning outcomes through a student survey but after input from the IEPI PRT is currently exploring other ways to engage in direct and indirect assessment of its revised ILOs.

Actionable Improvement Plan #2

While the College meets the standard, it recognizes that additional work is needed to more fully address all aspects of the standard and improve overall institutional effectiveness. The College is currently working to improve the infrastructure and culture of outcome assessment on the campus through its IEPI PRT experience. Specifically, the College has developed an IEPI Innovation and Effectiveness Plan to strengthen its processes for PLO and ILO assessment and improvement as well as instructional and student services SLO assessment tools, resources, and technology.

Standard II.A.12.:
The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

In line with district policies and procedures, Cuyamaca College requires all degree programs to integrate a General Education component in their curriculum based on a carefully-considered and faculty-developed philosophy as stated in the College Catalog [II.A-76 BP 4025; II.A-77 AP 4025; II.A-128 College Catalog p. 42]. The General Education (GE) philosophy is reflected in the College's degree requirements, and students must complete a GE pattern in order to obtain an associate degree. The College allows students to select their GE pattern from a menu of three choices: 1) the local GE pattern; 2) the IGETC CSU/IGETC UC GE pattern; or 3) the CSU GE pattern. The Cuyamaca College GE associate degree GE pattern consists of a minimum of 22 units across the following GE breadth areas: A) Language and Rationality, B) Natural Sciences, C) Humanities, and D) Social and Behavioral Sciences. The College's GE pattern and associated courses align with its Institutional Learning Outcomes (ILOs), as stated in the College Catalog. In addition, the College Catalog clearly states the course requirements for every academic and vocational degree program [II.A-156 College Catalog p. 56-59]. Each associate degree requires both a demonstrated proficiency in a specialized field of study and completion of the College GE requirements.

The Curriculum Committee, consisting primarily of faculty members representing various instructional programs, approves all courses for GE via an application, robust peer review process, and a variety of associated documentation [II.A-45 Curriculum Committee Charge and Composition]. In addition to determining the appropriateness of a course for GE, the Curriculum Committee also ascertains whether a course can be offered through distance education [II.A-104 Distance Learning Proposal Form]. Finally, the College relies on the expertise of the faculty during the Curriculum Committee review process to determine the appropriateness of each course for GE by examining the courses' stated learning outcomes. The Curriculum Committee has primacy in GE matters and makes recommendations to the Academic Senate regarding related academic policies and procedures.

Analysis and Evaluation

All Cuyamaca College academic and vocational associate degree programs require students to complete a GE pattern, as stated in the College Catalog. GE courses are carefully selected by the Curriculum Committee and clearly communicated to students via the College Catalog. Through

active participation on the Curriculum Committee, faculty use learning outcomes to determine the appropriateness of each course for inclusion in the GE curriculum.

> **Standard II.A.13.:**
> **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.**

Evidence of Meeting the Standard
Each Cuyamaca College academic program includes study in at least one area of focus or an interdisciplinary core. As part of the program review process, faculty discuss and assess the effectiveness of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) to determine if changes are necessary [II.A-157 Exercise Science Comprehensive PR 2017-18; II.A-158 Exercise Science SLO to PLO Mapping]. Per district policies and procedures, discipline faculty routinely update their SLOs and PLOs as individual programs are modified in order to align with four-year colleges and universities and/or to meet community or industry needs [II.A-159 BP 4050; II.A-147 AP 4050]. In addition, per Administrative Procedure 4022, all courses and programs go through the curriculum approval process to ensure that they are meeting the goals set forth in the college mission and strategic plan [II.A-160 AP 4022].

The Curriculum Committee incorporates a range of institutional stakeholders who are involved in the process of determining the appropriateness of course learning outcomes and programs offered [II.A-45 Curriculum Committee Charge and Composition]. In an effort to ensure valid measures of student learning are in place, all programs go through the program review process, which includes one comprehensive program review followed by three annual updates on a four-year cycle. Additionally, the Curriculum Committee reviews each course on a five-year cycle for currency, relevancy, and updated SLOs [II.A-5 Five-Year Curriculum Review Process]. This process ensures that all courses across the campus are assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes. Any course failing to meet this updated five-year review process will not appear on the class schedule until it has been updated and reviewed by the Curriculum Committee [II.A-6 Five-Year Curriculum Review Cycle 2018-2019]. New programs are required to meet rigorous standards set by the California Community Colleges Chancellor's Office (CCCCO) in the Program and Course Approval Handbook (PCAH) [II.A-161 CCCCO PCAH].

Analysis and Evaluation
Cuyamaca College's associate degrees, certificate programs, and certificates of specialization provide study in at least one area of inquiry or an established interdisciplinary core. Learning outcomes for programs and courses are subject to regular and rigorous review through the College's curriculum, program review, and assessment processes in order to ensure mastery of key theories and practices within various fields of study.

Standard II.A.14.:
Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The institution verifies and maintains currency of employment opportunities and other external factors in all of its career technical disciplines through the Workforce Development Council (WDC) [II.A-162 WDC Charge and Composition]. WDC members engage in discussions of career education-related data for program planning [II.A-163 WDC Minutes 5-21-18; II.A-164 WDC Minutes 9-17-18; II.A-165 CTE Data Workshop Fall 2017]. Numerous state and federal funding initiatives utilize similar outcome metrics for the establishment of performance-based funding expectations through the use of Labor Market Information (LMI) as well as completion and job placement data. In addition, each Career Technical Education (CTE) program is reviewed by the Governing Board on a bi-annual basis to ensure currency and relevance, as well as to discuss program outcomes [II.A-10 CTE Program Review for Governing Board 2016-17; II.A-166 CTE Program Review for Governing Board 2017-18].

Cuyamaca College determines competency levels and measurable Student Learning Outcomes (SLOs) based upon faculty expertise and input from industry representatives. CTE programs are required to meet bi-annually with external industry advisory committees. These advisory committees support CTE programs in verifying student learning outcomes as technical and professional competencies to meet employment standards and prepare students for external certification. The College's instructional programs also conduct annual analysis and planning through the program review process. As part of the comprehensive program review process, which occurs every four years with annual updates in intervening years, CTE programs are required to analyze labor market needs assessments and submit evidence of advisory committee meetings and action plans [II.A-167 Water/Wastewater Studies Comprehensive PR 2017-18; II.A-168 Business Comprehensive PR 2016-17; II.A-52 Child Development Comprehensive PR 2017-18]. The CTE program review is evaluated by the Program Review Steering Committee [II.A-2 PRSC Charge and Composition].

The College's Career Education programs are designed to meet regional and national industry needs. Industry partnerships, such as the Ford ASSET program in Automotive Technology, CISCO Academy, and Center for Water Studies ensure the region's students have access to training programs linked to specific, in-demand career and industry areas [II.A-169 Ford ASSET Program Webpage; II.A-170 CISCO Academy Webpage; II.A-171 Center for Water Studies Webpage]. These partnerships help Cuyamaca College stay current with regional workforce needs and provide future planning in order to prepare students for their respective professions [II.A-172 Career Education Programs Webpage].

Analysis and Evaluation

The College ensures graduates completing career technical certificates and degrees demonstrate technical and professional competencies which meet employment standards and other applicable standards. Through its program review process and bi-annual CTE program Governing Board

review process, the College evaluates its CTE programs to ensure graduates exhibit preparation for external licensure and certification. In addition, the institution maintains currency of employment opportunities in all of its career-technical disciplines through faculty expertise and input from industry representatives on its external advisory committees.

> **Standard II.A.15.:**
> **When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

Evidence of Meeting the Standard

The College has established procedures regarding program elimination, including the process by which enrolled students will be able to complete their education in a timely manner with a minimum of disruption. Cuyamaca College adheres to the District's program discontinuance policy and procedure when elimination of a program is required [II.A-173 BP 4021; II.A-174 AP 4021]. If necessary, the department chair and the dean develop a modification of the major to ensure that students can complete their educational goals in the event that a program is discontinued. Cuyamaca College's policy to address major changes or elimination of programs is found in the College Catalog [II.A-175 College Catalog p. 34].

In addition, the procedure for program discontinuance is clearly communicated directly to affected students. Counselors, faculty, and staff provide students in their programs with updated information about impending changes. If necessary, the department chair and dean develop modifications to the major to ensure students can complete their educational goals in the rare instances of program discontinuance [II.A-176 Modifications of Major Form]. A notice is placed in the College Catalog that explains the changes, and students are given a timeline for program completion and/or advised of options [II.A-177 College Catalog p. 52]. When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements to allow enrolled students to complete their education in a timely manner.

Analysis and Evaluation

The College Catalog, class schedules, website, counselors, and faculty provide students with notification or changes to program requirements and elimination of programs. Students are notified in writing of any program elimination. In the rare instance of program discontinuance, the College makes arrangements for students to modify and complete their program of study.

> **Standard II.A.16.:**
> **The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre- collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

Evidence of Meeting the Standard

The College engages in regular evaluation and continuous improvement of its courses and programs through its program review processes. These processes are linked to college-wide planning and resource allocation in order to ensure alignment across the College and to facilitate achievement of the College's strategic goals.

The program review process is consistently followed for all college programs, regardless of the type of program, including collegiate and developmental, online and in-person, General Education (GE) and Career Technical Education (CTE) courses and programs. Every program on campus is required to submit four-year comprehensive program reviews as well as annual updates, and peers who serve on the committee ensure that these reports accurately reflect the necessary criteria.

Each year, through the program review process, instructional programs analyze their respective student learning and achievement data, overall and disaggregated, or service area outcome data and relevant performance indicators, report on previously-established goals, and develop action items for the subsequent academic year. All program reviews are submitted in February and are reviewed by peers who serve on the new Program Review Steering Committee (PRSC) [II.A-2 PRSC Charge and Composition].

Prior to 2019, the College's Instructional Program Review and Planning Committee (IPRPC) served as the instructional program review body. IPRPC evaluated the effectiveness of its courses and programs throughout the four-year program review cycle. The PRSC has taken on these responsibilities and plans for 2019-20 include committee members assisting and guiding the program review authors during the program review development process to ensure high-quality analyses, evaluations, and action plans [II.A-31 PRSC Feedback Form].

During the first year of the program review cycle, instructional programs prepare a comprehensive program review, which includes an analysis of program strengths, challenges, opportunities, Student Learning Outcome (SLO) and Program Learning Outcome (PLO) results, and significant action items [II.A-3 Instructional Comprehensive PR Template 2018-19]. This analysis includes student achievement data, labor market data as applicable, curriculum review cycle and associated updates to ensure relevancy, and goal-setting, aligned with college strategic goals, in order to address any issues noted in the review of the student learning and achievement data, enrollment demand and productivity data, labor market data, contextual program information, or labor market trends. Program review authors submit a summary of resource needs associated with program goals and action items. Therefore, each program is required to

maintain relevancy, appropriateness, achievement of SLOs and PLOs, currency, and planning for the future.

In each subsequent year of the four-year program review cycle, instructional programs prepare an annual update that includes the following: a summary of program changes in the previous year, an analysis of student learning and achievement data, implications for practice, updates on previously established goals and action items, and subsequent year goals and action items [II.A-4 Instructional PR Update Template 2018-19].

The results of program evaluation are used in institutional planning. As such, the College's program review process includes the following features:
- Facilitating program improvement through review of discipline analysis of learning outcomes assessment at the course and program levels
- Evaluating discipline plans and prioritizing activities based upon the college, unit, and department goals
- Using program review data, goals, and plans as a foundation for prioritization of faculty and classified positions, facilities improvements, professional development needs, curriculum planning, and budget allocation
- Creating continuous dialogue among departments regarding program effectiveness
- Providing the departments and college with feedback and suggestions on program effectiveness in relation to student learning, discipline, department and unit goals, with respect to the goals and mission of the College
- Evaluating the unit's program review and planning practices and effectiveness and making recommendations for improvement

Several significant changes and improvements have occurred as a result of programs conducting self-evaluations for effectiveness. For example, as a result of analyzing student course success and retention rates, along with graduation rates in 2012, the College started acceleration in basic skills math courses through Math 096 (Preparation for Statistics). Due to the success of this accelerated class, the College began a new acceleration program which resulted in the current Math Pathways Program. Previously, three levels below transfer were offered; however, this was recently revised so that now only one level below transfer is offered, Math 110 (Intermediate Algebra) with a Math 010 support course for students who need additional assistance. In addition, supplemental support courses are provided for all first-tier transfer-level math classes and placement policies have been updated to include multiple measures such as high school GPA and highest math class taken. The College is consistently collecting data through internal evaluation research, and other state-provided resources, such as the California Community College Chancellor's Office (CCCCO) Data Mart and the Student Success Scorecard, to assess the efficacy of these changes and to implement further improvements [II.A-178 Data Mart Webpage; II.A-179 Student Success Scorecard]. As a result of the accelerated and corequisite math course accomplishments, Cuyamaca College also began offering accelerated and corequisite courses in English Fall 2016. As of Fall 2018, the English Department started implementing multiple measures placement for students and scaled up its successful corequisite support model. The English Department's innovative work has resulted in significant improvements in student completion of transfer-level English within one year as well as reduced equity gaps in placement and transfer-level English completion. Based on recent data collected

comparing math and English one-year throughput in traditional versus accelerated pathways, underprepared students in accelerated pathways are completing transfer-level math and English at much higher rates, as noted in Tables 31 and 32.

Table 31. One-Year Throughput Rates for First-time Underprepared Students

Cuyamaca First-Time Underprepared Students	Traditional Math Pathway (Fall 2015)		Accelerated Math Pathway (Fall 2016)	
	Cohort Throughput Rate	Cohort Size	Cohort Throughput Rate	Cohort Size
	%	#	%	#
Foster youth	0%	5	20%	5
At least one disability	4%	23	43%	21
Veteran	20%	10	10%	10
Economically disadvantaged	10%	223	39%	185
Asian	14%	14	50%	16
Black non-Hispanic/Latino	5%	19	40%	25
Hispanic/Latino	7%	123	38%	144
White non-Hispanic/Latino	14%	153	43%	136
Two or more races/ethnicities	11%	28	27%	15
Unknown/other	0%	3	33%	3
B-STEM	14%	235	36%	236
Not B-STEM	3%	105	50%	103
STEM	14%	232	32%	213
Not STEM	3%	108	54%	126
Overall (underprepared)	**11%**	**340**	**40%**	**339**

Source: Cuyamaca College Institutional Effectiveness, Success, and Equity Office (2018)

Table 32. One Year English Throughput Rates for All First-time Students

Cuyamaca First-Time Students	Traditional English Pathway (Fall 2011)		Accelerated English Pathway (Fall 2016)	
	Cohort Throughput Rate	Cohort Size	Cohort Throughput Rate	Cohort Size
	%	#	%	#
Foster youth	0%	1	33%	3
At least one disability	9%	34	48%	31
Veteran	23%	13	82%	11
Economically disadvantaged	11%	205	60%	256
Asian	0%	14	70%	23
Black non-Hispanic/Latino	4%	24	42%	38
Hispanic/Latino	17%	210	53%	221
White non-Hispanic/Latino	21%	151	67%	200
Two or more races/ethnicities	20%	30	59%	32
Unknown/other	25%	8	75%	4
Overall	**17%**	**437**	**59%**	**518**

Source: Cuyamaca College Institutional Effectiveness, Success, and Equity Office (2018)

Moreover, Cuyamaca College has recently piloted accelerated courses for ESL students with promising data collected in a comparison of traditional and new ESL pathways through spring 2018, which have demonstrated significantly higher success rates in transfer-level English within three semesters. In the traditional ESL 096 and 100 pathway, no students were able to complete transfer-level English within three semesters; however, with the new accelerated ESL 1A course, which replaced ESL 096 and ESL 100, 24% of students completed transfer-level English within three semesters [II.A-87 ESL Throughput Report]. Additionally, with the traditional ESL 106 pathway, no students completed transfer-level English within one year; however, with the new accelerated ESL 2A course, which replaced ESL 106, 48% of students completed transfer-level English within one year.

These examples demonstrate that the College's self-evaluation and program improvement efforts have significantly benefited traditionally underprepared students in completing their academic goals.

Analysis and Evaluation
Cuyamaca College has established a robust and aligned program review process focused on improvement, and program-level data are systematically examined and analyzed to inform program planning and continuous improvement. Departments reflect on program student learning and achievement, other applicable data, such as labor market information for career education programs, program curriculum, and contextual information in order to develop action plans to improve program outcomes.

Standard II.A Evidence

II.A-1	Mission Webpage
II.A-2	PRSC Charge and Composition
II.A-3	Instructional Comprehensive PR Template 2018-19
II.A-4	Instructional PR Update Template 2018-19
II.A-5	Five-Year Curriculum Review Process
II.A-6	Five-Year Curriculum Review Cycle 2018-19
II.A-7	LaunchBoard
II.A-8	Centers of Excellence
II.A-9	IESE Website
II.A-10	CTE Program Review for Governing Board 2016-17
II.A-11	OTLC Charge and Composition
II.A-12	2017 DE Report
II.A-13	Sample College-wide Data Report
II.A-14	DE Plan
II.A-15	2017 DE Annual Review
II.A-16	Regular and Effective Contact Policy
II.A-17	Evaluating Online Courses
II.A-18	Syllabus Template
II.A-19	Quest/Smarter Measure
II.A-20	Online Teaching Excellence PD Webpage
II.A-21	SLOAC Charge and Composition
II.A-22	IEC Minutes 4-4-18
II.A-23	Academic Senate Minutes 5-10-18
II.A-24	Spring 2018 Retreat Agenda
II.A-25	Spring 2018 Retreat Slides
II.A-26	Spring 2018 Retreat Data Packet
II.A-27	Spring 2018 Retreat Group Discussion Questions
II.A-28	Governing Board Strategic Plan Presentation 6-19-18

Standard II.A Evidence (Continued)

II.A-29	English Comprehensive PR 2018-19
II.A-30	Chemistry Comprehensive PR 2018-19
II.A-31	PRSC Feedback Form
II.A-32	Four-Year Program Review Cycle
II.A-33	ROC Charge and Composition
II.A-34	ROC Minutes 5-1-19
II.A-35	Rice Award Press Release
II.A-36	2016-2022 Strategic Plan
II.A-37	Growth Mindset Workshop Invite
II.A-38	Marchand SLO Workshop Slides
II.A-39	English SLO Report
II.A-40	English Equity Project Slides
II.A-41	Math Equity in Teaching Institute Slides
II.A-42	AUTO 122 COR
II.A-43	COMM 110 COR
II.A-44	WWTR 101 COR
II.A-45	Curriculum Committee Charge and Composition
II.A-46	Faculty Handbook
II.A-47	Sample Syllabus Email to Faculty
II.A-48	SLO Assessment Entry Form
II.A-49	2018 IP Survey Results
II.A-50	SLO Assessment Plan Template
II.A-51	Academic Senate Minutes 9-13-18
II.A-52	Child Development Comprehensive PR 2017-18
II.A-53	Faculty Professional Development Calendar
II.A-54	Example ESL SLO Meeting Notes
II.A-55	Example World Languages SLO Meeting Notes
II.A-56	September 2018 SLO Workshops
II.A-57	October 2018 SLO Workshops
II.A-58	Curriculum Technical Review Subcommittee Charge and Composition
II.A-59	College Catalog
II.A-60	STEM Math Pathway
II.A-61	Business Math Pathway
II.A-62	General Math Pathway
II.A-63	Math 110 COR
II.A-64	Math 176 COR
II.A-65	Entrance Skills
II.A-66	Exit Skills
II.A-67	Campus Tutoring Centers Webpage
II.A-68	EOPS Webpage

Standard II.A Evidence (Continued)

II.A-69	DSPS Webpage
II.A-70	CalWORKs Webpage
II.A-71	Pathway Academy Webpage
II.A-72	Umoja Webpage
II.A-73	Biology PR Update 2017-18
II.A-74	ASL PR Update 2018-19
II.A-75	Degree Map Template
II.A-76	BP 4025
II.A-77	AP 4025
II.A-78	College Catalog - Degree Requirements and Transfer Information
II.A-79	CSU GE Breadth
II.A-80	IGETC List
II.A-81	AA-T-AS-T Webpage
II.A-82	DCEC Agenda 10-22-18
II.A-83	ENGL 99 COR
II.A-84	ENGL 120 COR
II.A-85	ESL 2A COR
II.A-86	ESL 2B COR
II.A-87	ESL Throughput Report
II.A-88	CCCCO Pathways Work Plan
II.A-89	ILAT Agenda 2-4-19
II.A-90	ILAT Enrollment Management Slides 8-13-18
II.A-91	Three-year Moving Average Example: Biology
II.A-92	Daily Term Comparison Report
II.A-93	Spring 2019 KPI Standards and Targets
II.A-94	IE Survey - Students 2018
II.A-95	2017 ILO Survey Report
II.A-96	Equity Webpage
II.A-97	College-wide Demographic Report
II.A-98	2017 Student Equity Data Packet
II.A-99	SSEC Equity Plan Slides 4-12-19
II.A-100	Guide to Best Practices in Online Teaching
II.A-101	Preparation and Practice for Online Teaching
II.A-102	Fall 2018 DE Satisfaction Survey Results
II.A-103	Online Course Success Dashboard
II.A-104	Distance Learning Proposal Form
II.A-105	SSE Faculty Coordinator Job Description
II.A-106	Summer Equity Institute Daily Agenda
II.A-107	Summer Institute CCEAL Presentation
II.A-108	ETI Math Presentation

Standard II.A Evidence (Continued)

II.A-109	Veteran Resource Center Webpage
II.A-110	Tutor Training Syllabus
II.A-111	Writing Center Usage Course Success Report
II.A-112	English 120 and Math 160 Tutoring Report
II.A-113	Tutoring Demographics Report
II.A-114	BP 4020
II.A-115	AP 4020
II.A-116	34 Code of Federal Regulations Part 600
II.A-117	CCR 55002
II.A-118	CCCCO Student Attendance and Accounting Manual Chapter 3
II.A-119	Carnegie Unit System
II.A-120	College Catalog p. 124
II.A-121	College Catalog p. 7
II.A-122	BIO 130 COR
II.A-123	HIST 118 COR
II.A-124	ASL 120 COR
II.A-125	MATH 160 COR
II.A-126	OH 120 COR
II.A-127	Syllabus Design Guidelines
II.A-128	College Catalog p.42
II.A-129	BP 4100
II.A-130	AP 4100
II.A-131	College Catalog - Associate Degree Programs and Certificates
II.A-132	Art SLO to PLO Mapping
II.A-133	IEPI Plan 2019
II.A-134	College Catalog p.18-19
II.A-135	AP 4235
II.A-136	College Catalog p. 47-49
II.A-137	Admissions Transcript Evaluations Website
II.A-138	BIO 140 COR
II.A-139	BUS 156 COR
II.A-140	MATH 60 COR
II.A-141	PSYC 120 COR
II.A-142	Degree Audit Report Webpage
II.A-143	Transfer Center ADT Presentation
II.A-144	SB 1440
II.A-145	Reciprocity Agreement
II.A-146	NACES Webpage
II.A-147	AP 4050
II.A-148	ASSIST.org

Standard II.A Evidence (Continued)

II.A-149	Articulation Transfer Guides Website
II.A-150	ILO Webpage
II.A-151	2018 ILO Survey Results
II.A-152	SLOAC Minutes 9-17-18
II.A-153	ILO Recommended Revisions
II.A-154	Academic Senate Minutes 4-25-19
II.A-155	ILO - ACCJC Competency Crosswalk
II.A-156	College Catalog p. 56-59
II.A-157	Exercise Science Comprehensive PR 2017-18
II.A-158	Exercise Science SLO to PLO Mapping
II.A-159	BP 4050
II.A-160	AP 4022
II.A-161	CCCCO PCAH
II.A-162	WDC Charge and Composition
II.A-163	WDC Minutes 5-21-18
II.A-164	WDC Minutes 9-17-18
II.A-165	CTE Data Workshop Fall 2017
II.A-166	CTE Program Review for Governing Board 2017-18
II.A-167	Water/Wastewater Studies Comprehensive PR 2016-17
II.A-168	Business Comprehensive PR 2016-17
II.A-169	Ford ASSET Program Webpage
II.A-170	CISCO Academy Website
II.A-171	Center for Water Studies Webpage
II.A-172	Career Education Programs Webpage
II.A-173	BP 4021
II.A-174	AP 4021
II.A-175	College Catalog p. 34
II.A-176	Modifications of Major Form
II.A-177	College Catalog p. 52
II.A-178	Data Mart Webpage
II.A-179	Student Success Scorecard

Standard II.B.1.:
The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard
Library Services

The Cuyamaca College Library mission is to develop student information literacy skills upon completion of their academic goals. The Library functions both as an instructional unit and as a student services unit which supports all students and faculty on campus and online. The Library faculty and Library Technicians work together to develop a current and balanced collection of print, multi-media, and electronic resources which support Cuyamaca College curricula. Library faculty select material according to the Library Collection Development Policy [II.B-1 Collection Development Policy]. Librarians choose materials directly related to the curriculum of the College, and subject area faculty members are consulted as to needs for specific course content. Additional materials are selected by librarians through use of professional selection tools, such as library review journals, as well as through faculty and student requests. The Library inventories the collection in order to increase users' ability to more easily locate materials listed on the College's research database. Inventory of the entire collection was completed in 2015 followed by partial inventory in 2018 [II.B-2 Library Inventory Statistics; II.B-3 Fall 2018 Inventory Update]. The Library has met its effectiveness criteria with 95% of the physical collection matching catalog records.

As of Fall 2018, the Library had a collection of 44,109 print titles, 78,675 e-books, 1,067 AV titles, and 10 database subscriptions which provide access to over 20,000 full-text journals, news, and magazine titles [II.B-4 Library Item Count Fall 2018]. The Library's collection is searchable through the SirsiDynix Symphony library system which allows users to view the collections 24/7. In January 2019 the College and the District participated in the California statewide purchase of a new learning services platform. The Library collaborated with District Information Technology (IT) and Grossmont College Library to ensure a smooth transition from SirsiDynix to the new learning service platform Ex-Libris. To ensure the quality, depth, and currency of collections, librarians keep current on new course additions and program modifications. Library faculty work with discipline faculty to complete a Library Survey Form, which identifies any gaps in the Library's collection in order to better support specific course Student Learning Outcomes (SLOs) [II.B-5 Library Course Addition Webpage].

The Library is open to all students, faculty, staff, and community members. Library hours are scheduled in the morning until after the beginning of evening classes to provide access to reference assistance, collections, and study space [II.B-6 Library Hours Webpage]. Furthermore, the Library website provides 24/7 support through databases, remote reference help for students

via Questionpoint, as well as class and discipline-specific research guides [II.B-7 Research Guides].

Library Support for Instructional Programs
The Library provides information literacy instruction to help students build skills such as how to access and analyze library sources. The Library's information literacy program consists of in-person library instruction sessions and reference instruction. Librarians are assigned specific subject areas to serve as liaisons for faculty in different academic departments, promoting library instruction sessions, collaborating on assignments, keeping subject faculty up-to-date on the Library's services and materials, and seeking input from faculty regarding the purchase of library materials [II.B-8 Librarian Subject Area Specialists]. Librarians periodically attend department meetings to provide information and solicit feedback, particularly for high-use programs such as the English Department.

Library in-class instruction sessions are the most popular instruction format. Sessions are designed in collaboration with faculty to support course objectives and specific assignments. Faculty can complete an online form to request a Library Instruction Session [II.B-9 Library Instruction Request]. A major focus of the Library's instruction is to guide students to library databases and to expand their research skills beyond general internet search engines.

To support the ESL acceleration program, librarians created an embedded library assignment for ESL 2A and ESL 2B classes to better prepare students for subsequent enrollment in transfer level English 120 [II.B-10 Embedded Library Assignment for ESL 2A-B]. Library faculty are currently working with ESL faculty to develop a series of embedded library assignments. The Library also partners with the Pathway Academy Program to ensure that all peer-mentors receive a basic introduction to the Library [II.B-11 Pathways Peer Mentors Program].

To support guided pathways implementation, librarians partnered with Counseling to pilot an online embedded librarian-counseling module in Fall 2017 and Spring 2018 [II.B-12 Embedded Librarian-Counseling Module]. In this module, librarians embedded a library career assignment, participated in the class discussion boards, and tracked student progress.

Library Online Services
The Library website is used as an instructional tool to help students improve their research strategies [II.B-13 Library Webpage]. The Library's website is a portal to the catalog, database subscriptions, research tips, and other library-related information. The Library web site can be accessed from any computer on the main campus or from off-campus. Off-campus accessibility requires a password which is available to all registered students, faculty, and staff.

Students may also use the "Ask a Librarian" link from the Library homepage where they can ask questions and receive prompt replies from librarians throughout North America and Great Britain. The Cuyamaca College Library is a member of the Online Computer Library Center (OCLC) Questionpoint Reference Cooperative, which is a global academic monitoring service [II.B-14 Questionpoint Webpage]. Students can view a series of research guides that are customized to support course assignments, which are created in collaboration with subject

faculty and then linked to the College's Library homepage. These guides can be linked by faculty into specific Canvas modules, and there is flexibility with guides specifically designed based on disciplinary/user needs. Library resources are also embedded in the shell for the College's Canvas learning management system so students and faculty can more easily access the Library's services [II.B-15 DE Online Library Guidelines].

Learning Assistance Services
The College has three Learning Assistance Centers stationed throughout the campus. The Academic Resource Center (ARC) is located in the Library Building, the STEM Achievement Center is located in the H Building, and the Writing Center is located in the B Building [II.B-16 Learning Assistance Centers Webpage]. The Learning Assistance Centers offer students computer stations, access to various software to support course and learning needs, fee-based printing and photocopying services, free tutoring services, equipment and materials (such as textbook lending libraries and a calculator check-out system), and workshop spaces. Furthermore, the Writing Center conducts computer workshops at the beginning of each term and provides daily support to students in computer use [II.B-17 Computer Workshops].

The Learning Assistance Centers are open to all students on campus, and participation in learning assistance is voluntary. The Learning Assistance Coordinator, who is a faculty member from the English department on 100% reassigned time, attends department meetings and collaborates with discipline faculty to ensure that learning assistance is designed with the outcomes and objectives of the content courses in mind. Annual update documents, as well as the Tutoring program reviews, outline such collaboration and demonstrate the Learning Assistance Centers' commitment to directly support instruction, classroom learning, and student development [II.B-18 Tutoring PR Update 2015-16; II.B-19 Tutoring PR Update 2017-18; II.B-20 Tutoring Comprehensive PR 2018-19]. Online tutoring is also offered to students through the College's subscription to NetTutor [II.B-21 NetTutor Student Information]. Faculty can embed a link directly to NetTutor in their Canvas course containers to increase student awareness and access.

Computer Labs
Most students enrolled in online courses may work on computers which are on campus or away from the campus. However, it is common for problems to arise with home computers. To address this issue, the campus provides four computer labs for student use, including the following: Tech Mall, STEM Center, High Tech Center, and the Writing Center [II.B-22 Computer Labs Webpage]. In addition, the Library houses 33 Online Public Access Catalog (OPAC) computers which are designed for research. The Tech Mall offers 110 personal computers, four iMacs, two printers, one scanner, and secure Wi-Fi access for student use. There are also three quiet study rooms equipped with projectors and various cable connections for students utilizing their own devices. Students are encouraged to use this lab for word processing, business applications, engineering, and research. There are four departmental clusters of computers (6 per cluster) which have been configured for a particular discipline such as CADD, Web Development, and Programming and Data Analysis. All computers are networked providing internet access, web e-mail access, and resource sharing. The Tech Mall is open 53 hours a week, with three lab technicians available to assist students.

The STEM Center computer lab is open approximately 40 hours per week and has 36 computers. The High Tech Center is also open approximately 40 hours per week and has tools and software available to help students with disabilities succeed in their courses [II.B-23 DSPS High Tech Center]. The High Tech Center (HTC), is located near the Library building. The HTC houses a state-of-the-art computer facility for students with disabilities. Students are encouraged to come to the HTC to learn about assistive computer technologies appropriate to their disability. The HTC also offers students alternative media formats for their textbooks.

Student and faculty technical support is available over 50 hours per week via the Help Desk and can be accessed by telephone or email [II.B-24 Help Desk Webpage]. The Help Desk staff assists with smart classrooms, computer labs, faculty offices and workrooms, as well as Canvas or other online technical support course questions. Students and faculty members also have 24/7 access to Canvas support via a toll-free number [II.B-25 Canvas Webpage].

Analysis and Evaluation
The Library provides sufficient resources in a variety of formats to meet student learning needs, including a large number of electronic books and online databases. Learning assistance is provided in a wide variety of subjects and at three different centers on the Cuyamaca College campus. Online tutoring is available to students through the College's NetTutor subscription. In addition, the College offers a number of computer labs to support access to course-related software and other relevant resources to advance student success in on-campus and online courses.

> **Standard II.B.2.:**
> **Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

Evidence of Meeting the Standard
Library Services
Because the Cuyamaca College mission, strategic plan, and Library's mission are at the forefront of ensuring quality library services, each fall the Dean of Learning and Technology Resources (LTR), Library faculty, and Library Technicians participate in evaluating the progress towards program review goals and Program Learning Outcomes (PLOs) [II.B-26 Library Mission and Goals Webpage]. Library faculty and Library Technicians provide input as to what has been accomplished in the past year, what needs to be accomplished, and the resources needed for next year. The Dean of LTR and the Library Chair work together to finalize resource requests as part of the annual update and program review process [II.B-27 Library Comprehensive PR 2017-18; II.B-28 Library PR Update 2018-19].

In order to provide the best services to students, the Cuyamaca College Library continues to develop assessment tools to systematically assess the effectiveness of its instructional programs and services. Currently, librarians give research assignments to students during Library

Instructional Sessions to reinforce library research skills demonstrated during the instructional session. The Library regularly tracks multiple indicators to identify the appropriateness of its collections. Library statistics, such as circulation data of print materials, are used to assess overall usage of the collections [II.B-2 Library Inventory Statistics]. Faculty librarians complete collection assessment reports before purchasing new materials or databases [II.B-29 Collection Assessment Reports].

The Library uses a Librarian Liaison model to develop the collection [II.B-8 Librarian Subject Area Specialists]. The responsibilities of the Librarian Liaisons are to enhance the collections and make informed subject collection decisions based on current curriculum, curriculum trends, and usage data. Librarian interaction with students during reference assistance and Library Instruction Sessions give librarians further insights into collection purchases. Final decisions regarding additions to the collection remain with the faculty librarians. Library Technicians work to process, repair, copy-catalog, and withdraw materials as needed. Library Technicians maintain statistics for circulation usage.

The Library collection development process is integrated into the College's curriculum review process as all course additions or program modifications need some level of collections development to support instruction and student learning. The curriculum review process requires faculty to complete a Library Survey Form in collaboration with librarians as part of the submission process for new courses and program modifications [II.B-5 Library Course Addition Webpage]. The Cuyamaca Library gathers information about student learning needs and the effectiveness of the Library's collection to meet student learning needs. At the forefront of these efforts are the College's librarians, who integrate information literacy skills into curriculum, and Library Technicians, who are responsible for maintaining the Library's resources. The librarians, in accordance with the Library Collection Development Policy, use standard collection development tools such as published reviews, publishers' catalogs, and vendor-supplied collection development resources to ensure the quality and appropriateness of the Library's collection [II.B-1 Collection Development Policy]. Librarians solicit input from the instructional faculty on the selection, evaluation, and ongoing de-selection of materials. Faculty may submit Library Resource Requests to the Librarian Liaison serving their department. Librarians also contact faculty directly, particularly regarding new programs and courses. Most recently, the Library developed an information literacy pilot program to expand innovative information literacy and research support services across the campus, and English faculty were invited to participate in the pilot launch [II.B-30 Information Literacy Pilot Program Outline; II.B-31 Information Literacy Pilot English Faculty Invite].

Learning Assistance Services
Relying on appropriate expertise of learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. For continuous technology support in the Learning Assistance Centers, if a computer has an issue which needs to be addressed, the process is initiated by contacting the Cuyamaca College Help Desk [II.B-24 Help Desk Webpage]. From there a ticket is created in Remedy Force and a Help Desk technician is alerted to the task as a priority one. The technician responds to the ticket within 10-15 minutes and either fixes the problem or refers the ticket to be resolved by Instructional Computing Services (ICS), Instructional Media

Services (IMS), or district IT, depending on the problem [II.B-32 Instructional Computer Facilities Webpage].

For longer-term Learning Assistance Center maintenance needs, all instructional technology except for the printers is on a five-year plan for replacement [II.B-33 2013-2018 Technology Plan]. The Instructional Computer Facilities Supervisor refers to a master inventory spreadsheet stemming from the Technology Plan each year to determine if a computer lab needs to be upgraded and notifies the Learning Assistance Coordinator who oversees the Academic Resource Center (ARC), the STEM Achievement Center, and the Writing Center [II.B-16 Learning Assistance Centers Webpage]. All upgrades are completed by the ICS staff.

Additionally, as part of the program review process, the Learning Assistance Coordinator submits a Technology Request form to the College Technology Committee (CTC) on an annual basis [II.B-34 Program Review Webpage; II.B-35 Technology Request Form; II.B-36 CTC Charge and Composition]. Any technology requests submitted to the College Technology Committee (CTC) are ranked by a sub-committee consisting of five members of CTC and those recommendations are made to the Resource and Operations Council (ROC) [II.B-37 Technology Request Rubric; II.B-38 Technology Request Ranking 2017; II.B-39 ROC Charge and Composition]. Off-Cycle Request forms are submitted for requests which fall outside the annual planning cycle [II.B-40 Off-Cycle Technology Request Form]. Technology purchasing specifications are based on the expertise of the Instructional Computing Services (ICS) supervisor and dean, as well as the software needs of the Learning Assistance Centers.

Student copiers and printers are supported by a vendor called CopyVend and are normally upgraded when the College changes operating systems or when they need to be replaced.

Analysis and Evaluation
The College Library and other learning support services select and maintain materials and equipment that are essential for student learning and success. Student needs form the basis for the instructional support materials and resources offered. Decisions about what materials and equipment to select are informed through collaboration with instructional faculty and rely on usage data, survey responses from students as noted in each area's program review, and input from department faculty.

Standard II.B.3.:
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library Services

The Cuyamaca College Library evaluates its library services, including use, access, and relationship of services to intended student learning, by incorporating input from faculty, staff, and students. The Library obtains feedback from students and faculty both directly and indirectly. The Library uses three basic methods of assessment before adapting services and identifying new areas to investigate. First, Program Learning Outcome (PLO) data is collected through assessment of student information literacy skills in Library Instruction Sessions, online embedded sessions after students receive instruction from librarians, at reference desk instruction, and at the circulation counter [II.B-41 Library SLO 3 Assessment Summary; II.B-12 Embedded Librarian-Counseling Module]. Library PLOs are mapped out to the College's Institutional Learning Outcomes (ILOs) [II.B-42 Library PLOs Mapped to ILOs].

Second, Library statistics show trends in the use of collections, services, and space [II.B-2 Library Inventory Statistics]. Third, collection assessment reports inform selection or de-selection of materials [II.B-29 Collection Assessment Reports]. These assessment data help the faculty librarians and the Dean of Learning and Technology Resources monitor cost of materials and identify ways to improve Library instruction and services.

Each fall, the Dean of Learning Technology and Resources, librarians, and Library Technicians participate in program review and PLO assessment discussions. Librarians and Library Technicians provide input as to what has been accomplished in the past year, what needs to be accomplished, and the resources needed for the next year. The Library's latest four-year comprehensive program review was submitted in Spring 2018 and documented goals for the subsequent four years [II.B-27 Library Comprehensive PR 2017-18]. The Library also submits annual program review updates to track progress towards goals [II.B-28 Library PR Update 2018-19]. The Library conducts surveys to assess its effectiveness in supporting students as well as faculty [II.B-43 Library Subject Guide Survey Results 2018]. The results of these surveys are used to improve the Library's services and tailor them to the College's needs.

Since 2008, the Library has used a number of assessment strategies to gauge student progress in information literacy over the course of their academic careers. They include student surveys for reference services, student surveys for circulation services, Library Instruction Session worksheets, and faculty feedback surveys for online research guides [II.B-44 Reference Services Survey; II.B-45 Circulation Services Survey; II.B-46 Instruction Session Worksheets].

To this end, librarians have successfully 1) identified appropriate PLOs, 2) established an assessment schedule, 3) documented meeting notes in TracDat, and 4) made library instruction improvements such as redesign of online subject guides and development of online embedded

librarian services to enhance student information literacy skills [II.B-47 Library Assessment Schedule; II.B-48 Library PR Meeting Notes 2015; II.B-49 Library TracDat PLO Summary; II.B-50 Library PLO 4 Subject Guides Assessment].

The Library has a Collection Development Policy based on student needs and reflects the diversity of the population served (in terms of age, ethnicity, gender, special needs) [II.B-1 Collection Development Policy]. Most materials selected for quality, depth, and currency are based on librarian interactions with students at the reference desk, librarian experience with course assignments, librarian knowledge of curriculum changes, and librarian collaborations with other faculty. Final decisions regarding additions to the collection remain with the librarians. The annual de-selection process by faculty librarians eliminates out-of-date or low-circulating items from the collection [II.B-51 Sample Library Inactive Collections Weeding Project].

Below are a few examples of how the Library has used data to inform collection-related decisions:
- Based on library utilization statistics, the librarians decided to eliminate the print periodical collection in the Spring 2018, which resulted in the withdrawal of 147 periodicals titles, the removal of 26,558 individual periodicals and the modification of 22 records.
- Librarians follow a database evaluation process [II.B-52 Database Evaluation Process]. For example, the Librarians evaluated Art History course assignments and decided to acquire a new online database to meet the needs of Art History library research assignments [II.B-53 Sample Art History Database Evaluation]. Librarians explored three databases and shared insights before acquiring new materials.
- The Library staff conducted a physical comprehensive inventory in 2015-2016 of the collection to evaluate the integrity of the catalog and the library stacks [II.B-54 Comprehensive Physical Inventory 2015-16]. This resulted in the removal of 168 records from the catalog in order to accurately reflect current library holdings. In Fall 2018, Library staff completed a physical partial inventory of the children's collections [II.B-55 Sample Partial Physical Inventory Child Development Collection]. The physical-partial inventories will be done every other year beginning Fall 2020.
- For the Library's most recent comprehensive program review, one of the goals involves developing a balanced and usable collection which meets student research needs. The Library ensures student research needs are met by evaluating the College curriculum, collaborating with instructors, and reviewing course assignments. Based on the levels of assessment of student needs, the collection is effective and strong in subject disciplines, reference, and electronic resources.

Learning Assistance Services
The College's three Learning Assistance Centers, functioning as the broader tutoring program, complete an annual update and comprehensive program review. The most recent program review was completed February 2019 [II.B-20 Tutoring Comprehensive PR 2018-19]. The Learning Assistance Centers have a mission statement of "We Make Good Students Better" [II.B-16 Learning Assistance Centers Webpage]. In order to fulfill this mission, two tutoring SLOs are assessed during each tutoring session:

- SLO 1 -- Tutees will be able to articulate specific skills or knowledge gained during each tutoring session. These may include one or more of the following: concepts they have learned or clarified; steps necessary to complete specific tasks, problems or assignments; study habits or learning strategies they will apply; positive student behaviors they will engage in; awareness of their strengths or weaknesses as a student; and/or campus resources they may utilize for support.
- SLO 2 -- Tutees will be able to articulate the next steps they will take after leaving the tutoring session in order to complete an assignment, learn a concept, or prepare for an exam.

This information is shared with students, as well as instructors, and the SLOs are analyzed and discussed in the tutoring program reviews. As a result of analyzing SLO data, all three Learning Assistance Centers now require students to engage in more in-depth reflection of learning during each tutoring session [II.B-56 WC Current Tutor Record Slip].

Tutees are also surveyed about their SLO attainment once per year [II.B-57 Fall 2018 Tutee Survey; II.B-58 Fall 2018 Tutee Survey Results by Center]. In Fall 2018, over 91% of all tutees surveyed from all three centers agreed that they had met SLO 1 by indicating that their work with tutors made them more confident in approaching new tasks. Over 88% of all tutees surveyed from all three centers agreed that they left their sessions with a plan for what to do next. These findings demonstrate that tutoring and learning assistance sessions are helping students to improve their academic skills so that they can be successful in college.

Tutoring PLOs can be found on the Learning Assistance website, [II.B-59 Learning Assistance Center PLOs], and the results of PLO assessments are summarized in the tutoring program reviews. Access to tutoring is assessed using institutional research data, and results are analyzed in the program review reports [II.B-60 Tutoring Access Data 2016 to Spring 2018]. As indicated in the most recent Tutoring Comprehensive Program Review, the data is then utilized to focus outreach efforts the following year.

Students also provide input on tutoring services through surveys and comment cards available in all centers. Student front-desk workers and tutors provide input through the roundtable portion of the end-of-term meetings held in each center. The content of those discussions then forms the basis of pre-semester training and discussion. For example, student front-desk staff, tutors, and classified staff offered program review input at the pre-semester meeting and Spring 2019 training January 18th, 2019 [II.B-61 Comment Card 2016; II.B-62 Fall 2017 End of Semester Tutoring Meeting Agenda; II.B-63 Spring 2019 Center Accomplishments and Areas for Improvement; II.B-64 Spring 2019 Pre Meeting Challenges Successes and Goals]. These documents then drive the Tutoring Program Review planning for the next four years. The Learning Assistance Coordinator also solicits input from faculty by email. All of this input is then included in the program review and program review annual updates [II.B-65 Writing Center PR Update 2016-17; II.B-66 ARC PR Update 2016-17; II.B-67 STEM Center PR Update 2016-17; II.B-19 Tutoring PR Annual Update 2017-18].

The quantity of tutoring services is further assessed through a variety of analyses of program data which look not just at success, but access, among other impacts. In terms of access, based on the Fall 2016 tutoring demographic data report, 1,399 students utilized tutoring services,

which is over 14% of the student population. Among those who visited the tutoring centers only once, the group generally resembled the college-wide student population, with 33% Hispanic, and 47% White Non-Hispanic. However, among students who visited the centers more than once, Hispanic students were underrepresented by over 10% with 21% seeking multiple tutoring sessions. Therefore, the Learning Assistance Centers are currently working with the College's various academic departments and student services areas to encourage more diverse populations to utilize the tutoring centers on campus. As a result of these efforts, the College recently hired a new part-time classified staff member with seven years of experience in Latinx mentoring programs to work in the Academic Resource Center. In Fall 2018, the College also hosted a movie night in the Writing Center featuring the film *Coco* followed by a guest speaker who discussed the significance of Dia de Los Muertos [II.B-68 Coco Film Screening; II.B-69 Altar Ofrenda Flyer]. The various learning support services on campus will continue to host future cultural events like these in order to help bring more students from diverse backgrounds in and make them feel comfortable with utilizing tutoring services.

Moreover, Cuyamaca College offers a variety of tutoring options to further increase access, including online, face-to-face, embedded, lab, test prep, one-on-one, and group sessions. In order to meet students' needs, the tutoring centers work directly with academic departments to tailor services to their needs based on analyzing program data. For example, many individual faculty, including those in the Science and Math Departments, collaborate with the Learning Assistance Centers to offer activities and workshops to support student learning. These collaborations encourage students to seek help, allowing the Learning Assistance Centers to play a significant role in increased student success rates [II.B-70 Science Group Tutoring Schedule; II.B-71 Math Group Tutoring Schedule.

Analysis and Evaluation
Through regular review and by soliciting input from faculty, staff, and students, the College ensures that library and learning support services are adequate, easily accessible, and utilized. The Library and Learning Assistance Centers are committed to evaluating services provided to ensure their effectiveness and use the results of the evaluation to make improvements.

Standard II.B.4.:
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Cuyamaca College collaborates with other institutions and organizations to provide comprehensive library and other learning support services for its instructional programs. The College documents these relationships in formal contractual agreements, and reviews these contracts annually in order to continue to adequately meet the needs of both students and faculty.

Each fiscal and calendar year, the Library renews its contracts and agreements with service providers for digital content and maintenance of the Library's automated library system. Much of the Library's digital content is contracted through the Community College League of California, in partnership with the Council of Chief Librarians which provides product selection, user trials, price negotiation, and invoicing on behalf of the digital content providers. In addition, some digital content is contracted directly with the individual vendors. The Library continually evaluates digital content usage through statistical reports generated through each vendor's website and from proxy server login data [II.B-72 Films on Demand Usage Report; II.B-73 EBSCO Usage Report]. Faculty librarians also assess the value of the database content as it relates to the College's curriculum to determine if the resources are meeting the needs of students and faculty through faculty surveys [II.B-43 Library Subject Guide Survey Results 2018].

Below is a summary of the substantive contracts and agreements maintained by the Library:
- SirsiDynix Symphony integrated library system (ILS) software, which includes Workflows for use in cataloging and circulating the Library's collections and course reserves. The system provides statistical reporting and a web-based catalog for student use [II.B-74 SirsiDynix].
- EZproxy which allows students to access online databases on campus and off campus [II.B-75 EZproxy Contract].
- Online Computer Library Center (OCLC), a non-profit computer service and research organization, which helps locate, acquire, catalog, and lend library materials [II.B-76 OCLC Service Agreement].
- Questionpoint via the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative to provide 24/7 reference services [II.B-14 Questionpoint Webpage].
- Ten periodical and video streaming databases, such as EBSCO Discovery Service and Libguides [II.B-77 Libguides].

- Interlibrary loan service which allows users to order books and periodicals from other libraries throughout the United States [II.B-78 Interlibrary Loan Form].

Cuyamaca College Learning Assistance Centers also contract with NetTutor for online tutoring services; however, NetTutor does its own internal evaluation to assess the effectiveness of provided services [II.B-79 NetTutor Survey Report]. The Tutoring Coordinator follows up with NetTutor to personally evaluate sample feedback and provides suggestions for improvement as necessary.

Analysis and Evaluation
The Library provides students, faculty, and staff with access to resources and services which meet students' needs and support the College's intended purposes. The Library does this through establishing and maintaining formal agreements where appropriate to provide services and resources to the College campus and students. These agreements include purchase, service, and maintenance contracts for physical equipment and library databases. These agreements are evaluated through usage reports and surveys.

Standard II.B Evidence

II.B-1	Collection Development Policy
II.B-2	Library Inventory Statistics
II.B-3	Fall 2018 Inventory Update
II.B-4	Library Item Count Fall 2018
II.B-5	Library Course Addition Webpage
II.B-6	Library Hours Webpage
II.B-7	Research Guides
II.B-8	Librarian Subject Area Specialists
II.B-9	Library Instruction Request
II.B-10	Embedded Library Assignment for ESL 2A-B
II.B-11	Pathways Peer Mentors Program
II.B-12	Embedded Librarian-Counseling Module
II.B-13	Library Webpage
II.B-14	Questionpoint Webpage
II.B-15	DE Online Library Guidelines
II.B-16	Learning Assistance Centers Webpage
II.B-17	Computer Workshops
II.B-18	Tutoring PR Update 2015-16
II.B-19	Tutoring PR Update 2017-18
II.B-20	Tutoring Comprehensive PR 2018-19
II.B-21	NetTutor Student Information
II.B-22	Computer Labs Webpage
II.B-23	DSPS High Tech Center
II.B-24	Help Desk Webpage

Standard II.B Evidence (Continued)

II.B-25	Canvas Webpage
II.B-26	Library Mission and Goals Webpage
II.B-27	Library Comprehensive PR 2017-18
II.B-28	Library PR Update 2018-19
II.B-29	Collection Assessment Reports
II.B-30	Information Literacy Pilot Program Outline
II.B-31	Information Literacy Pilot English Faculty Invite
II.B-32	Instructional Computer Facilities Webpage
II.B-33	2013-2018 Technology Plan
II.B-34	Program Review Webpage
II.B-35	Technology Request Form
II.B-36	CTC Charge and Composition
II.B-37	Technology Request Rubric
II.B-38	Technology Request Ranking 2017
II.B-39	ROC Charge and Composition
II.B-40	Off-Cycle Technology Request Form
II.B-41	Library SLO 3 Assessment Summary
II.B-42	Library PLOs Mapped to ILOs
II.B-43	Library Subject Guide Survey Results 2018
II.B-44	Reference Services Survey
II.B-45	Circulation Services Survey
II.B-46	Instruction Session Worksheets
II.B-47	Library Assessment Schedule
II.B-48	Library PR Meeting Notes 2015
II.B-49	Library TracDat PLO Summary
II.B-50	Library PLO 4 Subject Guides Assessment
II.B-51	Sample Library Inactive Collections Weeding Project
II.B-52	Database Evaluation Process
II.B-53	Sample Art History Database Evaluation
II.B-54	Comprehensive Physical Inventory 2015-16
II.B-55	Sample Partial Physical Inventory Child Development Collection
II.B-56	WC Current Tutor Record Slip
II.B-57	Fall 2018 Tutee Survey
II.B-58	Fall 2018 Tutee Survey Results by Center
II.B-59	Learning Assistance Center PLOs
II.B-60	Tutoring Access Data 2016 to Spring 2018
II.B-61	Comment Card 2016
II.B-62	Fall 2017 End of Semester Tutoring Meeting Agenda
II.B-63	Spring 2019 Center Accomplishments and Areas for Improvement
II.B-64	Spring 2019 Pre Meeting Challenges Successes and Goals

Standard II.B Evidence (Continued)

Standard II.C.1.:
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Cuyamaca College regularly evaluates the quality of student support services to ensure support of student learning. Through the program review process, student services areas and functions are aligned with the College's mission, and services are regularly evaluated to ensure that they support student learning regardless of the means of delivery or the location in which services were provided. Until the Spring 2019 semester, the Student Services Program Review and Planning Committee (SSPRPC) was responsible for ensuring the regular review and assessment of student services areas and the connection of service area goals to the resource allocation process, with the overall goal of continuous quality improvement for all Student Services departments.

The student services program review process has undergone significant changes over the past several years. Initially, student services areas only updated their goals each year in place of a full program review and published one-page summaries of service area goals [II.C-1 Student Affairs PR One-Page Summary 2016-17]. Goal updates were submitted via the TracDat accountability management system. However, in 2017-18, with the College's efforts to align and integrate program review across the institution, the program review templates and program review timelines were aligned for student services, administrative areas, and instructional areas [II.C-2 SSPRPC Alignment Slides 2017]. In addition, in order to ensure a more robust process, expanded Student Learning Outcome (SLO) and Student Services Outcome (SSO) sections were added to the student services program review template for the 2017-18 cycle [II.C-3 SS PR Update Template 2017-18]. In 2017-18, SSPRPC added a peer review component which included an overall evaluation of each program review as well as recommendations and commendations in an effort to ensure continuous improvement across all student services areas [II.C-4 SSPRPC Evaluation Slides 2018].

As of Spring 2019, student services program review is led by the new college-wide Program Review Steering Committee (PRSC) [II.C-5 PRSC Charge and Composition]. With the recent alignment of the program review process across all areas of the College, student services areas complete a comprehensive program every four years [II.C-6 SSPRPC PR Slides 2017-18; II.C-7 Four-Year Program Review Cycle]. In the three years between comprehensive program reviews, student services areas will complete program review annual updates. All student services areas are scheduled to complete a comprehensive program review in 2019-20. The student services program review process includes reflection on annual achievements and service area changes, student learning and achievement data collected and analyzed to inform service area goals, and unit-level goal setting or updating [II.C-8 SS PR Update Template 2018-19]. As part of this process, service area goals are explicitly linked to college-wide strategic priorities to ensure alignment with the College's mission.

Student Services departments utilize individual assessments to inform the service area improvement process. For example, the Student Affairs Department utilizes individual assessments during all Diversity Dialogues and Cultural Competency Institute workshops [II.C-9 Student Affairs Event Assessment Form]. The evaluation results inform the selection of future workshops and speakers [II.C-10 Student Affairs PR Update 2017-18]. The Health and Wellness Department utilizes assessments to measure the effectiveness of the annual Health Fair [II.C-11 Health Fair Survey]. The results inform the planning process for future Health Fairs [II.C-12 Health and Wellness PR Update 2017-18].

The High School and Community Relations Department also utilizes assessment results from the campus tour program to improve the structure of the campus tour program [II.C-13 High School and Community Relations PR Update 2018-19]. Furthermore, the DSPS Department continually assesses student learning and perceptions of services as part of its program review and improvement processes [II.C-14 DSPS Survey Report - Spring 2017; II.C-15 DSPS PR Update 2017-18]. Most student services are delivered at the One-Stop Center/A Building for ease of access. Additionally, a number of services are available online. For example, students can be served with an online counseling appointment using Zoom technology. Students can also participate in orientation using a web-based option. Students who have attended college outside of the district can apply for prerequisite clearance online [II.C-16 Prerequisite Clearance]. These web-based options provide access to students who are unable to come to the campus to complete processes necessary for their enrollment and success at Cuyamaca College.

Analysis and Evaluation
As evidenced by its continuous improvement efforts and robust program review process, Cuyamaca College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery (including distance education and correspondence education), support student learning and enhance accomplishment of the College's mission. The College has established ongoing processes to ensure the effectiveness and achievement of student services outcomes.

Standard II.C.2.:
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard
The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Cuyamaca College collects and analyzes assessment data to continuously improve student support programs and services. The primary venue in which student services areas assess learning and support outcomes is the program review process. As noted in Standard II.C.1, prior to 2019, the Student Services Program Review and Planning Committee (SSPRPC) was responsible for ensuring the effectiveness of student support services. Similarly, until the Spring 2019 semester, learning support services, such as the College's tutoring centers participated in

instructional program review, which was led by the Instructional Program Review and Planning Committee (IPRPC). As of Spring 2019, both student support services and learning support services will participate in the program review process as overseen by the new Program Review Steering Committee (PRSC) [II.C-5 PRSC Charge and Composition].

All student support and learning support services have identified Student Learning Outcomes (SLOs) or Student Services Outcomes (SSOs) [II.C-17 Student Services SLOs-SSOs]. Student Services departments analyze SLOs and SSOs during the four-year college-wide assessment cycle and either send their assessment results to the Institutional Effectiveness, Success, and Equity (IESE) Office to be entered into the TracDat accountability management system or enter the information directly into TracDat. In order to more fully integrate the SLO/SSO assessment process into the program review process as well as align program review across the College, the student services program review annual update template was revised in 2017-18 to include a more robust SLO/SSO and data analysis section [II.C-3 SS PR Update Template 2017-18; II.C-8 SS PR Update Template 2018-19]. This section requires an analysis of each service area's SLO and SSO assessment efforts and findings. Each service area describes how these findings will be used to advance student success and improve services to students. Examples of improvements resulting from the assessment of SLOs and SSOs include the following:
- The Veteran Resource Center began offering a variety of student learning and support services within the center in order to improve access as well as student learning and achievement for veterans [II.C-18 VRC PR Update 2017-18].
- The Athletics Department expanded athletic counseling services and implemented study sessions for student athletes to improve athlete retention, persistence, and success [II.C-19 Athletics PR Update 2017-18].

The staff and faculty in Student Services work closely with the Institutional Effectiveness, Success, and Equity Office (IESE) to provide training on SLO development and assessment and completing a meaningful program review [II.C-20 SLO-SSO Workshop Presentation - Fall 2017]. The IESE Office also provides research support for surveys to assess SLOs and SSOs and provides training to student services departments on ways to develop effective assessment methods and to review data [II.C-21 Program Review Data Training - Fall 2017]. For example, the IESE Office collaborated with the DSPS Department to conduct a survey to assess DSPS SLOs and satisfaction with DSPS services. In addition, the IESE Office worked with the Transfer Center to assess perceptions of transfer services and improve services to students [II.C-14 DSPS Survey Report - Spring 2017; II.C-22 Transfer Services Survey Report 2018]. Workshops are also offered during Flex Week and during the regular semester leading up to the February program review deadline. In Fall 2018 all Student Services Departments, led by the Vice-President of Student Services, met to collectively go over program review updates for all student service areas. This created a space for those outside of a single department to offer feedback on ways to improve services offered. As such, this broadened the scope of feedback and resulted in a more comprehensive review for each area.

Analysis and Evaluation
Cuyamaca College identifies learning and service area outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The College uses assessment data to continuously improve student support programs and services.

Student Services departments participate in SLO/SSO assessment and the regular program review process.

Actionable Improvement Plan #2

While the College meets the standard, it recognizes that additional work is needed to more fully address all aspects of the standard and improve overall institutional effectiveness. The College is currently working to improve the infrastructure and culture of outcome assessment on the campus through its IEPI PRT experience. Specifically, the College has developed an IEPI Innovation and Effectiveness Plan to strengthen its processes for PLO and ILO assessment and improvement as well as instructional and student services SLO assessment tools, resources, and technology.

Standard II.C.3.:
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard
Cuyamaca College ensures equitable access by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Student support services provide resources, information, and service to students in-person, online, and at local high schools. For example, the Admissions and Records Office provides a number of services to students via the Cuyamaca College website [II.C-23 Admissions and Records]. Other departments also offer online student services for students in order to ensure broad access (see Table 33).

Table 33. Student Services Offered by Location

Department/Service	Available On Campus	Available Online
Counseling	Yes	Yes
Financial Aid	Yes	Yes
Admissions and Records	Yes	Yes
DSPS	Yes	Yes
EOPS	Yes	Yes
High School and Community Relations	Yes	Yes
CalWORKS	Yes	No

Beginning with the CCCApply college application and extending through the WebAdvisor/Self-Service course registration platforms, students can access information regarding their courses and programs which allow them to engage with the College either on campus or from a remote location [II.C-24 CCCApply; II.C-25 WebAdvisor]. Other services which are functions of Admissions and Records such as petitions, document submission, ordering official transcripts, and applying for graduation can all be completed through the department webpage. Recently, an internal analysis of department procedures was conducted and areas for improvement with regard to equitable access were identified. As a result, the Admissions and Records Office has made changes to allow students whose identities have been authenticated to access certain information via the telephone, to order and receive official transcripts on demand, and have diplomas and certificates mailed instead of having to be picked up in person. The Department continuously translates informational materials into Spanish and Arabic for students whose native language is not English.

The Financial Aid Office delivers online services which provide general and student-specific financial aid information [II.C-26 Financial Aid]. Through the Financial Aid web pages, students can apply for financial aid and scholarships, download forms and applications, complete a loan counseling session, learn about financial literacy, and search for scholarships. Financial Aid TV provides general financial aid information via video clips that are available in multiple languages [II.C-27 Financial Aid TV Report]. Students are able to view their financial aid status, their award types and amounts, and disbursement information by logging into WebAdvisor. The Financial Aid Office conducts monthly financial aid workshops on and off campus and conducts Financial Aid Night events at the local feeder high schools [II.C-28 Monthly Financial Aid Workshops]. The Financial Aid Directors at both colleges conduct a weekly call with Information Technology (IT) support to review current and future system needs.

Disabled Students Programs and Services (DSPS) offers alternate media, adaptive equipment, assistive technology, preferential seating, ASL interpreters, Computer Assisted Real-Time Transcription (CART) services, note-taker(s), mobility assistance, and testing accommodations

to ensure equitable access for students with disabilities. Deaf and Hard of Hearing (Deaf/HOH) students have access to several video phones and UbiDuo, a two-way communication device for Deaf/Hard-of-Hearing individuals. These accommodations are located in the Library, Student Services areas, Academic Resource Center, and American Sign Language Department.

The High School and Community Relations Department (Outreach) provides community members, as well as current and prospective students with information regarding college pathways, programs, and services, all while encouraging, guiding, and empowering students to pursue higher education. Applications for admission, assessment, orientation, counseling, education planning, and advising services are delivered onsite at the College and off-site at local feeder high schools and adult schools via the Griffin-Coyote Connection [II.C-29 Griffin-Coyote Connection]. ESL onboarding services are also provided to refugees and speakers of other languages in collaboration with the department's Interpreter and Community Liaison [II.C-30 ESL Onboarding Services]. Cuyamaca College staff provide seamless transition services to students through Cynosure which is used for orientation and semester planning, as well as CCCApply to help students fill out application forms. Other services that are provided in the community or at local high schools are outreach presentations, dual enrollment workshops, and class registration workshops [II.C-31 Student Information Packet; II.C-32 Dual Enrollment Workshops; II.C-33 Class Registration Workshops]. Students seeking additional support can visit the Outreach Department website to submit information requests [II.C-34 Outreach Webpage; II.C-35 Information Requests].

In order to assess student access to support services and information, as well as other aspects of the Cuyamaca student experience, the College conducted an Institutional Effectiveness Survey in Fall 2018. The results of the survey indicated that the vast majority of respondents accessed services such as assessment and counseling, with 81% of students indicating they participated in math placement, 78% reporting they participated in English or ESL placement, 75% reporting they participated in a college orientation, and 75% reporting being able to access a counselor within a reasonable amount of time. The College continues to monitor student access to specific services by conducting research on students participating in various services and through student services satisfaction surveys [II.C-36 Counseling Comparison Report; II.C-37 EOPS Comparison Report; II.C-38 DSPS Comparison Report; II.C-39 EOPS Survey Report; II.C-40 DSPS Survey Report Fall 2018; II.C-41 IE Survey – Students 2018].

Analysis and Evaluation
Cuyamaca College provides equitable access to its students through appropriate, comprehensive, and reliable student support services offered both in person and online. In order to address the various needs of students, the College has allocated adequate resources and established procedures to ensure students are able to access the services they need, whether that be in person or via the College website. These procedures are assessed regularly and adjusted to enhance student access when necessary.

Evidence of Meeting the Standard

Cuyamaca College provides opportunities, through co-curricular activities and athletic programs, which contribute to the social and cultural dimensions of the educational experience for students. Co-curricular activities, athletic, and engagement programs are informed by feedback from various constituent groups, including Student Engagement Ambassadors and Associated Student Government leaders. The overarching goal of these programs is to increase student connection to the Cuyamaca College campus, and ultimately, improve student learning, retention, and completion. The annual Student Validation and Engagement program of activities is centered on the College's strategic goal of Student Validation and Engagement [II.C-42 2016-2022 Strategic Plan].

Student Validation and Engagement Programs and Events

For example, in 2016-17, Student Affairs partnered with the Institutional Effectiveness, Success, and Equity (IESE) Office to develop the Student Engagement Ambassador program. Students are hired to assist with the coordination of co-curricular programs, such as Welcome Week activities, "College Hour" events, faculty-student mixers, and meet-and-greet events [II.C-43 Validation and Engagement Events Calendar; II.C-44 Welcome Week Program]. In addition, Student Engagement Ambassadors develop programming for College Hour activities, which include the Martin Luther King Jr. and Malcolm X Celebration, Cesar Chavez Celebration, Black History Month, and Women's History Month events.

In partnership with instructional disciplines and faculty, the Student Affairs Office hosts cultural and historical events throughout the year to advance student appreciation and understanding of diverse perspectives [II.C-45 Latino Heritage Month Flyer; II.C-46 Black History Month Flyer]. To ensure a program meets student needs, student Engagement Ambassadors survey students on an ongoing basis to assess interest for current and future student activities on campus.

To further broaden students' appreciation for diversity and provide a forum for the discussion of social justice topics, the Student Affairs Office coordinates the Diversity Dialogues program [II.C-47 Diversity Dialogues Flyer], which includes an ongoing workshop series for students. These workshops, which are offered on a monthly basis, focus on a variety of diversity and cultural awareness topics that connect not only to students on the College campus, but also to broader concepts of social justice in their communities and in the world. As an incentive, students receive a stamp for every workshop they attended. Those who earn a minimum of three stamps during the spring semester receive a Diversity and Leadership certificate of recognition and are commended for their efforts at the Student Leaders Reception.

The Student Affairs Office also offers the Cultural Competency Student Institute, a workshop series designed to prepare students to be successful in culturally diverse settings, as well as

SafeZones training to improve campus climate and bring greater awareness to LGBTQIA issues [II.C-48 Cultural Competency Institute Flyer; II.C-49 SafeZones Training Webpage]. By completing the program, students develop greater appreciation of cultural similarities and differences and learn to interact with people of diverse backgrounds. Students are assessed after every workshop [II.C-50 Cultural Competency Institute Survey Results].

Student Government
Through the Associated Student Government (ASG), Cuyamaca College provides opportunities for students to develop leadership skills which enhance their personal and civic engagement. ASG serves as the representative body for Cuyamaca College students, and as such, appoints student representatives to positions on the College's participatory governance groups, such as College Council (CCC), Institutional Effectiveness Council (IEC), and Student Success and Equity Council (SSEC) [II.C-51 CCC Charge and Composition; II.C-52 IEC Charge and Composition; II.C-53 SSEC Charge and Composition]. In order to foster students' appreciation for diversity and provide a gathering place for students in culturally-based clubs and organizations, ASG hosts the Cross-Cultural Center on the Cuyamaca College campus [II.C-54 Cross Cultural Center Flyer]. ASGCC operates in accordance with its constitution and bylaws, which conform to GCCCD policies and administrative procedures as well as California education regulations [II.C-55 ASG Constitution; II.C-56 ASG Bylaws; II.C-57 BP 5400; II.C-58 BP 5410; II.C-59 BP 5420; II.C-60 AP 5400; II.C-61 AP 5410; II.C-62 AP 5420].

Athletics Program
In addition to co-curricular activities, the Athletics Department offers a wide variety of athletic involvement opportunities. The College determines future co-curricular athletic programs with support data provided through the California Community College Athletic Association (CCCAA) Statement of Compliance Title IX Gender Equity Form R-4 [II.C-63 Title IX Gender Equity Form R-4]. Title IX CCCAA data on community high school student participation allows the College to evaluate future student interest in athletics co-curricular programs [II.C-64 Fall 2018 Women's Sports Student Interest Survey; II.C-65 Fall 2108 Men's Sports Student Interest Survey]. Internal application data collection through CCCApply is also reviewed as a central component of future developing program offerings. In order to provide opportunities for equitable participation in athletics, the College currently offers five men's sports (basketball, cross country, golf, soccer, and track and field) and six women's sports (cross country, golf, tennis, track and field, soccer, and volleyball).
The College's co-curricular athletic programs are evaluated by the Pacific Coast Athletic Conference (PCAC). The PCAC is a component of the California Community College Athletic Association (CCCAA). The PCAC evaluates each member institution's athletic programs on a four-year cycle. The evaluation includes interviews of student athletes, coaches, academic counselors, clerical staff, and administrators to assess quality of service and effectiveness of the programs. PCAC also evaluates facilities, policies, and procedures. The most recent PCAC review of Cuyamaca College athletic programs occurred in Fall 2018 [II.C-66 PCAC Program Review Report 2018]. The College is in the process of addressing the recommendations of this review to ensure the effectiveness of current and future programs. Current student athletes are also surveyed to assess student perceptions of the effectiveness of the athletic programs [II.C-67 Athletics Survey 2018 Results].

To ensure alignment with the College's mission, the Athletic Department hosts monthly meetings with the coaches and Athletic Director to review policies and procedures, as well as to develop activities to support the College and program mission [II.C-68 Athletics Mission and Philosophy]. In order to ensure the athletics program adheres to CCCAA standards, each department staff member is required to pass an annual proficiency test demonstrating knowledge of CCCAA rules and regulations. The athletics program operates in accordance with all applicable GCCCD policies and procedures [II.C-69 BP 5700; II.C-70 AP 5700]. These policies outline the operating principles of athletics.

Co-Curriculum Program Operations
The financial responsibility for athletic and co-curricular programs is overseen by the College and District accounting departments, which monitor and audit the expenditures of fees and appropriate use of funds. All contracts and purchase requests are approved by the College and District. After the Associated Student Government prepares and approves a budget, the College and District accounting department oversees expenditures.

Co-Curricular Program Evaluation
Co-curricular programs and activities are largely housed in the Athletics Department and Student Affairs, each of which participates in the college-wide program review process. Programs and activities in each of these departments are analyzed in each unit-level program review [II.C-10 Student Affairs PR Update 2017-18; II.C-19 Athletics PR Update 2017-18]. At a more granular level, the Athletics program annually reviews and analyzes student achievement data for student athletes in comparison to non-athletes in order to further evaluate the effectiveness of the program [II.C-71 Athletics 2018 Comparison Report; II.C-72 Athletics 2017 Comparison Report]. In addition, the Student Affairs Office conducts surveys to assess the efficacy of its programs and activities, such as the Diversity Dialogues workshop series and SafeZones training [II.C-73 SafeZones Training Assessment Results; II.C-74 Diversity Dialogues Workshop Assessment Results].

Lastly, the College evaluates student co-curricular programs and activities as part of its Student Validation and Engagement strategic priority. For example, Cuyamaca's Institutional Effectiveness Survey, which was last administered in Fall 2018, includes a question regarding co-curricular activities. Based on the fall 2018 Institutional Effectiveness Survey results, two in three students indicated that participating in student activities enhanced their educational experience [II.C-41 IE Survey – Students 2018]. In an effort to continuously improve, the College also collects data through the Survey of Entering Student Engagement (SENSE), which was administered in Fall 2018, and the Community College Survey of Student Engagement (CCSSE), which was administered in 2012, 2015, and 2019 [II.C-75 SENSE Summary Report 2017; II.C-76 CCSSE Report 2015].

Analysis and Evaluation
As evidenced by its Diversity Dialogues workshops, Cultural Competency Student Institute, Welcome Week activities, student government activities, and athletic involvement opportunities, Cuyamaca College offers numerous co-curricular activities and athletic programs which contribute to the social and cultural dimensions of the students' educational experiences. These opportunities are well aligned with the College's mission, evaluated primarily through the

program review process, and are guided by appropriate board policies and administrative procedures as well as relevant laws and regulations.

Standard II.C.5.:
The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

In order to ensure counseling and academic advising programs support student development and success, Cuyamaca College offers counseling services to the general student population and to specific subpopulations through cohort-based and categorical programs. In addition, college and career success courses are provided to help students successfully navigate their college experience and identify a career and possible program of study. The advising function lies primarily with the Counseling Division, which includes faculty in General Counseling as well as in specific categorical programs, such as EOPS, DSPS, CalWORKs, and CARE [II.C-77 Counseling Webpage; II.C-78 EOPS/Special Programs Webpage; II.C-79 DSPS Webpage; II.C-80 CalWORKs Webpage]. In addition, the Counseling Division includes support services tailored to meet students' specific needs; these include NextUP, UP, Borderless Spaces, and Veterans Services. The Counseling Division also leads the College's Umoja and Work Experience programs and offers services specifically for athletic, career, and transfer support [II.C-81 Umoja Webpage; II.C-82 Work Experience Webpage].

Counseling Courses

Cuyamaca College offers seven courses through the Counseling Department which focus on topics such as college and career success, career decision making, time management and study skills, as well as lifelong success and wellness [II.C-83 COUN 120 COR; II.C-84 COUN 130 COR; II.C-85 COUN 150 COR]. These core courses are offered selectively each semester online and face-to-face as well as off site at local feeder high schools. Counseling courses and curriculum development are faculty driven and cohesive, and follow the college-wide curriculum process [II.C-86 Five-Year Curriculum Review Cycle 2018-19]. Counseling courses are part of the five-year curriculum review process and are updated as a part of this cycle [II.C-87 Course Master List 2018-19]. Counseling faculty conduct student learning outcomes assessment and review student achievement data to evaluate the efficacy of these courses [II.C-88 Counseling TracDat SLO Report].

Counseling Services

The Counseling Division offers academic, career, and personal counseling services to students both in-person and online. The Counseling Division provides matriculation-related programs, counseling, transfer, articulation, assessment, and outreach to over 4,500 students each semester [II.C-36 Counseling Comparison Report]. Faculty meet regularly to discuss the implementation

of services, which includes scheduling activities to meet student demand. Counseling services are regularly evaluated and changes are implemented to meet student needs. Counselors conduct weekly meetings which consist of broad-based dialog and department updates on programs and activities including Transfer, Career, Online Counseling, and High School/ Matriculation Services to maintain currency and accuracy for college education planning, orientation, and career assessment [II.C-89 Counseling Meeting Notes 11-28-18].

Counseling services are developed according to California Title 5 regulations and are vetted throughout the institution through participatory governance structures. For example, the Student Success and Support Program (formerly Matriculation) guidelines drive the development of specific core services, such as counseling and advisement, orientation, and probation workshops. With recent changes to state legislation, such as Assembly Bill 705 and the Student Equity and Achievement Program (SEAP), the College's Counseling Division has played a critical role in ensuring compliance, maintaining high-quality services, and fostering student access and success. For example, counselors and assessment team members have partnered with the College's math, English, and ESL departments to maximize student access to transfer-level courses. Counselors facilitate the implementation of multiple measures placement and provide guidance to students entering transfer-level math and English courses (with or without corequisite support). The Counseling Department works closely with the Admissions and Records Office, Financial Aid Office, and academic departments to ensure up-to-date and accurate information is provided to students [II.C-90 Counseling English-Math Guide 2018-19].

Counselors use the College Catalog to advise students on degree programs, transfer, and graduation requirements. Counselors also orient students to ensure they understand the requirements pertaining to their programs of study and receive timely and accurate information related to academic requirements, including graduation and transfer policies. Veterans and Athletic counseling services are embedded within these specific departments. Veterans counselors collaborate with appropriate certification officials to ensure students are eligible for VA benefits. Athletics counselors work with eligibility specialists to ensure student athletes meet National Collegiate Athletic Association (NCAA) rules. Services are coded and documented in the College's SARS database, and this information is used for program planning and improvement [II.C-91 Counseling PR Update 2018-19].

Training and Professional Development
The College provides training and professional development for counselors and other personnel responsible for student advising. Counseling services faculty developed a comprehensive, four module 60-hour training for all new counselors. These trainings are conducted over the course of several days during the semester or summer session. Counselors attend Flex Week professional development activities, participate in CSU and UC transfer conferences, the statewide Umoja Conference, equity-focused conferences, and are Meyers-Briggs Type Indicator-certified practitioners. Counselors also participate in California Guided Pathways Project Institutes and the Guided Pathways Steering Committee in order to play an active role in the College's guided pathways implementation efforts. Counselors meet weekly to discuss updates and changes impacting student education and advising. Instructors teaching counseling courses meet each semester to discuss student learning, student achievement, and any factors impacting counseling courses in the given semester [II.C-92 Counseling Department Equity Presentation; II.C-93

Counseling Data Presentation; II.C-94 Counseling Data Packet]. The Articulation Officer and Transfer Center Coordinator provide regular updates at weekly meetings about changes regarding university transfer requirements and Associate Degrees for Transfer.

Analysis and Evaluation
Cuyamaca College provides counseling services in order to support student success and development. Counseling services are provided by faculty who are well-trained in order to ensure that accurate and timely information is conveyed to students. All counseling services and courses are evaluated annually as a part of the college-wide program review and curriculum review process.

> **Standard II.C.6.:**
> **The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Evidence of Meeting the Standard
All admissions policies adhere to the regulations set forth in Title 5 of the California Code of Regulations and are detailed in district board policies and administrative procedures [II.C-95 BP 5010; II.C-96 AP 5010]. Criteria for admission is detailed in the College Catalog and outlines aspects of the process including procedures, requirements, assessment, orientation, new student advising, enrollment priorities, enrollment verification, fees, instructional materials, the international student program, the refund schedule, residency information, transcripts, transfer credit, and veterans services. The academic calendar, which provides important dates and deadlines throughout the academic year, is also published in the College Catalog [II.C-97 College Catalog Introduction Section]. These dates and deadlines include registration, start dates for short-term and regular length courses, add/drop dates, Pass/No Pass application deadline dates, census, instructor grade deadlines, and holidays.

The Admissions and Records Office is responsible for all aspects of the admissions process, from application to graduation, and for the maintenance of all student records. Specific functions related to admissions include the College's application, residency, registration, enrollment or degree verification, transcripts, evaluation of external transcripts, prerequisite verifications, grades collected from faculty, drops processed from students and faculty, degree audit, graduation, veterans' eligibility, and petitions.

The College uses CCCApply for its admission application in order to provide information on clear pathways to achieve college and career success. Students are able to complete an abbreviated student education plan online or in person with a counselor or a comprehensive education plan by appointment with a counselor. The plan includes all courses required for the student to complete their educational objective. This includes general education courses, major preparation courses, transfer requirements (if applicable), catalog year, prerequisite courses, electives, units completed/required, anticipated date of completion and/or transfer, placement

results, math, English, ESL sequences where applicable, and any additional information that will be helpful to students in reaching their academic goals.

The College is committed to creating streamlined articulation agreements with colleges and universities. The Articulation Office exists to ensure clear transfer pathways so students have a smooth and timely transition from Cuyamaca College to a transfer institution [II.C-98 Articulation Webpage]. The Articulation Officer develops and maintains course-to-course articulation and transfer agreements with public and private four-year colleges and universities and ensures that the California State University (CSU) General Education Breadth list, the Intersegmental General Education Transfer Course (IGETC) list, the University of California Transfer Agreement list, and the CSU Baccalaureate list are accurate and appropriate for Cuyamaca College students. The Articulation Officer also helps to ensure compliance with Title 5 on curricular matters and assists with state projects including Associate Degrees for Transfer and C-ID, the California Community Colleges course identification system [II.C-99 SDICCCA ADT Grid]. The College provides transfer worksheets to assist students in planning their educational pathway for transfer to a CSU or UC [II.C-100 CSU Transfer Worksheet; II.C-101 IGETC Transfer Worksheet].

In order to clarify and streamline student pathways to completion, Cuyamaca College applied for and was accepted into the cohort of 20 California Community Colleges participating in the California Guided Pathways Project (CAGP) [II.C-102 CAGP Application]. As part of this effort, the College is currently developing a set of "meta-majors," informed by student and faculty feedback [II.C-103 Meta-Major Student Focus Group Results; II.C-104 Proposed Meta-Majors]. The goal of these meta-majors, formally called Academic and Career Pathways or ACPs, is to group associate degree programs into academic and career clusters, align with career and transfer pathways, and eventually develop shared general education recommendations for students within each ACP [II.C-105 GP Pillar 1 Team Work Plan]. In order to assess progress toward guided pathways implementation and evaluate the effectiveness of the College's guided pathways efforts, the College monitors Key Performance Indicators (KPIs), such as persistence and completion, and conducts an institutional effectiveness survey, and institutional learning outcome (ILO) survey, and the CCSSE [II.C-106 Spring 2019 KPI Standards and Targets; II.C-41 IE Survey - Students 2018; II.C-107 2017 ILO Survey Report; II.C-108 2018 ILO Survey Results].

Analysis and Evaluation
All policies at Cuyamaca College align with the regulations set forth in Title 5 of the California Education Code. In addition to this compliance piece, the College also employs a student-centered mission and implements administrative procedures that are intended to promote student success. All admissions information is published in the College Catalog and the Admissions and Records Office serves as an informational hub for prospective and current students. As the College embarks upon its guided pathways efforts, the requirements for program completion are being more clearly communicated to students. The Counseling department serves as the primary point of contact for students to receive appropriate information on their course of study. Support services are provided throughout the matriculation process and as students work through the requirements of their academic programs.

Standard II.C.7.:
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Cuyamaca College regularly assesses and evaluates its placement processes to ensure effectiveness, reduce bias, and maximize student access. Prior to 2014, the College used the Mathematics Diagnostic Testing Project (MDTP) to place non-exempt students into math courses and the Assessment and Placement Services for Community College (APS) to place students into English courses [II.C-109 AP 5050]. Subsequently, Cuyamaca College moved to the Accuplacer assessment instrument as the primary source of math and English placement for incoming students. The District conducted validation studies of these two tools in 2014 and presented the results to both Cuyamaca and Grossmont Colleges [II.C-110 GCCCD Math Placement Validation 2015; II.C-111 GCCCD English Placement Validation 2015]. In order to assess disproportionate impact across both colleges in the District, in 2016 the district Research, Planning, and Institutional Effectiveness (RPIE) Office conducted an analysis of English and math placement by ethnicity, gender, and other student characteristics [II.C-112 RPIE KPI Summary 2016 - Placement]. The results of the study revealed that, in general, students of color were disproportionately less likely to be placed in transfer-level English and math. Therefore, the College added self-reported high school grades and course-taking information to the Accuplacer assessment for math in 2016 and English in 2018 in order to improve equitable math and English placements for incoming students. As of Fall 2018, all entering students were eligible to enroll in transfer-level math and English courses. In combination with corequisite support course implementation, this new process is evaluated on a continuous basis. Early results of the corequisite support models in English and corequisite support and multiple measures placement in math yielded significant reductions in equity gaps for transfer-level math and English courses [II.C-113 Math and English Placement CAP Report Fall 2017]. The process will continue to undergo evaluation to ensure increased, equitable access to transfer-level courses.

In response to California Assembly Bill 705, Cuyamaca College has moved forward with plans to fully implement multiple measures assessment, which has replaced the previously utilized Accuplacer standardized test [II.C-114 AB 705]. In order to comply with AB 705 requirements, the College's math, English, and ESL faculty have collaborated with colleagues at Grossmont College and District Information Technology to develop an online tool to collect information, such as student self-reported high school GPA, highest level math course completed, and educational goals through the District's WebAdvisor application. Based on answers provided to seven questions, students receive a recommendation for English and math courses. Students who may need ESL courses are directed to make an appointment with the Assessment Office where a guided self-placement process is used to determine the student's best placement in English or ESL. The College will continue to evaluate these placement practices to ensure that students have more equitable access to and success in transfer-level courses in math and English.

Analysis and Evaluation

Both admissions and assessment procedures are evaluated on a regular basis to ensure these processes are student-friendly and in compliance with state and federal regulations. Student assessment processes have recently been updated to include multiple measures in the placement of English, math, and ESL courses for students. Utilizing multiple measures affords students an opportunity to avoid the remedial pipeline and progress through their programs with fewer barriers to success than in the past. The College now reviews its placement data on an annual basis to ensure effectiveness and minimize bias.

> **Standard II.C.8.:**
> **The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Evidence of Meeting the Standard

Information Security

The institution has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained. The Grossmont-Cuyamaca Community College District (GCCCD) Information Security Program protects district information and Personally Identifiable Information (PII) through a comprehensive set of guidelines which comply with current state and federal regulations [II.C-115 Information Security Program Guidelines]. This program is annually reviewed and amended as necessary to protect PII of students, alumnae, faculty, and other employees of the District, including names, social security numbers, dates of birth, mother's maiden name, driver's license numbers, etc. The District also created board policies and administrative procedures regarding the use of student records, directory information, and privacy [II.C-116 BP 5040; II.C-117 AP 5040]. Various versions of system backups are conducted and retained by District Information Technology (IT). Student disciplinary records are kept securely in the Student Affairs Office.

The College asks for social security numbers only when absolutely necessary, typically using only the last four digits, and regular reminders are sent to staff regarding the need to shred all documents containing social security numbers and other personal information. Records of students no longer attending Cuyamaca College are imaged and electronic copies are maintained on a server backed up by Information Technology.

Employee Training and Access to Information

All employees who have access to the student information system, or those with administrative permission to view student records, receive mandatory Family Educational Rights and Privacy Act (FERPA) training. Each employee is then provided with FERPA guidelines and is required to sign a confidentiality agreement [II.C-118 Cuyamaca FERPA Webpage; II.C-119 College Catalog p. 32]. Computer usage signed agreements are maintained by District Instructional Services [II.C-120 Network Computer Use Agreement]. Copies of internal and external student

records are digitized and stored in the Image Now software program, which is a secure, automated filing system accessible to designated personnel in appropriate offices, such as Admissions and Records, Financial Aid, or Counseling.

Release of Student Information
Student records are only released when the student provides written authorization through a standard form to release information such as transcripts and enrollment verification [II.C-121 Authorization to Release Information Form]. Exceptions to this include male student address and telephone information to military recruiters (authorized by the Solomon Act) and releasing information electronically to the National Student Clearinghouse for loan deferrals.

Student discipline information is never released without a signed release of records form from the Admissions and Records Office. These disciplinary records are subject to access, review, and comment by the student as authorized by FERPA, and all access or release of such records to members of the public are in accordance with applicable state and federal laws.

Analysis and Evaluation
Cuyamaca College has taken the appropriate steps to ensure all student records are maintained in a manner which is permanent, secure, and confidential. Both physical and digital security measures are utilized in order to ensure that records are kept secure and confidential, and electronic records are kept permanently. Official documents are saved in the Document Imaging System Files, and records are only released to the appropriate personnel and parties that are identified by presenting the proper official documentation. All requirements set forth in state and federal regulations are adhered to and internal best practices have been adopted. Physical records are secured under lock and key and digital records are kept password protected and further secured by digital security measures.

Standard II.C Evidence

II.C-1	Student Affairs PR One-Page Summary 2016-17
II.C-2	SSPRPC Alignment Slides 2017
II.C-3	SS PR Update Template 2017-18
II.C-4	SSPRPC Evaluation Slides 2018
II.C-5	PRSC Charge and Composition
II.C-6	SSPRPC PR Slides 2017-18
II.C-7	Four-Year Program Review Cycle
II.C-8	SS PR Update Template 2018-19
II.C-9	Student Affairs Event Assessment Form
II.C-10	Student Affairs PR Update 2017-18
II.C-11	Health Fair Survey
II.C-12	Health and Wellness PR Update 2017-18
II.C-13	High School and Community Relations PR Update 2018-19
II.C-14	DSPS Survey Report - Spring 2017
II.C-15	DSPS PR Update 2017-18

Standard II.C Evidence (Continued)

II.C-16	Prerequisite Clearance
II.C-17	Student Services SLOs-SSOs
II.C-18	VRC PR Update 2017-18
II.C-19	Athletics PR Update 2017-18
II.C-20	SLO-SSO Workshop Presentation - Fall 2017
II.C-21	Program Review Data Training - Fall 2017
II.C-22	Transfer Services Survey Report 2018
II.C-23	Admissions and Records
II.C-24	CCCApply
II.C-25	WebAdvisor
II.C-26	Financial Aid
II.C-27	Financial Aid TV Report
II.C-28	Monthly Financial Aid Workshops
II.C-29	Griffin-Coyote Connection
II.C-30	ESL Onboarding Services
II.C-31	Student Information Packet
II.C-32	Dual Enrollment Workshops
II.C-33	Class Registration Workshops
II.C-34	Outreach Webpage
II.C-35	Information Requests
II.C-36	Counseling Comparison Report
II.C-37	EOPS Comparison Report
II.C-38	DSPS Comparison Report
II.C-39	EOPS Survey Report
II.C-40	DSPS Survey Report Fall 2018
II.C-41	IE Survey – Students 2018
II.C-42	2016-2022 Strategic Plan
II.C-43	Validation and Engagement Events Calendar
II.C-44	Welcome Week Program
II.C-45	Latino Heritage Month Flyer
II.C-46	Black History Month Flyer
II.C-47	Diversity Dialogues Flyer
II.C-48	Cultural Competency Institute Flyer
II.C-49	SafeZones Training Webpage
II.C-50	Cultural Competency Institute Survey Results
II.C-51	CCC Charge and Composition
II.C-52	IEC Charge and Composition
II.C-53	SSEC Charge and Composition
II.C-54	Cross Cultural Center Flyer
II.C-55	ASG Constitution

Standard II.C Evidence (Continued)

II.C-56	ASG Bylaws
II.C-57	BP 5400
II.C-58	BP 5410
II.C-59	BP 5420
II.C-60	AP 5400
II.C-61	AP 5410
II.C-62	AP 5420
II.C-63	Title IX Gender Equity Form R-4
II.C-64	Fall 2018 Women's Sports Student Interest Survey
II.C-65	Fall 2108 Men's Sports Student Interest Survey
II.C-66	PCAC Program Review Report 2018
II.C-67	Athletics Survey 2018 Results
II.C-68	Athletics Mission and Philosophy
II.C-69	BP 5700
II.C-70	AP 5700
II.C-71	Athletics 2018 Comparison Report
II.C-72	Athletics 2017 Comparison Report
II.C-73	SafeZones Training Assessment Results
II.C-74	Diversity Dialogues Workshop Assessment Results
II.C-75	SENSE Summary Report 2017
II.C-76	CCSSE Report 2015
II.C-77	Counseling Webpage
II.C-78	EOPS/Special Programs Webpage
II.C-79	DSPS Webpage
II.C-80	CalWORKs Webpage
II.C-81	Umoja Webpage
II.C-82	Work Experience Webpage
II.C-83	COUN 120 COR
II.C-84	COUN 130 COR
II.C-85	COUN 150 COR
II.C-86	Five-Year Curriculum Review Cycle 2018-19
II.C-87	Course Master List 2018-19
II.C-88	Counseling TracDat SLO Report
II.C-89	Counseling Meeting Notes 11-28-18
II.C-90	Counseling English-Math Guide 2018-19
II.C-91	Counseling PR Update 2018-19
II.C-92	Counseling Department Equity Presentation
II.C-93	Counseling Data Presentation
II.C-94	Counseling Data Packet
II.C-95	BP 5010

Standard II.C Evidence (Continued)

STANDARD III

RESOURCES

Evidence of Meeting the Standard
Hiring Criteria
Cuyamaca College and the District have developed appropriate and effective hiring criteria. The College assures the quality and integrity of its programs and services by hiring appropriate personnel that are sufficiently qualified by education and experience to meet defined programmatic needs. In order to assure the quality and integrity of the programs and services provided at the College, each new position must be linked to the mission and strategic goals in order to be considered for funding. Hiring requests are rated and ranked in order of priority by the Staffing Prioritization Task Force. Their recommendations are vetted through various governance groups and approved by the Cuyamaca College Council. The information on how to request staffing is available publicly on the College's program review webpage [III.A-1 Program Review Webpage]. The District in collaboration with the College sets forth official job descriptions that are appropriate to each position. The College consistently follows the hiring criteria that are maintained at the district level. There are administrative procedures in place to ensure that qualified personnel are employed and appropriately assigned. Specifically, Administrative Procedure 7120 Recruitment and Selection explains the process that the District follows [III.A-2 AP 7120]

Position Advertisement
The District leverages commonly-used mechanisms, such as the California Community Colleges Registry, the District Careers Web Page, HigherEdJobs, and other appropriate and diverse venues to advertise open positions to attract quality candidates [III.A-3 CCC Registry Listing; III.A-4 District Careers Webpage; III.A-5 HigherEdJobs Listings].

Qualifications
The District establishes qualifications for academic positions using California Community Colleges minimum qualifications and verifies these qualifications via academic transcripts [III.A-6 CCCCO Minimum Qualifications 2018]. When it is not immediately clear that faculty meet the ASCCC minimum qualifications, equivalency documents are submitted and may be approved by lead faculty, the division dean, and the Vice President of Instruction.

Qualified applicants must be graduates of an accredited institution. Foreign equivalency of qualifications and Foreign Degree Translation information is documented on the district HR website [III.A-7 Foreign Degree Translation].

Job qualifications are closely matched to specific programmatic needs, and position duties, responsibilities, as well as authority are clearly delineated [III.A-8 Sample ESL Faculty Job Posting]. Departments may request the opportunity to hire faculty, staff, or administrators during the annual program review processes or in a case of emergency. Positions may be requested to replace those who have left their positions for retirement or other reasons, or when there is a demand for a new position to be created. Faculty job announcements are developed by the division dean and faculty chair of the discipline in collaboration with HR and the screening committee. If an applicant is hired to teach an online course, past experience, level of education, and additional training are reviewed. Questions are asked pertaining to online strategies and methodologies during the interview. Instructors with experience in online instruction are appointed to serve on the screening or selection committee.

Job Descriptions
Job descriptions are directly related to the institutional mission. Administrative job descriptions are developed by the president and/or administrative designees in collaboration with the Human Resources Department (HR) and the Administrator's Association union. Classified staff job descriptions for represented positions are negotiated between the College and the California School Employees Association (CSEA) union. Unrepresented positions' job descriptions are developed by the administrative designee assigned to supervise the position. All of these job descriptions go to the Board of Trustees for approval. Faculty job descriptions are negotiated through the American Federation of Teachers (AFT) Guild, Local 1931 union [III.A-9 Faculty Job Description].

Hiring Procedures
The Human Resources Department at the District has operating procedures in place for hiring. There is a procedure in place which is utilized for hiring regular faculty [III.A-10 PE9 Hiring Regular Faculty]. A screening committee which may be composed of management representatives, staff appointed by the Classified Senate, and faculty members appointed by the Academic Senate from a specific and/or related discipline for faculty recruitments is formed for each hire. The screening committee may set additional criteria as stated in the job announcement under knowledge, skills, and abilities to meet program needs and the College's strategic goals. After the initial application screening and interviews by the hiring committee, qualified candidates for full-time positions may be invited to a final interview with the President, vice president, and/or department manager. Included in this pre-employment process is a reference check before a final offer is made. The GCCCD board policies for hiring procedures are included in the Human Resources policies and procedures chapter and posted publicly on the district website [III.A-11 Policy Chapter 7 Listing].

Analysis and Evaluation
Cuyamaca College has established and follows its policies and procedures with respect to selection and hiring and ensures administrators, faculty, and staff are qualified for their positions by meeting the education, training, and experience requirements. Hiring practices are aligned to meet the College's mission and strategic goals. The College uses data, reflection, and dialog to determine human resource needs for programs and services. Employment qualifications are based on criteria that are established in higher education. Finally, the hiring procedures are in writing and consistently applied across hiring categories.

Standard III.A.2.:
Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Utilizing a consistent hiring process for faculty that assures adequate and appropriate knowledge, Human Resources (HR) at the Grossmont-Cuyamaca Community College District (GCCCD) provides support for the College to employ qualified personnel. Recruitment selection and hiring policies for GCCCD are clearly stated and available at the HR Office, posted in the board policies and procedures, and on the District's webpage [III.A-12 Policies and Procedures Webpage].The College, in collaboration with the District, has a consistent process to verify that faculty have adequate and appropriate knowledge of the subject they will be teaching. Once the decision has been made to hire a full-time faculty position, the description of the position is prepared. During this process the discipline chair or coordinator, dean, and other appropriate faculty members participate in the development of the position description. They identify the unique tasks of the job, including individual knowledge, skills, and the experience required to perform essential functions of the job which cannot be learned in a brief orientation or will not be expected to be acquired on the position. A hiring committee is formed after the position has been approved. Each hiring committee has a faculty presence from the respective field to ensure that candidates are qualified for positions. In addition, each member of the hiring committee must go through training [III.A-13 HIRE Training 2018 Schedule]. The hiring rubric is used for all applicants in order to ensure that necessary qualifications are met for each person which is consistent with board policies [III.A-14 BP 7211].

Through a formal process for vetting credentials, applicant materials are screened by the committee using necessary and minimum qualifications identified before interviews occur and again during the interview process. This screening is coordinated by the chair of the committee and human resources specialists. The College's screening committees carefully review each candidate's past experience and education based on criteria agreed to by committee members. Interviews are conducted to further clarify the candidate's strengths as an instructor, to assess a candidate's understanding of experience with diversity, and for the potential to contribute to the mission and strategic goals of Cuyamaca College. A teaching demonstration is often required during the interview process. Faculty who will be offered online sections must also prove they are qualified to teach online or willing to go through a process to become qualified. The District establishes qualifications for academic positions using ASCCC/CCC minimum qualifications and verifies these qualifications via academic transcripts [III.A-6 CCCCO Minimum Qualifications 2018].When it is not immediately clear that faculty meet the ASCCC minimum qualifications, equivalency documents are submitted by the applicant and may be approved by lead faculty, the division dean, and the Vice President of Instruction. Foreign equivalency of qualifications is documented on the GCCCD HR website [III.A-7 Foreign Degree Translation].

The faculty job descriptions clearly delineate responsibility for curriculum oversight and student learning outcomes assessment [III.A-9 Faculty Job Description], which includes:

- Participating in the development and review of curriculum as needed (Section C p. 3)
- Periodically evaluating student progress toward meeting course objectives, as well as advising the students of course objectives, methods of evaluation, and the results of the evaluation (Section B.1 p. 1)
- Keeping official records and collecting data required by District policy and administrative procedures; submitting records and data in accordance with college procedures (See F.4 p. 3)

In addition, article 5.3.4 of the Collective Bargaining Agreement with the American Federation of Teachers states "All faculty are required to acknowledge by checking the appropriate box on the evaluation form at the time of signing the summary report that he/she has participated in the assessment of student learning outcomes and discussions with colleagues about using the information to improve teaching and learning." All full-time and part-time faculty being evaluated complete this section [III.A-15 2019-2021 AFT Collective Bargaining Agreement (see p. 14)]. This language was agreed upon through a collaborative effort between the AFT, the GCCCD Academic Senates, the District's instructional deans, and vice presidents.

Finally, faculty must include course-level SLOs as well as the tools used to evaluate student learning outcomes in their syllabi. The Faculty Handbook explains that faculty members are expected to use student learning outcomes (SLOs) in measuring and evaluating student achievement [III.A-16 Faculty Handbook (see p. 24)]. The Course Outline of Record (COR) is available online for all classes offered at Cuyamaca College, which clearly lists the specific SLOs as well as methods of evaluation to further guide faculty in appropriately planning courses and assessing learning outcomes for their students [III.A-17 ASL 120 COR; III.A-18 PSY 120 COR]. The handbook also provides guidance and gives examples to assist faculty in meeting these requirements.

Analysis and Evaluation
Cuyamaca College has clear policies and procedures in place to ensure that faculty are well-qualified to contribute to the strategic goals of the institution. During the faculty selection process, applicants are evaluated for subject-area knowledge, appropriate degrees, professional experience, teaching ability, related scholarly activities, and a commitment to student success. Faculty job descriptions also include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

The District establishes qualifications for administrators and other employees responsible for educational programs and services and verifies these qualifications via academic transcripts. Cuyamaca College assures the quality and integrity of its programs and services by hiring appropriate personnel sufficiently qualified by education and experience to meet defined programmatic needs. Minimum qualifications are stated for all faculty and administrators in keeping with the Minimum Qualifications for Faculty and Administrators in the California Community Colleges Handbook [III.A-6 CCCCO Minimum Qualifications 2018]. As stated in Board Policy and Administrative Procedure 7120 Recruitment and Selection, all academic and classified employees are hired in accordance with the criteria and procedures established for their positions in compliance with the District Equal Employment Opportunity (EEO) Plan, Title 5, and Board policies regarding nondiscrimination and local decision making [III.A-19 BP 7120; III.A-2 AP 7120].

Minimum qualifications for all administrators and other employees are clearly stated in job postings for each position under recruitment [III.A-20 Sample Administrative Job Posting; III.A-21 Sample Engineering Faculty Job Posting]. If an applicant does not meet the minimum qualifications as stated, they may still apply to the position under an equivalency [III.A-22 Equivalency Instructions Webpage]. The Human Resources Department screens all applicants for minimum qualifications or equivalencies and forwards all qualified applicants to the position's screening committee. Applicant materials are screened by the committee for minimum and necessary qualifications. Applicants are further assessed during the interview process. This screening is coordinated by the chair of the committee and Human Resources Specialists. For the successful candidates, the Employment Services Department verifies qualifications via academic transcripts.

Grossmont-Cuyamaca Community College District (GCCCD) Governing Board policies and related procedures direct the processes for selecting all college personnel. The College follows districtwide policies and procedures in hiring. Step-by-step procedures for the recruitment and selection of employees are detailed in Personnel Operating Procedures [III.A-10 PE9 Hiring Regular Faculty; III.A-23 PE12 Hiring Classified Personnel]. Operating Procedures may be found on the District shared network or by contacting Human Resources.

The annual evaluation process also helps assure administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Administrators and faculty undergo an annual evaluation process as specified in their labor contracts and/or employee handbook [III.A-24 Administrators' Association Handbook; III.A-15 2019-2021 AFT Collective Bargaining Agreement (see p. 14)]. The evaluation process provides a forum to document and

analyze performance based on the previous year's goals, as well as relevant competencies in order to provide feedback which leads to further improvements.

The District's Governance Handbook explains the role of administrators, managers, and supervisors in the districtwide governance process, including the responsibility for supporting the educational process and institution's effectiveness [III.A-25 District Governance Handbook].

Analysis and Evaluation
Administrators and other employees at Cuyamaca College are responsible for sustaining institutional effectiveness and the strategic goals of the College. To assure academic quality, candidates are hired based on meeting stated minimum qualifications that are verified throughout the recruitment process. Official transcripts and employment verifications for educational administrators and personnel are on file in the Human Resources Department.

Standard III.A.4.:
Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
The Grossmont Cuyamaca Community College District verifies the qualifications of applicants and newly hired personnel. Applicants with degrees from non-U.S. institutions must have their transcripts validated for equivalency. The District's policies for assessing authorization for employment in adherence with federal laws are outlined in Board Policy and Administrative Procedure 7125 [III.A-26 BP 7125; III.A-27 AP 7125]. Per this policy and procedure, the District completes verification forms for new employees which are required by the United States government. For individuals who are hired, the District retains such forms for at least three years.

Offers of employment are made with the understanding that candidates meet the minimum qualifications established by the Board of Governors, or the equivalent, or the District Classification process, and that they possess any required licensure or certification for the position as stated [III.A-6 CCCCO Minimum Qualifications 2018; III.A-22 Equivalency Instructions Webpage; III.A-28 District Equivalency Form]. Provisions of the salary schedules adopted by the District govern initial salary placement. Salary placement on the schedule is contingent upon receipt within 90 calendar days of acceptance of the job offer, all official transcripts verifying academic degrees/units completed, and verification of employment to substantiate initial step placement. Failure to provide appropriate documentation results in pay adjustments.

If applicants have a degree from a college or university outside of the United States, the applicant must have the coursework evaluated by a professional association [III.A-7 Foreign Degree Translation]. Applicants for part-time faculty positions must have the evaluation completed and submitted in order to be included in the applicant pool. The District requires evaluations to be conducted by a company that is a member of the National Association of

Credential Evaluation Services (NACES). The evaluation must be a detailed report including lower and upper division course designations. This detailed report should meet most transcript requirements for employment purposes and is completed at the expense of the applicant, who assumes all responsibility for the evaluation services.

Analysis and Evaluation
The District Human Resources Office verifies the qualifications of applicants through an established process in accordance with California Community Colleges minimum qualifications for faculty and administrators and district policies and procedures.

> **Standard III.A.5.:**
> **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard
The College has processes in place to ensure that evaluations are conducted systematically at stated intervals and are designed to improve the job performance of all employees. The primary goal of performance evaluations is to recognize good performance and identify areas for improvement. The Grossmont-Cuyamaca Community College District negotiates with three unions and two meet-and-confer groups to develop evaluation instruments that ensure employees are assessed consistently and uniformly. The evaluation processes for faculty, classified staff, and administrators are included in their respective contracts, and the evaluation criteria have been vetted through negotiation.

The evaluation process for full-time and part-time faculty is set forth in Article V of the current faculty contract. As detailed in Article 5.3, faculty evaluations include a peer and manager component as well as a student evaluation questionnaire [III.A-15 2019-2021 AFT Collective Bargaining Agreement]. An evaluation summary rating of 3.5 or less on a 5.0 point scale initiates a process for improvement. If the peer or manager includes recommendations for improvement, the evaluee is given the opportunity to respond in writing within a specific time frame. The evaluators and evaluee may develop a written plan that clearly specifies areas for improvement, which will be measured in a subsequent evaluation. The Instructional Operations Office tracks and monitors the submission of all evaluation components and provides regular status reports to the division deans on what has been completed. The Tenure Review Coordinator guides the evaluation process for tenure-track faculty by keeping the faculty member and the respective tenure review committee members informed of the tenure review procedures and timelines.

Article 13 and Appendix D of the Classified Employees Contract explains the process for ensuring that evaluations of classified employees lead to improvement of job performance [III.A-

29 2017-2019 CSEA Contract]. Managers are currently responsible for assuring that classified staff are evaluated regularly. The District is planning to employ a human resources component to Workday in the near future which will improve the ability to track evaluations and better support the process to assure timely completion.

Evaluation procedures for Cuyamaca College administrators are set forth in Chapter 14, the Employee Evaluation section of the Administrator's Association Handbook [III.A-24 Administrators' Association Handbook]. Annual evaluations are accomplished through a Performance Appraisal System which helps guarantee the continued professional development of administrators and is of critical importance to realizing the mission and values of the College and District [III.A-30 Confidential Administrator Evaluation Form].

Analysis and Evaluation
District evaluation criteria, which are included in documents that have been vetted through negotiations, are successfully utilized to measure effectiveness of personnel in performing their duties. Cuyamaca College relies on these processes to ensure that evaluations occur on time and that the results are utilized to improve job performance.

Standard III.A.6.:
The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Standard III.A.6 is no longer applicable.

Standard III.A.7.:
The institution maintains a sufficient number of qualified faculty, which includes full- time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard
Cuyamaca College has a dedicated core of qualified faculty with full time responsibility to the institution as verified by annual reporting to the California Community Colleges Chancellor's Office (CCCCO). Community college districts are required to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit Full-Time Equivalent Students (FTES) that they obtain [III.A-31 CCR Title 5 Section 51025]. Districts are required to report their Faculty Obligation Number each fall, which is the base number of Full-Time Equivalent Faculty (FTEF). GCCCD has consistently been in compliance with the FON

expectation districtwide. Below is a summary of the last three years of the District FON reporting:

Table 34. GCCCD Faculty Obligation Numbers III.A-32 [III.A-32 Fall 2016 FON; III.A-33 Fall 2017 FON; III.A-34 Fall 2018 FON]

	Fall 2016 Report	Fall 2017 Report	Fall 2018 Report
State Compliance -- Full-Time Faculty Obligation Number (FON)	304.1	311.5	307.5
GCCCD Instructional and Non-Instructional FTEF	307.5	312.65	310.7
GCCCD FTEF Above State Compliance	3.4	1.15	3.2
GCCCD Percentage of Full-Time Faculty	46.23%	48.74%	52.0%

The 2018-19 California statewide budget included an allocation to hire additional full-time faculty. In Spring 2019 Cuyamaca College hired six new full-time faculty positions, informed by the Staffing Prioritization Task Force recommendations for faculty hiring priorities [III.A-35 Faculty Hiring Priorities 2018]. As part of the program review and integrated planning process, faculty positions are requested and ranked based on internal data used to inform faculty hiring priorities [III.A-36 Sample Division FTEF Report 2017-18]. These efforts are aimed at improving the number and percentage of full-time faculty on the Cuyamaca College campus and ultimately improve student success.

Analysis and Evaluation
Cuyamaca College has processes in place to maintain a sufficient number of qualified full-time and part-time faculty in order to ensure the fulfillment of faculty responsibilities, which are essential to the quality of educational programs and services. While the College experienced a hiring freeze during the Great Recession, with the return of the state budget, steps have been taken to replace all full-time faculty retirement and separation positions, following the Staffing Prioritization Task Force recommendations in order to maintain the quality of instructional programs.

Evidence of Meeting the Standard

Cuyamaca College has employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of part-time and adjunct faculty. All full-time and part-time faculty are required to complete professional development pursuant to Title 5, section 55720, which is overseen by a full-time faculty member who serves as the Professional Development Coordinator with 1.0 reassigned time to ensure quality offerings align with the college mission.

Before the start of each semester, the institution provides a professional development week for all faculty and staff with attendance recorded via a sign-in sheet [III.A-37 PD Workshop Guidelines Webpage; III.A-38 Workshop Sign-in Sheet]. Faculty are required to complete a minimum number of professional development hours, for which they are compensated [III.A-39 State Guidelines for PD Hours Requirements]. In addition to these designated professional development weeks, the institution also provides various workshops throughout the year which faculty and staff can attend [III.A-40 Sample PD Workshop Flyer].

One of the offerings each semester is the New Faculty Orientation workshop during professional development the week before classes start. This provides an opportunity for new part-time faculty to become familiar with teaching at Cuyamaca College. The Basic Skills Student Outcomes and Transformation (BSSOT) and Title III HSI/STEM grants have also paid for part-time faculty to attend workshops on new teaching methods including acceleration and culturally responsive teaching [III.A-41 BSSOT Webpage; III.A-42 Title III HSI STEM Webpage]. The results of an adjunct faculty professional development needs survey are posted on the Professional Development Webpage [III.A-43 Part-Time Faculty PD Survey Results; III.A-44 PD Committee Webpage]. To increase attendance and further align itself with the goals in the Professional Development Program Plan 2017-2022, the institution has created a districtwide Professional Development Task Force [III.A-45 PD Program Plan 2017-2022; III.A-46 PD Task Force Meeting Notes 5-29-18].

Furthermore, there are clear processes and criteria in place for evaluating all faculty, including part-time instructors, which have been vetted through negotiations according to the faculty contract [III.A-15 2019-2021 AFT Collective Bargaining Agreement (see p. 17)]. In order to ensure effective teaching and growth, evaluees are required to respond in writing to any recommendations, and depending on the circumstances, a written plan may be developed specifying steps for improvement and follow-up.

In order to further provide opportunities for integration of adjunct faculty into the life of the institution, the Academic Senate also welcomes part-time faculty to join committees on campus and compensates for participation in some of the more active committees [III.A-47 Adjunct Committee Pay Procedures].

Analysis and Evaluation

As evidenced by detailed evaluation processes overseen by the Office of Instruction, faculty professional development opportunities, and requirements for professional development participation, the College has employment policies and practices which provide for part-time faculty orientation, oversight, evaluation, and professional development. The College values adjunct faculty and the important role they play in students' success.

> **Standard III.A.9.:**
> **The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Evidence of Meeting the Standard

The College uses program review data, goals, and plans as a foundation for prioritizing faculty and classified staffing, facilities improvements, professional development needs, curriculum planning, and budget allocation. This process serves as the basis for identifying the appropriate number of support personnel. Requests for faculty and classified staff positions are submitted through the program review process and are prioritized by the Staffing Prioritization Task Force (SPTF) which was convened in 2016 by the Cuyamaca College Council (CCC) [III.A-48 CCC Minutes 6-20-16; III.A-49 CCC Minutes 7-26-16].

Faculty Hiring Priorities

Prior to 2019, faculty hiring priorities were submitted by the SPTF to the Academic Senate for endorsement, followed by CCC for final recommendation to the College President [III.A-35 Faculty Hiring Priorities 2018]. Under the new college governance structure, the SPTF submits their recommendations for faculty hiring priorities to the Academic Senate for endorsement, to the Resource and Operations Council (ROC) for information, and then ultimately to CCC for final recommendation to the College President, who makes the final decision [III.A-50 Annual Planning Process Draft - May 2019].

Classified Hiring Priorities

Prior to 2019, classified staff hiring priorities were submitted by the SPTF to the Classified Senate and then on to CCC for recommendation to the College President [III.A-51 CCC Minutes 5-22-18]. As of 2019, classified staff hiring priorities are submitted to Classified Senate for endorsement, to ROC for information, and then on to CCC for recommendation to the College President, who makes the final decision [III.A-52 Classified Hiring Priorities 2018; III.A-53 Classified Hiring Priorities 2019].

After the request has been prioritized through the college governance groups and is approved by the College President, it moves on to the district level including Chancellor's Cabinet, District Strategic Planning and Budget Council (DSP&BC), and finally the Governing Board. Supervisors are asked to provide justification using the Strategic Hire Request form. Instructions on the process and form are provided on a quick-reference guide found on the intranet. Submitted strategic hire request forms are added to the DSP&BC monthly agendas and discussed

at that time [III.A-54 DSP&BC Agenda 10-8-18]. Approved hires are added to the Summary of Strategic Hire Requests which is posted on the DSP&BC intranet page [III.A-55 DSP&BC Minutes 4-8-19; III.A-56 DSP&BC Strategic Hire Summary - May 2019].

To determine qualifications for support personnel, a hiring committee is formed and experts in the area contribute to developing the list of minimum and necessary qualifications. Human Resources Department staff work closely with hiring administrators, chairs, faculty and staff [III.A-57 Sample Classified Job Description].

Analysis and Evaluation

Program review data, goal-setting, and connections to institutional planning serve as the foundation for prioritizing faculty and classified staffing, facilities improvements, professional development needs, curriculum planning, and budget allocation. There are processes in place to ensure that the educational, technological, physical, and administrative operational needs of the institution are met. These processes have been vetted by various constituency groups and are evaluated each year in order to create continuous improvement.

Standard III.A.10.:
The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

In order to support the mission of Cuyamaca College there are a total of 18 administrators which includes 14 academic administrators and four classified administrators. According to Board Policy 7250, educational administrators supervise daily operations as well as creation of appropriate policies regarding instructional and student services programs [III.A-58 BP 7250]. The District has operating procedures in place to explain the role and responsibilities of administrators. These may be found on the District shared network or by contacting Human Resources. When changes occur which produce a need for a new administrative position, a request is made through the Executive Program Review process [III.A-59 VPI PR Update 2018-19; III.A-60 VPSS PR Update 2018-19]. These requests are considered, analyzed, discussed, and prioritized in President's Cabinet. Requests for additional administrative positions then go through the District review process, facilitated by GCCCD Human Resources, and require the completion of a District Organizational Modification Form, approval by the President, Chancellor, and Governing Board [III.A-61 District Organization Modification Form].

To ensure administrators have the expertise appropriate to their areas of responsibility, including effective leadership and continuity in support of the district and college missions, educational administrators are only hired after the District verifies that they meet the California Community Colleges Minimum Qualifications [III.A-6 CCCCO Minimum Qualifications 2018; III.A-58 BP 7250]. The College is proactive in supporting its departments by appointing interim deans and other leadership positions when these positions become vacant in order to ensure consistency in college leadership.

Analysis and Evaluation
Cuyamaca College maintains a sufficient number of administrators with appropriate preparation and expertise to advance the College's mission. Through established processes, including program review, the President's Cabinet evaluates and prioritizes requests for new or additional administrative positions and follows district processes for organizational modification. New administrative positions are subject to President, Chancellor, and Governing Board approval. The District follows California Community Colleges minimum qualifications to ensure educational administrators have appropriate levels of education and experience to serve as effective leaders in advancing the college and district missions.

Standard III.A.11.:
The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
The District establishes, publishes, and consistently adheres to personnel policies and procedures. Personnel policies and procedures are developed and updated by the Human Resources Department, and then discussed by the Human Resources Advisory Council. Following this, they are reviewed by Chancellor's Cabinet and evaluated by the District Executive Council (DEC) [III.A-62 DEC Charge and Composition], which is a participatory governance group. DEC is a standing council comprised of students, faculty, and staff representatives from throughout the District. The Council serves in an advisory capacity to the Chancellor. One of the charges of the Council is to advise the Chancellor on district policy development and governance issues. Final approval of policies is via action by the Governing Board.

All district policies, including those affecting personnel, are posted to the internet. The District and College make every effort to publicize all personnel, board, and administrative policies and procedures, as well as to administer them equitably and consistently.

Policies specific to Human Resources are posted on the Governing Board page in chapter 7 [III.A-11 Policy Chapter 7 Listing]. Review of board policies (BPs) and administrative procedures (APs) may be initiated at any time by a trustee or GCCCD district employee, as explained in Administrative Procedure 2410 [III.A-63 AP 2410]. To ensure regular review of BPs and APs, the District/Governing Board subscribes to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates. In addition, a documented cycle for review of policies and procedures occurs every six years, based on date of last review, as tracked by the Chancellor and Governing Board Office. Outcomes of reviews are reported to the District Executive Council (DEC).

Moreover, processes and procedures ensuring fairness in the development and communication of the College's personnel policies and employment procedures are specified in board policies and administrative procedures, which are all accessible on the district website [III.A-64 BP 3415;

III.A-65 [BP 3410](); III.A-66 [BP 3420](); III.A-67 [BP 3430]()]. Examples of Equal Employment Opportunity (EEO) language can be found on job announcements and professional development activities and in training materials regarding employment practices [III.A-68 [Equal Employment Opportunity Plan]()]. These policies, processes, and procedures are reviewed and updated through a process of collegial consultation and address a broad range of concerns related to fairness and equity, such as leave policies. This ensures the College administers its personnel policies and procedures consistently and equitably, and results in fair treatment of personnel.

Analysis and Evaluation
The College and District consistently and equitably administer its personnel policies and procedures, ensuring fairness and equity in hiring. The Human Resources Department regularly develops and reviews policies, which are then discussed and evaluated by the District Governance Council and Chancellor's Cabinet. Policies and documents are made available to district and college employees on the College's website.

Standard III.A.12.:
Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
Cuyamaca College has policies and practices in place which promote an understanding of equity and diversity. The detailed procedure that covers employment practices, personnel support, tracking employment equity, and how any complaints of discrimination are managed can be found in Administrative Procedure 3420 [III.A-69 [AP 3420]()].

One specific way the College and District endeavor to promote equity and diversity is through its hiring practices. To properly serve an increasingly diverse population, the District strives to hire and retain faculty and staff who are sensitive to, and reflective of, the needs of the continually changing community it serves. For example, Employment Services prepares statistical information about the applicant pool. The District and the President then assess the diversity of the pool. If the pool meets the standard for diversity, the District approves and sends it to the President for approval. In addition, members of all screening/interviewing committees receive Equal Employment Opportunity (EEO) training.

With support from the Human Resources Department at the District, the College has put in place an Equal Employment Opportunity Plan [III.A-68 [Equal Employment Opportunity Plan]()]. The EEO Plan's immediate focus is equal employment opportunity in the District's recruitment and hiring policies and practices, pursuant to Title 5 regulations, and the steps the District will take in the event of underrepresentation of monitored groups. The Plan contains the following:
- Analysis of GCCCD workforce population demographic makeup
- Evaluation of whether monitored groups are underrepresented
- Complaint procedures for noncompliance with Title 5 provisions relating to EEO programs and unlawful discrimination

- Establishment of EEO Advisory Committee within the charge of the District's Human Resource Advisory Council (HRAC)
- Methods to support equal employment opportunities and an environment that is welcoming to all
- Procedures for dissemination of the Plan

In order to evaluate progress in implementing the EEO Plan and to provide data needed for required analyses, an annual review is conducted of district employees as well as applicants for employment. Employee surveys also provide data necessary to inform improvements. The annual report is submitted to the California Community Colleges Chancellor's Office [III.A-70 EEO Data 2011-2016; III.A-71 EEO Data 2012-2017].

Furthermore, in order to ensure that its personnel and students are treated fairly, the District's Diversity, Equity, and Inclusion (DEI) Council works cooperatively with the site DEI committees to enhance diversity, equity, and inclusion through its strategic goals, routine actions, and public discussions. The District has adopted policies and procedures regarding nondiscrimination and equal employment opportunity to ensure equitable hiring practices. Board Policy and Administrative Procedure 3410 demonstrate that GCCCD is committed to providing a learning and working environment that promotes diversity, equity, and inclusion [III.A-65 BP 3410; III.A-72 AP 3410]. Board Policy and Administrative Procedure 3430 illustrate that GCCCD is committed to providing an academic and work environment which respects the dignity of individuals and groups [III.A-67 BP 3430; III.A-73 AP 3430]. The District provides formal Equal Employment Opportunity Training for EEO representatives and members of college screening committees. The training covers recruitment, selection, cultural sensitivity, bias awareness, and legal compliance. The District conducts investigations of formal complaints of discrimination. An Equal Employment Opportunity Plan has also been adopted by the Governing Board, as described earlier in this section.

In addition to equity and diversity-minded hiring practices and support of personnel, the College also celebrates equity and diversity in other ways. For instance, the Professional Development Committee (PDC) and faculty members who teach courses related to diverse cultures also create programs which provide specialized information and training about the range of social groups that populate the campus. The PDC creates programs that promote cross-cultural understanding specifically for employees. There are also student services and student club-sponsored celebrations of diversity and equity which occur throughout the year, as well as a diverse range of cultural programs held on campus on a regular basis. Some examples of activities to promote diversity and equity which occurred during 2018 include: Diversity Dialogues series, Dr. Martin Luther King Jr. and Malcolm X celebrations, the Cuyamaca College Pow Wow, the Learning about Filipino Culture and Traditions event, the annual Wheelchair Basketball event, and Latinx Heritage Month events [III.A-74 Diversity Event Posters 2018].

Analysis and Evaluation
Cuyamaca College works diligently to foster an understanding of equity and diversity. This is especially highlighted in the College's hiring practices, beginning with the application and interview process and continuing throughout employees' tenure with the College. Furthermore, the College works to create an awareness of policies and procedures that support its diverse personnel, and continually informs the campus community of resources available to assist them.

Through surveys and available training, the College receives feedback on the needs of its employees, and works to address specific and diverse personnel needs. The College regularly analyzes its record on employment equity and diversity in the EEO Plan and makes adjustments accordingly to ensure that recruitment practices are in place to attract diverse applicants for available positions. In addition, the College ensures that there are programs available which promote cross-cultural understanding for employees. The College and District regularly evaluate these policies and practices to assure they are effective.

Standard III.A.13.:
The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
Cuyamaca College has enacted Board Policy and Administrative Procedure 3050 Institutional Code of Ethics to assure ethical conduct by all personnel in carrying-out their duties for the benefit of the institution and the public in compliance with all applicable laws, policies, rules, and regulations [III.A-75 BP 3050; III.A-76 AP 3050]. Administrative Procedure 3050 also explains the consequences for violating ethical codes of conduct. In addition to the ethics policy, the District has several policies and procedures addressing practical issues of ethical conduct, as well as the consequences for any violations. These procedures can be found in Board Policy and Administrative Procedure 3060 Institutional Code of Conduct, Board Policy and Administrative Procedure 3410 Nondiscrimination, as well as Board Policy and Administrative Procedure 3430 Prohibition of Harassment [III.A-77 BP 3060; III.A-78 AP 3060; III.A-65 BP 3410; III.A-72 AP 3410; III.A-67 BP 3430; III.A-73 AP 3430].

Analysis and Evaluation
The College and District uphold a written code of professional ethics for all employees. The Governing Board and administration consistently enforce established codes of conduct as well as consequences for any violations, which are clearly stated in board policies and administrative procedures.

Standard III.A.14.:
The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College has resources in place to support professional development for employees. Through Fall 2018, the Professional Development Committee (PDC) conducted a needs assessments on a regular basis to determine what professional development programs to offer [III.A-79 PDC Charge and Composition]. In Spring 2018, the PDC conducted two needs assessments, one for faculty and another for staff [III.A-43 Part-Time Faculty PD Survey Results]. The Professional Development (PD) Coordinator reviews the results and then recommends PD programs in collaboration with the Academic Senate and the Classified Senate [III.A-80 PDC Agenda 5-16-18]. One change that has occurred since the last accreditation visit is that the PD Coordinator is now a full-time reassigned faculty position, selected through a formal process of application and interview, and is responsible for assessing needs, developing the budget, reviewing proposals, and identifying funds for activities. In order to more fully focus on student success and equity efforts, the PDC was also recently restructured and combined with the Student Success and Equity Council in Spring 2019 with the Professional Development Coordinator now required to serve on the Student Success and Equity Council (SSEC) [III.A-81 SSEC Charge and Composition]. The College is continuing to evaluate this new structure to make improvements as needed.

All PD activities require an online evaluation form, which is submitted at the activity's conclusion to assess the effectiveness and relevance, as well as to assist in scheduling or modification of programs in order to address the needs of employees. The evaluation must be completed first before the employees log their attendance. These evaluations are tabulated and discussed at Professional Development Committee meetings with the intent of improving programs. For example, the September 2017 Growth Mindset workshop included pre and post surveys, and the results were reviewed, discussed, and used to inform planning for future workshops.

The College measures the impact of the professional development activities on improvement of teaching and learning. This is done at the program/department level. For example, the Math Department measured the impact of professional development activities such as acceleration workshops with the California Community Colleges Success Network (3CSN) on teaching and learning.

Classified staff have a full day per year specifically set aside for professional development. This is in addition to the activities that they are invited to participate in at the beginning of each semester during Flex Week. Provisions for each category of staff to participate in professional development activities are delineated and referenced through the appropriate handbook or

contract. Additionally, the Professional Development Coordinator reviews, evaluates, and plans for future professional development needs.

The Human Resources Department launched the New Employee First Year Experience (FYE) program in 2018 to establish shared values and efforts which support student success and learning [III.A-82 District Services Governing Board Report 8-21-18]. Participants receive guidance on the fundamentals of being a district employee. The program is designed to increase employee retention for all employee groups, improve long-term job satisfaction, and enhance overall organizational health. The New Employee FYE consists of two components: a half-day orientation session and ongoing monthly roundtable sessions. The inaugural orientation sessions were held in August 2018. The four-hour orientation covered a broad range of topics, including:
- GCCCD Values and Strategic Goals
- Participatory Governance
- Building Relationships in the District
- Employee Expectations
- Safety Requirements
- Technology Resources
- Using Workday

Analysis and Evaluation
The College and District are dedicated to ongoing professional development for employees. The process is consistently assessed and improved to better meet the needs of the staff and faculty. An example of this is the recent increase in release time for the College's PD Coordinator position to full 1.0 FTE, which was done to expand, assess, and tailor professional development activities in order to meet the needs and interests of employees.

Standard III.A.15.:
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
Grossmont-Cuyamaca Community College District (GCCCD) personnel records are maintained, secure, and kept confidential. All personnel files follow the mandates outlined in the California Education Code and California Labor Code. Only individuals authorized by district policies and procedures, or as named in Collective Bargaining Agreements, have access to personnel records. Administrative Procedure 7145 establishes procedures for accessing personnel files in accordance with applicable labor law [III.A-83 AP 7145]. Personnel files are converted from paper to electronic documents and stored on a secure cloud-based document management and storage archive site. This website is only accessible to designated Human Resources (HR) staff. Once documents are scanned and converted, original paper documents are destroyed via a secure process through a third party document destruction company. Other personnel records are housed within the Human Resources Information System (Workday) as electronic information or documentation. These records are accessible via security roles granted to HR staff. Such files

that relate to employee discipline or leave of absences and currently not converted to electronic documents are housed in locked cabinets in the HR Office and may be accessed only by HR staff. The HR Office is locked to the public and non-HR staff. Entry into the office is only allowed by an HR staff member.

The District has board policies in place to assure the security and confidentiality of personnel records [III.A-84 BP 7145]. The GCCCD/American Federation of Teachers (AFT) Collective Bargaining Agreement (CBA) addresses the ability of faculty to review their personnel records in Article VI. In summary, the article states that the District shall maintain one official personnel file for each unit member to be kept in confidence at the District Personnel Office. These files are only available for inspection by the unit member, a representative of the AFT (with the unit member's written authorization), or authorized administrative employees of the District when necessary in the proper administration of the District's affairs or the supervision of the faculty member, or as required by law, warrant, subpoena or court order. These agreements can be accessed in the CBAs [III.A-15 2019-2021 AFT Collective Bargaining Agreement (see p. 22-23); III.A-29 2017-2019 CSEA Contract (see p. 4); III.A-24 Administrators' Association Handbook (see p. 38)]. Employees also have access to human resource files electronically, including personal information, as well as benefits and Payroll through Workday, which is a secured system.

Analysis and Evaluation
As evidenced by clear standards and practices in place with the various bargaining groups representing the employees, GCCCD and the College make provisions for security and confidentiality of personnel records. These details are outlined in handbooks and bargaining agreements and employees may refer to them to find out how to gain access to their files. The HR Office uses the latest in technology to assure that employee files are safe and secure.

Standard III.A Evidence

III.A-1	Program Review Webpage
III.A-2	AP 7120
III.A-3	CCC Registry Listing
III.A-4	District Careers Webpage
III.A-5	HigherEdJobs Listings
III.A-6	CCCCO Minimum Qualifications 2018
III.A-7	Foreign Degree Translation
III.A-8	Sample ESL Faculty Job Posting
III.A-9	Faculty Job Description
III.A-10	PE9 Hiring Regular Faculty
III.A-11	Policy Chapter 7 Listing
III.A-12	Policies and Procedures Webpage
III.A-13	HIRE Training 2018 Schedule
III.A-14	BP 7211
III.A-15	2019-2021 AFT Collective Bargaining Agreement (see p. 14)

Standard III.A Evidence (Continued)

III.A-16	Faculty Handbook (see p. 24)
III.A-17	ASL 120 COR
III.A-18	PSY 120 COR
III.A-19	BP 7120
III.A-20	Sample Administrative Job Posting
III.A-21	Sample Engineering Faculty Job Posting
III.A-22	Equivalency Instructions Webpage
III.A-23	PE12 Hiring Classified Personnel
III.A-24	Administrators' Association Handbook
III.A-25	District Governance Handbook
III.A-26	BP 7125
III.A-27	AP 7125
III.A-28	District Equivalency Form
III.A-29	2017-2019 CSEA Contract
III.A-30	Confidential Administrator Evaluation Form
III.A-31	CCR Title 5 Section 51025
III.A-32	Fall 2016 FON
III.A-33	Fall 2017 FON
III.A-34	Fall 2018 FON
III.A-35	Faculty Hiring Priorities 2018
III.A-36	Sample Division FTEF Report 2017-18
III.A-37	PD Workshop Guidelines Webpage
III.A-38	Workshop Sign-in Sheet
III.A-39	State Guidelines for PD Hours Requirements
III.A-40	Sample PD Workshop Flyer
III.A-41	BSSOT Webpage
III.A-42	Title III HSI STEM Webpage
III.A-43	Part-Time Faculty PD Survey Results
III.A-44	PD Committee Webpage
III.A-45	PD Program Plan 2017-2022
III.A-46	PD Task Force Meeting Notes 5-29-18
III.A-47	Adjunct Committee Pay Procedures
III.A-48	CCC Minutes 6-20-16
III.A-49	CCC Minutes 7-26-16
III.A-50	Annual Planning Process Draft - May 2019
III.A-51	CCC Minutes 5-22-18
III.A-52	Classified Hiring Priorities 2018
III.A-53	Classified Hiring Priorities 2019
III.A-54	DSP&BC Agenda 10-8-18
III.A-55	DSP&BC Minutes 4-8-19

Standard III.A Evidence (Continued)

III.A-56	DSP&BC Strategic Hire Summary - May 2019
III.A-57	Sample Classified Job Description
III.A-58	BP 7250
III.A-59	VPI PR Update 2018-19
III.A-60	VPSS PR Update 2018-19
III.A-61	District Organization Modification Form
III.A-62	DEC Charge and Composition
III.A-63	AP 2410
III.A-64	BP 3415
III.A-65	BP 3410
III.A-66	BP 3420
III.A-67	BP 3430
III.A-68	Equal Employment Opportunity Plan
III.A-69	AP 3420
III.A-70	EEO Data 2011-2016
III.A-71	EEO Data 2012-2017
III.A-72	AP 3410
III.A-73	AP 3430
III.A-74	Diversity Event Posters 2018
III.A-75	BP 3050
III.A-76	AP 3050
III.A-77	BP 3060
III.A-78	AP 3060
III.A-79	PDC Charge and Composition
III.A-80	PDC Agenda 5-16-18
III.A-81	SSEC Charge and Composition
III.A-82	District Services Governing Board Report 8-21-18
III.A-83	AP 7145
III.A-84	BP 7145

Standard III.B.1.:
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The Cuyamaca College Facilities and Sustainability Planning Committee (FSPC) meets regularly to assure that physical resources remain safe, are sufficiently maintained, and are equipped to sustain the integrity and quality of the College's programs and services [III.B-1 FSPC Charge and Composition; III.B-2 FSPC Minutes 10-19-18]. Proper planning for buildings, maintenance, and replacement of physical resources is critical in determining whether programs and services meet the College community's needs. The 2013 Facilities Master Plan is periodically reviewed and updated, most recently with the 2016 Facilities Master Plan Refresh, which was reviewed by the Governing Board on July 19, 2016 prior to the Measure X bond vote November 2016 [III.B-3 2013 Facilities Master Plan; III.B-4 2016 Facilities Master Plan Refresh; III.B-5 Governing Board Minutes 12-13-16]. Even though Measure X did not pass, Cuyamaca College was able to identify the needs of the campus, and a new bond measure is planned for the Fall 2020 election [III.B-6 2016 Facilities Master Plan Refresh Project List].

Cuyamaca College determines the sufficiency of its classrooms, laboratories, and other facilities by using data from the space allocation report through the California Community College Space Inventory Report, 2013 Facilities Master Plan, Educational Master Plan, and Five-Year Construction Plan [III.B-7 California Community College Space Inventory Report; III.B-8 2012 Educational Master Plan; III.B-9 Five-Year Construction Plan].

To assure excellence within the framework of campus-wide programs and services, the Districtwide Public Safety and Emergency Preparedness Council meets once a month on matters concerning public safety, emergency readiness, parking and facilities safety, as well as safety and emergency preparedness training for Cuyamaca College and Grossmont College employees [III.B-10 Districtwide Public Safety and Emergency Preparedness Council Charge and Composition]. In addition, the Cuyamaca College Emergency Preparedness Committee (EPC), comprised of students, faculty, staff, public safety participants, and administrators, meets monthly during the school year [III.B-11 EPC Charge and Composition]. The EPC serves in an advisory capacity to the President's Cabinet on matters related to public safety and emergency preparedness. The committee is responsible for the overall coordination of emergency preparedness efforts at the College, including the Active Shooter Plan and the General Evacuation Plan, which outline practices and methods to mitigate, prepare for, respond to, and recover from any possible emergencies that might affect the College [III.B-12 Active Shooter Plan; III.B-13 General Evacuation Plan]. The EPC develops, assesses, and revises committee goals on an annual basis.

The District prepares the Annual Security Report, which includes the Emergency Response and Evacuation Procedures, as well as the Security Awareness Programs and Crime Prevention Education [III.B-14 2018 Annual Security Report (see p. 18 and 20)]. This report is published annually to disclose campus security policies and three years' worth of specified crime and arrest

statistics. Included in the document are reports of timely warnings to the campus community about any crimes that may pose an ongoing threat to students and employees. Furthermore, the report is compiled and prepared in a cumulative effort with many campus departments, including the San Diego Sheriff's Department, Campus and Parking Services Department, Grossmont and Cuyamaca Health Services Departments, Grossmont and Cuyamaca Student Affairs Departments, the GCCCD Title IX Coordinator, Human Resources, and the districtwide Public Information Officer for timely emergency notification information.

Furthermore, the College has a Facilities webpage with a link prominently displayed, "Report Any Facilities Issues," where students, faculty, and staff can report any unsafe facilities conditions, such as cleaning up spills, reporting irrigation concerns, or campus lighting issues [III.B-15 Cuyamaca Facilities Webpage]. The link connects directly to the Facilities Clerk's email, where the safety issue can be described in detail. The report is then distributed to the Public Safety and/or the Facilities Departments for resolution. The College follows the criteria summarized on the District website under Health and Safety [III.B-16 Health and Safety Webpage].

District Electrical Maintenance (DEM) personnel maintain all exterior and parking lot lighting. Monthly inspections are performed to determine what lighting is not functioning and repairs are implemented at that time. The campus lighting is controlled by a MicroLite system that adjusts to daylight times and is manually adjusted by DEM to accommodate safe lighting during events and weekend activities. San Diego County Sheriff's Department Officers regularly patrol the Cuyamaca College campus. A sergeant and four deputies are assigned to the Grossmont College and Cuyamaca College campuses. If necessary, the District also has access to Sheriff's Department specialized units that investigate crimes such as illegal drug sales, domestic violence, auto theft, or gang-related crime. The deputies who are working at the College are experienced and highly-trained law enforcement professionals. In addition, Campus and Parking Services (CAPS) department personnel are also assigned to the campus during normal operating hours to provide services including unlocking rooms, enforcing parking regulations, patrolling the campus and buildings, securing doors, windows, and gates, responding to building alarms, providing automobile assistance such as door unlocks and battery jumping, providing escorts to vehicles, maintaining lost and found items, and assisting Sheriff's Department personnel in responding to campus issues and emergencies. The Vice Chancellor of Business Services oversees the Sheriff's Department and CAPS personnel duties districtwide.

The District created Design Guidelines and Standards, which serve as a reference to ensure each project meets the District's overall performance, aesthetic, and standardized requirements. They are provided to each architectural firm when they are contracted for work [III.B-17 Design Guidelines and Standards]. In 2015 the District revised and updated the original Proposition R Standards. The revised standards focus on three key areas:
- Campus Design Guidelines - Updated and aligned with 2013 Facilities Master Plan
- Space Standards - Developed for instructional, administrative, and support spaces
- Materials and Systems Standards - Performance criteria developed for typical building and site systems and materials

A Design Standards Task Force and sub-groups were formed to review a set of draft standards. Participants were asked to review existing design standards in the following areas:

- Space Standards for Classrooms and Offices
- Technology and Acoustics
- Plumbing and Mechanical
- Electrical and Lighting
- Interior Finishes and Signage
- Hardscape and Security
- Landscape and Civil Engineering
- Roofing and Moisture Control, Exterior Finishes

Participants included representatives from the colleges and the District. Their review and input were solicited by the Design Standards Task Force at key milestones. Furthermore, the College's Facilities Director confirms that all periodic inspections by city, county, state, and federal systems are current and performed by the regulatory agencies and qualified contractors. These include: annual elevator permit inspections by California Department of Industrial Relations, bi-annual kitchen hood fire suppression system inspection by a certified contractor, bi-annual kitchen hood cleaning by a qualified contractor, annual fire extinguisher certification, quarterly campus wide fire sprinkler and alarm testing by a certified contractor, bi-annual hazardous waste removal by a certified contractor, annual fire/safety inspection by San Miguel Fire Department Fire Marshall, annual Hazardous Material Business Plan inspection by the San Diego County Health Department, and bi-annual food service inspection by the San Diego County Health Department.

The College meets the criteria and processes for determining the safety and sufficiency of facilities uniformly. California Community Colleges Chancellor's Office (CCCCO) Facilities Planning Unit resources are used to evaluate the growth, replacement, and renovation for all planned facilities. Documents utilized in the planning of facilities include the following:

- CCCCO Taxonomy of Programs (TOP), which is a system of numerical codes used at the state level to collect and report information on programs and courses in different colleges throughout the State that have similar outcomes [III.B-18 TOP Code Manual].
- The California Community College Space Inventory provides a centralized legal record of assignable square feet for community college planning purposes, basic information used in calculating state funding for capital outlay projects, maintenance, and operations, as well as evaluation, planning, and administration of all community college facilities.
- Capital Outlay Project Prioritization involves state review of projects to provide access to a quality education for California community college students and funds projects based on the limited state capital outlay funds available [III.B-19 Capital Outlay Project Prioritization].
- California Community College Facilities Building and Equipment Cost Guidelines determine costs for spaces within a facility, including construction and equipment.

In addition, the five-year construction plan must be submitted to the State to verify the needs of the District. The CCCCO requires that each community college district prepare a Five-Year Construction Plan showing all projects that are planned to be constructed, both with state and local funding. This construction plan summarizes all projects, calculating the capacity load ratios

for offices, labs, classrooms, Library, and AV/TV, based on growth projections. This plan also includes educational statements for the District and each of the colleges, along with statements of energy plans. The plan includes descriptions of each of the projects proposed for the campus and the District as a whole.

Additionally, in a Governing Board meeting on August 21, 2018, as part of the District Services Report, the Vice Chancellor of Business Services presented information about the District Public Safety Department, which worked in collaboration with representatives from the San Diego Law Enforcement Coordination Center to create a virtual walkthrough of the buildings for law enforcement to use during training or emergencies [III.B-20 District Services Report 8-21-18]. The Law Enforcement Coordination Center is a collaborative partnership among federal, state, and local law enforcement agencies focused on enhancing coordination, information sharing, regional preparedness, training, and investigative support/analysis for first responders and other public and private partners in the region.

Using capacity load ratio analysis as described in the State Facilities Planning Manual, and gleaned from the Facilities Utilization Space Inventory Option Net (FUSION) program, projects are evaluated to assure that adequate space is planned and that costs for the facilities are within appropriate guidelines. Project budgets are based on these guidelines as well as projections for adequate space in the appropriate categories, as supported by the State. Project analysis determines the best way to utilize state and local monies to fully fund a project.

The Division of the State Architect (DSA) reviews construction projects under its jurisdiction for Title 24 compliance, focusing on new construction and alteration projects for community college districts. DSA's oversight for structural safety of school facilities is governed by the provisions of the Field Act contained in the California Education Code section 81130 for community colleges. The Field Act imposes important requirements on California schools that are not present in other types of construction approval processes:

- Licensed design professionals must prepare drawings and specifications for proposed construction work.
- Drawings and specifications have to be verified by DSA for compliance with applicable building codes.
- The building codes utilized in the design of school buildings contain structural provisions superior to many other types of facilities, with consideration for known seismic activity in California.
- The community college district must hire a DSA-certified inspector to oversee construction. The inspector selection must be approved by the design professionals and DSA.
- Changes to approved drawings and specifications for DSA-regulated portions of the project shall be submitted and approved by DSA prior to commencement of work.
- At the conclusion of construction, the design professionals, the inspector, and the contractor shall file verified reports with DSA indicating the work has been performed in compliance with the approved plans and specifications.

The College analyzes facility evaluation results from campus surveys as well as through resource requests submitted through the program review process. Evaluations are reviewed by the FSPC

[III.B-21 FSPC Minutes 5-17-19]. After the FSPC completes their analysis, the committee records priority recommendations for improvement, and submits the report to the Cuyamaca College Council (CCC), which reviews the priorities and forwards final recommendations to the President [III.B-22 FSPC Report to CCC 5-14-19].

Analysis and Evaluation
Cuyamaca College ensures that all facilities are safe and sufficient for students, staff, and administrators. The College regularly evaluates the effectiveness of campus physical resources through its Facilities Master Plan, Educational Master Plan, and Five-Year Construction Plan process. The College also evaluates and updates campus safety through the Districtwide Public Safety and Emergency Preparedness Council, Emergency Preparedness Committee (EPC), Active Shooter Plan, General Evacuation Plan, and Annual Security Report. Additionally, the College has a process by which all personnel and students can report any potentially unsafe conditions using the Facilities webpage link, "Report Any Facilities Issues," which is then routed and addressed by the appropriate campus personnel to create a secure, healthful learning and working environment.

> **Standard III.B.2.:**
> **The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard
Physical resource planning includes the needs of educational programs and services that are integrated with institutional planning. The Grossmont-Cuyamaca Community College District (GCCCD) Educational Master Plan served as the basis for the GCCCD Facilities Master Plan, and the Cuyamaca College 2016-2022 Strategic Plan served as the basis for the 2016 Master Plan Refresh [III.B-8 2012 Educational Master Plan; III.B-3 2013 Facilities Master Plan; III.B-23 2016-2022 Strategic Plan; III.B-4 2016 Facilities Master Plan Refresh]. The overall purpose of the GCCCD Facilities Master Plan is to translate each of the College's priorities for student learning and success into recommendations for facility development. College constituents were asked to provide input in the development of the 2013 Facilities Master Plan for Cuyamaca College.

On November 6, 2012, voters in East County approved Proposition V, the Grossmont-Cuyamaca Community College District's $398 million bond measure. The District's Governing Board voted unanimously to place the measure on the ballot, citing the need for expanded career training facilities, a new veteran center to assist veterans and Active Duty military with successfully entering the College and completing their educational goals, as well as updates to aging classrooms, infrastructure, and technology systems. Additionally, Proposition 39, the state measure to raise taxes on out-of-state corporations to pay for clean energy projects at schools and campuses in California, passed in November. The State allocated an estimated $2.5 billion over five years to eligible projects in order to increase energy efficiency and broaden clean energy.

The passage of Proposition V and Proposition 39 paved the way for Grossmont and Cuyamaca Colleges to address long standing facility, infrastructure, technology, and clean energy needs.

Several significant facilities enhancement projects have been completed since 2013, including the following [III.B-24 Campus Bond Project Summary]:
- Campus-wide Lighting, Fixtures, and Controls Upgrades [III.B-25 Lighting and Fixtures Project]
- Learning Resource Center Boiler/HVAC [III.B-26 LRC HVAC Project]
- Temporary Weight Training Facility [III.B-27 Weight Training Project]
- Parking Lot Repair [III.B-28 Parking Lot Project]
- Child Development Center Roof Replacement [III.B-29 CDC Roof Project]
- Track and Field Upgrade [III.B-30 Track Project]
- Exercise Science D Building Renovation [III.B-31 D Building Project]
- Center for Water Studies L Building Remodel [III.B-32 L Building Project]

Additionally, the College has begun several new facilities projects including the following:
- New Ornamental Horticulture Complex and M Building Renovation [III.B-33 OH Project]
- I Building Student Center/Veteran's Center Renovation [III.B-34 I Building Vet Center Project]
- Energy Conservation Upgrades [III.B-35 Energy Conservation Project]
- Central Plant Chiller Upgrades [III.B-36 Central Plant Project]
- New Student Services and Administration Building [III.B-37 SSA Building Project]
- Central Park Landscape Improvements [III.B-38 Central Park Project]

Facilities projects identified as part of the 2013 Facilities Master Plan also include replacing outdated classrooms and labs in the F Building with a new Instructional Building Complex, as well as improvements to the Exercise Science/Athletics Facilities, Nature Preserve, and Child Development Center.

The College uses the facilities request process, which is integrated with the program review process, to identify needs for major facilities repairs, minor modifications, furniture, and equipment [III.B-39 Facilities Request Form]. Each division reviews its equipment and maintenance needs and documents these in their annual program review. The requests are compiled and reviewed by the Facilities and Sustainability Planning Committee (FSPC) [III.B-1 FSPC Charge and Composition]. The FSPC uses specific criteria to review all facilities requests to ensure they enhance:
1. The college mission and strategic plan
2. Health, safety, and security to support building program service needs
3. Department and work area growth
4. Continuous quality improvement for departments or work areas

After the FSPC prioritizes the requests, they are presented to the Resource and Operations Council (ROC) [III.B- 40 ROC Charge and Composition] and ultimately Cuyamaca College Council [III.B-41 CCC Charge and Composition], which reviews and endorses the Facilities Requests Priority List before forwarding to the President. The College also conducts an

Institutional Effectiveness (IE) Survey that assesses perceptions of campus facilities and physical resource needs [III.B-42 IE Survey - Students 2018].

Analysis and Evaluation
Since the last accreditation site visit, Cuyamaca College has undertaken a number of building activities, facilities renovations, and infrastructure upgrades that have enhanced the College's efficiency and support for its students, faculty, and staff. Through the College's program review process, facilities needs are identified and forwarded to appropriate bodies for prioritization to advance program and college missions.

> **Standard III.B.3.:**
> **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evidence of Meeting the Standard
The College assesses facility needs through the annual Program Review process. Each department conducts a Program Review indicating its facilities improvement and equipment needs [III.B-43 Instructional Comprehensive PR Template 2018-19; III.B-44 Instructional PR Annual Update Template 2018-19; III.B-45 SS PR Annual Update Template 2018-19]. In this review, each department identifies any facilities needs related to program or service area goals and documents them in the Facilities Request Form [III.B-39 Facilities Request Form]. All facility requests submitted through the program review process are reviewed, analyzed, and prioritized by the Facilities and Sustainability Planning Committee (FSPC) [III.B-1 FSPC Charge and Composition].

As part of the participatory governance redesign, which was implemented in Spring 2019, the College created the Resource and Operations Council (ROC), which assumed the budgetary duties of the Cuyamaca College Council. The Committee prioritizes supplies, equipment, and other requests and forwards the FSPC prioritized list of facilities requests to ROC for information, and then to Cuyamaca College Council for final recommendation to the President [III.B-40 ROC Charge and Composition; III.B-41 CCC Charge and Composition; III.B-22 FSPC Report to CCC 5-14-19]. ROC is responsible for developing integrated budget priorities, procedures, and processes. Its purpose is to provide recommendations for resource allocation to the CCC in the areas of technology, staffing, facilities, and other budget needs. Within the new governance structure, the ROC oversees the work of other resource prioritization groups (e.g., staffing, technology, facilities) to ensure alignment and integration of campus-wide budget priorities.

The College also submits a Five-Year Construction Plan to the State on an annual basis [III.B-9 Five-Year Construction Plan]. This entails an annual, systematic assessment on the effective use of physical resources, which serves as the basis for improvement. The facility needs including safety, energy reduction, and information technology are also evaluated at that time. The

College's Facilities Director continually evaluates the improvement of facilities and/or equipment via work orders, building projects, scheduled maintenance projects, and other facility-related projects. The Facilities Director reports to the FSPC regarding any updates, project status, or recommendations.

The Facilities Master Plan is periodically reviewed and updated, as it was in 2013, and subsequently updated with a Facilities Master Plan Refresh, which was most recently completed in 2016 [III.B-3 2013 Facilities Master Plan; III.B-4 2016 Facilities Master Plan Refresh]. College and District constituent groups and community representatives provide input through the District Strategic Planning and Budget Council (DSP&BC), Citizen Bond Oversight Committee (CBOC), and the FSPC [III.B-46 DSP&BC Charge and Composition; III.B-47 CBOC]. Facilities planning is an ongoing process throughout the year, culminating in the Cuyamaca College Five-Year Construction Plan. Maintenance plan development includes the Space Inventory Plan which considers changes to facilities occurring in the past year through capacity load ratio calculations [III.B-48 FUSION Space Inventory Report 2018-19].

The College prides itself on assuring that physical resources at all locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. As a result of the program review and integrated planning processes and in light of the Five-Year Construction Plan, the following new buildings, renovations, and facilities projects have been completed since 2013:

- Campus-wide Lighting and Fixture Upgrades (Proposition 39 Districtwide Energy Conservation Measures Year One) - This project replaced a majority of exterior lighting with new LED lighting and fixtures. The new fixtures have motion detection sensors that allow the lights to remain at half power until motion is detected by vehicles or pedestrians, allowing increased visibility for the passing vehicle/pedestrian [III.B-25 Lighting and Fixtures Project].
- Campus Electric Switchgear Replacement (Adjacent to Facilities) - This project replaced the aging incoming campus power switchgear giving the campus a reliable 21Kv switchgear and state of the art power supply to serve the growing electrical needs of the campus [III.B-49 Campus Electric Switchgear Replacement Project].
- Campus-wide Interior Lighting and Rooftop Mechanical Units Upgrade (Proposition 39 Districtwide Energy Conservation Measures Year Two) - This project replaced most interior campus lighting with low wattage and LED lights and fixtures. Rooftop HVAC units have been replaced with Title 24-compliant heating and cooling systems on the following buildings: A, C, D, K, L, M, and R [III.B-50 Lighting Upgrade Project].
- Learning Resource Center Boiler and D Building Heat Pump (Proposition 39 Districtwide Energy Conservation Measures Year Three) - This project replaced the Learning Resource Center boiler and D Building heat pump [III.B-26 LRC HVAC Project].
- Temporary Weight Training Facility - This project was installed next to the gym to replace an outdated outdoor training pad next to the track [III.B-27 Weight Training Project].
- Facilities Yard Upgrade - This project repaved the service drive (which also serves as a fire lane) and maintenance/warehouse loading dock and yards with two inches of new asphalt. Carport structures were also added to maintain equipment.

- Parking Lot Repair - This project repaired lots 1, 2, and 5 with a new slurry seal coat as well as new asphalt to repair all cracks and damaged areas [III.B-28 Parking Lot Project].
- The Child Development Center Roof Replacement - This project installed a new insulated roof system to replace an aging and leaking roof [III.B-29 CDC Roof Project].
- Track and Field Upgrade - This project provided new track rubberized surfacing to replace the old and damaged track surface, as well as storm water drainage upgrades. New field athletics facilities were also installed, including a shot put, javelin, long jump, pole vault, and steeplechase. Fencing was installed around the new track and field perimeter fencing to mitigate damage to the turf fields from rabbits [III.B-30 Track Project].
- The Exercise Science D Building Renovation - This project included new flooring and kinesiology equipment in the Fitness Center, a new 50 seat classroom with technology, and new men's and women's locker and shower facilities [III.B-31 D Building Project].
- Entrance Median Remediation - This project upgraded both entrance medians with drought tolerant landscaping and a drip irrigation system. New barriers were added at the College's entrances to provide increased security and prevent vehicle traffic from entering the campus during closed periods [III.B-51 Entrance Median Remediation Project]
- Center for Water Studies L Building Remodel - This project included renovation of the interior spaces by converting the existing classrooms into Water/Waste Water Technology labs, as well as dividing the existing computer lab and grant office area into two classroom spaces. The work also included site work and Americans with Disabilities Act (ADA) restroom upgrades [III.B-32 L Building Project].

Additionally, the College has begun several new facilities projects to support college programs and services:
- New Ornamental Horticulture Complex and M Building Renovation - The project consists of building a new greenhouse, shadehouse structure, maintenance building, sales building, and other complimentary spaces. In addition to the new facilities, the laboratory M Building will be renovated along with the stand alone restroom building [III.B-33 OH Project].
- STEM H Building Renovation - The project consists of expanding the H Building to include two science labs (chemistry and biology) and a teacher's preparatory room. Classroom F-606 will be remodeled and converted into a science laboratory [III.B-52 Campus Site Improvements].
- I Building Renovation (Student Center /Veteran's Center) - The project consists of tenant improvements of approximately 17,000 square feet of space, including the bookstore, food services, Veteran's Center, and Student Affairs Office [III.B-34 I Building Vet Center Project].
- C Building Roofing Project (The Library Resource Center) - The project consists of replacing the existing roofing system with a membrane roofing system, which is comprised of approximately 20,000 square feet. The project will start in Spring 2019 [III.B-53 LRC Roofing Project].
- Chilled Water System Water Loop Tie-in - (Proposition 39 Districtwide Energy Conservation Measures Year Four) The project connects the D Building to the campus chilled water system by installing underground pipes for supply and return, adding

approximately 105 linear feet of pipes from the point of connection to the building, as well as pipe and control modifications to allow for the interconnection to work effectively [III.B-54 Chilled Water System Water Loop Tie-in].

- Central Plant Chiller Upgrades - (Proposition 39 Districtwide Energy Conservation Measures Year Five) The project consists of expanding the Central Plant Chiller, including 1) reconstruction of the water chiller system; 2) replacement of chilled water pumps; 3) replacement of a 350-ton chiller to a 500-ton chiller; 4) replacement of an existing cooling tower from a 350-ton to a 500-ton capacity tower; 5) adding controls needed to support the new chiller configuration; 6) building expansion to house the revised chiller arrangement; 7) install new utility infrastructure to support existing and future building projects on campus; and 8) add new high efficiency heated water boilers to replace existing boilers [III.B-36 Central Plant Project].
- D Building Renovation (Exercise Science) - The project consists of replacing the existing carpet with new laminated wood flooring, painting of all interior doors and frames, removal of the existing exterior windows spandrel glass and installing insulation and plaster (stucco) finish, cleaning of existing mechanical ducts, installing a new exterior shade trellis system along the north and east facing windows, painting of the existing gymnasium steel covered structure and front entrance elevation [III.B-31 D Building Project].
- Campus Site Improvements - Construction of a new cart storage covered structure, installation of campus wide fire hydrant protective pipe bollards, repair of backflow preventer valves, repair of existing damaged concrete stair nosings and handrails at F Building and asphalt replacement in front of the F Building entrance.
- New Student Services and Administration Building - The project consists of building a new structure located west of the existing Student Center (I) Building on the Central Park south lawn area. The building will house a welcome center, financial aid, admissions and records, cashiers, counseling, administration, classroom space, multi-purpose room, DSPS, EOPS, and CalWORKs. In addition, the project will redesign the existing bus loop and will reconstruct the pathways to meet ADA accessibility requirements [III.B-37 SSA Building Project].
- Central Park Landscape Improvements - The project will improve the Central Park landscape, including the grand lawn area outside the LRC (C Building), and Student Center (I Building). The total affected area is approximately five acres. Work will include the establishment of pathways and reconstruction of pathways to meet ADA accessibility requirements, landscape improvements including stairways, sitting and congregation areas, and transportation access paths. The existing lawn areas will remain as lawn areas and trees will remain except as needed for removal in order to accommodate the construction of the new Student Services and Administration Building project [III.B-38 Central Park Project].

Moreover, there are additional facilities projects which will begin in the near future currently identified as part of the 2013 Facilities Master Plan (p. 2.31 - 2.63):
- Instructional Building Complex to replace the aged and outdated classrooms and labs in the F Building
- Exercise Science/Athletic facilities improvements
- Nature Preserve improvements

- Child Development Building, intergenerational garden, and site improvements

Analysis and Evaluation

As evidenced by its program review and facilities request processes, Cuyamaca College is committed to its integrated planning process that improves physical resources and fosters student learning. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the college plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

> **Standard III.B.4.:**
> **Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Evidence of Meeting the Standard:

All long-range capital plans to support institutional improvements begin with the districtwide integrated planning process. The process includes the Grossmont-Cuyamaca Community College District (GCCCD) 2016-2022 Strategic Plan, Cuyamaca College 2016-2022 Strategic Plan, 2016 Facilities Master Plan Refresh, Facilities Master Plan 2013, Educational Master Plan, Five-Year Construction Plan, Technology Plan, and unit program review reports [III.B-55 District Strategic Plan 2016-2022; III.B-23 Strategic Plan 2016-2022; III.B-4 2016 Facilities Master Plan Refresh; III.B-3 2013 Facilities Master Plan; III.B-8 2012 Educational Master Plan; III.B-9 Five-Year Construction Plan; III.B-56 District Technology Plan]. As stated in the District Strategic Plan, the College effectively uses its resources (including human, physical, technology, and financial) to achieve its mission and strategic priorities. The College assesses and refines its structures, processes, and practices to improve effectiveness and advance student success and equity. The governing processes throughout Cuyamaca College share common approaches to support this strategic plan and formulate goals with Key Performance Indicators (KPIs) based on the College's mission, vision, and values. Cuyamaca College, in concert with the District and Grossmont College, developed the Educational Master Plan in 2012 and Facilities Master Plan in 2013. In addition, the Facilities Master Plan Refresh completed in 2016, based on changing student and community needs. The facilities and equipment planning process is subject to ongoing evaluation, modification, and updating.

The College maintains a Five-Year Construction Plan, which is submitted to the State Chancellor's Office, indicating the construction of new and improved facilities to maximize available funds, assuring support of the institution's strategic goals. This plan is used to anticipate needs and develop a means to implement new facilities and modernize existing buildings that comply with all required codes. The five-year plan consists of program needs, costs, and schedules. Also included are the secondary effects of each project, involving temporary relocation of faculty and staff along with building secondary effect facilities during construction.

Some of the elements that comprise the definition of total cost of ownership for Cuyamaca College include the following: projected soft costs for capital improvement projects (design,

government review, inspections), projected hard costs (construction), annual utility costs, infrastructure costs to install equipment, annual allocations for repairs and upgrades, life cycle costs for equipment, maintenance costs, appliances and energy savings, and return on investments.

Analysis and Evaluation

Long-range capital projects are linked to institutional planning through the GCCCD strategic plan, Cuyamaca College strategic plan, Five-Year Construction Plan, 2016 Facilities Master Plan Refresh, 2013 Facilities Master Plan, 2012 Educational Master Plan, and Technology Plan. When making decisions about facilities and equipment, Cuyamaca College considers "total cost of ownership" in order to function in a fiscally responsible manner. The College further assesses the effectiveness of long-range capital planning in advancing the College's improvement goals through the facilities planning process.

Standard III.B Evidence

III.B-1	FSPC Charge and Composition
III.B-2	FSPC Minutes 10-19-18
III.B-3	2013 Facilities Master Plan
III.B-4	2016 Facilities Master Plan Refresh
III.B-5	Governing Board Minutes 12-13-16
III.B-6	2016 Facilities Master Plan Refresh Project List
III.B-7	California Community College Space Inventory Report
III.B-8	2012 Educational Master Plan
III.B-9	Five-Year Construction Plan
III.B-10	Districtwide Public Safety and Emergency Preparedness Council Charge and Composition
III.B-11	EPC Charge and Composition
III.B-12	Active Shooter Plan
III.B-13	General Evacuation Plan
III.B-14	2018 Annual Security Report
III.B-15	Cuyamaca Facilities Webpage
III.B-16	Health and Safety Webpage
III.B-17	Design Guidelines and Standards
III.B-18	TOP Code Manual
III.B-19	Capital Outlay Project Prioritization
III.B-20	District Services Report 8-21-18
III.B-21	FSPC Minutes 5-17-19
III.B-22	FSPC Report to CCC 5-14-19
III.B-23	2016-2022 Strategic Plan
III.B-24	Campus Bond Project Summary
III.B-25	Lighting and Fixtures Project
III.B-26	LRC HVAC Project

Standard III.B Evidence (Continued)

Standard III.C.1.:
Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Prior to 2017, Cuyamaca College had an Instructional Technology Committee (ITC) which held regular meetings for technology users and staff to discuss upcoming needs and identify potential instructional technology challenges prior to impacting students [I.C-1 ITC Charge and Composition]. An offshoot of the initial committee was the Technology Planning Committee (TPC), which collected requests from departments for technology needs for the upcoming year based on their program review documents [III.C-2 TPC Charge and Composition]. After the District completed a Technology Business Process Analysis (BPA), the College decided to create a College Technology Committee (CTC) which would replace ITC and TPC, and include not only instructional technology, but also student services and administrative services technology [III.C-3 Technology BPA Report; III.C-4 CTC Charge and Composition]. This new committee started in Fall 2017 and began to implement the new technology processes.

During the regular program review/annual update cycle, formal technology requests are reviewed and prioritized by the CTC using a scoring rubric [III.C-5 Technology Request Form; III.C-6 Program Review Webpage; III.C-7 Technology Request Rubric]. The co-chairs of the committee then present the information to the Cuyamaca College Council (CCC) [III.C-8 Technology Request Ranking 2017; III.C-9 Technology Request Ranking 2018]. When funding becomes available, the Dean of Learning and Technology Resources (LTR) contacts individuals whose requests have been funded to purchase equipment.

For requests that fall outside the annual planning cycle, an off-cycle request may be submitted for consideration [III.C-10 Off-Cycle Technology Request]. Note that Employee computers and printers do not require a Technology Request as they are replaced through the College's existing technology replacement process [III.C-11 Technology Processes Defined].

Technology services are currently evaluated through perception surveys, including through the College Institutional Effectiveness (IE) Survey as well as questions on the District Services Satisfaction survey [III.C-12 IE Survey - Students 2018]. The Instructional Computing Services (ICS) Department also conducted a survey in Spring 2017 to assess the instructional equipment, software, and support available [III.C-13 2017 ICS Survey]. Additionally, a comprehensive program review was completed in Spring 2018 for the Instructional Technology Services (ITS) area [III.C-14 ITS Comprehensive PR 2017-18]. This included an assessment of the service area outcomes and data usage for various computer labs on campus.

Districtwide technology planning discussions occur in many different venues. Comprised of representative constituencies including faculty, classified staff, and administrators, the Technology Coordinating Council (TCC) discusses and prioritizes technology needs that flow up through the colleges' and District Services' planning processes [III.C-15 TCC Charge and Composition]. The TCC also approves and monitors the five-year Technology Plan. Reporting to

TCC, the Administrative Technology Advisory Committee (ATAC) and Instructional Technology Advisory Committee (ITAC) meet monthly to review ongoing projects and provide input from representative operational groups from Instruction, Student Services, and Administrative Services. Due to an increased emphasis on information security, the Information Technology (IT) Security Workgroup was formed in January 2017 to create an official IT Security Plan, and shepherd new security projects and initiatives districtwide [III.C-16 Information Security Plan; III.C-17 Security Updates; III.C-18 Updated Security Plan Version 8; III.C-19 IT Security Workgroup Agendas].

The District's Information Technology Department (IT) is responsible for the technology infrastructure and the administrative systems districtwide. The department is supervised by the Associate Vice Chancellor of Research, Planning, and Technology who reports to the Vice Chancellor of Student and Institutional Success. Three directors of technology manage the operations of the department in the areas of technical services, computer services, and Enterprise Resource Planning (ERP) systems. Currently, the Department is staffed by 25 full-time employees and several IT consultants.
The technical services team manages technology infrastructure, such as servers, firewalls, wireless network, network switches and routers, fiber and copper cabling for data and telephone, internet connectivity, telephone systems and support for anti-virus software and Microsoft Office/Office 365.

The Computer Services team oversees computer hardware support and repair, including the following: faculty workstations and labs; office computers and imaging; moves and relocations for staff and administrators; Help Desk services; purchase of desktop computers, printers, and related equipment for students, faculty, and staff for use at District Services. This area also handles the operation and maintenance of server rooms at Grossmont College, Cuyamaca College, and the District office.

The Enterprise Resource Planning (ERP) group supports the College's operation and maintenance of enterprise (ERP and related information systems) such as the Colleague student information system; SAM financial aid system; Workday finance and human resource system; Cascade content management system (soon to be migrated Omni Update OU Campus); DARS degree audit system; SARS appointment scheduling system; SIRSI library information system (soon to be Ex Libris); ACT maintenance system; 25 Live scheduling system; and ImageNow document imaging system. This area also handles training on ERP systems, as well as support and maintenance of Learning Management Systems such as Canvas and Gradebook software. The ERP group is also responsible for data security and backups for both college and district resources, licensing and maintenance and districtwide software agreements.

The District maintains vendor support contracts for enterprise systems, including hardware and software. For example, Colleague is maintained on hardware that is supported by both Hewlett Packard for hardware and operating system, as well as Ellucian for application-based support for issues that cannot be resolved by IT staff. Other technical services and systems that are maintained through vendor support contracts include, but are not limited to, document imaging, web content management, storage area network, and library systems, as well as system backup software.

Depending on the service or system, critical data is backed up regularly on a daily, weekly, or monthly cycle. The IT System Backup Summary document contains district backup policies and procedures and can be found on the Emergency Preparedness page on the district website [III.C-20 System Backup Summary].

Analysis and Evaluation
Cuyamaca College identifies technology needs through its program review and annual update processes. It also has a process for addressing technology needs that arise outside the annual review cycle. Recommendations and decisions regarding technology are made in various committees at both the college level and district level, and the College and District evaluate technology and technology support services. District IT makes provisions for reliability, disaster recovery, privacy, and security.

> **Standard III.C.2.:**
> **The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard
The College has established provisions to ensure a robust, current, sustainable, and secure technological infrastructure is maintained that provides maximum reliability for students, faculty, and staff. In 2013, the College's Technology Planning Committee (TPC) produced a five-year Technology Plan for the 2013-2018 time period [III.C-21 2013-2018 Technology Plan]. This document outlined the technology planning process for the College at that time. It also outlined technology goals and overarching themes to assist with decision making. The document provided an assessment of current "as-is" state of various areas such as computer hardware, software, technical support, and distance education. It also provided a plan for visioning forward in each area. In coordination with the District's Information Technology (IT) Department, the College is in the process of writing an updated technology plan for 2019 and beyond.

District IT is responsible for providing a secure technological infrastructure. In 2012 East County voters approved the Proposition V bond measure, and a portion of those funds have been used to support new and replacement technology, including the following [III.C-22 Prop V]:
- Purchasing and implementing a new Finance/HR/Payroll system (Workday)
- Upgrading the network infrastructure districtwide
- Upgrading the Wifi infrastructure districtwide
- Upgrading the storage area networks (SANs)
- Replacing servers
- Upgrading the Fiber Optic backbone
- Upgrading the server virtualization environment
- Upgrading the Colleague student information system
- Purchasing and installing a new VOIP telephone system
- Upgrading information security and the firewall system
- Upgrading to cloud-based email and office systems (Office 365)

- Purchasing backup disk systems, off-site storage, disaster recovery
- Installing infrastructure to connect to new and remodeled buildings

The institution bases its technology decisions on the results of evaluating program and service needs. Technology services and support are currently evaluated through surveys, including the College's Institutional Effectiveness (IE) Survey as well as the District Services Satisfaction Survey [III.C-12 IE Survey - Students 2018]. The Instructional Computing Services (ICS) department also conducted a survey in Spring 2017 to assess the instructional equipment, software, and support available [III.C-13 2017 ICS Survey].

The institution has developed a process to prioritize needs when making decisions about technology purchases. As mentioned in Standard III.C.1, the College established new processes for requesting and prioritizing technology in 2017 [III.C-11 Technology Processes Defined]. Departments request technology based on the program review/annual update cycle, and these requests are reviewed and prioritized by the College Technology Committee (CTC) [III.C-5 Technology Request Form; III.C-6 Program Review Webpage]. A scoring rubric is used to prioritize requests based on multiple factors, and those rankings and recommendations are made to the new Resource and Operations Council (ROC) [III.C-7 Technology Request Rubric; III.C-8 Technology Request Rankings 2017]. In addition, an Off-Cycle Request may be submitted for consideration for those requests that fall outside the annual planning cycle [III.C-10 Off-Cycle Technology Request].

Analysis and Evaluation

The College and District provide a wide variety of services, including technical and hardware support, infrastructure, Internet and telecommunications, and instructional platforms. The College has a process for identifying and prioritizing technology needs and works with district IT to ensure those needs are met. Technology is connected to larger integrated planning efforts at the College through the program review process.

Standard III.C.3.:
The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment. In support of the Grossmont College, Cuyamaca College, and District Services technology needs, the District has established districtwide budgets with specific account codes which provide yearly funding for support and maintenance of Information Technology (IT) hardware and software systems. In the most recent fiscal year, over $2.2 million has been budgeted for maintenance and license fees, support contracts, and software subscriptions. These budgets are reviewed throughout the year and adjusted, if necessary, based on districtwide technology and budgeting prioritization and planning processes vetted with the

district Technology Coordinating Council (TCC) [III.C-15 TCC Charge and Composition; III.C-23 TCC 1-18-18 Minutes].

In 2012, the District was successful in passing the Proposition V bond measure. A significant portion of those funds have been used to support new and replacement technology, including purchasing and implementing a new Workday Finance/HR/Payroll system; upgrading the network infrastructure districtwide; upgrading the Wifi infrastructure districtwide (see below); upgrading the storage area networks (SANs); upgrading the Colleague student information system; purchasing and installing a new VOIP telephone system; and many other important system and infrastructure upgrades.

Utilizing the District Services planning process, the IT Department has undergone two reorganizations in 2013 and 2018 in order to address changing and growing technology needs. These IT reorganizations increased staffing to provide more support, oversight, monitoring, and maintenance of existing systems. These additional positions include the Enterprise Resource Planning (ERP) Systems Director; two Security and Systems Technology Programs Managers; two Student Services Technology Programs Managers; two Computer Help Desk Specialists; and one additional Network Specialist II [III.C-24 District IT Organization Chart].

The College provides an appropriate system for reliability and emergency backup. In 2017, district IT upgraded the legacy EMC Storage Area Network (SAN) to an HP 3Par SAN. This included an upgrade of the College's VMware virtual hosts and the infrastructure for the SAN. In addition, the implementation of the Grossmont and Cuyamaca SANs allowed a disaster recovery option that was not possible with the old SAN. The two SANs at the colleges replicate on a daily basis and give district IT the opportunity to push all of the Grossmont SAN data to the Cuyamaca SAN, and replicate all of the data on the Cuyamaca SAN to the Grossmont SAN. District IT has also expanded the College's storage capabilities from 50TB to 200TB per campus.

Aruba Wireless Replacement Project
The Aruba Wireless Replacement project began with a wireless survey being conducted at all buildings at both campuses. The survey determined how many access points were needed and the locations that would best serve the needs of both colleges. The total number of wireless access points replaced at both campuses was approximately 480, including replacement access points and additional access points to improve coverage [III.C-25 Wireless Network Information Webpage; III.C-26 Wireless Hotspots Map].

Aruba Switch Replacement Project
In 2018, district IT replaced all legacy switches at the Grossmont College and Cuyamaca College campuses. The previous switches were Hewlett Packard brand switches and included chassis, blades, and optics. With the installation of new Aruba brand switches, the connectivity to many of these switches was upgraded to 10GB. The routers, which were previously CISCO routers, were replaced with Aruba Layer Three routers.

Data Centers

The District has a total of three data centers across the two campuses. Two of the data centers are physically located at Grossmont College and the other data center is located at Cuyamaca College.

District Data Center 1 Located at Grossmont College

The first Grossmont College District Data Center is located in Building 86 at the north end of the campus. This is the main data center between the two campuses and houses the district VMware environment and the Grossmont College Instructional Computing Services (ICS) VMware environment. This data center contains 237 virtual servers. The District Storage Area Network (SAN) is also located in this data center along with a legacy SAN supporting Hewlett Packard legacy servers. This data center is protected by a UPS and a generator in case of power failure. It is also secured with a keypad code that must be entered in order to access the equipment. The air conditioning and temperature are monitored regularly and generate alerts if the temperature rises above the predetermined threshold.

District Data Center 2 Located at Grossmont College

The second Grossmont College data center is located in Building 70 adjacent to the ICS department. This data center houses ICS servers, the Tadiran phone system, voicemail server, circuits for the phone system and external connectivity, the Palo Alto Firewalls and CENIC connection to the internet. This room is also protected from a power outage by a UPS and entry into this data center is mediated by a door card reader that allows entry if the permissions are allowed within the District's key card system. The air conditioning and temperature are continuously monitored and generate alerts if the temperature rises above the predetermined threshold.

District Data Center Located at Cuyamaca College

The Cuyamaca College Data Center is located in the H Building and contains the VMware environment for Cuyamaca College and Cuyamaca ICS. There are approximately 60 virtual servers located within this data center. This data center also houses the Cuyamaca 3Par SAN, switches, routers, and the controllers for the Aruba wireless networks. The Cuyamaca Data Center also has a UPS and generator in case of power failure and requires keycard entry for employees that have permission to access this data center. The air conditioning and temperature are continuously monitored and generate alerts if the temperature rises above the predetermined threshold.

The district IT department manages and monitors all aspects of the College's IT environment using several different systems:

- *Asset Management:* The Lansweeper system provides district IT staff with asset management including hardware, software and alerting information related to the assets.
- *Network Monitoring and Alerting:* The Paessler Router Traffic Grapher (PRTG) system provides district IT staff with alerting information related to infrastructure and systems. If any of these switches had an issue, the device legend would be colored red. A visual display shows the ping status, CPU load, and free memory available on the device that is being monitored.

- *Virtual Server Monitoring and Alerting:* Most of the servers are virtual servers based in the VMware virtual environment. The VMware interface allows district IT staff to create, manage, and monitor virtual servers. In addition, this system sends out alerts if any of the virtual servers are having issues.
- *VMware Interface:* Intermapper is the system used to view the logical connections across the enterprise. It shows what systems are connected and how they connect via switches, routers and other devices that are created in the Intermapper system.
- *Intermapper Map:* HP-IMC is the tool used for switch configuration, the GUI within IMC will allow configuration and management of switches and also displays the interconnectivity of the switches for troubleshooting purposes.

Depending on the service or system, critical data is backed up regularly on a daily, weekly, or monthly cycle. The IT System Backup Summary document contains district backup policies and procedures and can be found on the Emergency Preparedness page on the District website [III.C-20 System Backup Summary].

The District has developed an Information Security Program Document that details the various types of data and ways to keep personal information secure [III.C-18 Updated Security Plan Version 8]. The district IT Security Workgroup meets monthly and reports to the Technology Coordinating Council [III.C-27 IT Security Workgroup Webpage].

Analysis and Evaluation

District IT provides funding and support for the campus IT infrastructure in terms of the wireless network, data centers, and equipment used to develop, test, operate, monitor, manage and/or support information technology services. In addition, district IT is responsible for network reliability and disaster recovery. With this districtwide support, Cuyamaca College ensures that technology resources for on-campus and online programs and services are implemented and maintained to ensure reliable access, safety, and security.

Standard III.C.4.:
The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College analyzes the need for information technology training for students and personnel through Institutional Effectiveness (IE) Surveys, as well as the results of professional development workshop evaluations each semester [III.C-12 IE Survey - Students 2018]; III.C-28 PD Workshop Evaluations]. The College also consults with the Associated Student Government of Cuyamaca College (ASG) at ASG meetings to get feedback on student technology training needs [III.C-29 ASG Webpage; III.C-30 ASG Agenda 10-21-16].

The College effectively allocates resources for faculty, staff, and student information technology training in several ways. For faculty and staff, the College Instructional Design Technology Specialist provides an average of seven to ten workshops each semester, as well as online courses and individual training on a variety of technology topics [III.C-31 Instructional Design Technology Webpage]. Extensive teaching and learning resources are provided for instructional faculty in the use of Canvas, the College's learning management system [III.C-32 Faculty Canvas Resources Webpage]. Additionally, the Web Development Specialist offers training and support to faculty and staff for maintaining the College's website, which is currently managed in the Cascade content management system [III.C-33 Cascade Resources; III.C-34 Web Trainings Fall 2018]. The Help Desk also supports faculty, staff, and students with software issues or discussion of hardware access needs, as well as any classroom or office technology needs [III.C-35 Help Desk Webpage]. Students may further receive personal assistance in the open computer labs on campus [III.C-36 Computer Labs Webpage]. There is a free course to orient students to Canvas [III.C-37 Canvas Help for Students Webpage]. Faculty and students can also call the 24/7 Canvas help desk when the College's help desk is closed [III.C-38 Canvas Webpage].

The College also has a robust culture of Professional Development (PD), in which faculty and staff can learn about online pedagogy and technology innovations related to instruction [III.C-39 PD Workshops Offered January 2016 to June 2018]. From specialized one-on-one training with technical experts to scheduled topical workshops, there are many opportunities for technology advancement [III.C-40 PD Webpage].

To ensure effectiveness of training and technical support, faculty complete evaluation forms to provide feedback on the material presented in PD workshops and sessions [III.C-28 PD Workshop Evaluations]. Moreover, the Online Teaching and Learning Committee (OTLC) has established requirements for faculty who are interested in teaching online to ensure student success in online learning environments [III.C-41 OTLC Charge and Composition; III.C-42 Teaching Online Webpage].

In addition, training is provided to faculty and staff in a variety of forms. District IT provides college employees face-to-face training on the College's finance, HR, and payroll system, Workday, and other administrative applications as needed [III.C-43 Workday Training Webpage; III.C-44 Software Training Webpage]. Additionally, training documentation on Workday is available for College personnel online, along with various other tutorials and training [III.C-45 Workday Training Resources Webpage].

Analysis and Evaluation
The College continues to assess professional development and training offerings and uses that information to improve and expand future sessions. While a variety of training and documentation is currently provided for various systems and processes, the College is currently looking at additional opportunities to expand offerings to students, faculty, and staff, including the creation of a Center for Teaching and Learning, as described in Quality Focus Essay Project #1.

Standard III.C.5.:
The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
Cuyamaca College has clear policies and procedures in place, which are publicly posted on the district website. These policies and procedures guide the appropriate use of technology in the teaching and learning process. Board Policy 3720 states that employees and students who use district computers and networks, as well as related resources, have a responsibility not to misuse those resources and to respect the rights of others [III.C-46 BP 3720]. Administrative Procedure 3720 further explains that district computer and network systems are the sole property of the District and may not be used without proper authorization [III.C-47 AP 3720]. The procedure also describes academic freedom in the context of district computer and network use, identifies the conditions of use, describes the legal process, provides relevant information on copyrights and licenses, discusses the integrity of information resources, outlines authorization for access, and provides the parameters of usage. Users are provided copies of the procedure and guidelines for appropriate use of technology.

Analysis and Evaluation
As evidenced by the college-level and districtwide processes that guide technology use, Cuyamaca College and the District follow established policies and procedures that outline the appropriate use of technology in the teaching and learning process.

Standard III.C Evidence

III.C-1	ITC Charge and Composition
III.C-2	TPC Charge and Composition
III.C-3	Technology BPA Report
III.C-4	CTC Charge and Composition
III.C-5	Technology Request Form
III.C-6	Program Review Webpage
III.C-7	Technology Request Rubric
III.C-8	Technology Request Ranking 2017
III.C-9	Technology Request Ranking 2018
III.C-10	Off-Cycle Technology Request
III.C-11	Technology Processes Defined
III.C-12	IE Survey - Students 2018
III.C-13	2017 ICS Survey
III.C-14	ITS Comprehensive PR 2017-18
III.C-15	TCC Charge and Composition
III.C-16	Information Security Plan
III.C-17	Security Updates

Standard III.C Evidence (Continued)

Evidence of Meeting the Standard

District Income Allocation Model

Resource allocation to the two colleges of Grossmont-Cuyamaca Community College District (GCCCD) is formulated from Full-Time Equivalent Student (FTES) targets, which are based on the state cap assigned to the District. In 2012, the Budget Allocation Task Force was created to serve as an advisory to the Chancellor for assessment, analysis, and recommendations regarding the district budget allocation model. The Task Force established the current Income Allocation Model (IAM) to allocate Unrestricted General funds in support of the district mission and goals [III.D-1 Income Allocation Model]. The IAM provides the vehicle to implement strategic planning objectives at the district and individual site levels. As the IAM illustrates, for the Fiscal Year 2018-19 Adoption Budget, there are sufficient resources available to fund all four sites [III.D-2 2018-19 Adoption Budget (see p. 15-29)].

College Budget Processes

At the college level, prior to 2019, the Cuyamaca College Council (CCC), which was comprised of representatives from all constituency groups, was responsible for reviewing expenditures and income, making recommendations, and informing various college constituency groups of funding and expenditures, as well as budget modifications throughout the year in response to funding alterations.

As part of the College's participatory governance redesign which was implemented in 2018-19, the College created a new Resource and Operations Council (ROC), which has taken over the budgetary duties of CCC [III.D-3 Governance Redesign Webpage; III.D-4 ROC Charge and Composition]. This participatory governance council is responsible for developing integrated budget priorities, procedures, and processes. Its purpose is to provide recommendations for resource allocation to the CCC in the areas of technology, staffing, facilities, and other budget needs. Within the new governance structure, the ROC oversees the work of other resource prioritization groups, including staffing, technology, and facilities to ensure alignment and integration of campus-wide budget priorities.

The annual budget for the College ensures that it meets the commitments for its various programs. The 2018-19 Adoption Budget indicates the College's total available in the Unrestricted General Fund is $34,351,751. This budget covers campus-wide projected expenses including the cost increases for salaries and benefits for current positions, as well as vacant positions which are approved to be replaced. In addition, the 2018-19 Adoption Budget indicates the College's total available in the Restricted General Fund is $19,494,534, which includes federal, state, and local funding.

Table 35. Cuyamaca College Unrestricted General Fund:

	Budget	Expenditures	Reserve Fund Balance	Carryover Balance
FY 2015-16	$28,571,517	$27,532,344	$700,000	$339,173
FY 2016-17	$32,242,407	$29,579,896	$2,000,000	$662,511
FY 2017-18	$32,602,287	$31,156,122	$1,000,000	$446,371
FY 2018-19	$34,351,751	TBD	TBD	TBD

The College has sufficient revenues to maintain and grow its educational programs. Unrestricted General Fund revenues increased from $24.4 million in 2012-13 to $34.4 million in 2018-19.

In addition, the College has sought alternative resources, specifically through federal grants, to provide funding for new initiatives. In October 2016 the College was the recipient of a federal Title III Hispanic-Serving Institutions (HSI) grant, focused on STEM guided pathways and transformational teaching practices, in the amount of $5.9 million over five years [III.D-5 Title III Grant Award Notification]. The HSI STEM grant is designed to increase participation, academic success, transfer-readiness and transfer into a STEM baccalaureate program for Latinx and low-income students. This grant has enabled growth in the STEM educational programs, the development of innovative teaching tools, and allowed for upgraded classrooms and labs.

The College was also the recipient of the federal Title V HSI grant in the amount of $2.5 million over five years to expand its first-year experience guided pathways program with wrap-around services called Pathway Academy [III.D-6 Title V Grant Award Notification]. The Pathway Academy is designed to improve academic outcomes for Latinx and low-income students through accelerated English, math, and ESL pathways to completion, expansion of student support, and professional development for faculty and staff.

In 2016, the College also received a grant through the Basic Skills Student Outcomes and Transformation (BSSOT) program in the amount of $1.5 million over three years [III.D-7 BSSOT Grant Award Notification]. The BSSOT program is designed to provide all students with an achievable pathway to earning a degree or certificate, transferring to a four-year institution, or acquiring the requisite skills to compete for a career in the workplace by implementing three high-leverage strategies to benefit students:
- Accelerated basic skills
- Concurrent-enrollment support models for transfer-level courses
- Multiple measures placement

Moreover, the College has a wide range of revenues from and expenditures for specific restricted sources. These funds include the Child Development Center Fund, College Bookstore Special Revenue Fund, Ornamental Horticulture Fund, Associated Students of Cuyamaca College Fund, Cuyamaca College Student Center Fund, and Capital Outlay Projects Fund (Capital Outlay Projects and Proposition V construction).

The College has an established process to request additional resources through program review [III.D-8 Program Review Webpage]. All requests for additional resources must be described and linked to unit-level goals through the program review process in order to be considered for funding. Resource requests from program review are comprised of several categories, such as staffing, technology, supplies and equipment, facilities, professional development, and other resource requests. Resource allocation rubrics, which outline the specific criteria considered for each type of resource request, are developed through participatory governance bodies, such as the Staffing Prioritization Task Force (SPTF) and College Technology Committee, and are utilized to generate a ranked list of recommended funding priorities within each category [III.D-9 Faculty Position Request Rubric; III.D-10 Classified Position Request Rubric; III.D-11 Technology Request Rubric].

Faculty and classified staff positions requested through the program review process are prioritized by the SPTF, which creates prioritized lists for faculty hiring and classified staff hiring [III.D-12 Staffing Prioritization Overview and FAQs]. Faculty hiring priorities are submitted to the Academic Senate for endorsement before being routed to the Resource and Operations Council (ROC). Classified hiring priorities are submitted to the Classified Senate for endorsement and then to ROC. Both the faculty and classified lists are forwarded to Cuyamaca College Council (CCC) for review and recommendation to the President for final approval [III.D-13 CCC Minutes 5-22-18; III.D-14 Faculty Hiring Priorities 2018; III.D-15 Classified Hiring Priorities 2018]. In 2018-19 the College leadership was able to identify funds to hire the top 13 faculty on the list and the top three classified staff positions on the list.

Analysis and Evaluation
Cuyamaca College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services, as well as improve student outcomes and institutional effectiveness. The College demonstrates sound financial planning and execution by meeting its annual goals within the budget. Prudent planning and priority setting have provided the means for funding institutional improvements.

> **Standard III.D.2.:**
> **The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard
The College's mission and strategic priorities serve as the basis for financial planning at the college level, and the district mission and strategic priorities guide financial planning districtwide. The College's strategic priorities are developed collaboratively with input from various college constituents and are widely communicated across the College [III.D-16 2016-2022 Strategic Plan].

College Financial Planning
The mission of Cuyamaca College is "to serve a diverse community of students who seek to benefit from the College's wide range of educational programs and services" [III.D-17 Mission Webpage]. The mission guides all planning across the College, including program-level, facilities, technology, and other college-wide plans [III.D-18 Instructional Comprehensive PR Template 2018-19; III.D-19 2016 Facilities Master Plan Refresh; III.D-20 2013-2018 Technology Plan; III.D-21 2017-2019 Integrated Plan]. In support of its mission, Cuyamaca College structures its planning processes and engages the campus community by pursuing the following priorities, which form the foundation of the College's strategic plan:
- Accelerated Basic Skills
- Guided Student Pathways
- Student Validation and Engagement
- Organizational Health

The College currently reviews its mission statement on a regular basis [III.D-22 CCC Minutes 7-10-18]. The mission was last revised in 2016 during the strategic planning process [III.D-23 CCC Minutes 5-6-16]. The mission and strategic priorities serve as the basis for college-wide budget priorities and fiscal planning. The College's budget criteria ensure that decisions about resource allocation are based on evidence and that they have the ability to advance and improve student success and equity as per the College's strategic priorities [III.D-24 Budget Criteria]. The College uses the four strategic priorities, as well as quantitative and qualitative data provided through the program review process, to inform resource request prioritization [III.D-9 Faculty Position Request Rubric; III.D-10 Classified Position Request Rubric; III.D-11 Technology Request Rubric; III.D-25 Facilities Request Form]. Each year, the College focuses its resources most prominently on its four strategic priorities identified above.

As part of the participatory governance redesign which was implemented in Spring 2019, the College created the new Resource and Operations Council (ROC) [III.D-4 ROC Charge and Composition], which has taken over the budgetary duties of the CCC. This participatory governance council is responsible for developing integrated budget priorities, procedures, and processes. Its purpose is to provide recommendations for resource allocation to the CCC in the areas of technology, staffing, facilities, and other budget needs. Within the new governance structure, the ROC oversees the work of other resource prioritization groups to ensure alignment and integration of campus-wide budget priorities.

District Financial Planning
The Governing Board has established policies to ensure sound financial planning and practices that center on the district and college missions and strategic plans. Board policies and administrative procedures guide financial planning and budget management and are posted publicly to the Governing Board's webpage [III.D-26 Governing Board Webpage]. Board Policy 6100 delegates authority to the Chancellor for overseeing general business procedures and budgeting and requires the regular reporting of financial status to the Board [III.D-27 BP 6100]. Board Policy 6200 outlines the budget development criteria for the district and connects financial planning to district educational and master plans [III.D-28 BP 6200]. Board Policy 6250 ensures budget management practices that align with California Title 5 Education Code and that maintain

an appropriate reserve of at least 5%, with the reserve increasing each year toward a goal of covering at least one month's operating costs [III.D-29 BP 6250].

Several budget reports are provided to the Governing Board on a quarterly basis in order to keep the Board informed of the district budget status. These reports include quarterly investment reports and California Community Colleges Chancellor's Office (CCCCO) reports [III.D-30 Schedule of Cash Balances and Investments Report as of June 2018; III.D-31 Governing Board Minutes 5-15-18; III.D-32 Governing Board Agenda 8-21-18 Item 11; III.D-33 CCCCO CCFS 311Q Report].

In addition, the Governing Board reviews budget transfers and increases on a monthly basis [III.D-34 May 2018 Budget Report; III.D-35 June 2018 Budget Report]. Each year, the Board reviews and approves the Tentative Budget in June and the Adoption Budget in September [III.D-36 Tentative Budget 2018-19; III.D-37 Board Tentative Budget Item 6-19-18; III.D-38 Adoption Budget 2018-19; III.D-39 Board Adoption Budget Item 9-11-18].

Furthermore, Board Policy 6300 requires the District to practice sound financial principles, maintain effective operations and internal controls, communicate fiscal objectives, procedures, and constraints, as well as present quarterly financial status reports to the Board [III.D-40 BP 6300]. College investments are governed by Board Policy 6320 [III.D-41 BP 6320]. Investment reports are presented to the Board quarterly, and the District Investment Plan is presented to the Board annually [III.D-42 District Investment Plan]. The primary district investment objectives are safety, liquidity, and return on investment. To verify sound financial practices and fiscal stability, Board Policy 6400 requires that an outside certified public accountancy firm conducts an audit of all funds on an annual basis [III.D-43 BP 6400].

The District receives funds under a state apportionment formula that includes property taxes, enrollment fees, Educational Protection Act funding, and allocations from the state general fund. In 2014-15 Governor Brown had eliminated Inter-Year Deferrals from the state budget. The CCCCO defers monthly payments to districts with the repayment of the deferred amount occurring in mid-July of the following year. During the years prior to this, the deferred payment had a fiscal impact on the cash flow of the District. However, the District has experienced a positive cash flow over the past five years and has not borrowed funds through a tax revenue anticipation note (TRANs) since Fiscal Year 2012-2013. The District has sufficient cash flow as evidenced by its quarterly investment report. The June 30, 2018 Quarterly Investment Report to the Board of Trustees showed a deposit of $73,538,097 to district accounts with San Diego County Office of Education Treasury, which is available to meet district cash requirements, including capital outlay project funds and Other Post Employee Benefits (OPEB) funds.

Every year, the District provides an Integrated Strategic Plan Implementation and Budget Workshop [III.D-44 Governing Board Strategic Plan Presentation 6-19-18]. It is an annual joint workshop with the Governing Board and the District Strategic Planning and Budget Council (DSP&BC) to discuss strategic plan implementation and how the plan is linked to the budget. The workshop covers updates from each of the sites including District Services, Grossmont College, and Cuyamaca College, which includes the Annual Plan Outcomes for the current fiscal year and the Annual Plans and Budget Priorities for the next fiscal year.

As part of closing the books for the fiscal year, the College identifies financial resources within the ending balance and dedicates resources to fund the College reserve, the expected increase for PERS and STRS, and to fund facility needs. Below is a three-year summary of unrestricted reserve funds needed in the event of emergencies:

Table 36. Cuyamaca College Unrestricted Reserve Funds

	FY 2015-16	FY 2016-17	FY 2017-18	Total Funds
Contingency Reserve	$700,000	$1,000,000	$1,000,000	$2,700,000
STRS and PERS Reserve	$0	$1,000,000	$0	$1,000,000
Facilities Reserve	$300,000	$500,000	$1,500,000	$2,300,000
Carry-Over Balance	$338,725	$622,511	$446,371	--

As per Board Policy 6540 Insurance, the District has sufficient liability, property, and workers' compensation insurance to cover its needs [III.D-45 BP 6540]. The District pays annual premiums for its property liability and workers' compensation to Alliance of Schools for Cooperative Insurance Programs (ASCIP), Joint Powers Authority (JPA), an insurance purchasing pool [III.D-46 2018-19 ASCIP Coverage]. The intent of the JPA is to achieve the benefit of reduced premiums for the District by virtue of its grouping and representation with other participants in the JPA.

Achievement of Institutional Plans
Fiscal expenditures have supported the achievement of multiple institutional plans and initiatives, including the following:
- Staffing:
  - Since 2016-17, the College has replaced full-time faculty positions that became vacant due to retirement in accordance with the faculty hiring priorities process, and the College has replaced classified staff positions as they become vacant.
  - In 2015-16 the District received $1 million from the State to hire new full-time faculty to address needs identified through the program review and institutional planning processes, which allowed the College to increase full-time faculty staffing to achieve objectives in enrollment, programs and services in support of student success [III.D-14 Faculty Hiring Priorities 2018].
  - In addition, in 2018-19 the District received $765,000 to hire additional new full-time faculty. In Spring 2019 Cuyamaca College hired six new full-time faculty members to address its staffing needs as identified through the program review process.
- Research and Information Capacity:
  - Created the Institutional Effectiveness, Success, and Equity Office to address research and information needs as well as the College equity commitment.

- Facilities:
    - Invested in capital improvement projects to enhance the learning experience for students, including environmentally sustainable initiatives. In 2017-18 the College spent $8.4 million on capital construction and improvements

Analysis and Evaluation

Cuyamaca College's mission and strategic priorities are the foundation for financial planning, which is integrated with the College's annual and long-term planning processes. The District has established policies and procedures to ensure sound financial practices and financial stability. The College regularly disseminates financial information, including the state of the College budget, through the ROC, the CCC, and public Governing Board meetings.

Standard III.D.3.:
The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Cuyamaca College follows clearly defined processes for financial planning and budget development. Board Policy 6200 requires that the Chancellor present a budget to the Board prepared in accordance with Title 5 and the California Community Colleges Chancellor's Office (CCCCO) Budget and Accounting Manual on an annual basis [III.D-28 BP 6200; III.D-47 CCCCO Budget and Accounting Manual]. The schedule for presentation and review of budget proposals complies with state law and regulations. Administrative Procedure 6200 Budget Preparation requires budget planning to support institutional goals and is linked to the strategic plan [III.D-48 AP 6200]. As part of 2018-19 Tentative Budget discussion, on June 19, 2018 at the Joint Board of Trustees and District Strategic Planning and Budget Council (DPS&BC) presentation, Cuyamaca College, Grossmont College, and District Services presented 2017-18 reflections and 2018-19 opportunities for the strategic plan implementation. The workshop included budget allocations linked to strategic priorities [III.D-44 Governing Board Strategic Plan Presentation 6-19-18].

The District Budget Calendar includes a presentation of the tentative and adoption budgets development. The tentative budget is presented to the Board no later than July 1, and the adopted budget no later than September 15 each year [III.D-49 Budget Calendar 2018-19].

The budget development process initially takes place in the District Strategic Planning and Budget Council (DSP&BC) [III.D-50 DSP&BC Charge and Composition]. DSP&BC serves in an advisory capacity to the Chancellor on development and evaluation of College and District strategic plans and budget planning priorities based upon the district vision and goals. The Council includes consultation with constituent groups, including Academic and Classified Senate, American Federation of Teacher Guild (AFT), California School Employees Association (CSEA), Associated Student Government, and the Administrative Association. Subsequent recommendations are provided to the Chancellor who then presents the final recommendations to

the Governing Board. After Board approval, the budget is posted on the District website III.D-51 [District Budget Webpage].

Cuyamaca College receives its allocation based on a formula in the Income Allocation Model for allocation of Unrestricted General funds to help the College fulfill its mission and goals [III.D-1 Income Allocation Model]. Prior to implementing Workday as the financial software for the District, each year during budget development, campus managers including vice presidents, deans, and directors are given budget worksheets that indicate prior year actual expenditures, current year budget, and current year-to-date expenses. The College recently implemented a similar process in Workday through the Zip by Cost Center Manager Report. Campus managers review the budgets and submit the changes to the College Business Services Department. The College uses an incremental base budget; therefore, the prior year adopted budget is moved to the next year budget after any one-time items are removed and after salary adjustments for the new fiscal year. Budget managers can request changes through the budget worksheets which may include transfers among non-salaries accounts.

As part of the participatory governance redesign which was implemented in 2018-19, the College created the new Resource and Operations Council (ROC), which has taken over the budgetary duties of the Cuyamaca College Council (CCC) [III.D-4 ROC Charge and Composition]. This participatory governance council is responsible for developing integrated budget priorities, procedures, and processes. Its purpose is to provide recommendations for resource allocation to the CCC in the areas of technology, staffing, facilities, and other budget needs. Within the new governance structure, the ROC oversees the work of other resource prioritization groups (e.g., staffing, technology, facilities) to ensure alignment and integration of campus-wide budget priorities.

Analysis and Evaluation
Cuyamaca College has clearly defined processes for financial planning and budget development, and the College follows those processes. The annual program review process allows departments an opportunity to develop action plans and request resources in order to meet their goals. Department managers are included in the budget preparation.

Standard III.D.4.:
Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
The Cuyamaca College annual budget is developed based on a realistic assessment of financial resources. Board Policy and Administrative Procedure 6200 require that the annual budget support the District's master and educational plans which reflect the College's planning processes [III.D-28 BP 6200; III.D-48 AP 6200]. The budget development process for the next fiscal year begins early in the current year so that a tentative budget is available for the new fiscal year. The official budget begins with the release of the governor's annual budget in

January for the following fiscal year. Using this information, the District Business Services Office determines the total projected revenue for next year. The tentative budget is presented to the Board of Trustees no later than July 1, and the adopted budget is presented no later than September 15.

Planning at the District level is accomplished through the District Strategic Planning and Budget Council (DSP&BC). DSP&BC serves in an advisory capacity to the Chancellor on development and evaluation of College and District Strategic Plans and budget planning priorities. Establishing priorities is based on the district vision and goals. DSP&BC includes members from both colleges and District Services to ensure all areas are informed of budget information and priorities [III.D-52 DSP&BC Minutes 1-7-19].

College departments develop their budget proposals using a Baseline Budget Allocation that takes into account the previous year's budget. The College has an established process to request additional resources through the program review process. Resource needs must be described and linked to unit-level goals through the program review process in order to be considered for funding [III.D-8 Program Review Webpage]. Program Review requests are comprised of several categories--staffing, technology, Perkins, supplies and equipment, facilities, professional development, and other resource requests. Resource allocation rubrics developed through participatory governance bodies are used to provide a ranked list of recommended funding priorities [III.D-9 Faculty Position Request Rubric; III.D-10 Classified Position Request Rubric; III.D-11 Technology Request Rubric]

Furthermore, as part of the participatory governance redesign, the College created a new Resource and Operations Council (ROC), consisting of faculty, staff, administrators, and students [III.D-4 ROC Charge and Composition]. This council develops integrated budget priorities, procedures, and processes and provides recommendations for resource allocation to the Cuyamaca College Council (CCC) in the areas of technology, staffing, facilities, and other budget needs [III.D-53 ROC Minutes 2-6-19].

Once the state budget is finalized by the Legislature, Cuyamaca College receives its share as determined by the District's Income Allocation Model (IAM). In 2017-18, the College's adopted budget was $32.6 million.

The College also receives significant federal, state categorical, grant, and local funds. For fiscal year 2017-18, these funds totaled approximately $21 million, representing 39% of General Fund revenues, which support numerous specialized programs and activities designed to increase student success. Programs are planned and developed as funds become available.

Analysis and Evaluation
The College takes a conservative approach to budget allocation, relying on several different funding sources. Following comprehensive dialogue and strategic planning through a realistic needs analysis, priorities are identified and decisions reached. New budget requests support the college mission, with endorsement from various committees and councils, including the ROC and CCC. The College emphasizes continued communication throughout the budget development process through the participatory governance structure.

Standard III.D.5.:
To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Cuyamaca College and the Grossmont-Cuyamaca Community College District (GCCCD) assure the integrity of the institution and responsible use of financial resources. Internal control structures have appropriate control mechanisms, and the District and College widely disseminate dependable information for sound financial decision-making. Cuyamaca College follows established board policies and applies internal controls to its financial resources. Board Policy 6300 describes the basic tenets of the District's fiscal management and ensures the District's fiscal processes align with California regulations, California Community Colleges Chancellor's Office (CCCCO) requirements, and federal Department of Education regulations [III.D-40 BP 6300]. Specifically, this policy addresses the need to maintain internal controls in the administration of district financial resources consistent with Title 5 Section 58311, Education Code Section 84040 [III.D-54 Title 5 Regulations]. The policy encourages departments to develop internal procedures that delineate the need for separation of duties, fiscal responsibilities, and staff accountability. Administrative Procedure 6300 outlines the specific aims of district fiscal processes to ensure responsible stewardship of resources [III.D-55 AP 6300].

The District assumes primary responsibility for implementation of appropriate internal control mechanisms. To further enhance internal controls, the District employs its own auditor who conducts regular internal audits and provides advice to management on financial control issues. The District ensures effort is made to anticipate a control weakness before it becomes a problem. Furthermore, the District engages an external audit firm to conduct a comprehensive annual audit of its financial statements, as required by Board Policy 6400 [III.D-43 BP 6400]. These audits include a thorough review of district procedures and a disbursements test to ensure proper accounting and compliance requirements.

To ensure the financial management system is transparent and widely communicated, the District posts minutes and financial documents on the intranet, which is accessible to all district employees. Districtwide and college-specific budget information is discussed in the District Strategic Planning and Budget Council (DSP&BC) and presented to the Governing Board [III.D-56 Adoption Budget 2017-18 Presentation; III.D-57 Tentative Budget 2018-19 Presentation; III.D-58 Adoption Budget 2018-19 Presentation]. Regular budget updates are provided at the college level in Cuyamaca College Council (CCC) [III.D-59 CCC Minutes 4-10-18; III.D-60 CCC Minutes 9-25-18]. The Chancellor communicates budget information during the Chancellor's Colloquia each semester, as well as through email updates [III.D-61 Chancellor's Colloquia Fall 2018; III.D-62 Chancellor's Colloquia Spring 2018; III.D-63 Chancellor Email Budget Update 1-14-19].

Internal controls are continually monitored as operational transitions are reviewed and related business processes are evaluated annually by independent auditors. The external 2017-2018 Audit Report shows that the District met internal controls over financial reporting and there were no deficiencies reported [III.D-64 Audit Report 2017-18]. The final audit is presented to the Board of Trustees in January each year. Audit findings are communicated to appropriate institutional leadership and constituents at the Board of Trustees meetings and are posted online [III.D-65 Governing Board Agenda 1-15-19 Audit Report].

Analysis and Evaluation
Cuyamaca assures its financial integrity and the responsible use of its financial resources. The College has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. Annual budget reports and annual audits are freely available online for review and are also communicated to institutional leadership. The Governing Board reviews the annual audit at a regular public board meeting.

Standard III.D.6.:
Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard
Cuyamaca College follows compliant accounting practices and consistently meets standards for exemplary audits. All financial documents, including the budget and independent audits, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. To assure accuracy of college spending records, an internal auditor who is employed by the District conducts regular internal audits and provides advice to management on financial control issues. The District audit report, which includes all funds within the District and the Foundation for Grossmont and Cuyamaca Colleges has received an unmodified opinion from the independent auditors over financial reporting. The report is presented to the Governing Board and is made available online.

Every year, two budgets are presented to the Board of Trustees. The Tentative Budget is presented in June and the Adoption Budget is presented in September [III.D-36 Tentative Budget 2018-19; III.D-38 Adoption Budget 2018-19]. Included in the budget presentation are detailed revenues and expenditures for the last three years for all funds of the District. The District has an Internal Auditor that periodically reviews payroll and other financial transactions, which adds additional oversight and internal controls.

Analysis and Evaluation
The College financial activity is monitored through internal and external audits. Over the past ten years, the District received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment required. All financial documents, including the budget and independent audits, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Board Policy BP 6400 mandates that an annual independent audit of all funds be conducted in accordance with the regulations of Title 5 [III.D-43 BP 6400]. The annual budget and the annual audit are uploaded and available on the district website. The information is made available in a timely manner. Both Tentative and Adoption Budgets are presented to the Governing Board.

The District engages with an independent certified public accounting firm to perform an annual audit of the District. The scope of the annual fiscal audit includes all funds within the District and the District's internal controls over financial reporting and compliance. The final audit is presented to the Governing Board in January each year. Audit findings are communicated to appropriate institutional leadership and constituents at the Governing Board meetings and are posted online [III.D-65 Governing Board Agenda 1-15-19 Audit Report].

In addition, the District engages with another independent certified public accounting firm to perform the annual financial and performance audits for Proposition V approved by the voters in 2012 [III.D-66 Prop V Audit Report 6-30-18]. The audit reports are presented to the Audit Sub-Committee of the Citizens' Bond Oversight Committee (CBOC) [III.D-67 CBOC Agenda 1-9-19]. CBOC is an advisory body to the District on matters related to the Proposition V construction bond program implementation as required by California's Proposition 39, which mandates that citizen advisory panels be established to assure accountability for the use of public funds.

The District's audits have consistently been identified by the external auditors as "unmodified." In addition, over the past ten annual audits through fiscal year ending June 30, 2018, the District has had no financial findings noted in any of its five audits performed by the external independent auditors [III.D-64 Audit Report 2017-18].

Each year, a summary of the current audits is reviewed by District Strategic Planning and Budget Council (DSP&BC). The audits are posted to the District website. Any audit findings are reviewed in detail along with the site business offices for a comprehensive and timely response including a plan of action. The District response is discussed at DSP&BC as well as the specific department impacted by the finding.

Below is a summary of the 2017-18 District Audit Reports [III.D-68 Audit Summary]:
- ○ Financial Statements - **Unmodified**
- ○ Report on Internal Controls - **No deficiency**
- ○ Report on Federal Compliance - **No deficiency**
- ○ Report on State Compliance - **Complied with all requirements**
- ○ Financial Statements Findings - **None**
- ○ Federal Award Findings - **None**

       ○   State Award Findings - **None**

Analysis and Evaluation

District and college audits are conducted on an annual basis. Budget and audit information are publicly available on the district website and are presented to the Governing Board regularly. Over the past ten years, the District has received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment required.

Standard III.D.8.:
The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District has several methods to evaluate financial and internal controls, including the annual external audits, bond audits, periodic audits from outside entities, and audits performed by the District's internal auditor. The District engages an independent certified public accounting firm to perform an annual audit of its financial, special funds, and internal control systems.

In addition, the annual fiscal audit includes the Foundation for Grossmont and Cuyamaca Colleges. Part of the Foundation mission involves raising awareness and financial resources for both colleges as well as their respective students.

Furthermore, the District engages with another independent certified public accounting firm to perform the annual financial and performance audit for Proposition V approved by voters in 2012 [III.D-64 Audit Report 2017-18]. The Citizens' Bond Oversight Committee (CBOC) is an advisory body to the District on matters related to Proposition V construction bond program implementation as required by California's Proposition 39, which mandates that citizen advisory panels be established to assure accountability for the use of public funds. CBOC's role is to review and report on district spending of taxpayers' money for construction and to provide a public accounting of the District's compliance with legal requirements. Committee members are appointed by the Governing Board. There are three subcommittees that exist: Construction, Communication, and Audit. Audit reports are presented to the Audit Sub-Committee [III.D-67 CBOC Agenda 1-9-19].

The District's audits have consistently been identified by the external auditors as "unmodified." In addition, over the past ten annual audits through fiscal year ending June 30, 2018, the District has had no financial findings noted in any of its five audits performed by the external independent auditors [III.D-68 Audit Summary].

Analysis and Evaluation

The District's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness. As a result of the review by the external auditors, no deficiencies in

internal control that would be considered material weaknesses or significant deficiencies have been identified in the annual audits for the last ten years.

Standard III.D.9.:
The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
The District maintains sufficient cash reserves to meet all of its financial obligations including emergency needs. The June 30, 2018, report from the County Treasury showed a total cash balance of $38.3 million and $17.4 million in deposits in the bank for the General Fund [III.D-69 Annual Financial and Budget Report CCFS 311 (see p. 5)]. The District monthly General Fund payroll including mandated benefits and health and welfare averages about $10 million.

The District recognizes promised obligations and liabilities and accounts appropriately. Board Policy 6250 requires maintaining the District's unrestricted general reserve to be at least 5% reserve [III.D-29 BP 6250]. A prudent reserve is defined by the California Community College Chancellor's Office (CCCCO) Fiscal Policy guidelines as 5%. In September 2013 a recommendation was presented to District Strategic Planning and Budget Council (DSP&BC) to increase the reserve level of 5% every year by .5% of current year budget until the reserve level equals at least one month of payroll and related benefits [III.D-70 DSP&BC Memo 9-9-13]. The Governing Board incorporated the recommendation from DSP&BC into Board Policy 6250 on October 16, 2018, to increase the reserve level each year toward a goal of covering at least one month's operating costs.

The 2018-19 Adoption Budget shows the unrestricted general reserve at $8.4 million, which is 6.5% of budgeted unrestricted general fund expenditures [III.D-2 2018-19 Adoption Budget (see p. 4)]. Below is a table summarizing the reserve amount for the last four years:

Table 37. GCCCD General Reserve and Unrestricted General Fund Expenditures

Fiscal Year	Unrestricted General Reserve Amount	Percent of Budgeted UGF Expenditures
2014-15	$5,935,170	5.50%
2015-16	$6,561,662	5.75%
2016-17	$7,367,860	6.0%
2017-18	$7,700,150	6.25%
2018-19	$8,418,922	6.5%

Cuyamaca College maintains a campus contingency reserve of $2.7 million, which is used to address unanticipated emergencies and college commitments during economic recessions [III.D-71 Contingency Reserve]. In addition, Cuyamaca College has dedicated funds to cover the STRS and PERS annual increases. In Fiscal Year 2016-17 the College dedicated $1 million to fund STRS/PERS increases [III.D-72 STRS-PERS Reserve 2016-17].

The most significant long-term liability for the District is the participation in CalPERS and CalSTRS retirement systems. Based on estimates from California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS), the District's CalPERS and CalSTRS employer costs are projected to increase through 2020-21 [III.D-73 CalPERS Employer Rates; III.D-74 CalSTRS Employer Rates]. Each year, the District fully funds its obligation in each of these systems. In 2015-16 the District received one-time funds from the State in the amount of $10 million. A total of $9 million was dedicated to help to fund the increases in employer rates for CalPERS and CalSTRS. Each year the District uses these funds to pay half of the STRS/PERS annual increase. The balance of the STRS/PERS dedicated fund as of June 30th, 2018 is $7.5 million [III.D-75 STRS-PERS Dedicated Fund].

Analysis and Evaluation
The District maintains sufficient cash reserves to meet all of its financial obligations and continues to increase the reserve annually until it reaches at least one month of operating cost. The District and College have sufficient cash flow and reserves to maintain stability. The District implements strategies for risk management, and, makes contingency plans to meet financial emergencies and unforeseen occurrences when necessary.

> **Standard III.D.10.:**
> **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Evidence of Meeting the Standard
Cuyamaca College and Grossmont-Cuyamaca Community College District (GCCCD) practice effective oversight of all finances. Financial oversight occurs at the college and the district levels. Grant requirements are monitored by the designated grant coordinator, the College Business Office, and District Business Services Office. Equipment valued over $500 is tracked by the District's inventory system. A complete inventory assessment by physical count of all district building contents is conducted annually and documented by a property record system that is maintained on a continuous inventory basis [III.D-76 OP-FA3 Equipment Receiving and Inventory].

Board Policy 6200 requires that the District adhere to Title 5 and the California Community Colleges Budget and Accounting Manual in budgeting and accounting methods [III.D-28 BP 6200]. The District's Purchasing and Contracts Department reviews and executes all contracts for the District. Contracts are presented to the Board each month for review and ratification.

Purchasing processes are conducted pursuant to Governing Board Policy and Administrative Procedure 6330 [III.D-77 BP 6330; III.D-78 AP 6330].

Both the Director of Financial Aid and the Senior Director of Fiscal Services monitor financial aid funds and disbursements on a regular basis. The Financial Aid Office is subject to program compliance reviews by the California Student Aid Commission. The annual audit performed by an external auditor reviews student loan default rates, revenues, and related matters to ensure compliance with federal regulations [III.D-64 Audit Report 2017-18; III.D-79 Audit Report 2016-17; III.D-80 Audit Report 2015-16]. The District continues to monitor disbursements to ensure compliance with federal regulations.

Board Policy 6250 states that the Governing Board shall manage the budget in accordance with Title 5 Education Code requirements and the California Community Colleges Budget and Accounting Manual [III.D-81 BP 6250]. The policy also allows transfers between expenditure categories to be processed and ratified in total. Each month a Budget Status Changes Report, which includes information on the current budget status and any additional revenues received by the District, is presented to the Governing Board for ratification [III.D-82 Budget Status Changes June 2018].

An independent certified public accountant performs the annual audit of all finances, including special revenue funds, bond funds, financial aid, grants, contracts, and the Foundation to ensure that the District is maintaining high standards of internal controls and fiscal oversight [III.D-68 Audit Summary].

Analysis and Evaluation
Cuyamaca College and GCCCD practice effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, as well as institutional investments and assets. External audits confirm that the District practices effective oversight of finances in compliance with Federal Title IV regulations and requirements. The District has not received any modified opinions for its financial statements for over ten years.

> **Standard III.D.11.:**
> **The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

Evidence of Meeting the Standard
The District ensures that sufficient financial resources are available to meet obligations, commitments, and operational needs. Board Policy 6250 ensures budget management practices that align with California Title 5 Education Code and maintain an appropriate reserve of at least 5%, with the reserve increasing each year toward a goal of covering at least one month's operating costs [III.D-29 BP 6250].

Compensated absence costs are accrued when earned by employees. Accumulated unpaid employee vacation benefits are recognized at year-end as a liability of the District. The District also participates in and accrues "load banking" with eligible academic employees, whereby the employee may teach extra courses in one period in exchange for time off in another period. The compensated absence liability is reported on the entity-wide financial statements.

Sick leave is accumulated without limit for each employee based upon negotiated contracts. The District records sick leave as an operating expense in the period taken. Employees are not paid sick leave balances at termination of employment; instead, unused sick leave is added to the creditable service period for calculation of retirement benefits for eligible employees when they retire. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statement. Long-term liabilities included in the Annual Audit Report are bonds payable, compensated absences, other post-employment benefits, and pension liability [III.D-64 Audit Report 2017-18].

The District submits a five-year construction plan that summarizes all projects, calculating the capacity load ratios for offices, labs, classrooms, Library, and AV/TV based on growth projections. The plan includes descriptions of each of the projects proposed for the District [III.D-83 Five-Year Construction Plan].

In 2002 the District received a $207 million bond, and in 2012 the District received a $398 million bond. The County of San Diego Auditor and Controller's office administers both bond debts, including the collection of fees from taxpayers and the debt payment. The District reviews bond debt and consults with outside financial managers to ensure the financing is sufficient.

The District has set aside funds for retiree health benefits through the Other Post-Employment Benefits (OPEB) irrevocable trust. As of June 30th, 2018, the District account balance deposited in the irrevocable trust is $8,165,320 [III.D-84 Irrevocable Trust - Summary of District's Plan]. An actuarial firm is engaged to prepare an actuarial study and to analyze the retiree health benefits and determine the Total OPEB Liability and the OPEB Expense [III.D-85 Actuarial Study 6-30-17].

The District has addressed the future rate increase for CalSTRS and CalPERS. Each year, the District fully funds its obligation in each of these systems. In 2015-16 the District received one-time funds from the State, which included $9 million specifically dedicated to help to fund the increases in employer rates for CalPERS and CalSTRS.

Analysis and Evaluation
In building the annual budget, the District ensures outstanding obligations are addressed. Outstanding debt is budgeted according to existing agreements, plans, and debt schedules. In 2017-18 the District successfully paid off the long-term liability of the Early Retirement Incentive Plan (ERI) which was in the amount of $3.3 million over five years. The District is compliant with Governmental Accounting Standards Board (GASB) standards and, pursuant to the OPEB irrevocable trust, has been funding the outstanding liability.

Evidence of Meeting the Standard

GCCCD plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The District provides post-employment healthcare benefits in accordance with District employment contracts to all contract employees with at least 10 years of service who retired from the District, and their eligible dependents, until attaining age 65. When the retiree reaches age 65, all post-employment benefits cease. The District contributes 100% of benefit premium costs incurred by retirees and their dependents.

The actuarial plan to determine OPEB liability is prepared pursuant to accounting standards and Governmental Accounting Standards Board (GASB) guidelines. The OPEB actuarial study is current and was completed in October 2018 with a valuation date of June 30, 2017, and is scheduled to be updated every two years. The District contracts with an actuarial firm every two years to analyze the retiree health benefits and determine the Annual Required Contribution (ARC) and the outstanding liability.

According to the most recent actuarial study, had the District begun accruing retiree health benefits when each current employee and retiree was hired, the estimated accumulated liability amount would have been $18,370,984 [III.D-85 Actuarial Study 6-30-17] . This amount is called the "Total OPEB Liability." The District has set aside funds to cover retiree health liabilities in a GASB 75 qualifying trust. The Fiduciary Net Position of this trust as of June 30, 2017, was $5,297,033. This leaves a Net OPEB Liability (NOL) of $13,073,951. The OPEB Expense, previously known as the Annual Required Contribution (ARC), for the fiscal year ending June 30, 2018, is $2,117,650.

While the District has been setting funds aside since Fiscal Year 2006-07 for retiree health benefits at the County Office of Education, on February 16, 2016, the Governing Board adopted a resolution to establish an irrevocable trust for the OPEB with the authorization to transfer funds into the trust established with Public Agency Retirement Services (PARS) [III.D-86 Board Resolution 16-011]. As of June 30, 2018, the District account balance with PARS is $8,165,320 [III.D-84 Irrevocable Trust - Summary of District's Plan]. On an annual basis, the district and college Chief Business Officers meet with PARS representatives to discuss the status of the plan, the return on investment, and next steps. The last meeting occurred on September 14, 2018 [III.D-87 CBO Meeting Minutes 9-14-18].

The District budgets $1 million annually to be deposited into the OPEB funds to cover liabilities for current employees. In addition, as part of closing the books, the District dedicates 10% of uncommitted ending balances for the Unrestricted General Fund to be deposited into the OPEB

to allocate resources for unfunded prior liabilities. Below is a chart summarizing the amount deposited into OPEB fund for the last few years, of which $8,165,320 is deposited in the trust, and the remaining balance is deposited at the County Office of Education [III.D-38 Adoption Budget (see p. 42)]:

Table 38. Beginning Balance and OPEB Deposited Amount

Fiscal Year	Beginning Balance	Amount Deposited into OPEB plus Interest
2014-15	$3,701,301	$1,116,174
2015-16	$4,817,481	$1,487,306
2016-17	$6,304,787	$1,722,557
2017-18	$8,027,344	$1,546,524

Analysis and Evaluation

The College plans and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee related obligations. The actuarial plan to determine OPEB liability is prepared pursuant to GASB standards and guidelines. The OPEB actuarial study is current and was completed in October 2018. The recent actuarial study indicated the District's Net OPEB Liability (NOL) is $13,073,951 and the OPEB Expense as $2,117,650. The District continues to fund the OPEB liability on an annual basis.

Standard III.D.13.:
On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District annually assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the District. During the budget development process, the District assesses short-term and long-term debts and allocates resources to meet debt service requirements.

Payments on the general obligation bonds are made by the bond interest and redemption fund with the local property tax collections. The General Fund makes payments for the lease revenue bonds and retiree health benefits. An accrued vacation will be paid by the department budget for which the employee worked. The lease revenue bonds were issued in July 2001 in the amount of $2,480,000 to provide funds for capital improvements. As of June 30, 2018, $610,000 remained outstanding. The lease revenue bonds mature through 2021.

As noted in the 2017-18 Annual Audit Report, District long-term debt includes the following [III.D-64 Audit Report 2017-18]:

- ○ 2008 General Obligation Bonds and Refunding Bonds
- ○ 2002 General obligation Bonds and Refunding Bonds
- ○ Lease Revenue Bond, Series 2001A

The County of San Diego Auditor and Controller's office administers bond debts, including the collection of fees from taxpayers and the debt payment. The District reviews bond debt and consults with outside financial managers to ensure the financing is sufficient.

Analysis and Evaluation
The District regularly assesses locally incurred debt and appropriately allocates resources to address the debt. During the annual budget development, the District assesses short-term and long-term debts and allocates resources to meet debt service requirements.

Standard III.D.14.:
All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
The District has procedures in place to ensure that financial resources are used in a manner consistent with the intended purpose of the funding sources. Effective oversight begins with Board Policy 6300 and Board Policy 6400 [III.D-40 BP 6300; III.D-43 BP 6400]. In addition, Administrative Procedure 6300 and Administrative Procedure 6400 set forth the operational infrastructure and processes to ensure adequate internal controls exist [III.D-55 AP 6300; III.D-88 AP 6400]. Cuyamaca College adheres to all district policies and procedures. An independent certified public accountant performs the annual audit of all financial records of the District to ensure that the District is maintaining high standards of internal controls and all financial resources are spent with integrity and in an appropriate manner [III.D-68 Audit Summary].

The District passed Measure V in 2012 for $398 million to fund facilities projects districtwide [III.D-89 Board Resolution 13-004]. Pursuant to the requirements of Proposition 39, the Board of Trustees of the District established a Citizens' Bond Oversight Committee (CBOC) and appointed its members. The principal purpose of the CBOC is to inform the public as to the expenditures of the proceeds of the bonds issued pursuant to the bond authorization [III.D-90 CBOC Website]. CBOC is required to issue at least one report annually as to its activities and findings [III.D-91 CBOC 2018 Annual Report]. Two audits are conducted each year, a financial and performance audit. A financial audit is performed to express an opinion on the Proposition V financial statements to ensure that the financial statements are free from material misstatement. A performance audit is conducted to:

- Ensure that the expenditures are charged to the District Proposition V Bond Building Fund

- Determine whether expenditures charged to the Proposition V Bond Building Fund have been made in accordance with the bond project list approved by the voters through the approval of Proposition V in November 2012
- Provide the District Board and CBOC with a performance audit as required under the provisions of the California Constitution [III.D-66 Prop V Audit Report 6-30-18]

Restricted General Fund programs, which include grants and categorical programs, are established for the purpose of providing specialized services. Restricted programs are funded through federal, state, or local agency. Approval must be obtained by the appropriate vice president before preparing grant proposals. Categorical programs include state programs that provide restricted funding for a particular purpose. Grants and categorical programs are audited annually by an independent auditor [III.D-64 Audit Report 2017-18]. All grants and categorical programs are accounted for separately with each assigned its own unique budget account number. Each grant is also assigned a grant coordinator to ensure compliance with individual grant regulations. All quarterly and annual reports are reviewed by the College Business Office and then routed to the District Business Services Office for a final review and submittal. The Foundation for Grossmont and Cuyamaca Colleges is a separate, nonprofit, public benefit corporation. The Foundation's mission is to receive and manage philanthropic gifts made on behalf of the District for the purpose of raising awareness and resources for the Colleges' programs and students. The Foundation maintains a separate board that monitors the financial activity of the Foundation. The Foundation maintains assets of $2.7 million. All expenditures are approved by the Director of Operations. In addition, the District's Senior Director of Fiscal Services and Vice Chancellor of Business Services review and sign all the Foundation checks. Any checks that are over $10,000 are also signed by a Foundation board member. The Foundation is audited annually by an independent auditor. The Foundation has obtained unmodified audit opinions since its establishment in 2011 [III.D-92 Foundation Audit Report 6-30-18].

Analysis and Evaluation
As evidenced by the District's audit findings, all financial resources, including short-term and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The District and College use financial resources with integrity and for their intended use.

Standard III.D.15.:
The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
Cuyamaca College monitors and manages student loan default rates, revenue streams, and assets, and works with the District to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Specifically, the College's Financial Aid Office is responsible for

monitoring student loan default rates, revenue streams, and assets. The student loan cohort default rate (CDR) for Cuyamaca College for the last data report cycle is as follows:

Table 39. Student Loan Default Rates by Cohort

Cohort	Student Loan Default Rate
2011	15%
2012	14.5%
2013	13.6%
2014	18.6%
2015	13.4%

The College's CDR falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the CDR equals or exceeds 25% for the three most recent consecutive fiscal years, or if the most recent CDR is greater than 40%. [III.D-93 Cohort Default Rates]. The Financial Aid Director or a supervisor reviews the contents of the draft for accuracy. Any suggested corrections are submitted to correct the report which may result in lowering the final official CDR. The 2015 13.4% Cohort Default Rate, which falls well within government guidelines, is the most recent data. The report is based on a 3-year period with the next official CDR for 2016-2018 published October 2019. Financial Aid Department staff at Cuyamaca and Grossmont Colleges meet annually in spring to review and update the financial aid policies and procedures manual to address changes in federal, state, and local regulations and processes for the upcoming year [III.D-94 Financial Aid Meeting Agenda 4-13-18]. The loan policies and procedures are included in this review. To help reduce or maintain a CDR below federal requirement, students must meet with a financial aid advisor or supervisor in certain scenarios before taking out another loan. All students are also provided online financial literacy tools to assist in managing their finances [III.D-95 Financial Literacy Webpage].

In addition, as part of the annual audit, the external auditors select Title IV Federal Financial Aid as the major program to be audited for federal purposes. The audit focuses on compliance with federal regulations including revenue streams and cash management. During Fiscal Years 2011-12 through 2017-18, the external auditors' opinions over federal awards have been unmodified, identifying no material weaknesses or significant deficiencies [III.D-64 Audit Report 2017-18].

Analysis and Evaluation
As evidenced by the College's CDR, the rates for student loan default at Cuyamaca College fall within federal requirement guidelines. The College has established processes for monitoring and managing student loan default rates and adheres to these processes in order to maintain compliance with federal regulations.

Standard III.D.16.:
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 6100 Delegation of Authority require that no contract shall constitute an enforceable obligation against the District unless it has been approved or ratified by the Governing Board [III.D-27 BP 6100; III.D-96 AP 6100]. Board Policy 6340 outlines that all contracts are presented in detail to the Governing Board for ratification the following month after they have been fully executed [III.D-97 BP 6340].

Board Policy and Administrative Procedure 6150 require that only personnel authorized according to the District's signature list may contractually execute a contract [III.D-98 BP 6150; III.D-99 AP 6150]. The authorized signatures shall be filed with the San Diego County Office of Education. There are three positions which have been delegated the authority to sign contracts: the Chancellor, Vice Chancellor of Business Services, and Senior Director of Purchasing and Contracts. The majority of contracts are executed by the Vice Chancellor of Business Services and the Senior Director of Purchasing and Contracts based on established internal criteria. The internal criteria specify that the Senior Director of Purchasing and Contracts has authority to sign all contracts up to $15,000 except for capital construction or legal services. All contracts that exceed $15,000, capital construction contracts, or legal services contracts are signed by the Vice Chancellor of Business Services. In addition, the Vice Chancellor delegates contract signing authority to the Senior Director of Purchasing and Contracts during extended absences such as vacation and conferences.

Administrative Procedure 6330 states that only specific individuals have the authority to commit the District to certain categories of purchases and contracts. The procedure also states that anyone who signs any contract or purchase agreement without authorization by the Governing Board risks potential personal liability. Furthermore, the procedure states that all requests for contracts shall be routed to the centralized Purchasing Department for processing [III.D-78 AP 6330].

Contracts and contract amendments are submitted to the Governing Board for ratification at its monthly meetings. All contracts include indemnification and termination clauses to protect the District. The termination language specifies the requirements for termination of the contract. All contracts can be amended for changes if mutually agreeable by both parties and all amendments are in writing, signed by both parties and are ratified by the Governing Board. In order to initiate an agreed-upon amendment, requests are electronically submitted and processed through the Workday system [III.D-100 Contract Sample].

Operating Procedure CO2 addresses several types of contracts which include professional services, clinical agreements, facility use, rental and/or lease agreements, maintenance contracts, software license agreements, construction contracts, advertising agreements, and public works under $15,000 [III.D-101 OP CO2].

The District has several administrative procedures for bids and contracts that are strictly followed (see Table 40).

Table 40. Administrative Procedures Related to Bids and Contracts

Bids and Contracts	AP 6340
Contracts--Construction	AP 6340.1
Contracts--Electronic Systems and Materials (Computers)	AP 6340.2
Contracts--Accessibility of Information Technology	AP 6340.3
Contracts--Personal Services	AP 6370

Contracts that are funded with federal or grant sources follow the process specified in the award language of the grant. If grants or federally funded contracts require three quotes, proposals, or the formal bid process, this requirement would override the District's process and would be followed to maintain compliance with the funding source.

Operating Procedure PU2 (Purchasing Processes) addresses purchasing specifications, purchasing descriptions, "Brand Name or Equal" description, cooperative purchasing options, bid awards, receiving, and document retention [III.D-102 OP PU2].

All requests for contracts begin by entering a request in the District's system of record for financial, human resources, and payroll transactions (Workday) as a "Service" requisition type that includes a description of the service requested, the vendor's information, cost, funding source, and a proposal. This requisition electronically moves through the College for various approvals before routing to the Purchasing and Contracts Department, where it is reviewed for legality and then appropriately executed. The requestor determines the context of the services and payment terms, etc. Purchasing and Contracts ensures that the contract is a legally binding document that protects the District and the College [III.D-103 Service Requisition].

The Contract Specialist in the Purchasing Department serves as the primary contract processor; however, there are four other staff members who also process contracts. All contracts are reviewed by the Senior Director of Purchasing and Contracts prior to execution. When the Vice Chancellor of Business Services is required to sign contracts, contracts are sent over from the Purchasing and Contracts Department and noted as ready for signature so that the Vice Chancellor of Business Services can confirm that the contracts have already been reviewed by the Senior Director of Purchasing and Contracts.

Because employees cannot also be consultants, there is a review process to ensure that employees are not hired as independent contractors. Where applicable, the Independent Contractor Checklist is required to be completed and approved by the requesting manager to ensure that College duties are not being performed by independent consultants. This form is reviewed and signed by the Senior Director of Purchasing and Contracts as well [III.D-104 Independent Contractor Checklist].

Analysis and Evaluation

Contracting practices support the college mission, goals, and priorities and are in compliance with board policies and administrative procedures. The District has not received any audit findings or recommendations regarding contracts, nor has the District been part of any litigation or court process to enforce any contract during the past 12 years under the current Senior Director of Purchasing and Contracts. The District is not aware of any prior issues regarding contracts. Staff members in the Purchasing and Contracts department ensure that the contracts are legally binding documents that protect the District and the College.

Standard III.D Evidence

III.D-1	Income Allocation Model
III.D-2	2018-19 Adoption Budget
III.D-3	Governance Redesign Webpage
III.D-4	ROC Charge and Composition
III.D-5	Title III Grant Award Notification
III.D-6	Title V Grant Award Notification
III.D-7	BSSOT Grant Award Notification
III.D-8	Program Review Webpage
III.D-9	Faculty Position Request Rubric
III.D-10	Classified Position Request Rubric
III.D-11	Technology Request Rubric
III.D-12	Staffing Prioritization Overview and FAQs
III.D-13	CCC Minutes 5-22-18
III.D-14	Faculty Hiring Priorities 2018
III.D-15	Classified Hiring Priorities 2018
III.D-16	2016-2022 Strategic Plan
III.D-17	Mission Webpage
III.D-18	Instructional Comprehensive PR Template 2018-19
III.D-19	2016 Facilities Master Plan Refresh
III.D-20	2013-2018 Technology Plan
III.D-21	2017-2019 Integrated Plan
III.D-22	CCC Minutes 7-10-18
III.D-23	CCC Minutes 5-6-16
III.D-24	Budget Criteria
III.D-25	Facilities Request Form
III.D-26	Governing Board Webpage
III.D-27	BP 6100
III.D-28	BP 6200
III.D-29	BP 6250
III.D-30	Schedule of Cash Balances and Investments Report as of June 2018
III.D-31	Governing Board Minutes 5-15-18

Standard III.D Evidence (Continued)

Standard III.D Evidence (Continued)

LEADERSHIP AND GOVERNANCE

> **Standard IV.A.1.:**
> Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 3250 define the general parameters for institutional planning processes, including the reliance on institutional effectiveness data and research, program reviews, and individual unit plans for data-informed decision making to inform the resource allocation process [IV.A-1 BP 3250; IV.A-2 AP 3250].

College and district planning processes are aligned and integrated both in terms of planning cycles, shared performance indicators, and overarching goals. The District updated its 2016-2022 Strategic Plan through an extensive process that began with a January 2015 Governing Board workshop, in which trustees outlined visionary priorities for the District's strategic planning process [IV.A-3 District 2016-2022 Strategic Plan]. Through the strategic planning process, the Governing Board identified three overarching District goals, which are reviewed and updated annually [IV.A-4 Governing Board Goals 2019]:

- Create streamlined, student-centered pathways to educational goal completion
- Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success
- Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service

These goals serve as the overarching framework for district and college planning and resource allocation. Cuyamaca College engages in a continuous cycle of planning, implementation, evaluation, and improvement. The 2016-2022 Strategic Plan, which was developed collaboratively through the College's Achieving the Dream (ATD) work, serves as the basis for college-wide planning and resource allocation priorities [IV.A-5 2016-2022 Strategic Plan]. Using ATD resources to integrate goals and activities from other institutional plans, such as the former Student Success and Support Program (SSSP) Plan and the Student Equity Plan, the College developed key priorities using an equity-minded approach to improve student outcomes [IV.A-6 ATD Strategic Planning Slides].

The College's 2016-2022 Strategic Plan goals include:

- Accelerated Basic Skills
- Guided Student Pathways
- Student Validation and Engagement
- Organizational Health

To ensure information regarding participatory governance activities is accessible to the campus, minutes and agendas from every committee and council are made available on the College

intranet site. The roles of participants as well as the charge and membership structure for each council and committee are delineated in the [IV.A-7 Governance Handbook], which was last updated in Fall 2018. A revised governance and decision-making handbook is currently being developed to align with the College's new governance structure and guiding principles. The College relies on the faculty through various committees and councils for recommendations about student learning programs and services.

College constituency representatives, which include students, faculty, staff, and administrators, are essential to the participatory governance process. These constituencies are represented by the Associated Student Government (ASG), the Academic Senate, the Classified Senate, and the Administrative Leadership Advisory Team (ALAT). Representatives are included on major College councils, committees, and task forces as delineated by the approved charge of that committee or council.

Institutional decision-making at Cuyamaca College is the result of inter-committee communication, consultation, and collaboration. The principal authority and decision-making body of the College is the Cuyamaca College Council (CCC) [IV.A-8 CCC Charge and Composition]. Membership of CCC includes delegates from all major College constituency groups and is tri-chaired by the President, Academic Senate President, and Classified Senate President. Prior to 2019, CCC received planning and budget recommendations from a number of standing committees, including the following [IV.A-9 CCC Minutes 10-13-15; IV.A-10 CCC Minutes 12-8-15; IV.A-11 CCC Minutes 10-25-16; IV.A-12 CCC Minutes 4-25-17; IV.A-13 CCC Minutes 5-8-18; IV.A-14 CCC Minutes 5-22-18]:

- Administrative Services Program Review and Planning Committee
- Student Success and Equity Committee
- Facilities and Sustainability Planning Committee
- Instructional Program Review and Planning Committee
- Student Services Program Review and Planning Committee
- College Technology Committee
- Workforce Development Committee

In 2019 the College completed a governance redesign process that resulted in a new committee structure [IV.A-15 CCC Orientation Slides 2-12-19]. As part of its decision-making process, and through the membership of the council, CCC solicits direct feedback from the Academic and Classified Senates, as well as the ALAT, formerly Administrative Council, and the ASG. Three major participatory governance councils were created through the 2019 governance redesign, including the Institutional Effectiveness Council (IEC), Student Success and Equity Council (SSEC), and the Resource and Operations Council (ROC). Existing committees were grouped by function and began reporting to each council. IEC is charged with facilitating institutional planning and connecting it with other planning processes across the College. As with other councils, IEC includes broad representation of campus constituents.

Analysis and Evaluation

College and district leaders encourage innovation and effective planning leading to institutional excellence through the participatory governance structures and processes at both the college and district level. Each college constituent group has a seat on college and district participatory governance councils, and constituent group members have the opportunity to contact their constituency representative to provide input on issues of interest. Strategic planning serves as the foundation for all other planning processes, and college and district strategic planning processes are aligned to ensure effective planning and implementation.

Actionable Improvement Plan #4

While the College meets the Standard, it is in the process of revising its participatory governance documentation, including the annual planning process map and governance handbook to accurately represent and more broadly communicate current college decision-making structures and processes based on the new governance structure, which was implemented in Spring 2019. The College has begun working on these documents and will continue to compile information and vet the draft documents through the 2019-20 academic year.

Standard IV.A.2.:
The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard
Participatory Governance Policies, Processes, and Structures
The College and District are committed to effective participatory governance as a foundation for policy-making within the District. Established policies and procedures outline administrator, faculty, staff, and student participation in decision-making processes, including Board Policy and Administrative Procedure 2510 [IV.A-16 BP 2510; IV.A-17 AP 2510]. The district governance structure provides each constituency group with the opportunity to participate in planning processes, initiatives, and the development of district and college policies and procedures through council and committee representation.

Cuyamaca College is dedicated to authentic participatory governance and has codified policies and procedures to encourage participation from all constituent groups. The College's most recent governance handbook, which is currently being revised, is located on the College's homepage, under Faculty/Staff in the participatory governance section [IV.A-7 Governance Handbook]. The Handbook includes:

- An overview of participatory governance at the College
- The roles that each constituency group plays in the governance process
- Specific language delineating which individuals or groups have authority to appoint members of governance bodies
- Descriptions of the charge, membership structure, and reporting responsibilities of every council and standing committee at the College

During the College's recent governance redesign process, which began in 2017, the College identified the following guiding principles for governance [IV.A-18 Governance Retreat Slides 2-27-18]:

- Transparency
- Efficiency
- Representation
- Accountability
- Evaluation and Improvement
- Alignment
- Clarification of Roles

As part of the redesigned governance structure, which launched in Spring 2019, the College's major participatory governance councils now include:

- Cuyamaca College Council (CCC)
- Institutional Effectiveness Council (IEC)
- Resource and Operations Council (ROC)
- Student Success and Equity Council (SSEC)

To foster regular review of governance structures and processes, college committees and councils review their charge and compositions annually [IV.A-19 CCC Minutes 9-12-17; IV.A-20 CCC Minutes 9-26-17]. In addition, the Cuyamaca College Council (CCC) recently developed a new council and committee evaluation form, which will be completed by members of the four major councils at the end of each academic year, beginning in Spring 2019 [IV.A-21 Governance Group Evaluation]. The results of the evaluation will be used to assess college adherence to the governance redesign principles and overall effectiveness of the new governance structure and processes. In an effort to continuously improve college participatory governance, during the Spring 2019 semester CCC collected and aligned each major council's annual goals and identified the following goals for improving the governance infrastructure for 2019-20 [IV.A-22 All Council Goals 3-8-19; IV.A-23 CCC Goals 2019-20; IV.A-24 CCC Minutes 2-26-19]:

- Improve communication with other councils (create timeline for council reports to CCC, and agendize reports)
- Develop a governance handbook, including templates for agendas, minutes, and goal setting and reporting
- Revisit college mission statement and establish a regular review cycle (alignment with the strategic plan timeline)
- Develop process for 3-year review of strategic plan

- Establish process and timeline for any recommendations/vetting coming to CCC through committees (for example, when the resource priority list is developed, where does it go and in what order)
- Ensure information-sharing (enrollment, budget, facilities)

Student Representation in Participatory Governance
All major participatory governance councils include student representation through an Associated Student Government (ASG) representative. Every effort is made to fill this role to help ensure the student perspective is included in decision making. Additional efforts are also undertaken to ensure the student voice is considered in matters of significant student interest. For example, student focus groups and surveys are conducted on various topics in collaboration with the Student Affairs Office as needed [IV.A-25 RP Group Focus Group Report 2017; IV.A-26 2019 Meta-Majors Survey Report].

Analysis and Evaluation
Cuyamaca College collaboratively identifies guiding principles for governance and has established evaluation and accountability mechanisms to foster continuous improvement. The College embraces student participation and respects the authority of faculty and academic administrators in curricular and other educational matters. The College and District have codified this commitment in established board policies and administrative procedures, which delineate the roles of each of the College's constituent groups in participatory governance. Through ASG representation on participatory governance groups, students are encouraged to participate in the governance process. Additional efforts, such as focus groups and surveys, are undertaken to collect student feedback on matters of significant interest to students.

Standard IV.A.3.:
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
Roles in Participatory Governance
Cuyamaca College fosters a collegial and participatory approach to the planning and decision-making processes of the College. A revised governance structure has been instituted at Cuyamaca College to ensure optimal participation for all constituency groups. The District's Governance Handbook outlines the districtwide philosophy and guiding principles related to governance and the role of different stakeholders in the participatory governance process, following the parameters set forth in Board Policy and Administrative Procedure 2510 [IV.A-16 BP 2510; IV.A-17 AP 2510; IV.A-27 District Governance Handbook].

Similarly, the College's Governance Handbook has historically provided an overview of the College's administrative structures and its various councils, committees, and sub-units, including their memberships, functions, and reporting responsibilities [IV.A-7 Governance Handbook].

With the launch of the College's new governance structure in Spring 2019, the Governance Handbook is in the process of being updated.

For both college and district governance processes, the Academic Senate serves as the body upon which the Governing Board primarily relies for matters related to curriculum, degree and certificate requirements, grading policies, standards and policies related to student preparation, faculty roles in the accreditation process, and faculty professional development.

Institutional Planning and Budget
College and district governance structures also align with the provisions for institutional planning set forth in Administrative Procedure 3250 [IV.A-2 AP 3250]. The Cuyamaca College Council (CCC) serves as the primary participatory governance body for the College [IV.A-8 CCC Charge and Composition]. The CCC is a participatory governance body, which is tri-chaired by the College's President, Academic Senate President, and Classified Senate President. CCC includes representation from each college constituency group. The CCC's purpose is to provide recommendations to the College President on matters pertaining to the College's mission, strategic priorities, policies and procedures, institutional effectiveness, and resource allocation, informed by the work of the three other participatory governance councils.

Prior to 2019, the College's governance structure was primarily flat rather than hierarchical, with various planning-related committees, including Administrative Services Program Review and Planning, Executive Program Review and Planning, Instructional Program Review and Planning Committee, and several other governance groups reporting directly back to the Cuyamaca College Council [IV.A-28 CCC Minutes 6-20-16; IV.A-29 Previous Governance Structure]. This structure proved to be inefficient and was changed significantly during the College's recent governance redesign process [IV.A-30 New Governance Structure].

As part of the governance redesign, which launched in Spring 2019, the new Program Review Steering Committee (PRSC) was created and aligned with the Institutional Effectiveness Council (IEC), which reports to CCC [IV.A-31 PRSC Charge and Composition]. IEC serves a planning and evaluation coordination function and makes recommendations to the CCC for final consideration [IV.A-32 IEC Charge and Composition]. The College's new structure also created a new Resource and Operations Council (ROC), which coordinates the college resource prioritization processes. ROC receives staffing priorities from the Staffing Prioritization Task Force, facilities priorities from the Facilities and Sustainability Committee, and technology priorities from the College Technology Committee [IV.A-33 ROC Charge and Composition; IV.A-34 Integrated Planning Webpage]. The PRSC, IEC, and ROC each include representation from faculty appointed by the Academic Senate, classified staff appointed by the Classified Senate, and administrators.

Analysis and Evaluation
District policies and procedures, as well as the College's Governance Handbook, clearly define the roles for participants of each constituency group in institutional policies, planning, and budget. Each constituent group is represented in the College's major participatory governance councils, including the CCC, IEC, and ROC, as well as the body charged with facilitating the college-wide unit-level planning process, PRSC.

Standard IV.A.4.:
Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Cuyamaca College relies on the faculty, primarily through the Academic Senate and its reporting committees, including the Curriculum Committee, Online Teaching and Learning Committee (OTLC), Learning Assistance Center Advisory Committee (LACAC), Student Learning Outcomes and Assessment Committee (SLOAC) and Workforce Development Committee (WDC) for recommendations about student learning programs and services. These committees are co-chaired by an administrator (Vice President of Instruction or an instructional dean) and a faculty member. The faculty co-chair is the coordinator of the respective area and receives reassigned time for the position (.20 for the Workforce Development Coordinator, .40 for the Curriculum Coordinator, .60 for the Distance Education Coordinator, and .70 for the Student Learning Outcomes Coordinator). Every effort is made to achieve consensus-based decisions. The College's Governance Handbook identifies the Academic Senate as the official faculty representative and further states "in academic and professional matters, as defined by Assembly Bill 1725, the President will rely primarily on the advice and judgment of the Academic Senate" [IV.A-35 AB 1725; IV.A-7 Governance Handbook].

The Academic Senate is further empowered by board policies and administrative procedures. For example, Board Policy and Administrative Procedure 4020 clearly establish the Academic Senate role in the areas of curriculum and student learning programs and services [IV.A-36 BP 4020; IV.A-37 AP 4020]. Board Policy and Administrative Procedure 2510 state the parameters for collegial consultation between the Governing Board or its designees and the Academic Senate [IV.A-16 BP 2510; IV.A-17 AP 2510]. In addition, the District Coordinating Education Council (DCEC) regularly evaluates board policies and administrative procedures that pertain to educational matters [IV.A-38 DCEC Minutes 8-27-18]. While any district employee or trustee may initiate a review of board policies and administrative procedures at any time, Administrative Procedure 2410 documents a regular review cycle of every six years to be tracked by the Chancellor and the Governing Board Office and reported to the District Executive Council (DEC) [IV.A-39 AP 2410]. Both DCEC and DEC are attended by the Academic Senate Presidents with Curriculum Co-Chairs also attending DCEC [IV.A-40 DEC Agenda 7-9-18; IV.A-41 DCEC Minutes 5-21-18].

Cuyamaca College acknowledges and honors the professional role of the Academic Senate. The Academic Senate President receives 1.0 reassigned time and the Senate Vice President receives .20 reassigned time. One of the Senate Vice President's responsibilities is to ensure that all committees are staffed with the necessary number of faculty members for representation in college governance. The Academic Senate also plays a role at Governing Board meetings, where the Academic Senate Presidents from both colleges in the District provide regular reports.

The Curriculum Committee includes a faculty representative from each discipline as well as two at-large faculty from any area in its membership [IV.A-42 Curriculum Committee Charge and Composition]. Its charge explicitly places it under the authority of the Academic Senate, although academic administrators are members of this committee as well. Faculty also participate on the Program Review Steering Committee (PRSC), which guides the college-wide program review process [IV.A-31 PRSC Charge and Composition]. Furthermore, the Academic Senate reviews the planning recommendations and reports from the OTLC and LACAC on at least a bi-annual basis [IV.A-43 OTLC Charge and Composition; IV.A-44 Academic Senate Minutes 5-9-19; IV.A-45 LACAC Charge and Composition; IV.A-46 Academic Senate Minutes 4-11-19]. Each of these committees is co-chaired by an academic administrator who works closely with faculty leaders to advance recommendations related to curriculum and student learning and support programs and services.

Analysis and Evaluation
Official responsibilities and authority of faculty and academic administrators are codified in District Governing Board policies and administrative procedures and put into practice as evidenced by the College's respective committee charges. A regular review cycle at district-level councils, which include faculty, ensures these policies and procedures are being implemented and functioning appropriately. Further, the importance of faculty authority is upheld by the administration with the support of reassigned time positions to oversee the curriculum and various student learning program-related matters.

> **Standard IV.A.5.:**
> **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard
College and district policies on governance detail the roles of faculty, students, administrators, and staff [IV.A-7 Governance Handbook; IV.A-27 District Governance Handbook]. The Governing Board outlined similar governance structures in the District Governance Handbook and implemented board policies that further clarify the roles of constituency groups. In Board Policy 2015, Student Trustee responsibilities are outlined, and the Governing Board's commitment to recognizing Student Trustees as members of the Governing Board at meetings is well established [IV.A-47 BP 2015]. Board Policy 2510 reinforces the Governing Board's pledge to consult collegially with the Academic Senate and reach mutual agreement in the development of policies and procedures on academic or professional matters [IV.A-16 BP 2510]. The policy also outlines the Board's commitment to providing opportunities for administrators and classified staff to participate in developing district policies and procedures that have a significant effect on staff. Similarly, the Associated Student Government (ASG) provides input regarding district policies and procedures which impact students.

The College's council and committee structures provide many opportunities for all constituencies to work together in the best interest of the institution. The Cuyamaca College Council (CCC) serves as the primary participatory governance body at the College and makes recommendations to the College President. CCC and the College's three major participatory governance councils include faculty, staff, student, and administrator representation.

Cuyamaca College endeavors to achieve transparency in the processes and outcomes of its committees and to communicate in a timely fashion to all stakeholders. Communication is formalized through the College committee agendas and minutes, which are regularly posted to the College's intranet site and accessible to all employees [IV.A-48 College Intranet Committee Listing]. The minutes demonstrate ongoing participation in institutional dialogue by all constituency groups, as documented in the attendees' list at meetings. When openings for representation on committees occur on two-year cycles, the Academic and Classified Senates send email alerts to all members at the College with an invitation to participate. Student committee appointments are made by Associated Student leadership.

The program review process provides opportunities for ongoing dialog related to planning and assessment for all college programs and service areas. Fall retreats have been instituted as a way to engage college constituents in dialog about college processes and structures, most recently related to governance and accreditation [IV.A-49 Fall 2017 Retreat Slides; IV.A-50 Fall 2018 Retreat Slides]. Information on the College's recent participatory governance redesign was presented in various committees and governance groups, which is posted to the Institutional Effectiveness, Success, and Equity webpage [IV.A-51 Governance Redesign Webpage].

The College website also serves as an effective communication tool for the campus and the community [IV.A-52 Cuyamaca Homepage]. Through the website, the Campus Events Calendar is easily accessible on the homepage [IV.A-53 Campus Events Calendar]. The College also offers a Facebook and Twitter presence with a number of different stakeholders responsible for posting College events and accomplishments [IV.A-54 Cuyamaca Facebook Page; IV.A-55 Cuyamaca Twitter Page]. In addition, the GCCCD Chancellor presents monthly Governing Board Reports which are published in a bi-annual newsletter [IV.A-56 Courier Newsletter]. This newsletter is emailed to all employees and posted online. Essential information about institutional efforts are communicated weekly via email through the College President's *Weekly Digest* newsletter [IV.A-57 Weekly Digest 5-7-18].

Analysis and Evaluation
In accordance with board policies, the College's governance structures and processes clearly define appropriate roles for faculty, staff, administrators, and students. In order to ensure appropriate representation of diverse perspectives, the composition of each of the College's major councils includes at least one seat for each of these groups. Council and committee information is posted on the College's intranet site, which is accessible to all employees. In addition, information on important campus events and activities is disseminated through different platforms such as Twitter, Facebook, and email.

Standard IV.A.6.:
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

All college committees and councils post meeting agendas, minutes, and associated materials to the respective group's intranet site. Intranet sites are provided for all participatory governance committees and councils [IV.A-58 Sample CCC Intranet Page]. In addition, information related to college decision-making is shared through the Academic Senate website and Classified Senate website [IV.A-59 Academic Senate Webpage; IV.A-60 Classified Senate Webpage]. All sites can be updated by either the committee or council co-chairs, the group's recorder, or the College's web and technology support specialist with an email request from the administrative or faculty co-chair of the committee or council.

College employees can submit any significant information to be communicated campus-wide for inclusion in the College President's Weekly Digest [IV.A-61 Weekly Digest 4-2-18]. Directions for how to do so are provided at the bottom of each Weekly Digest. In the interest of transparency, the Institutional Effectiveness, Success, and Equity Office (IESE) has moved information and documents from the College's intranet site to the internet, via the IESE webpage [IV.A-62 IESE Webpage]. Information, decision-making processes, and resources on topics such as accreditation, college planning, integrated planning, program review, outcomes and assessment, participatory governance redesign, and program review are also publicly available via the IESE site [IV.A-34 Integrated Planning Webpage; IV.A-63 Program Review Webpage; IV.A-51 Governance Redesign Webpage]. In addition, important information related to the College's decision-making is shared directly with faculty through the Academic Senate, classified staff through the Classified Senate, students through Associated Student Government (ASG), and administrators through the Administrative Leadership Advisory Team (ALAT).

Analysis and Evaluation

The College relies primarily on websites, governance group meetings, emails, and a weekly newsletter to convey information regarding decision-making to the campus community. The College provides website space to committees and councils to ensure documentation and communication of decisions to employees and students. The College is currently in the process of migrating important governance group activities and information from the College intranet site to the internet with the goal of reaching not only employees and students, but the community as well.

Evidence of Meeting the Standard

In 2016, the Cuyamaca College Council began documenting and discussing opportunities to improve its participatory governance structure [IV.A-28 CCC Minutes 6-20-16; IV.A-64 Governance Redesign Timeline]. The initial product of this work was an illustration of the College's governance structure and the elimination or re-envisioning of a few specific committees [IV.A-65 Council-Committee Reorganization 2016]. In 2017, the College engaged the assistance of an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) to assist with this governance redesign process, as well as student learning outcomes assessment and integrated planning. With the help of the PRT members, the College developed an Innovation and Effectiveness Plan, which included a one-year timeline for planning and implementing a redesigned and improved governance structure [IV.A-66 IEPI Plan 2017].

In December 2017, the faculty, staff, administrators, and students were invited to participate in a retreat to kick off the governance redesign process. Roughly 30 members of the campus community participated in the retreat and identified the following guiding principles for the governance redesign process:
- Transparency
- Efficiency
- Representation
- Accountability
- Evaluation/Continuous Improvement
- Alignment
- Clarification of Roles

Two more "Mini-Retreats" were held in Spring 2018, to which 90 administrators, faculty, and classified staff were invited [IV.A-67 Governance Retreats Invitation Email]. Participants reviewed the outcomes from the earlier retreats, proposed and discussed a new governance structure, and made recommendations for improving efficiency of the governance structure, communication, and accountability [IV.A-18 Governance Retreat Slides 2-27-18; IV.A-68 Governance Retreat Slides 4-24-18]. For anyone not in attendance or unable to participate, a Participatory Governance Feedback Form was available on the Institutional Effectiveness, Success, and Equity Office (IESE) "Participatory Governance" link located on the internet [IV.A-51 Governance Redesign Webpage]. Proposals for changes to the governance structure were communicated and vetted through the Academic Senate, Classified Senate, and Cuyamaca College Council [IV.A-69 Academic Senate Minutes 5-10-18; IV.A-70 Classified Senate Agenda 4-25-18; IV.A-71 CCC Minutes 4-10-18; IV.A-13 CCC Minutes 5-8-18].

Following the launch of the new governance structure in Spring 2019, the College developed evaluation and goal-reporting forms to engage in continuous evaluation of college governance. Both forms were completed by members of the College's four major councils in May and June 2019 and will be completed by participatory governance councils and committees in the spring of each year thereafter [IV.A-21 Governance Group Evaluation; IV.A-72 Governance Goal-Reporting Form]. The evaluation is completed by individual members of each governance group, and the results are analyzed to further improve the College's governance structures and processes. The goal-reporting form is completed by the collective governance group membership in order to assess, document, and link group goals, activities, and achievements to the College's strategic priorities each year.

Analysis and Evaluation
Through surveys, retreats, and easily-accessible feedback forms administered by the IESE Office, the College is able to get feedback from the college community in order to evaluate college participatory governance structures and processes. Participants are able to identify and discuss strengths and weaknesses at both the college level and individual governance group level in order to develop and implement improvements. Any changes to the governance structure are first vetted through Academic and Classified Senates, taking into consideration any feedback. Final versions are then reviewed and accepted via the Cuyamaca College Council, with representatives from faculty, classified staff, administrators, and a student representative.

Standard IV.A Evidence

IV.A-1	BP 3250
IV.A-2	AP 3250
IV.A-3	District 2016-2022 Strategic Plan
IV.A-4	Governing Board Goals 2019
IV.A-5	2016-2022 Strategic Plan
IV.A-6	ATD Strategic Planning Slides
IV.A-7	Governance Handbook
IV.A-8	CCC Charge and Composition
IV.A-9	CCC Minutes 10-13-15
IV.A-10	CCC Minutes 12-8-15
IV.A-11	CCC Minutes 10-25-16
IV.A-12	CCC Minutes 4-25-17
IV.A-13	CCC Minutes 5-8-18
IV.A-14	CCC Minutes 5-22-18
IV.A-15	CCC Orientation Slides 2-12-19
IV.A-16	BP 2510
IV.A-17	AP 2510
IV.A-18	Governance Retreat Slides 2-27-18
IV.A-19	CCC Minutes 9-12-17
IV.A-20	CCC Minutes 9-26-17

Standard IV.A Evidence (Continued)

IV.A-21	Governance Group Evaluation
IV.A-22	All Council Goals 3-8-19
IV.A-23	CCC Goals 2019-20
IV.A-24	CCC Minutes 2-26-19
IV.A-25	RP Group Focus Group Report 2017
IV.A-26	2019 Meta-Majors Survey Report
IV.A-27	District Governance Handbook
IV.A-28	CCC Minutes 6-20-16
IV.A-29	Previous Governance Structure
IV.A-30	New Governance Structure
IV.A-31	PRSC Charge and Composition
IV.A-32	IEC Charge and Composition
IV.A-33	ROC Charge and Composition
IV.A-34	Integrated Planning Webpage
IV.A-35	AB 1725
IV.A-36	BP 4020
IV.A-37	AP 4020
IV.A-38	DCEC Minutes 8-27-18
IV.A-39	AP 2410
IV.A-40	DEC Agenda 7-9-18
IV.A-41	DCEC Minutes 5-21-18
IV.A-42	Curriculum Committee Charge and Composition
IV.A-43	OTLC Charge and Composition
IV.A-44	Academic Senate Minutes 5-9-19
IV.A-45	LACAC Charge and Composition
IV.A-46	Academic Senate Minutes 4-11-19
IV.A-47	BP 2015
IV.A-48	College Intranet Committee Listing
IV.A-49	Fall 2017 Retreat Slides
IV.A-50	Fall 2018 Retreat Slides
IV.A-51	Governance Redesign Webpage
IV.A-52	Cuyamaca Homepage
IV.A-53	Campus Events Calendar
IV.A-54	Cuyamaca Facebook Page
IV.A-55	Cuyamaca Twitter Page
IV.A-56	Courier Newsletter
IV.A-57	Weekly Digest 5-7-18
IV.A-58	Sample CCC Intranet Page
IV.A-59	Academic Senate Webpage
IV.A-60	Classified Senate Webpage

Standard IV.A Evidence (Continued)

IV.A-61	Weekly Digest 4-2-18
IV.A-62	IESE Webpage
IV.A-63	Program Review Webpage
IV.A-64	Governance Redesign Timeline
IV.A-65	Council-Committee Reorganization 2016
IV.A-66	IEPI Plan 2017
IV.A-67	Governance Retreats Invitation Email
IV.A-68	Governance Retreat Slides 4-24-18
IV.A-69	Academic Senate Minutes 5-10-18
IV.A-70	Classified Senate Agenda 4-25-18
IV.A-71	CCC Minutes 4-10-18
IV.A-72	Governance Goal-Reporting Form

Evidence of Meeting the Standard

Per Board Policy 7113, the College President has primary responsibility for the quality of Cuyamaca College. The President reports to the Chancellor and is delegated the executive authority and responsibility to lead, direct, and supervise the College, as well as administer programs and operations in compliance with legal requirements and policies [IV.B-1 BP 7113]. Since Fall 2015, the President has served as an effective and collaborative leader and strengthened various aspects of the institution, as delineated below.

Planning and Organizing

As chief executive officer of the College, the President provides leadership that advances the quality of the College. During the 2015-16 academic year, the President embarked upon a year-long journey in leading the development of the 2016-2022 Strategic Plan [IV.B-2 2016-2022 Strategic Plan], utilizing broad engagement with all constituent groups. The strategic plan drew upon the deeply engaged, data-informed Achieving the Dream (ATD) planning efforts, for which the President also took a lead role in collaboration with the Academic and Classified Senates and Associate Dean of Equity and Engagement. This enabled the College to provide distinct focus on a handful of key priorities referred to as the College's three "Big Bets." The three Big Bets included Accelerated Basic Skills, Guided Student Pathways, and Student Validation and Engagement, which served as the priorities of the College's strategic plan. A fourth strategic priority was added during the strategic planning process for Organizational Health [IV.B-3 ATD Implementation Plan]. These strategic priorities drive institutional inquiry, dialogue, planning, and decision-making.

Throughout the year, the President engages in regular dialogue about the strategic priorities through the College's established governance structure. The President collaborates with college constituents to set institutional standards and goals, as well as annual planning priorities during the College's annual planning and evaluation retreat [IV.B-4 Spring 2017 KPI Standards and Targets; IV.B-5 Spring 2018 KPI Standards and Targets]. The President also provides direction in the development and implementation of other college plans, including the CCCCO Integrated Plan and the Facilities Master Plan Refresh, along with several other grant-funded plans, including the following:

- Title III HSI STEM Grant in the amount of $5.8 million over five years
- Title V HSI Grant in the amount of $2.57 million over five years
- National Science Foundation Grant in the amount of nearly $900,000
- Basic Skills and Student Outcomes Transformation (BSSOT) Program Grant in the amount of $1.5 million over three years

The College operates within a participatory governance structure, which includes faculty, staff, administrators, and students [IV.B-6 New Governance Structure]. This structure provides each

constituency group the opportunity to participate in the planning process and decisions are made with collegial consultation, feedback, and communication. The President serves as Chair of the Administrative Leadership Advisory Team (ALAT), as well as a tri-chair for the Cuyamaca College Council (CCC), the primary participatory governance body for the College [IV.B-7 CCC Charge and Composition].

Budgeting
The President provides leadership in budgeting and assures that the College operates in a sound financial manner. The President makes final institutional budget decisions as recommended by CCC and in consultation with President's Cabinet. As stated in the Cuyamaca College Budget Criteria developed with CCC, decisions about resource allocation are based on evidence that designated financial expenditures have the ability to advance the College's strategic priorities and improve student success and equity [IV.B-8 Budget Criteria]. The President works closely with the Vice President of Administrative Services to develop and monitor the institutional budget in accordance with district and state policies and procedures, and budget updates are included in the Convocation presentation at the start of each semester. The President also works closely with the Vice President of Instruction regarding enrollment management and related fiscal implications, and with the District Strategic Planning and Budget Council (DSP&BC) to align college and district budgets.

Leadership in Selecting and Developing Personnel
The President provides leadership in selecting and developing personnel, making final hiring decisions for all administrative, faculty, and staff positions in consultation with members of the search committee. The President is a member of the second-round interview committee for all administrative and full-time faculty positions and has final approval on hiring of all contract classified staff.

In 2016, the CCC established the Staffing Prioritization Task Force (SPTF) to strengthen the process for looking holistically at the personnel resource needs of the College [IV.B-9 CCC Minutes 7-26-16]. The SPTF is charged with prioritizing the staffing requests brought forward through the program review process based on established criteria which are vetted with the Academic Senate and Classified Senate, as well as CCC. These rubrics include data and support of the strategic plan as rating criteria [IV.B-10 Faculty Position Request Rubric; IV.B-11 Classified Position Request Rubric]. The SPTF ranks faculty and classified staff in separate lists, which are vetted through both the Academic Senate and Classified Senate, who then make recommendations to the President [IV.B-12 Faculty Hiring Priorities 2018; IV.B-13 Classified Hiring Priorities 2018]. In consultation with the CCC and President's Cabinet, the President makes the final decision regarding prioritized staffing lists.

To strengthen professional development efforts at the College, in 2016-17 the President supported increasing the Professional Development Coordinator's reassigned time to 1.0. Each year, the President commits institutional funds for professional development to advance the College's strategic priorities. In addition, the College holds a Professional Development ("Flex") Week before the start of each semester, which emphasizes workshops related to the four strategic priorities [IV.B-14 Fall 2017 Call for Presentations; IV.B-15 Spring 2018 Call for Presentations].

The President also sits on the districtwide Professional Development Task Force (PDTF), which provides a venue for faculty, staff, and administrator dialog to enhance professional development efforts across the district [IV.B-16 PDTF Charge and Composition]. Districtwide professional development efforts are also focused on advancing the district vision, mission, and strategic priorities, which are aligned with the College's mission and strategic priorities.

Leadership in Assessing Institutional Effectiveness
In Fall 2016, to advance a student-centered culture focused on evidence and continuous improvement, the President gained support from the campus community to establish the Institutional Effectiveness, Success, and Equity (IESE) Office [IV.B-17 IESE Webpage]. This new unit reports directly to the President and combines research, evaluation, planning, and institutional effectiveness functions with a distinct focus on success and equity. The IESE Office is grounded in the idea that success and equity are the foundation of institutional effectiveness. When first established, IESE members attended various council and committee meetings to introduce the office to the campus, communicate areas in which the office would provide leadership and support, as well as reinforce the College's commitment to evidence-based improvement [IV.B-18 IESE Update to CCC 7-20-17].

The President works closely with the Senior Dean of IESE and key college stakeholders, such as the new Program Review Steering Committee, to re-envision the College's integrated planning model [IV.B-19 Annual Planning Process Draft - May 2019]. Part of this work included strengthening the program review process to ensure a strong link between research, planning, and resource allocation processes [IV.B-20 Program Review Webpage].

With the President's leadership and direction, the College applied for technical assistance from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT). In Spring 2017, the College received assistance from a PRT in three keys areas: integrated planning, student learning outcomes assessment, and participatory governance [IV.B-21 IEPI Plan 2017 Progress Report]. The PRT helped the College refocus on continuous improvement, build a foundation for meaningful learning assessment, and develop a plan to refine the participatory governance structure.

Communication
The President ensures that the college strategic priorities, as well as other relevant planning information, are communicated to the campus community. During the college-wide Convocation at the start of each semester, the President and President's Cabinet members share information on strategic priorities and college performance. For the past several semesters, the Convocation theme has been based on the strategic priorities [IV.B-22 Spring 2017 Convocation Program; IV.B-23 Fall 2017 Convocation Program]. In addition, meeting agendas for groups such as the CCC, Administrative Leadership Advisory Team (ALAT, formerly Administrative Council, AC), and the Classified Senate are organized around college strategic priorities to ensure decisions are made in support of these priorities [IV.B-24 CCC Agenda 11-28-17; IV.B-25 AC Agenda 10-10-17; IV.B-26 Classified Senate Agenda 2-28-18]. Other college-wide forums, such as visits with the College's Achieving the Dream (ATD) coaches and the annual planning and evaluation retreats, also provide opportunities for communication with the college community regarding priorities, initiatives, and issues of interest to the campus community.

Because the College's PRT experience revealed challenges in internal and external communication, in 2017 the President hired a part-time contract position Public Information Officer (PIO) to improve overall communication with the campus and community. The PIO prepares internal communications (including the *Weekly Digest* email) and social media updates and press releases, which have often led to articles in the *San Diego Union-Tribune* [IV.B-27 Example Weekly Digest; IV.B-28 Example Social Media Updates; IV.B-29 Example Press Release; IV.B-30 San Diego Union-Tribune Feature]. In Spring 2019, this part-time job was changed to a full-time PIO position, with the hiring of a new Director of College and Community Relations to further increase communication on campus.

Analysis and Evaluation
Per board policy and practice, the President has primary responsibility for the overall quality of the College. Through the establishment of key leadership positions and implementation of improved governance structures, the President demonstrates a strong commitment to continuously assessing and improving quality and institutional effectiveness. The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, as well as assessing institutional effectiveness.

> **Standard IV.B.2:**
> **The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard
The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purposes, size, and complexity. The administrative organizational chart shows the reporting structure for the College [IV.B-31 President's Office Organizational Chart]. The President serves as the chief executive officer for the College, with direct reporting from the Vice Presidents of Instruction, Student Services, and Administrative Services, the Senior Dean of Institutional Effectiveness, Success, and Equity (IESE), and the newly established Director of College and Community Relations. Together with the President, these positions comprise the President's Cabinet.

The President delegates authority to the President's Cabinet members consistent with their areas of responsibility as illustrated on the College's Administration website [IV.B-32 Administration Webpage]. The Cabinet members administer their divisions according to their specific internal administrative processes, requirements, and needs. The President regularly engages with the administrative team through President's Cabinet and Administrative Leadership Advisory Team (ALAT, formerly Administrative Council, AC) meetings, and through standing one-on-one meetings with the Cabinet members, during which issues of importance to the College and District are discussed and leadership is kept apprised of work at all divisional levels [IV.B-33 AC Charge and Composition].

The College has an organizational structure and institutional culture of participatory governance, which includes active participation by faculty, staff, administrators, and students [IV.B-34 Governance Handbook]. The President serves as a tri-chair for the Cuyamaca College Council (CCC), along with the Academic Senate President and Classified Senate President [IV.B-7 CCC Charge and Composition]. Membership of the CCC includes leadership or designees from each of the constituent groups. The CCC serves as the primary participatory governance body at the College and makes recommendations to the President on matters pertaining to institutional effectiveness, student success and equity, resource allocation and operations, as well as related policies, practices, and procedures, with input from each of the participatory governance councils.

The administrative structure and staffing levels are reviewed as part of the annual program review process, and through the District's organizational modification process. Program review templates include a section to request resources, such as personnel, needed to achieve unit goals and action items related to college strategic priorities. Examples from recent years include the reclassification of the Dean of Student Affairs position and the establishment of the Associate Dean of Special Programs position, as well as a new full-time Director of College and Community Relations position [IV.B-35 VPSS Comprehensive PR 2016-17; IV.B-36 President's Office Comprehensive PR 2016-17]. In addition, the Staffing Prioritization Task Force was created by the CCC to strengthen the process for prioritizing faculty and staffing needs for the overall college-wide structure [IV.B-9 CCC Minutes 7-26-16].

Requests for organizational modifications can also be brought forward to address specific emerging needs. For example, until 2018 the Athletics program was under the Associate Dean of Athletics, who previously reported to the Vice President of Student Services. Under this structure, the intercollegiate athletic teams, which are offered as credit classes, as well as health education classes were under the supervision of the Dean of Math, Science, and Engineering, who reports to the Vice President of Instruction. This created an inefficient administrative structure in which some employees reported to both Student Services and Instructional Divisions. Through efforts of both vice presidents, a Request for Organizational Staff Modification was developed, routed through the organizational modification process, and approved, which moved Kinesiology, Health Education, and Athletics under one instructional division [IV.B-37 Dean of Athletics Organizational Modification]. The Associate Dean of Athletics position was changed to the Dean of Athletics, Kinesiology, and Health Education, who now reports to the Vice President of Instruction. The new division provides oversight to meet the needs of student athletes, exercise science and health instructional programs, as well as the strategic priorities of the College.

Analysis and Evaluation
As evidenced by the President's leadership role in staffing administrative positions and refining organizational structures to meet the changing needs of the campus and community, the President plans and evaluates the administrative structure to reflect the College's mission and purpose. The President delegates authority to administrators and others consistent with their responsibilities, as appropriate.

> **Standard IV.B.3:**
> Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
> - Establishing a collegial process that sets values, goals, and priorities;
> - Ensuring the college sets institutional performance standards for student achievement;
> - Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
> - Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
> - Ensuring that the allocation of resources supports and improves learning and achievement; and
> - Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Establishing a Collegial Process That Sets Values, Goals, and Priorities

Through established policies and procedures, the President guides institutional improvement of the teaching and learning environment, and ensures that the College engages in a continuous cycle of planning, implementation, evaluation, and improvement.

The President led robust, institution-wide dialogue in the establishment of the 2016-2022 Strategic Plan, which serves as the basis for college planning and resource allocation priorities [IV.B-2 2016-2022 Strategic Plan]. The College's mission, vision, and values served as the foundation for the strategic planning process, leveraging college work with Achieving the Dream (ATD) coaches. Emerging from the strategic planning process were four goals, including Accelerated Basic Skills, Guided Student Pathways, Student Validation and Engagement, and Organizational Health. These strategic goals, which are broadly communicated and embraced throughout the campus, are linked to unit-level planning through the program review process [IV.B-38 Instructional Comprehensive PR Template 2018-19; IV.B-39 SS PR Update Template 2018-19]. The College has identified several Key Performance Indicators (KPIs) related to each of these strategic goals and assesses its progress toward meeting these goals via annual college-wide planning and evaluation retreats.

Ensuring That Evaluation and Planning Rely on High Quality Research and Analysis of External and Internal Conditions

Cuyamaca College Council (CCC) initially established institution-set standards for KPIs in 2013 and has revised them as appropriate since that time [IV.B-40 2013 ACCJC Annual Report; IV.B-41 2014 KPI Standards and Targets; IV.B-42 CCC Minutes 5-9-14]. The College has assessed its performance on KPIs each year and reports both its standards and actual performance annually to ACCJC and to the community through Accreditation Annual Reports, which are posted to the College's accreditation website [IV.B-43 ACCJC Annual Reports Webpage]. In 2015, aspirational targets were also identified, which enabled the College to evaluate its progress

toward these goals rather than whether it was merely meeting its own standards of performance [IV.B-44 2015 KPI Standards and Targets]. CCC worked with the District Research, Planning, and Institutional Effectiveness (RPIE) Office to identify the initial aspirational targets for student achievement indicators based on historical data. The District also identified some District-specific targets for fiscal indicators in order to address the California Community Colleges Chancellor's Office (CCCCO) goal-reporting requirements. Prior to 2017, the Cuyamaca College Council and Research Committee, which was later re-envisioned as the Institutional Effectiveness Council (IEC), served as the primary venues for discussions of institutional performance in relation to established standards and targets.

Ensuring That Educational Planning Is Integrated with Resource Planning and Allocation to Support Student Achievement and Learning

The President was instrumental in establishing the new Institutional Effectiveness, Success, and Equity (IESE) Office [IV.B-17 IESE Webpage]. The IESE unit is led by a Senior Dean who reports directly to the President and also serves as the Accreditation Liaison Officer (ALO). The IESE unit houses the institutional research, evaluation, planning, and effectiveness functions, as well as the College's equity leadership [IV.B-45 Equity Webpage; IV.B-46 Institutional Research Webpage]. The IESE unit has strengthened the institution's capacity to leverage research and inquiry to improve student success and equity efforts. For example, IESE has created a webpage where it is easy to locate college-wide and program-level data for program review and planning [IV.B-47 Sample English Student Characteristics Data]. IESE also provides data summaries for discussion during annual planning and evaluation retreats, practitioner-level equity professional development, and workshops for career education program coordinators [IV.B-48 Spring 2018 Retreat Data Packet; IV.B-49 Fall 2017 CTE Data Workshop Slides; IV.B-50 Math ETI Slides].

Ensuring That Educational Planning Is Integrated with Resource Planning and Allocation to Support Student Achievement and Learning

Program review at Cuyamaca College serves as the major vehicle for unit-level planning, evaluation, and improvement in achievement and learning. Each year every program completes a program review using a template customized for each major functional area, which is aligned so that unit-level goals can be linked back to the College's strategic priorities [IV.B-51 Instructional PR Update Template 2018-19]. Program reviews include a reflection of the prior year's Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and student achievement data (such as success and retention rates), as well as planning to further advance student learning and achievement. Program review templates include a section for resource requests, including personnel, technology, facilities, and supplies. The personnel and technology requests are reviewed and prioritized by the Staffing Prioritization Task Force and the Technology Planning Committee, respectively. The two groups prioritize requests with data and support of the strategic plan included in the scoring rubrics [IV.B-10 Faculty Position Request Rubric; IV.B-52 Technology Request Rubric]. The prioritized lists are vetted broadly by the various constituent groups, through the new Resource and Operations Council (ROC), and ultimately submitted to the Cuyamaca College Council CCC. Once the lists are vetted by constituent groups and endorsed by the CCC, they are forwarded to the President for consideration and funding.

Ensuring That Allocation of Resources Supports and Improves Achievement and Learning
Budget criteria developed with CCC is heavily informed by the institution's strategic priorities, which focus on student success and equity [IV.B-8 Budget Criteria]. In addition, planning efforts and resource requests brought forward through the program review process all tie in to the College's strategic priorities and the ability to advance student learning and achievement.

In 2016, to strengthen the focus on student achievement and learning, the Student Success and Equity Committee was created. Effective Spring 2019 under the new governance structure, this committee was reconfigured to become the Student Success and Equity Council (SSEC). The primary purpose of SSEC is to inform, support, and lead campus initiatives which strengthen student access, success, and equity by utilizing student success and equity research data [IV.B-53 SSEC Charge and Composition]. The council provides a platform for collaboration and communication across the College to integrate student success and campus-wide equity efforts.

In the past several years, the College has been successful in acquiring several state and national grants focused on improving student achievement and learning, including the following:
- Federal Title III Hispanic-Serving Institutions (HSI) STEM Grant in the amount of $5.8 million over five years
- Federal Title V HSI Grant in the amount of $2.57 million over five years
- National Science Foundation Grant in the amount of nearly $900,000
- California Community College Chancellor's Office Basic Skills and Student Outcomes Transformation (BSSOT) Program Grant in the amount of $1.5 million over three years

These grants align with the College's strategic plan priorities to advance student learning, success, and equity. For example, the College leveraged the BSSOT grant to completely reform its developmental education (basic skills) program, scaling the use of multiple measures and corequisite instruction in math and English. As a result of these efforts, the College received the 2018 CCCCO John W. Rice Equity Award. Cuyamaca College was the only institution to be recognized for a purely instructional innovation which advanced system-wide equity goals.

Establishing Procedures to Evaluate Institutional Planning and Implementation Efforts to Achieve the Mission
Since 2017, with the President's leadership, the College has held an annual planning and evaluation retreat each spring as part of the annual planning cycle. During the retreat, campus faculty, staff, and administrators review college performance on KPIs for student progress, engagement, achievement, and the College's organizational health. Based on historical data, contextual information, and robust discussions of internal and external factors associated with each of the indicators, retreat participants establish, validate, or refine standards and targets for each of the College's KPIs [IV.B-4 Spring 2017 KPI Standards and Targets; IV.B-5 Spring 2018 KPI Standards and Targets]. These recommendations are then forwarded to IEC for review and refinement, if applicable, and then CCC, which serves as the primary participatory governance council for the College.

To further strengthen the evaluation and integrated planning process, the President led the College in applying for technical assistance from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT). The visiting PRT assisted the College in

improving systems, structures, processes, and infrastructure in three designated areas of focus, including learning outcome assessment, integrated planning, and effective participatory Governance [IV.B-21 IEPI Plan 2017 Progress Report]. Based on the success of this process, the College applied for a second IEPI PRT visit focused specifically on learning outcome assessment. The process allowed for deep dialogue, reflection, and evaluation of the institutional planning efforts.

In addition, through the annual Integrated Planning Survey and other surveys, CCC, IEC, and the new Program Review Steering Committee evaluate planning efforts to advance the College's mission [IV.B-54 2018 IP Survey Results; IV.B-55 2019 IP Survey Results]. The results of these surveys are used to inform improvements to the College's integrated planning process in the subsequent year.

Analysis and Evaluation
Under the President's leadership, the 2016-2022 Strategic Plan was collegially developed to establish values, goals, and priorities of the institution in accordance with the mission. With the establishment of the IESE office and through technical assistance from the IEPI, the President strengthened the College's culture of evidence-based decision making using high-quality research and evaluation. Additionally, through the strategic planning and evaluation process, annual program review process, and governance group activities, resources are aligned to support student achievement and learning, as well as improve institutional effectiveness.

> **Standard IV.B.4:**
> **The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard
The President ensures the College meets all Eligibility Requirements, Accreditation Standards, and Commission policies. Each spring, the College submits an annual as well as fiscal compliance report to ACCJC [IV.B-43 ACCJC Annual Report Webpage; IV.B-56 2018 ACCJC Annual Report; IV.B-57 2018 ACCJC Annual Fiscal Report].

The President has the primary leadership role for the accreditation process. Having served as a member on several external evaluation teams, the President shares this accreditation experience with the college community. The President encourages faculty, staff, and administrators to participate on external evaluation teams in order to gain more knowledge about accreditation. The President ensures adequate information is posted on the College's accreditation website to provide the campus with an understanding of the accreditation process [IV.B-58 Accreditation Webpage].

To advance a culture focused on continuous improvement, the President established the Institutional Effectiveness, Success, and Equity (IESE) unit, which is led by the Senior Dean of

IESE, who also serves as the Accreditation Liaison Officer (ALO) for the College. Throughout the 2019 Institutional Self-Evaluation Report (ISER) development process, the President has worked closely with the ALO to guide accreditation efforts. To help facilitate this partnership, the President and ALO have a standing meeting time twice each month.

The Accreditation Steering Committee (ASC) oversees, coordinates, and organizes the process for development of the ISER. The ASC uses a tri-chair model for each standard so that administrators, faculty, and classified staff have leadership roles in the ISER development process [IV.B-59 ASC Agenda 4-6-18]. At the kick-off meeting for the development of this ISER on September 1, 2017, the ASC discussed goals for the self-evaluation process, emphasizing the focus on continuous improvement [IV.B-60 Accreditation Self-Evaluation Goals]. In addition, the President and the ALO regularly communicate and engage with the broader college community regarding accreditation [IV.B-61 Fall 2017 Convocation Accreditation Slides; IV.B-62 Spring 2018 Convocation Accreditation Slide; IV.B-63 Fall 2018 Retreat Announcement].

Analysis and Evaluation

The President leads accreditation processes by overseeing submission of annual compliance reports, encouraging others on campus to improve their understanding of accreditation by serving on external evaluation teams, and collaborating with the ALO to guide accreditation efforts and reinforce a campus-wide commitment to continuous quality improvement. The President empowers campus leaders, including the ALO and Faculty Accreditation Co-Chair, as well as other campus stakeholders to take responsibility for ensuring compliance with accreditation standards.

> **Standard IV.B.5:**
> **The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

The President assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with the College's mission and policies, including effective control of budget and expenditures.

As a member of the Chancellor's Cabinet, the District Executive Council (DEC) and the District Coordinating Educational Council (DCEC), the President is engaged in the process of developing and revising board policies and administrative procedures which govern the District on a six-year cycle [IV.B-64 AP 2410]. As a standing attendee and resource at the monthly Governing Board meetings, the President is kept informed of Board actions and changes in statutes and regulations.

The President works with the Chancellor's Cabinet and the College's administrators to communicate statutory and compliance expectations to the Governing Board. For example, the Board receives reports on Title IX requirements, information on the District's Student Success Framework, college and district Key Performance Indicator (KPI) data, institution set standards and aspirational targets, and accreditation [IV.B-65 Title IX Presentation; IV.B-66 Student Success Framework Presentation; IV.B-67 Governing Board Minutes 2-2-18; IV.B-68 Governing Board Minutes 1-23-15; IV.B-69 Governing Board Minutes 9-13-16].

Under Board Policy and Administrative Procedure 3250, planning councils review and recommend planning decisions related to educational, human, physical, technology, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process [IV.B-70 BP 3250; IV.B-71 AP 3250]. The primary way this is enacted is through the program review process. Program review templates are aligned so that unit-level goals can be linked back to the College's strategic priorities [IV.B-38 Instructional Comprehensive PR Template 2018-19; IV.B-51 Instructional PR Update Template 2018-19; IV.B-39 SS PR Update Template 2018-19]. Rubrics for prioritizing staffing and technology requests include support of the strategic priorities [IV.B-10 Faculty Position Request Rubric; IV.B-52 Technology Request Rubric]. In addition, per the College's established budget criteria, decisions about resource allocation are based on evidence that they have the ability to advance student success and equity per the College's strategic priorities [IV.B-8 Budget Criteria]. The Resource and Operations Council (ROC) integrates budget needs identified through the program review process [IV.B-72 ROC Charge and Composition].

Analysis and Evaluation
The President assures that the implementation of Governing Board policies, institutional practices, and effective control of the budget are consistent with the College's mission and policies. The President works with the Chancellor's Cabinet and college administrators to communicate statutory and compliance expectations to the Governing Board. After following a broad-based, comprehensive, systematic, and integrated planning process, planning councils submit recommendations on educational, human, physical, technology, and financial resources to the College President. Resource allocations are made based on evidence that they have the ability to advance and improve student success and equity as per the College's strategic priorities.

Standard IV.B.6:
The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The President regularly communicates and engages with the internal and external college communities to ensure they are informed about the College's initiatives, strategic priorities, and mission. The College's participatory governance structure provides a formal communication framework which allows the President to work and communicate with internal communities. The

Cuyamaca College Council (CCC) serves as the College's primary participatory governance body with membership from all constituent groups [IV.B-7 CCC Charge and Composition]. The President is one of the CCC tri-chairs, along with the Academic Senate President and the Classified Senate President. Council members are charged with communicating information with their constituent groups. In addition, the meetings are open to all, and meeting materials are available to all district employees on the College's intranet site [IV.B-73 CCC Intranet Page]. The new participatory governance structure ensures that all constituency groups have an opportunity to provide feedback through representation on each participatory governance council [IV.B-6 New Governance Structure].

To encourage the free flow of information, the President holds regular meetings with the President's Cabinet, Administrative Leadership Advisory Team (ALAT), and leaders of each constituent group. In addition, each week the President's office sends a *Weekly Digest* email to all faculty and staff containing college announcements and highlighting upcoming events [IV.B-74 Weekly Digest 5-7-18; IV.B-75 Weekly Digest 11-26-18]. The President also serves as a member of the Chancellor's Cabinet, District Executive Council (DEC), and District Strategic Planning and Budget Council (DSP&BC), among others, which provide opportunities for open dialogue with Grossmont College and District Services leaders.

To help advance both internal and external communications, in 2017-18 the President contracted with a part-time public information professional. Examples of these efforts include social media updates and press releases, which have often led to articles in the *San Diego Union-Tribune* [IV.B-28 Example Social Media Updates; IV.B-29 Example Press Release; IV.B-30 San Diego Union-Tribune Feature]. In addition, a full-time public information officer position, the Director of College and Community Relations, was established and filled in Spring 2019.

The President represents the College in the local, regional, state, and national communities through participation in organizations such as the East County Chamber of Commerce, San Diego and Imperial Counties Community Colleges Association (SDICCCA), the California Community Colleges CEO Board, Community College League of California (CCLC), Hispanic Association of Colleges and Universities (HACU), and the National Community College Hispanic Council (NCCHC). Furthermore, the President recently served as a featured speaker at the following events:
- Association of Colleges for Tutoring and Learning Assistance Annual 2018 Conference
- California Community Colleges Board of Governors Meeting and Legislative Briefing
- Community College League of California's 2017 Annual Convention
- American Association of Community Colleges Pathways Institute
- 2018 DREAM (Achieving the Dream) Conference
- National Conference on Race and Ethnicity (NCORE) 2018

In order to broaden communication with other community colleges in the State and accrediting region, the President has also served on Partner Resource Teams (PRTs) for the Institutional Effectiveness Partnership Initiative (IEPI) and on external evaluation teams for ACCJC.

Analysis and Evaluation

The College's participatory governance structure ensures regular, effective, and open communication between the President and the College's internal communities. The President has established formal channels of communication to receive and disseminate information across the campus community. Furthermore, the President actively represents the College in numerous local, regional, state, and national organizations in order to strengthen communication between the College and external audiences.

Standard IV.B Evidence

IV.B-1	BP 7113
IV.B-2	2016-2022 Strategic Plan
IV.B-3	ATD Implementation Plan
IV.B-4	Spring 2017 KPI Standards and Targets
IV.B-5	Spring 2018 KPI Standards and Targets
IV.B-6	New Governance Structure
IV.B-7	CCC Charge and Composition
IV.B-8	Budget Criteria
IV.B-9	CCC Minutes 7-26-16
IV.B-10	Faculty Position Request Rubric
IV.B-11	Classified Position Request Rubric
IV.B-12	Faculty Hiring Priorities 2018
IV.B-13	Classified Hiring Priorities 2018
IV.B-14	Fall 2017 Call for Presentations
IV.B-15	Spring 2018 Call for Presentations
IV.B-16	PDTF Charge and Composition
IV.B-17	IESE Webpage
IV.B-18	IESE Update to CCC 7-20-17
IV.B-19	Annual Planning Process Draft - May 2019
IV.B-20	Program Review Webpage
IV.B-21	IEPI Plan 2017 Progress Report
IV.B-22	Spring 2017 Convocation Program
IV.B-23	Fall 2017 Convocation Program
IV.B-24	CCC Agenda 11-28-17
IV.B-25	AC Agenda 10-10-17
IV.B-26	Classified Senate Agenda 2-28-18
IV.B-27	Example Weekly Digest
IV.B-28	Example Social Media Updates
IV.B-29	Example Press Release
IV.B-30	San Diego Union-Tribune Feature
IV.B-31	President's Office Organizational Chart
IV.B-32	Administration Webpage

Standard IV.B Evidence (Continued)

IV.B-33	AC Charge and Composition
IV.B-34	Governance Handbook
IV.B-35	VPSS Comprehensive PR 2016-17
IV.B-36	President's Office Comprehensive PR 2016-17
IV.B-37	Dean of Athletics Organizational Modification
IV.B-38	Instructional Comprehensive PR Template 2018-19
IV.B-39	SS PR Update Template 2018-19
IV.B-40	2013 ACCJC Annual Report
IV.B-41	2014 KPI Standards and Targets
IV.B-42	CCC Minutes 5-9-14
IV.B-43	ACCJC Annual Reports Webpage
IV.B-44	2015 KPI Standards and Targets
IV.B-45	Equity Webpage
IV.B-46	Institutional Research Webpage
IV.B-47	Sample English Student Characteristics Data
IV.B-48	Spring 2018 Retreat Data Packet
IV.B-49	Fall 2017 CTE Data Workshop Slides
IV.B-50	Math ETI Slides
IV.B-51	Instructional PR Update Template 2018-19
IV.B-52	Technology Request Rubric
IV.B-53	SSEC Charge and Composition
IV.B-54	2018 IP Survey Results
IV.B-55	2019 IP Survey Results
IV.B-56	2018 ACCJC Annual Report
IV.B-57	2018 ACCJC Annual Fiscal Report
IV.B-58	Accreditation Webpage
IV.B-59	ASC Agenda 4-6-18
IV.B-60	Accreditation Self-Evaluation Goals
IV.B-61	Fall 2017 Convocation Accreditation Slides
IV.B-62	Spring 2018 Convocation Accreditation Slide
IV.B-63	Fall 2018 Retreat Announcement
IV.B-64	AP 2410
IV.B-65	Title IX Presentation
IV.B-66	Student Success Framework Presentation
IV.B-67	Governing Board Minutes 2-2-18
IV.B-68	Governing Board Minutes 1-23-15
IV.B-69	Governing Board Minutes 9-13-16
IV.B-70	BP 3250
IV.B-71	AP 3250
IV.B-72	ROC Charge and Composition

Standard IV.B Evidence (Continued)

IV.B-73	[CCC Intranet Page](#)
IV.B-74	[Weekly Digest 5-7-18](#)
IV.B-75	[Weekly Digest 11-26-18](#)

Standard IV.C.1:
The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Grossmont-Cuyamaca Community College District (GCCCD) is led by a Governing Board with responsibility for district policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services, as well as the financial stability of the institution. GCCCD's commitment to the quality, integrity, and improvement of student learning programs begins with its vision of "Transforming Lives Through Learning" and continues with its mission statement to "Provide outstanding diverse learning opportunities that prepare students to meet community needs, promote global responsibility, and foster opportunities for all" and to "Cultivate a student-centered culture of excellence, trust, stewardship and service" [IV.C-1 BP 1200].

The primary duties and responsibilities of the GCCCD Governing Board are outlined in Board Policy 2005. These duties ensure visible, persistent leadership by monitoring student success, equity, and access in order to maintain high standards and effective educational achievement [IV.C-2 BP 2005]. Additional responsibilities are outlined in Board Policy 2200, including establishing board policies which define the institutional mission, as well as setting prudent, ethical, and legal standards for college operations [IV.C-3 BP 2200]. Board policies are approved and/or revised by a majority vote of the Board during a regular and open board meeting [IV.C-4 Governing Board Docket 5-15-18 Item 204; IV.C-5 Governing Board Docket 1-16-18 Item 201]. Administrative procedures are issued by the Chancellor in order to implement board policies [IV.C-6 Governing Board Docket 5-15-18 Item 652; IV.C-7 Governing Board Docket 1-16-18 Item 654]. Approved policies and procedures are posted publicly on the district Policies and Procedures website in accordance with Board Policy 2410 [IV.C-8 Policies and Procedures Webpage; IV.C-9 BP 2410].

Policies and procedures are reviewed on a six-year cycle in accordance with Administrative Procedure 2410 [IV.C-10 AP 2410]. Review of policies and procedures may be initiated at any time by a trustee or district employee. To ensure regular review of policies and procedures, the District subscribes to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates based on legislative changes. In addition, a documented cycle for review of policies and procedures occurs every six years, based on date of last review. Each month, the Chancellor's Office sends a districtwide communication to ensure board action on policies and procedures is broadly disseminated [IV.C-11 January 2018 Policies and Procedures Update; IV.C-12 May 2018 Policies and Procedures Update]

Board policies and administrative procedures address the District's commitment to quality improvement and adherence to the institution's mission and vision, as evidenced in numerous policies and procedures. For example, Board Policy 1200 reflects the institution's primary mission, essential and important functions, vision, and values. The policy states the Board's

commitment to fulfilling its responsibilities, including monitoring the institutional performance and educational quality. Board Policy and Administrative Procedure 3225 address the District's commitment to institutional effectiveness, and Board Policy and Administrative Procedure 3250 outline the process for institutional planning guided by the District's vision, mission, and core values statements, including requirements for review, evaluation, and improvements [IV.C-13 BP 3225; IV.C-14 AP 3225; IV.C-15 BP 3250; IV.C-16 AP 3250]. Furthermore, Board Policy 4020 states that programs and curricula shall "be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-district alignment" [IV.C-17 BP 4020]. Other policies and procedures address standards to assure the institution's fiscal stability, including Board Policy and Administrative Procedure 6300 [IV.C-18 Policy Chapter 6 Listing; IV.C-19 BP 6300; IV.C-20 AP 6300].

Analysis and Evaluation

The GCCCD Governing Board's authority, responsibilities, and accountability, including accountability to the institution's financial stability, are clearly delineated and are available to the public on the District's Policies and Procedures website. The Board's responsibility for policies is codified in board policies pertaining to institutional planning using prudent, ethical, and legal standards for college operations. These policies address quality improvement and adherence to the institution's mission and vision. All policies and procedures are reviewed on a six-year cycle. Furthermore, to ensure regular review of these policies in light of legislative changes, the District subscribes to the CCLC Policy and Procedure Service, which provides bi-annual policy and procedure updates.

> **Standard IV.C.2:**
> **The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

The Governing Board maintains high standards of ethics and conduct, and understands that the strength and effectiveness of the Board is as a unit. Board Policy 2715 sets forth the Board's commitment to "Recognize that a trustee is a member of a legal entity, that the strength and effectiveness of the Board is as a unit, not a group of individuals; and that majority decisions of the Board shall be abided by" [IV.C-21 BP 2715]. It further acknowledges the understanding that "trustees have authority only when they act as a Board; individual members cannot bind the Board." The Board reviews this policy on an annual basis at the board planning retreat [IV.C-22 Governing Board Goals 2019; IV.C-23 Governing Board Retreat Agenda 6-7-19].

Each month the Board meets to discuss and act on items regarding district educational, organizational, and fiscal matters [IV.C-24 Governing Board Agenda 3-20-18]. The monthly board agendas include standing docket items for adoption of new and revised board policies and administrative procedures [IV.C-25 Governing Board Docket 3-20-18 Item 205; IV.C-26 Governing Board Docket 3-20-18 Item 651]. The adoption action requires individual trustees to

review, ask questions, and cast votes. A quorum consists of a majority of members and the Board acts by a majority vote except in particular circumstances, as addressed in Board Policy 2330 [IV.C-27 BP 2330].

Once a decision is reached, all Board members act in support of the decision and speak with one voice. The expectation that Board members demonstrate support of board policies is referred to in BP 2715, which states that Board members have the responsibility "to keep current with the Board's policies, operating rules, and statewide guidelines."

Analysis and Evaluation
The Governing Board acts as a collective unit and maintains high standards of ethics and conduct. The Board meets monthly to discuss and act on the District's educational, organizational, and fiscal matters. Before adopting new and revised board policies and administrative procedures, individual trustees are required to review, ask questions, and cast votes. Once a decision is reached, all board members act in support of the decision and speak with one voice.

> **Standard IV.C.3:**
> **The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

Evidence of Meeting the Standard
The process for selecting the Chancellor is outlined in Board Policy 2431, which states that a fair and open search process must comply with relevant regulations [IV.C-28 BP 2431]. For temporary absence of the Chancellor, Board Policy 2432 delegates authority to the Chancellor to appoint an acting Chancellor for a period 30 days or less and for the Board to appoint an acting Chancellor for periods over 30 days [IV.C-29 BP 2432]. The process for evaluating the Chancellor is outlined in Board Policy and Administrative Procedure 2435 [IV.C-30 BP 2435; IV.C-31 AP 2435]. The Chancellor is held accountable for the District operation, and an evaluation is conducted at least once each year. The criteria for the evaluation are based on board policies, the Chancellor's job description, and performance goals and objectives developed by the Governing Board in consultation with the Chancellor. Once each year, a formative performance review of the Chancellor is conducted during one of the monthly closed session meetings, usually in July or August [IV.C-32 Governing Board Agenda 7-18-17].

The Board is responsible for monitoring institutional performance and educational quality [IV.C-3 BP 2200]. As such, the Board sets clear expectations for regular reports on institutional performance from the Chancellor. This is evidenced by presentations made during the Board's annual evaluation and goal-setting workshop, board workshops, and other presentations during regular monthly meetings [IV.C-33 Governing Board Workshop Minutes 1-20-17; IV.C-34 Governing Board Workshop Minutes 2-2-18; IV.C-35 2018 Governing Board Quality and

Effectiveness Goals; IV.C-36 2017 Board Workshop Schedule; IV.C-37 2018 Board Workshop Schedule].

Analysis and Evaluation

The Governing Board has a fair and open process that complies with relevant regulations, established by board policy, for conducting the search and selection of the Chancellor. The Board has an established process outlined in board policies to evaluate the Chancellor's performance in implementing board policies and achieving institutional goals. The Board expects and receives regular reports on institutional performance from the Chancellor, as demonstrated by board workshops and presentation topics.

Standard IV.C.4:
The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Governing Board is an elected body that advocates for and supports the institution through its policy-making, goals, and actions. To assure appropriate representation of the community, Board members are elected by service areas, referred to as "trustee areas." Per Board Policy 2100, board members must reside and be registered to vote in the trustee area they seek to represent and must be elected by the registered voters of the same trustee area [IV.C-38 BP 2100; IV.C-39 Trustee Area Map]. The trustee service areas serve the community by ensuring that populations are equitably represented at the voting booth, and that residents have access to their representatives on the District's Governing Board.

To protect against undue influence or political pressure, Board members cannot be a district employee, hold an incompatible office, or serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district. Board Policy and Administrative Procedure 2710 outline the conflict of interest policies and procedures for board members and employees [IV.C-40 BP 2710; IV.C-41 AP 2710]. To further prevent conflict of interest, Board members are required to annually file a Statement of Economic Interests under the Political Reform Act [IV.C-42 AP 2712].

Analysis and Evaluation

The Governing Board is an elected body that represents the local community surrounding the College. To avoid conflicts of interest board members cannot be a district employee, hold an incompatible office, or serve on the governing board of a high school district whose boundaries align with those of the District. To further protect against conflict of interest, Board members are required to annually file a Statement of Economic Interests under the Political Reform Act.

Standard IV.C.5:
The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Governing Board establishes policies that define the institutional mission and set prudent, ethical, legal standards for college operations, and for monitoring institutional performance and educational quality. Board Policy and Administrative Procedure 2005 address student success, equity, and access [IV.C-43 BP 2005; IV.C-44 AP 2005]. Specifically, BP 2005 states that the Board is responsible for the following:

- Ensuring visible, persistent leadership focused on student success, equity, and access
- Promoting a culture of evidence and a climate for innovation and creativity
- Maintaining high standards for effective education
- Protecting academic freedom
- Monitoring progress and differences in student success and achievement

Board policies and administrative procedures communicate board expectations for quality, integrity, and improvement of student learning programs and services [IV.C-8 Policies and Procedures Webpage]. These policies and procedures include Board Policy 1200, which reflects the institution's primary mission, essential and important functions, vision, and values [IV.C-1 BP 1200]. Board Policy 2200 states the Board's commitment to fulfilling its responsibilities, including monitoring the institutional performance and educational quality [IV.C-3 BP 2200]. Board Policy and Administrative Procedure 3225 address the development, adoption, and posting of goals related to student performance and outcomes, noting that goals should be challenging, be quantifiable, and address achievement gaps for underrepresented populations [IV.C-13 BP 3225; IV.C-14 AP 3225]. Board Policy and Administrative Procedure 3250 outline the process for institutional planning guided by the vision, mission, and core values statements, including requirements for review, evaluation, and improvements [IV.C-15 BP 3250; IV.C-16 AP 3250]. Board Policy 4020 states that programs and curricula shall "be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality, currency, and intra-district alignment" [IV.C-17 BP 4020]. Other policies and procedures address various support services available, such as the former Student Success and Support Program and Counseling Services [IV.C-45 BP 5050; IV.C-46 AP 5050; IV.C-47 BP 5110; IV.C-48 AP 5110]. Furthermore, Board Policy and Administrative Procedure 6300 provide assurance that sound fiscal management principles and controls are established and followed [IV.C-19 BP 6300; IV.C-20 AP 6300].

In addition to official policies and procedures, the Governing Board annually develops or refines districtwide goals and strategic priorities, which outline overarching expectations for the District. The Governing Board's districtwide goals and strategic priorities include:

- Create streamlined, student-centered pathways to educational goal completion

- Close achievement gaps by engaging individual students with diverse needs and removing structural barriers to their success
- Cultivate a student-centered culture of excellence, trust, safety, stewardship, and service [IV.C-22 Governing Board Goals 2019]

Bearing ultimate responsibility for educational quality of the District, the Board receives reports and presentations throughout the year regarding various performance metrics and initiatives that have led to the improvement of student achievement and learning. During the annual board planning retreat, agenda items include a review and discussion of the Colleges' Key Performance Indicator (KPI) data [IV.C-33 Governing Board Workshop Minutes 1-20-17; IV.C-34 Governing Board Workshop Minutes 2-2-18]. In addition, each year the Governing Board is presented with the previous year's outcomes on institution-set standards and opportunities for the upcoming year related to the District's strategic priorities [IV.C-49 Governing Board Strategic Plan Presentation 6-20-17; IV.C-50 2015-16 Progress Report on Strategic Plan Outcomes]. Board members also review metrics on the District Strategic Planning Dashboard provided by the District Research, Planning, and Institutional Effectiveness (RPIE) Office, which contains each college's institution-set standards and aspirational targets [IV.C-51 Strategic Planning Dashboard]. Other reports to the Board include updates on statewide institutional effectiveness indicator goals and performance [IV.C-52 2016-17 Institutional Effectiveness Indicator Goals; IV.C-53 2017-18 Institutional Effectiveness Indicator Goals].

The Board is an independent decision-making body in the areas assigned by state and federal laws and regulations. As detailed in board policy, the Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Analysis and Evaluation
The Governing Board establishes policies consistent with the college and district missions and provides resources necessary to support the quality, integrity, and improvement of student learning programs and services. The Board has codified its commitment to advancing student success and equity, as well as the continuous improvement of learning programs and support services, through various board policies, goals, and strategic priorities. The Governing Board has ultimate responsibility for educational quality, legal matters, as well as financial integrity and stability of the District.

Standard IV.C.6:
The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
All board policies and administrative procedures are published on the District's Policies and Procedures website and are available to the public [IV.C-8 Policies and Procedures Website]. These include policies related to the Board's size, responsibilities, structure, and operating

procedures [IV.C-54 Policy Chapter 2 Listing]. For example, Board Policy 2010 states that "the Board shall consist of five members elected by qualified voters of the District and two student members elected by the students" at each college in the District [IV.C-55 BP 2010]. Furthermore, Board Policy 2015 provides the duties of Governing Board student members [IV.C-56 BP 2015]. Board Policy 2200 outlines board responsibilities, and Board Policy 2210 summarizes the operating procedures of the Governing Board [IV.C-3 BP 2200; IV.C-57 BP 2210].

Analysis and Evaluation
Board policies and administrative procedures are published online and available to the public through the District's Policies and Procedures website. Board policies include information specifying the Governing Board's size, duties, responsibilities, structure, and operating procedures.

Standard IV.C.7:
The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
The Governing Board acts in a manner consistent with its policies and bylaws, as evidenced in the minutes from regular board meetings, during which trustees engage in discussions, act on items as appropriate, and receive information on matters of interest to the District [IV.C-58 Governing Board Minutes 4-17-18; IV.C-59 Governing Board Minutes 3-20-18; IV.C-60 Governing Board Minutes 2-20-18].

The Board approves and adopts policies appropriate for the District's organization and operation, and regularly evaluates these policies. To ensure policies and procedures are reviewed on a regular basis, the District subscribes to the Community College League of California (CCLC) Policy and Procedure Service, which provides bi-annual updates. In addition, all policies and procedures are reviewed on a six-year review cycle, based on date of last review, as tracked by the Chancellor's Office [IV.C-61 Status of Review Tracking Form]. The process is detailed in Administrative Procedure 2410 [IV.C-10 AP 2410]. Board policies are approved and/or revised by a majority vote of the Board in a regular and open Board meeting [IV.C-62 Governing Board Docket 5-15-18 Item 204; IV.C-63 Governing Board Docket 1-16-18 Item 201].

Analysis and Evaluation
The Governing Board's meeting minutes reflect the Board's actions as consistent with its policies and bylaws. The Board's policy manual includes procedures for reviewing and revising its policies on a regular basis. The Governing Board regularly assesses its policies and bylaws for their effectiveness and revises them when necessary.

Standard IV.C.8:
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality during regular board meetings and board retreats. Each year the Board holds an evaluation and goal-setting workshop. During the workshop, the Board reviews and discusses student learning and achievement metrics, including Key Performance Indicators (KPIs), institution-set standards, and aspirational targets for both colleges in the District [IV.C-33 Governing Board Workshop Minutes 1-20-17; IV.C-34 Governing Board Workshop Minutes 2-2-18]. The Board also receives and reviews information regarding the metrics and goals required by the California Community Colleges system [IV.C-64 Governing Board Minutes 7-18-17; IV.C-65 Governing Board Minutes 6-21-16; IV.C-66 Governing Board Docket 6-21-16 Item 654; IV.C-67 2016-17 Institutional Effectiveness Goals; IV.C-68 Governing Board Institutional Effectiveness Indicator Presentation 6-21-16]. Annual presentations regarding implementation of the 2016-2022 Strategic Plan include discussions of the College's action steps and priorities for improving academic quality in the subsequent year [IV.C-69 Governing Board Minutes 12-13-16; IV.C-70 Governing Board Minutes 6-20-17; IV.C-71 Governing Board Minutes 6-19-18; IV.C-72 Governing Board Strategic Plan Presentation 6-19-18].

Analysis and Evaluation

The Governing Board regularly reviews data on student performance and the College's KPIs, institution-set standards, and aspirational targets. The Board regularly receives updates on district and college strategic plan implementation and annual action plans for improving academic quality.

Standard IV.C.9:
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Per Board Policy and Administrative Procedure 2740, the Governing Board is committed to continuous board development, improvement, and continuity of membership [IV.C-73 BP 2740, IV.C-74 AP 2740]. The board development program includes a new trustee orientation facilitated by the Chancellor, study sessions, conference attendance, and other activities to foster trustee education [IV.C-75 Trustee Orientation Agenda]. Governing Board members regularly attend conferences and activities sponsored by the National Association of Community College

Trustees (ACCT) and the Community College League of California (CCLC). The Chancellor and Governing Board Office tracks each trustee's participation in these activities, and the Board reviews this information as part of its annual evaluation and goal-setting retreat. Trustees are encouraged to attend and participate in college events such as college convocations, ground-breaking ceremonies, and commencement.

In order to provide continuity of board membership, Board Policy 2100 provides for staggered terms of office [IV.C-38 BP 2100]. Trustees are elected for four-year terms. Elections are held every two years in even-numbered years. Terms of trustees are staggered so that, as nearly as practical, one-half of the trustees shall be elected (or re-elected) at each trustee election.

Analysis and Evaluation
The Governing Board has policies and procedures in place to provide continuous board development, including regular conference attendance, training, and orientation for new board members. Continuity of membership is supported through a board policy requiring that the four-year terms of the trustees are staggered across elections in even-numbered years.

> **Standard IV.C.10:**
> **Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

Evidence of Meeting the Standard
The Governing Board is committed to serving as a model for accountability and promoting a culture of continuous quality improvement. As specified in Board Policy and Administrative Procedure 2745, the Board undertakes a comprehensive evaluation process at a minimum of every other year [IV.C-76 BP 2745; IV.C-77 AP 2745]. The comprehensive evaluation includes the self-assessment, feedback from college and community stakeholders, and analysis of board goal achievement. Comprehensive evaluations were last completed in 2016 and 2018 [IV.C-78 Governing Board Evaluation 2-5-16; IV.C-79 Governing Board Evaluation 2-2-18]. In addition, the Board has committed to completing a regular self-evaluation [IV.C-80 Governing Board Minutes 3-22-19; IV.C-81 Governing Board Self-Evaluation 1-20-17; IV.C-82 Governing Board Self-Evaluation 1-23-15].

During the Governing Board's annual evaluation and goal-setting workshop, Board members discuss their annual self-evaluation or comprehensive evaluation in conjunction with the prior year's Board Quality and Effectiveness Goals and districtwide goals and priorities [IV.C-35 Governing Board Quality and Effectiveness Goals; IV.C-22 Governing Board Goals 2019]. The Board discusses strengths, weaknesses, and achievements, which helps identify goals for the future. Governing Board Quality and Effectiveness Goals are updated each year to reflect needs that emerge from the evaluation process. Districtwide goals and priorities, as well as board

meeting minutes and agendas, are posted to the Governing Board webpage, which is accessible to the public [IV.C-34 Governing Board Workshop Minutes 2-2-18; IV.C-33 Governing Board Workshop Minutes 1-20-17; IV.C-83 Governing Board Workshop Minutes 2-5-16].

Analysis and Evaluation
Governing Board effectiveness is comprehensively evaluated on biannual cycles through self-assessment, feedback from college and community stakeholders, and analysis of goal achievement. Annual retreat and goal-setting workshops promote discussion of strengths, weaknesses and achievements, which allow for the implementation of improvements in the Governing Board's role, functioning, and effectiveness.

> **Standard IV.C.11:**
> **The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

Evidence of Meeting the Standard
Board Policy 2715 outlines board members' ethical practices as they apply to conduct and other code compliance areas, and lists specific violations in areas such as financial interest, fair and open decision-making, use of public funds, and illegal or unethical behavior during a board meeting [IV.C-21 BP 2715]. In the event a trustee violates BP 2715, actions to be taken are clearly stated on page three of the policy.

Conflict of interest and ethics violations are addressed specifically in Board Policy and Administrative Procedure 2710, which states that "Board members and employees shall not be financially interested in any contract made by them in their official capacity" and provides the parameters for disclosure of "financial interest in a decision, as described in California Government Code Section 87103" [IV.C-84 Government Code 87103; IV.C-40 BP 2710; IV.C-41 AP 2710].

Board Policy and Administrative Procedure 2712 reference the District's Conflict of Interest Code and defines the parameters for disclosure of conflict of interest [IV.C-85 BP 2712; IV.C-42 AP 2712]. Board Policy 2717 states that no trustee shall use or permit others to use district public resources for personal use not authorized by law, and Board Policy 2720 sets forth the guidelines for communication among board members [IV.C-86 BP 2717; IV.C-87 BP 2720]. To further protect against conflict of interest, per board policy, board members cannot be district employees, hold an incompatible office, or serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district [IV.C-55 BP

2010]. As the College is a public institution, no board members have an ownership interest in the College or District.

In accordance with Board Policy 2715, trustees have abstained from Board votes when there is or appears to be a conflict of interest [IV.C-88 Governing Board Minutes 6-16-15; IV.C-89 Governing Board Minutes 1-16-18; IV.C-90 Governing Board Minutes 8-21-18].

Analysis and Evaluation
The Governing Board has established policies and procedures outlining the code of ethics and steps taken to protect against conflict of interest for Board members. Governing Board members follow these policies as evidenced by Board meeting minutes. As the College is a public institution, no Board members have an ownership interest in the College or District.

> **Standard IV.C.12:**
> **The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

Evidence of Meeting the Standard
Through established policies, the Governing Board delegates administrative authority to the Chancellor to implement and monitor board policies without board interference. Board Policy 2430 states "the Board delegates to the Chancellor the full executive responsibility and authority to implement and administer policies adopted by the Board and decisions of the Board" [IV.C-91 BP 2430]. Moreover, Board Policy 3100 codifies the Chancellor's authority to organize the District's administrative structure and assign personnel as appropriate to achieve the District's mission, and Board Policy 7110 delegates authority to the Chancellor to authorize employment, assign job responsibilities, and perform other personnel actions, subject to ratification of the Board [IV.C-92 BP 3100; IV.C-93 BP 7110].

The Governing Board entrusts the Chancellor with the full responsibility for implementation and administration of board policies, as illustrated in Board Policy 2430. District administration is delegated to the Chancellor, who carries out administrative responsibilities and functions in accordance with the policies adopted by the Governing Board. The Board holds the Chancellor accountable for the operation of the District. This delegation of authority is clear to all parties, as evidenced by policies pertaining to the evaluation of the Chancellor [IV.C-30 BP 2435].

The Board sets clear expectations for regular reporting on institutional performance to ensure it can fulfill its responsibility for educational quality, legal matters, and financial integrity. This is evidenced by presentations made during the Board's annual board evaluation and goal-setting workshop, other board workshops, and presentations during regular monthly meetings [IV.C-33 Governing Board Workshop Minutes 1-20-17; IV.C-36 2017 Board Workshop Schedule; IV.C-37 2018 Board Workshop Schedule; IV.C-94 Governing Board Agenda 6-20-17; IV.C-49

Governing Board Strategic Plan Presentation 6-20-17; IV.C-72 Governing Board Presentation on Strategic Plan Implementation 6-19-18].

Analysis and Evaluation

Per established board policy, the Governing Board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference. The Board holds the Chancellor accountable for the operation of the District and the colleges in the District. The Board sets expectations based on goals established during annual planning and goal-setting workshops and presentations that occur during regular Board meetings.

Standard IV.C.13:
The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Governing Board members are informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status through a variety of methods. A special Governing Board workshop on accreditation was conducted by ACCJC Vice President Dr. Stephanie Droker December 11, 2018, concerning the role of the Governing Board in the accreditation process [IV.C-95 Governing Board ACCJC Presentation on Accreditation 12-18-18]. Trustees also receive accreditation training at annual conferences offered by the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT).

Board members and the District Strategic Planning and Budget Council (DSP&BC) meet together annually for a strategic planning workshop [IV.C-96 Governing Board Minutes 4-21-15; IV.C-97 Governing Board Minutes 4-19-16; IV.C-70 Governing Board Minutes 6-20-17]. The Board also holds an annual evaluation and goal-setting workshop to perform a self-evaluation and develop goals for the upcoming year. During the February 7, 2014 workshop, the Board added "ongoing monitoring of accreditation standards compliance" as a board goal [IV.C-98 Governing Board Minutes 2-7-14; IV.C-99 Governing Board Goals 2014]. The Board is committed to improvements planned as part of the institutional self-evaluation and accreditation processes. This commitment is codified in the Board's districtwide goals and strategic priorities, which include "advance the District through institutional policies and accreditation standards that guide quality, ethics, and prudence with student success as the most important goal" [IV.C-100 2018 Districtwide Goals and Strategic Priorities; IV.C-34 Governing Board Workshop Minutes 2-2-18].

All reports to ACCJC are presented to the Governing Board, as per Board Policy 3200 [IV.C-101 BP 3200]. Trustees remain informed on issues related to accreditation through presentations, discussions, and approval of self-evaluation, follow-up, and midterm reports at Governing Board

meetings. For example, during the current accreditation cycle, trustees participated in a board workshop on June 18, 2019, regarding accreditation, and reviewed, discussed, and approved the College's Institutional Self-Evaluation Report (ISER) [IV.C-102 Governing Board Agenda 6-18-19; IV.C-103 Governing Board ISER Presentation 6-18-19]. Previous accreditation-related reports to the Board include the following:

- A presentation to the Board on August 19, 2014 to highlight the 2013 comprehensive evaluation results, including commendations, recommendations, and actions taken by the College [IV.C-104 Accreditation Follow-Up Report to Governing Board 8-19-14]
- A report on the College's 2014 Follow-up Report on September 9, 2014 [IV.C-105 Governing Board Minutes 9-9-14]
- A presentation on the College's 2016 Midterm Report on September 13, 2016 [IV.C-106 Governing Board Minutes 9-13-16]

Analysis and Evaluation

The Governing Board receives training and orientation about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, from both ACCJC and through statewide and local workshops. The Board participates in regular self-evaluation, and has affirmed its commitment to improvements as part of the self-evaluation and accreditation processes. The Board approves all reports submitted to ACCJC by the College, and receives regular updates and reports regarding associated commendations, recommendations, and actions taken by the College.

Standard IV.C Evidence

IV.C-1	BP 1200
IV.C-2	BP 2005
IV.C-3	BP 2200
IV.C-4	Governing Board Docket 5-15-18 Item 204
IV.C-5	Governing Board Docket 1-16-18 Item 201
IV.C-6	Governing Board Docket 5-15-18 Item 652
IV.C-7	Governing Board Docket 1-16-18 Item 654
IV.C-8	Policies and Procedures Webpage
IV.C-9	BP 2410
IV.C-10	AP 2410
IV.C-11	January 2018 Policies and Procedures Update
IV.C-12	May 2018 Policies and Procedures Update
IV.C-13	BP 3225
IV.C-14	AP 3225
IV.C-15	BP 3250
IV.C-16	AP 3250
IV.C-17	BP 4020
IV.C-18	Policy Chapter 6 Listing
IV.C-19	BP 6300

Standard IV.C Evidence (Continued)

IV.C-20	AP 6300
IV.C-21	BP 2715
IV.C-22	Governing Board Goals 2019
IV.C-23	Governing Board Retreat Agenda 6-7-19
IV.C-24	Governing Board Agenda 3-20-18
IV.C-25	Governing Board Docket 3-20-18 Item 205
IV.C-26	Governing Board Docket 3-20-18 Item 651
IV.C-27	BP 2330
IV.C-28	BP 2431
IV.C-29	BP 2432
IV.C-30	BP 2435
IV.C-31	AP 2435
IV.C-32	Governing Board Agenda 7-18-17
IV.C-33	Governing Board Workshop Minutes 1-20-17
IV.C-34	Governing Board Workshop Minutes 2-2-18
IV.C-35	2018 Governing Board Quality and Effectiveness Goals
IV.C-36	2017 Board Workshop Schedule
IV.C-37	2018 Board Workshop Schedule
IV.C-38	BP 2100
IV.C-39	Trustee Area Map
IV.C-40	BP 2710
IV.C-41	AP 2710
IV.C-42	AP 2712
IV.C-43	BP 2005
IV.C-44	AP 2005
IV.C-45	BP 5050
IV.C-46	AP 5050
IV.C-47	BP 5110
IV.C-48	AP 5110
IV.C-49	Governing Board Strategic Plan Presentation 6-20-17
IV.C-50	2015-16 Progress Report on Strategic Plan Outcomes
IV.C-51	Strategic Planning Dashboard
IV.C-52	2016-17 Institutional Effectiveness Indicator Goals
IV.C-53	2017-18 Institutional Effectiveness Indicator Goals
IV.C-54	Policy Chapter 2 Listing
IV.C-55	BP 2010
IV.C-56	BP 2015
IV.C-57	BP 2210
IV.C-58	Governing Board Minutes 4-17-18
IV.C-59	Governing Board Minutes 3-20-18

Standard IV.C Evidence

IV.C-60	Governing Board Minutes 2-20-18
IV.C-61	Status of Review Tracking Form
IV.C-62	Governing Board Docket 5-15-18 Item 204
IV.C-63	Governing Board Docket 1-16-18 Item 201
IV.C-64	Governing Board Minutes 7-18-17
IV.C-65	Governing Board Minutes 6-21-16
IV.C-66	Governing Board Docket 6-21-16 Item 654
IV.C-67	2016-17 Institutional Effectiveness Goals
IV.C-68	Governing Board Institutional Effectiveness Indicator Presentation 6-21-16
IV.C-69	Governing Board Minutes 12-13-16
IV.C-70	Governing Board Minutes 6-20-17
IV.C-71	Governing Board Minutes 6-19-18
IV.C-72	Governing Board Strategic Plan Presentation 6-19-18
IV.C-73	BP 2740
IV.C-74	AP 2740
IV.C-75	Trustee Orientation Agenda
IV.C-76	BP 2745
IV.C-77	AP 2745
IV.C-78	Governing Board Evaluation 2-5-16
IV.C-79	Governing Board Evaluation 2-2-18
IV.C-80	Governing Board Minutes 3-22-19
IV.C-81	Governing Board Self-Evaluation 1-20-17
IV.C-82	Governing Board Self-Evaluation 1-23-15
IV.C-83	Governing Board Workshop Minutes 2-5-16
IV.C-84	Government Code 87103
IV.C-85	BP 2712
IV.C-86	BP 2717
IV.C-87	BP 2720
IV.C-88	Governing Board Minutes 6-16-15
IV.C-89	Governing Board Minutes 1-16-18
IV.C-90	Governing Board Minutes 8-21-18
IV.C-91	BP 2430
IV.C-92	BP 3100
IV.C-93	BP 7110
IV.C-94	Governing Board Agenda 6-20-17
IV.C-95	Governing Board ACCJC Presentation on Accreditation 12-18-18
IV.C-96	Governing Board Minutes 4-21-15
IV.C-97	Governing Board Minutes 4-19-16
IV.C-98	Governing Board Minutes 2-7-14
IV.C-99	Governing Board Goals 2014

Standard IV.C Evidence

IV.C-100	2018 Districtwide Goals and Strategic Priorities
IV.C-101	BP 3200
IV.C-102	Governing Board Agenda 6-18-19
IV.C-103	Governing Board ISER Presentation 6-18-19
IV.C-104	Accreditation Follow-Up Report to Governing Board 8-19-14
IV.C-105	Governing Board Minutes 9-9-14
IV.C-106	Governing Board Minutes 9-13-16

Standard IV.D.1:
In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
The District's publicly elected policy-making body is the Governing Board, which provides oversight and direction to the District as outlined in Board Policy 2200 [IV.D-1 BP 2200]. The Governing Board established a Policy Manual that is published online and outlines the process by which policies are adopted, amended, and repealed [IV.D-2 Policies and Procedure Webpage]. These policies and practices are adopted, amended, and revised according to the process outlined in Board Policy and Administrative Procedure 2410 [IV.D-3 BP 2410; IV.D-4 AP 2410]. The Governing Board appoints the Chancellor, who serves as the District's Chief Executive Officer (CEO) and has the delegated authority to implement and enforce board policies and procedures per Board Policy 2430, and authorize employment subject to board ratification per Board Policy 7110 [IV.D-5 BP 2430; IV.D-6 BP 7110].

The Chancellor serves as the liaison between the colleges and Governing Board. A distinct outline of district and college operational responsibilities reinforces the District's commitment to excellence and clearly defined roles and responsibilities. At the college level, authority and responsibility for incorporating board policies and procedures, as well as Chancellor's directives, rest with the College President per Board Policy 7113 [IV.D-7 BP 7113].

The District Governance Handbook details the district and college reporting structure, as well as operational responsibilities and functions [IV.D-8 District Governance Handbook]. The District evaluates governance documentation, structures, and processes at regular intervals, with the most recent evaluation taking place in Spring 2019 [IV.D-9 DSP&BC Minutes 6-10-19; IV.D-10 2019 DSP&BC Governance Survey Results].

The district department functions are clearly listed on the district web page. [IV.D-11 District Departments Webpage]. The District maintains a "Who You Gonna Call?" directory with a list of each department's primary functions, with a telephone number for each [IV.D-12 Who You Gonna Call Information].

Analysis and Evaluation
Established policies and procedures delineating the roles and responsibilities for the District and the College are outlined in the District Governance Handbook and within appropriate board policies. These policies and practices are adopted, amended, and revised according to the process outlined in BP and AP 2410, which are posted publicly to the Governing Board website.

Standard IV.D.2:
The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Governing Board appoints the Chancellor, who serves as the District's Chief Executive Officer (CEO) and has the delegated authority to implement and enforce board policies and procedures per Board Policy 2430 [IV.D-5 BP 2430]. Further, authority is delegated to the Chancellor in matters of employment, job responsibilities, and personnel which is outlined in Board Policy 7110 [IV.D-6 BP 7110]. At the college level, authority and responsibility for incorporating board policies and procedures, as well as Chancellor directives, rest with the College President per Board Policy 7113 [IV.D-7 BP 7113]. District and college roles, governance, decisions, and processes undergo periodic evaluation as a result of a commitment to the participatory governance process, with the most recent evaluation taking place in Spring 2019 [IV.D-9 DSP&BC Minutes 6-10-19; IV.D-10 2019 DSP&BC Governance Survey Results].

The District Governance Handbook was developed in consultation with the various district councils and committees, including representation from constituent groups at both colleges in the District, and was approved by the Governing Board in 2017 [IV.D-8 District Governance Handbook].

The District Governance Handbook includes the administrative structure at the district level and provides a comprehensive listing of all district committees and councils, including their charges and compositions. Representatives from key constituencies are an integral part of the extensive committee and council network, designed to inform and guide decision-making processes at all levels of district operations. All constituent groups have representation on the District Executive Council (DEC), District Strategic Planning and Budget Council (DSP&BC), District Coordinating Educational Council (DCEC), and District Student Equity and Success Council (SESC) [IV.D-13 DEC Charge and Composition; IV.D-14 DSP&BC Charge and Composition; IV.D-15 DCEC Charge and Composition; IV.D-16 SESC Charge and Composition]. Each of these governance group's functions are summarized as follows:

- DEC advises the Chancellor on district policy development and governance issues, and on matters referred to the council by the colleges or District Services departments. DEC reviews and recommends items for the Governing Board meeting dockets, and discusses organization charts and staffing changes [IV.D-17 DEC Minutes 11-6-17; IV.D-18 DEC Minutes 2-12-18; IV.D-19 DEC Minutes 5-7-18]. DSP&BC serves in an advisory capacity to the Chancellor on development and evaluation of college and district strategic plans and budget planning priorities based

upon the District vision and goals. DSP&BC monitors the distribution of resources through the Income Allocation Model (IAM) [IV.D-20 DSP&BC Minutes 7-11-16].

- DCEC provides coordination and leadership for instructional and student support services throughout the District and regularly discusses and reviews board policies and administrative procedures [IV.D-21 DCEC Minutes 10-23-17; IV.D-22 DCEC Minutes 1-22-18; IV.D-23 DCEC Agenda 5-21-18]. DCEC anticipates and serves the educational needs of students in the District by reviewing, facilitating, and recommending educational initiatives, services, and programs, consistent with district policies, procedures and strategic priorities.
- SESC objectives include providing "strategic direction to the District Planning and Budget Council, District Institutional Effectiveness Committee, and Workforce Training Coordinating to inform strategic allocation of resources and assessment of student success efforts" [IV.D-24 SESC Minutes 1-28-19; IV.D-25 SESC Minutes 4-8-19].

For evaluation and continuous improvement of the governance system, the Governance Structure Handbook requires triennial evaluation of the governance system to solicit feedback to evaluate the purpose, charge, and composition of all district councils, committees, and task forces. District Services provide a variety of centralized services to the two colleges, which are delineated on the District Functional Map. District departments provide various services across the District, including the following:

- Human resources
- Fiscal affairs
- Purchasing and contracts
- Facilities
- Research and planning
- Information technology
- Marketing and communications
- Campus and parking services

District services are critical to the effective and efficient operation of the colleges. As seen in the online list of district departments, GCCCD partners with the colleges to provide a number of vital services that support the district and college missions [IV.D-11 District Departments Webpage]. Biennial surveys are conducted to assess the degree to which district service areas are successful in their support of institutional goals. Survey feedback from both campuses and District Services informs improvement plans, which are incorporated into annual planning and resource allocation process for each District Services department [IV.D-26 District Services Satisfaction Survey Report 2017].

Analysis and Evaluation
District and College roles and governance are clearly delineated in the District Governance Handbook. Roles, governance, and policies are evaluated on three-year cycles and updated as necessary. The Chancellor serves as the District's CEO and has the authority to implement and enforce board policies, determine employment, job responsibilities, and personnel at the district level. The District offers effective and adequate services to support the College and its mission, which include human resources, fiscal affairs, facilities, research and planning, as well as

information and technology. Every two years District Services departments conduct a survey to assess support of institutional goals, and the results are used to make improvements in District Services plans, activities, and resource allocations. The College President implements policies and procedures at the college level.

> **Standard IV.D.3:**
> **The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

Evidence of Meeting the Standard

Under the Chancellor's leadership, the District controls its expenditures by budgeting within available resources. The District manages a clearly defined control mechanism with a hierarchy of approvals and reviews to control its expenditures. The District is also audited annually as required by state law, and a summary of the audits is presented to the District Strategic Planning and Budget Council (DSP&BC) and the Governing Board [IV.D-27 DSP&BC Minutes 2-12-18; IV.D-28 Audit Report 6-30-18]. The District maintains a long history of conservative financial management that contributes to stability and consistency in district operations. DSP&BC ensures broad-based constituency input for district fiscal policies. Budget process guidelines, DSP&BC membership, and the district budget calendar are described in Board Policy and Administrative Procedure 6200 [IV.D-29 BP 6200; IV.D-30 AP 6200; IV.D-31 Budget Calendar; IV.D-32 DSP&BC Minutes 5-7-18; IV.D-33 2018-19 Tentative Budget. The Governing Board approves the district budget. The District is among the most financially stable districts in the State. The District has a history of preparedness when mid-year state budgets are adjusted. The District distributes resources in alignment with Board Policy and Administrative Procedure 6250 and the District's Income Allocation Model (IAM) [IV.D-34 BP 6250; IV.D-35 AP 6250]. The IAM is based on the FTES target for each of the colleges [IV.D-36 2017-18 Income Allocation Model Calculation]. The College receives the budget allocation according to the IAM, and then the College allocates funds based on identified needs and priorities.

The College President is responsible for maintaining expenditures within the College budget. One method the District uses to control expenditures is the practice of allowing one-time revenue streams to be used only for one-time expenditures, and not for ongoing expenses. The Chancellor, as Chief Executive Officer (CEO) for the District, has overall responsibility and accountability for resource management, budgetary development, and control of expenditures. Per Board Policy 6300, the Chancellor establishes procedures to assure the District's fiscal management is in accordance with the principles contained in Title 5 Education Code [IV.D-37 BP 6300]. These include assuring that adequate internal controls exist; fiscal objectives, procedures, and constraints are communicated to the Governing Board and employees; adjustments to the budget are made in a timely manner; the management information system provides timely, accurate, and reliable fiscal information; and responsibility as well as accountability for fiscal management are clearly delineated [IV.D-38 AP 6300].

The Chancellor consults regularly with the District's Vice Chancellor of Business Services, who is charged with the development, approval, and control of the district budget and expenditures [IV.D-39 AP 6100]. The Chancellor and Vice Chancellor submit quarterly financial reports to the Governing Board at Governing Board meetings and to the Chancellor's Extended Cabinet meetings [IV.D-40 Governing Board Minutes 11-15-16; IV.D-41 Governing Board Minutes 6-20-17; IV.D-42 Governing Board Minutes 6-19-18; IV.D-43 Governing Board Minutes 2-19-19]. The Vice Chancellor and Governing Board review expenditures and the budget status, as well as the projected year-end budget. The Governing Board reviews and approves the list of expenditures at each monthly board meeting. Other financial reports are provided as appropriate or requested by board members. Both Adoption Budgets and Tentative Budgets are available through the district Business Services website [IV.D-44 Adoption Budget Webpage; IV.D-45 Tentative Budget Webpage].

Through DSP&BC and Cuyamaca College Council (CCC), Academic and Classified Senate members receive reports on the budget process, and summaries of how funding is divided between the four entities, Cuyamaca College, Grossmont College, districtwide functions, and District Services. Academic and Classified Senate representatives are encouraged to share this information with their constituencies. Current college budget information is also available on the college intranet site as a standing item for the CCC [IV.D-46 CCC Minutes 5-23-17]. Current district budget information is available on the DSP&BC Intranet website [IV.D-47 2017-18 Adoption Budget]. Through the CCC, DSP&BC, and Governing Board minutes, district and college budgets are disclosed in a transparent manner.

Analysis and Evaluation
The District distributes resources in alignment with established policies and procedures and the IAM. These policies are discussed by the CCC and the DSP&BC, both of which include representatives from all of the College's various employee/constituency groups. The IAM, including FTES target for each of the colleges, is approved twice each year by the Governing Board as part of the Tentative Budget and Adoption Budget board actions. The College receives the unrestricted general fund budget allocation according to the IAM, and the College allocates funds based on needs and priorities of the College.

Standard IV.D.4:
The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard
The Cuyamaca College President reports to the Chancellor and has full administrative responsibility and authority for the College. The President is charged with ensuring that programs and operations are administered in compliance with all rules, regulations, policies, and legal requirements as specified in Board Policy 7113 [IV.D-7 BP 7113]. The Chancellor meets bi-weekly with the two college presidents in Chancellor's Cabinet and in one-on-one meetings;

at annual meetings to review their evaluation as clarified in Board Policy 7112; and as needed throughout the year [IV.D-48 BP 7112].

The Chancellor's Extended Cabinet, District Executive Council (DEC), the President, and members of Cuyamaca College's participatory governance leadership team participate in developing and modifying district board policies and administrative procedures that guide district and college operations. Once these policies are adopted by the Governing Board, the President is charged with their administration and implementation. While the President may rely on the Chancellor, members of the Chancellor's Cabinet, or legal counsel for guidance on administering a particular District policy, it is incumbent upon the President to ensure college compliance. The President is afforded full authority to oversee college operations and is held accountable by the Chancellor.

The President is charged with oversight responsibility for College operations and ensuring the implementation of district policies. The President has specific responsibilities for institutional leadership. Administrative Procedure 7112 outlines eight performance factors for the College President's evaluation [IV.D-49 AP 7112]:
- Planning, organizing, and executing
- Problem solving and arriving at decisions
- Job knowledge
- Leadership and development
- Communication
- Working relationships
- Contributions to the advancement of the district and college missions
- Commitment to the principles of effective collegial consultation

Faculty and employee leadership participate in the evaluation process. The President is expected to lead by exercising dynamic, institutional, and academic leadership to advance the college mission and internal and external relationships. The President provides leadership to all segments of the college community to promote effective and productive relationships within the District.

The President also provides faculty, staff, students, and community perspectives to the Chancellor and the Governing Board in monthly Governing Board reports which are made available on the District website [IV.D-50 Report to the Governing Board 6-18-19; IV.D-51 Report to the Governing Board 9-11-18; IV.D-52 Governing Board Reports Archive]. With regard to community relations, the President promotes and maintains close contact between the College and the local community, as demonstrated in the community roles outlined in Standard IV.B.6. The President works closely with the Vice President of Administrative Services to promote oversight, responsibility, and fiscal integrity for development, implementation, and management of the College budget.

Long-range planning consists of collaboration with various segments of the community, District, and College to prepare College goals and priorities which is outlined in the College's 2016-22 Strategic Plan [IV.D-53 2016-2022 Strategic Plan]. This is also reflected in the Governing Board's vision for the 2016-22 strategic planning process, which resulted from the 2015 board evaluation and goal-setting retreat [IV.D-54 Governing Board Vision for 2016-22 Strategic

Planning Process]. The President creates a climate of mutual partnership, accountability, and active participation by constituents in participatory governance groups, such as the Cuyamaca College Council (CCC) [IV.D-55 CCC Minutes 2-12-19; IV.D-56 CCC Minutes 5-8-18]. The President also exhibits leadership qualities while cultivating and incorporating the College's organizational structure.

Analysis and Evaluation
The Chancellor of the District delegates full responsibility and authority to the President of the College to implement policies. The Chancellor's Extended Cabinet, DEC, the President, and the college governance leadership team work collaboratively to develop and update board policies and administrative procedures. The Chancellor holds the President accountable for executing the policies and overseeing campus operations. The President is expected to lead by exercising dynamic, institutional, and academic leadership to advance the college mission and provides leadership to all segments of the college community in order to promote effective and productive relationships within the District. The President's performance, implementation of policy, and overseeing of operations is evaluated by the Chancellor, administrators, and faculty on a regular basis.

Standard IV.D.5:
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
The District and College engage in integrated planning and evaluation processes as outlined in the District's Educational Master Plan. The plan states: "The strategic priorities and activities developed through the integrated planning process drive local budget development and resource allocation. GCCCD bases resource allocation and district budgets on the plans for facilities, technology, human resources, diversity and sustainability developed on a districtwide basis" [IV.D-57 Educational Master Plan Chapter 9].

As described in the Educational Master Plan, the integrated planning structure is centered on the college and district strategic plans, which set six-year strategies to achieve the priorities established by the Educational Master Plan and drive the resource allocation process, which is outlined in the District Integrated Planning Model [IV.D-58 District Integrated Planning Model].

Each year, the June Governing Board meeting includes a workshop that provides the opportunity for Board and District Strategic Planning and Budget Council (DSP&BC) members to engage in an integrated strategic planning and budget review and discussion. The discussion includes reflection on annual plan outcomes, development of annual plans, and setting strategic budget priorities, as well as assessing the effectiveness of the established process, which is outlined in Governing Board Meeting Minutes [IV.D-42 Governing Board Minutes 6-19-18; IV.D-41 Board

Governing Board Minutes 6-20-17; IV.D-59 Governing Board Minutes 6-14-16; IV.D-60 Governing Board Minutes 6-9-15].

District administrative procedures guide institutional effectiveness processes to develop, adopt, and publicly post goals that address accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines [IV.D-61 AP 3225]. The Chancellor then ensures that the District implements a broad-based comprehensive, systematic, and integrated system of planning, which involves appropriate segments of the College. The planning and evaluation system is guided by the District's vision and mission and supported by research in accordance with Board Policy 3250 [IV.D-62 BP 3250]. The Governing Board assists in developing the district mission and goals for the comprehensive plans through a variety of means. The District Strategic Planning and Budget Council (DSP&BC) serves in an advisory capacity on the integration, development, and evaluation of site strategic plans and budget planning priorities [IV.D-63 DSP&BC Minutes 6-12-17].

At the college level, the Institutional Effectiveness Council (IEC), with representation from faculty, administration, classified staff, and students, reviews and makes recommendations related to planning and evaluation through a broad-based, comprehensive, systematic, and integrated planning process [IV.D-64 IEC Minutes 5-24-17]. Collegewide data and research, program reviews, and individual unit plans inform resource allocation and inform college-wide planning process in accordance with Administrative Procedure 3250 [IV.D-65 AP 3250]. IEC assures the effectiveness of its ongoing planning processes by systematically reviewing, evaluating, and modifying as appropriate all parts of the cycle, including institutional and other research efforts [IV.D-66 Spring 2017 KPIs; IV.D-67 Spring 2018 KPI Standards and Targets; IV.D-68 Spring 2019 Retreat Slides; IV.D-69 2018-19 IEC Goal-Reporting Form].

Analysis and Evaluation
The district planning process informs budget development and is integrated with the College's planning process. Both processes are focused on the ultimate goal of improving student learning and institutional effectiveness. Each year, the Governing Board holds a workshop to review and evaluate the college and district strategic plans and overall budgets, which includes annual plan outcomes, development of annual plans, setting strategic budget priorities, and evaluation of the process. DSP&BC advises the Governing Board on the integration, development, and evaluation of site strategic plans as well as budget planning priorities. At Cuyamaca College, the IEC reviews and recommends planning decisions through a broad-based, comprehensive, systematic, and integrated planning process. The planning process and decisions regarding resource allocation are supported by institutional effectiveness data, comprehensive program reviews, and annual program updates.

Standard IV.D.6:
Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

<u>Evidence of Meeting the Standard</u>

The District values strong communication between the District and its colleges. To ensure effectiveness, communication is two-way. The District employs a variety of methods to ensure strong two-way communication exists to allow for information to be shared easily. These methods include the following:

- The Chancellor regularly distributes districtwide strategic messages of importance concerning news related to student achievement, budget, personnel, and construction projects. In addition, each fall and spring term, the Chancellor holds colloquia at each college and the District Services site to discuss national, state, and regional trends affecting the District [IV.D-70 Chancellor's Messages Archive].
- Chancellor's Cabinet: The Chancellor's Cabinet holds bi-weekly three-hour meetings which consist of the Chancellor, college presidents, and district vice chancellors. Members of the Cabinet share information about issues as well as internal and external factors impacting the colleges and the District.
- Participatory Governance Councils and Committees: The District Executive Council (DEC) advises the Chancellor on district policy development and governance issues, and on matters referred to the council by the colleges, District Services, and/or college/district standing councils or committees. The District Student Equity and Success Council (SESC) serves as a platform for collaboration, coordination, support, and communication about districtwide efforts to promote equity-minded student success. The council also works to promote a culture of inclusivity and global consciousness in the District. The District Coordinating Educational Council (DCEC) anticipates the educational needs of students in the District by reviewing, facilitating, and recommending educational initiatives, services, and programs, consistent with district policies, procedures, and strategic priorities. DCEC provides coordination and leadership for instructional and student support services throughout the District. Each of these councils includes in its membership the Chancellor, college presidents and/or vice presidents, Academic Senate Presidents from each college, appropriate administrators, and classified staff representatives. The meeting agendas and minutes for each of these councils are posted on the District's intranet webpage, which is accessible to all district employees.
- Monthly Governing Board reports are made to the Governing Board by representatives from each college and District Services as appropriate. These reports are posted along with the agendas and minutes of each Governing Board meeting on the Governing Boards internet site, which is open to the public [IV.D-71 Governing Board Meetings Webpage]. Monthly board workshops also are held to review information in more depth [IV.D-72 Governing Board Workshops Webpage].
- Governing Board agendas and meetings are posted publicly on the district website and follow the Brown Act [IV.D-73 AP 2340; IV.D-74 AP 2360; IV.D-75 BP 2310].

- Governing Board meetings are highlighted for faculty, staff, and the community via the electronic newsletter, *The Courier* [IV.D-76 The Courier Webpage]. Presidents' reports to the Governing Board are distributed monthly as part of *The Courier* and are posted on the district website.
- Quarterly newsletters from the Public Safety and Emergency Preparedness Council (PSEPC) are sent to all district employees [IV.D-77 PSEPC Fall 2018 Newsletter; IV.D-78 PSEPC Quarterly Newsletters Webpage].

The Academic Senate President informs faculty about issues raised or discussed at board meetings, as well as district and college councils by making these updates a standing item on the Academic Senate agenda [IV.D-79 Academic Senate Agenda 11-8-18; IV.D-80 Academic Senate Meetings Webpage]. News and events regarding the College are regularly emailed by the College President via the *Weekly Digest* [IV.D-81 Weekly Digest 5-7-18]. Information can also be found by the community via the College's social media on Facebook, Twitter, and Blogspot, which are linked on the bottom of the Cuyamaca College homepage [IV.D-82 Cuyamaca Homepage].

Analysis and Evaluation
A multifaceted protocol is in place to ensure effective communication between the District and colleges with the goal of continuously improving educational quality, operational efficiency, and stability within the District. The Chancellor holds bi-weekly Chancellor's Cabinet meetings to meet with the presidents of both colleges and district vice chancellors, which facilitates collaboration and communication between the two campuses. To keep faculty and staff informed, the Chancellor sends regular communications to all district employees regarding district news, updates, and issues and conducts discussion forums at each college and District Services each fall and spring. The District Executive Council (DEC) advises the Chancellor on District issues concerning policies and procedures, governance, other councils, and committees. The Presidents of both colleges provide reports and updates to the Governing Board at monthly meetings. The agenda for each Governing Board meeting is published in advance and the minutes of the meeting are distributed to faculty and staff via an electronic newsletter, *The Courier*. The Academic Senate meets biweekly to discuss issues pertaining to educational quality and excellence, and Academic Senate representatives actively participate in campus governance. These structures and processes ensure effective communication regarding issues of interest to the College and the District and foster a collaborative and strategic approach to addressing issues that arise.

Standard IV.D.7:
The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The Chancellor orchestrates periodic reviews and evaluation of the District governance structure and function. Through systematic review processes, the District Governance Handbook is maintained to reflect changes identified in the District's cycle of continuous quality improvement [IV.D-8 District Governance Handbook].

The District Governance Handbook is reviewed each year by Chancellor's Office staff and council/committee members and updated to maintain accuracy. The review process includes council and committee charges, compositions, and meeting schedules. The effectiveness of the structures and processes described in the handbook are evaluated every three years as a part of the District's assessment of its planning and governance processes. This assessment includes gathering districtwide feedback about the quality and effectiveness of the District's participatory governance process for review by the District Executive Council (DEC). DEC reviews this information and recommends revisions to the Chancellor. The Governance Handbook is presented to the Governing Board for review and approval.

In May of 2016, each District council began the process of triennial review and evaluation [IV.D-83 DEC Agenda 5-9-16; IV.D-84 District Council Evaluation Form]. This was followed up by committee member discussion and collated responses [IV.D-85 DEC Minutes 5-9-16]. The final Triennial Council Review with all of the district council evaluations was analyzed by the District Executive Council later in the year [IV.D-86 DEC Minutes 10-10-16; IV.D-87 Triennial Council Review 5-9-16]. The recommendations were reviewed and subsequently approved by the Governing Board [IV.D-88 Governing Board Docket 2-21-17 Item 201; IV.D-89 Governing Board Minutes 2-21-17]. In Spring 2019, the District initiated the most recent review of its governance structures and processes, including a survey distributed to district council members [IV.D-9 DSP&BC Minutes 6-10-19; IV.D-10 2019 DSP&BC Governance Survey Results]. The results of the evaluation will be used to improve district governance structures and processes, and any changes to the governance procedures outlined in the District Governing Handbook are submitted to the Governing Board for review and approval.

Analysis and Evaluation

Under the Chancellor's leadership, the District regularly evaluates the roles of governance and decision-making processes. District governing procedures are outlined in the District Governance Handbook which is updated on a regular cycle. The handbook is updated annually to reflect changes to the council/committee charge, composition, and meeting schedule. The effectiveness of procedures outlined by the handbook are reviewed every three years by the District Executive Council (DEC) through assessment of districtwide feedback. Policies and procedures are updated based on the data collected, and the District Governance Handbook is

presented to the Governing Board for review and approval. Upon approval the updated handbook is made available through the district website.

Standard IV.D Evidence

IV.D-1	BP 2200
IV.D-2	Policies and Procedure Webpage
IV.D-3	BP 2410
IV.D-4	AP 2410
IV.D-5	BP 2430
IV.D-6	BP 7110
IV.D-7	BP 7113
IV.D-8	District Governance Handbook
IV.D-9	DSP&BC Minutes 6-10-19
IV.D-10	2019 DSP&BC Governance Survey Results
IV.D-11	District Departments Webpage
IV.D-12	Who You Gonna Call Information
IV.D-13	DEC Charge and Composition
IV.D-14	DSP&BC Charge and Composition
IV.D-15	DCEC Charge and Composition
IV.D-16	SESC Charge and Composition
IV.D-17	DEC Minutes 11-6-17
IV.D-18	DEC Minutes 2-12-18
IV.D-19	DEC Minutes 5-7-18
IV.D-20	DSP&BC Minutes 7-11-16
IV.D-21	DCEC Minutes 10-23-17
IV.D-22	DCEC Minutes 1-22-18
IV.D-23	DCEC Agenda 5-21-18
IV.D-24	SESC Minutes 1-28-19
IV.D-25	SESC Minutes 4-8-19
IV.D-26	District Services Satisfaction Survey Report 2017
IV.D-27	DSP&BC Minutes 2-12-18
IV.D-28	Audit Report 6-30-18
IV.D-29	BP 6200
IV.D-30	AP 6200
IV.D-31	Budget Calendar
IV.D-32	DSP&BC Minutes 5-7-18
IV.D-33	2018-19 Tentative Budget
IV.D-34	BP 6250
IV.D-35	AP 6250
IV.D-36	2017-18 Income Allocation Model Calculation

Standard IV.D Evidence (Continued)

IV.D-37	BP 6300
IV.D-38	AP 6300
IV.D-39	AP 6100
IV.D-40	Governing Board Minutes 11-15-16
IV.D-41	Governing Board Minutes 6-20-17
IV.D-42	Governing Board Minutes 6-19-18
IV.D-43	Governing Board Minutes 2-19-19
IV.D-44	Adoption Budget Webpage
IV.D-45	Tentative Budget Webpage
IV.D-46	CCC Minutes 5-23-17
IV.D-47	2017-18 Adoption Budget
IV.D-48	BP 7112
IV.D-49	AP 7112
IV.D-50	Report to the Governing Board 6-18-19
IV.D-51	Report to the Governing Board 9-11-18
IV.D-52	Governing Board Reports Archive
IV.D-53	2016-2022 Strategic Plan
IV.D-54	Governing Board Vision for 2016-22 Strategic Planning Process
IV.D-55	CCC Minutes 2-12-19
IV.D-56	CCC Minutes 5-8-18
IV.D-57	Educational Master Plan Chapter 9
IV.D-58	District Integrated Planning Model
IV.D-59	Governing Board Minutes 6-14-16
IV.D-60	Governing Board Minutes 6-9-15
IV.D-61	AP 3225
IV.D-62	BP 3250
IV.D-63	DSP&BC Minutes 6-12-17
IV.D-64	IEC Minutes 5-24-17
IV.D-65	AP 3250
IV.D-66	Spring 2017 KPIs
IV.D-67	Spring 2018 KPI Standards and Targets
IV.D-68	Spring 2019 Retreat Slides
IV.D-69	2018-19 IEC Goal-Reporting Form
IV.D-70	Chancellor's Messages Archive
IV.D-71	Governing Board Meetings Webpage
IV.D-72	Governing Board Workshops Webpage
IV.D-73	AP 2340
IV.D-74	AP 2360
IV.D-75	BP 2310
IV.D-76	The Courier Webpage

Standard IV.D Evidence (Continued)

IV.D-77	PSEPC Fall 2018 Newsletter
IV.D-78	PSEPC Quarterly Newsletters Webpage
IV.D-79	Academic Senate Agenda 11-8-18
IV.D-80	Academic Senate Meetings Webpage
IV.D-81	Weekly Digest 5-7-18
IV.D-82	Cuyamaca Homepage
IV.D-83	DEC Agenda 5-9-16
IV.D-84	District Council Evaluation Form
IV.D-85	DEC Minutes 5-9-16
IV.D-86	DEC Minutes 10-10-16
IV.D-87	Triennial Council Review 5-9-16
IV.D-88	Governing Board Docket 2-21-17 Item 201
IV.D-89	Governing Board Minutes 2-21-17

QUALITY FOCUS ESSAY

Introduction

The Quality Focus Essay serves as a means for identifying two major projects, which emerged from the College's self-evaluation, that will have significant long-term impact on student learning and achievement across the College.

As part of its commitment to continuously improving programs, services, structures, and processes, Cuyamaca College regularly reflects on and assesses its performance and operations. During the development of the Institutional Self-Evaluation Report (ISER), and specifically during the Fall 2018 campus Accreditation Retreat, over 40 practitioners from across the College, including faculty, staff, students, and administrators, reflected on the findings of the self-evaluation process and identified two major projects as priorities for the College in the next four years. These two projects, the development of a Center for Teaching and Learning and Expanding Open Educational Resources/Low-Cost Course Materials, were identified as priorities for improving student learning and achievement.

These projects had also come up in previous meetings and discussions on campus, such as during an Institutional Effectiveness Partnership Initiative (IEPI) visit, in program review documents and goals, and during guided pathways discussions; thus, the Fall 2018 Accreditation Retreat served as a broader, college-wide discussion venue and triangulation point for campus feedback. Given the College's strategic priorities of Accelerated Basic Skills, Guided Student Pathways, Student Validation and Engagement, and Organizational Health, the development of a Center for Teaching and Learning and expansion of Open-Educational Resources and Low-Cost Course Materials is aligned with the College's overarching goals for the next four years and are central to becoming a student-centered college.

Project #1: Establish a Center for Teaching and Learning

Overview

Cuyamaca College is focused on implementing its three "big bets" of Accelerated Basic Skills, Guided Student Pathways, and Student Validation and Engagement. Central to this is professional development on transformational processes and practices and a systematic cycle of inquiry, design, implementation, and assessment. Until recently, Cuyamaca College had undergone a number of significant transitions in the structures supporting learning assessment across the institution. With the re-scoped and more significant role of the SLO Coordinator, the creation of the Institutional Effectiveness, Success, and Equity Office, and the expanded one-on-one and group workshops centered on identifying and assessing meaningful student learning outcomes, the College has made progress in improving the infrastructure for assessment. However, there is still more work to be done to expand meaningful learning assessment across the campus, as well as implement curriculum and assessment systems and resources for both instructional and non-instructional areas. Furthermore, the College's professional development offerings have traditionally been decentralized, with various departments participating in different forms of trainings, workshops, and activities without leveraging these activities or providing centralized logistical support to benefit the larger campus community.

Given these challenges, and in light of the College's commitment to advancing student success and equity, as well as its participation in the California Guided Pathways Demonstration Project, the College recognizes the need to create a more centralized repository for student-centered professional development for practitioners across the campus, including faculty, staff, and administrators. The College believes these efforts will ultimately lead to increased sharing of effective practices in the spirit of continuous quality improvement.

The College has already identified specific steps it will take to improve learning assessment [QFE 1-1 IEPI Plan 2019]. At the same time, the College has embarked on the inquiry phase of its guided pathways work and is now moving into an inquiry-and-design phase. In line with the institution's work on the four guided pathways pillars, additional efforts are being made to ensure students are learning the skills required to be successful as transfer students and in the workforce. As noted in the College's California Guided Pathways Project (CAGP) Scale of Adoption and CCCCO Guided Pathways Self-Assessment and Work Plan, the College has identified a need to create a more cohesive approach to campus-wide professional development in order to improve student learning and completion of educational goals. In addition, as noted by the Guided Pathways Pillar 4 inquiry team, the College also identified a need to create clearer links between program and institutional learning outcomes and employment-related skills [QFE 1-2 CCCCO Pathways Self-Assessment 2017; QFE 1-3 CCCCO Guided Pathways Work Plan; QFE 1-4 GPSC QFE Goals Brainstorming - Fall 2018; QFE 1-5 CAGP Scale of Adoption Report 2018].

Overarching Project Goal:
Integrate professional development efforts to support the implementation of innovative, student-centered practices

A Center for Teaching and Learning will help connect the College's overall success and equity aims with its guided pathways and learning outcome assessment efforts through professional development. An overarching goal of creating the Center for Teaching and Learning is to advance instructional and non-instructional practices to become a more student-centered college. The Center for Teaching and Learning will serve as the College's professional development hub and integration point for college-wide professional development focused on areas such as the guided student pathways framework, inclusive and equity-minded teaching and learning practices, active learning, effective online instructional delivery methods, student-centered and equity-minded services, inquiry and action research, as well as learning assessment. The Center is also intended to provide enhanced faculty support for implementation of best practices combined with training and resources to the various peer student mentors at the College. The Center for Teaching and Learning will also serve as the College's connection point to the California Community College's online professional development repository (currently titled the "Vision Resource Center").

Project #1 Center for Teaching and Learning: Action Plan

Integrate professional development efforts to support the implementation of innovative, student-centered practices

Action Step	Person(s) or Group(s) Responsible	Target Completion Date	Deliverable
Phase 1: Inquiry and Vision-Setting			
Convene a task force to facilitate the Center for Teaching and Learning vision-setting and planning	College Council	September 2019	Task force member list and charge
Host faculty, staff, and administrator forums to discuss the scope, vision, and leadership for the Center for Teaching and Learning	Center for Teaching and Learning (CTL) Task Force	October 2019 - February 2020	Initial draft of vision and scope of work for Center for Teaching and Learning

Action Step	Person(s) or Group(s) Responsible	Target Completion Date	Deliverable
Create and administer surveys and conduct focus groups with faculty, students, and staff to assess needs and frame future of Center for Teaching and Learning	CTL Task Force and Institutional Effectiveness, Success and Equity (IESE) Office	October 2019 - February 2020	Second draft of vision and scope of work for Center for Teaching and Learning
Conduct site visits to colleges with established teaching and learning centers	CTL Task Force	March 2020 - April 2020	Outline of common center features, strengths, challenges
Outline and summarize for the campus various models for teaching and learning centers	CTL Task Force	May 2020	Drafts of possible models for Center for Teaching and Learning
Develop, present, and gather feedback from the campus on proposed models for a Center for Teaching and Learning	CTL Task Force	June 2020 - August 2020	Model for Center for Teaching and Learning
Phase 2: Planning/Proposal			
Develop a three-year plan, budget, and scope of work for establishing the Center for Teaching and Learning	CTL Task Force	August 2020 - December 2020	Three-year plan for the Center for Teaching and Learning
Establish annual goals for the Center for Teaching and Learning to focus on student learning and achievement	CTL Task Force, College Council, Student Success and Equity Council	October 2020 - December 2020	Annual goals for Center for Teaching and Learning
Identify space on campus for the Center for Teaching and Learning	President's Cabinet and CTL Task Force	January 2021 - March 2021	Space designated for the Center
Apply for and secure resources required to launch the Center for Teaching and Learning	CTL Task Force	April 2021 - September 2021	Grant application with plan and goals

Action Step	Person(s) or Group(s) Responsible	Target Completion Date	Deliverable
Phase 3: Implementation			
Develop model for Center for Teaching and Learning website and integrate Cornerstone	CTL Task Force; PD Coordinator	March 2021 - May 2021	Website outline/model
Curate resources for Center for Teaching and Learning website	CTL Task Force; PD Coordinator	April 2021 - September 2021	Directory of teaching and learning resources
Create Center for Teaching and Learning website - Link to CCCCO Vision Resource Center (Cornerstone) and Online Teaching and Learning Committee Resources	CTL Task Force; PD Coordinator	September 2021 - December 2021	Center for Teaching and Learning website
Launch marketing campaign for Center services and workshops	CTL Task Force Members; Director of College and Community Relations	January 2021	Flyers, emails, and brochures
Begin offering workshops and services through the Center for Teaching and Learning	PD Coordinator; faculty, staff, administrators	January 2021 - May 2021	Number of workshops delivered; Number of workshop participants
Phase 4: Sustainability and Assessment			
Conduct surveys to assess perceptions of Center for Teaching and Learning website, workshops, and resources	CTL Task Force and IESE Office	May 2021 - Ongoing	Report summarizing perceptions of Center for Teaching and Learning in first year
Develop annual action plan to improve resources, website workshops, and communication related to the Center for Teaching and Learning	CTL Task Force, PD Coordinator, Student Success and Equity Council	August 2021 - Ongoing	Annual Center for Teaching and Learning plan developed

Resources Needed
- IEPI Innovation and Effectiveness Seed Grant
- External funding to launch the Center
- Institutional funding to sustain the Center

Project #2: Expand Open Educational Resources/ Low-Cost Course Materials

Overview

Cuyamaca College is committed to improving access and success for all students. In addition, as part of its guided pathways work, Cuyamaca College is exploring ways to "keep students on the path" by eliminating barriers to students' successful course completion. As part of this work, the College has identified the expansion of open educational resources and low-cost course materials as a significant priority for the next four years. While initial efforts in specific disciplines and among individual instructors have begun, the College aims to broaden its OER and low-cost textbook offerings to ensure students have access to high-quality, affordable texts and materials in order to succeed in their courses.

Overarching Project Goal:
Provide access to high-quality course texts and learning materials at little to no cost to students in order to improve student learning and support successful course completion

With constant increases in textbook costs, and recent studies indicating half of two-year college students use financial aid to purchase textbooks, many students are unable to purchase the materials needed for success in their courses in a timely manner or at all [QFE 2-1Covering the Cost Report]. These resources are critically important to student success in college courses. During the development of the ISER, through the College's guided pathways work, informed by regional efforts and trainings related to Open-Educational Resources (OER) and Zero-Textbook Cost (ZTC), it was noted that textbook and course materials costs presented a significant barrier to student success; thus, the College prioritized the expansion of OER and low-cost course materials as its second Quality Focus Essay project intended to improve student access, learning, success, and ultimately completion [QFE 2 - 2 Regional OER ZTC Workshop Slides].

Project #2 Expand Open Educational Resources/Low-Cost Course Materials: Action Plan

Provide access to high-quality course texts and learning materials at little to no cost to students in order to improve student learning and support successful course completion

Action Step	Person(s) or Group(s) Responsible	Target Completion Date	Deliverable
Phase 1: Inquiry and Vision-Setting			
Expand and formalize OER workgroup to include cross-functional team of people interested in OER	Academic Senate; Student Success and Equity Council	September 2019 - December 2019	Workgroup members identified and scope of work developed
Facilitate faculty feedback sessions on a proposed faculty OER leadership structure	OER Workgroup	February 2020 - May 2020	Summary of options for faculty leadership structure
Conduct research on how other colleges have implemented OER and funded these initiatives	OER Workgroup	October 2019 - February 2020	Summary of models for OER implementation
Send a team of faculty to OER workshops and conferences	OER Workgroup	March 2020 - April 2020	Summary of effective OER practices
Convene a team of faculty to regional professional development convenings on effective OER practices	OER Workgroup	May 2020 - October 2020	Initial outline for repository of effective OER practices
Pilot OER faculty leadership or coordinator role	Academic Senate and President's Cabinet	July 2020	Initial job description for OER coordinator
Develop a plan/model for regularly collecting student feedback and engaging students in the OER expansion and assessment process	OER Workgroup and Institutional Effectiveness Success and Equity Office (IESE)	November 2020 - March 2021	Plan/model for integrating student feedback into the planning for OER

Action Step	Person(s) or Group(s) Responsible	Target Completion Date	Deliverable
Phase 2: Broaden Campus Awareness/Training on OER			
Host an OER-ZTC Summit to increase campus awareness	OER Workgroup	March 2021	Event completed; faculty and staff awareness increased
Apply for and secure funding for faculty stipends to curate or create OER that can be replicated/used by other faculty	OER Workgroup and OER Coordinator	April 2022 - August 2022	Internal and/or external funding for OER stipends
Create marketing campaign to expand awareness of OER and OER-related professional development opportunities	OER Workgroup; OER Coordinator; Director of College and Community Relations	April 2021 - August 2021	Marketing products created and distributed; awareness increased
Host flex workshops on adopting OER and campus viewings of OER webinars	OER Workgroup and OER Coordinator	September 2021 - December 2021	Workshops completed; additional faculty members begin exploring OER
Deliver presentations to academic departments on adopting OER, including the value and need for OER	OER Coordinator	January 2021 - April 2021	Presentations delivered; additional faculty members explore OER
Phase 3: Resource Development			
Apply for OpenStax Institutional Partnership	OER Workgroup and OER Coordinator	February 2021 - May 2021	College accepted as a OpenStax institutional partner
Develop and vet guidelines for OER-related work	OER Workgroup and OER Coordinator	June 2021 - December 2021	Guidelines developed and endorsed by the Academic Senate
Organize content for OER website	OER Workgroup and OER Coordinator	January 2022 - March 2022	Content developed for OER website; outline for website content created

Action Step	Person(s) or Group(s) Responsible	Target Completion Date	Deliverable
Phase 4: Implementation and Assessment			
Provide flex workshop opportunities for faculty to share effective practices	OER Workgroup; OER Coordinator; PD Coordinator	January 2022 - Ongoing	Workshops completed
Develop and maintain a repository of OER by discipline	OER Coordinator	March 2022 - Ongoing	Repository of OER by discipline created
Identify/designate OER/ZTC sections in the online schedule of classes	OER Workgroup; OER Coordinator; Instructional Operations Team	March 2022 - Ongoing	OER/ZTC sections identified in online registration system and schedule of classes
Host a ZTC Day or similar event for students to increase awareness of OER	OER Workgroup and OER Coordinator	August 2022	Event completed; student awareness increased
Conduct student success analysis, surveys, and focus groups to assess the effectiveness of OER implementation	OER Workgroup and IESE Office	October 2022 - Ongoing (annually)	Report summarizing impact of OER on student success
Conduct faculty and student surveys to assess the effectiveness of OER implementation	OER Workgroup and IESE Office	October 2022 - Ongoing (annually)	Report summarizing faculty and student survey results
Develop an annual action plan to improve OER support for faculty and students	OER Workgroup and OER Coordinator	October 2022 - Ongoing (annually)	Annual action plan completed

Resources Needed
- External funding for faculty stipends (curation and creation of materials)

Evidence

QFE 1-1   IEPI Plan 2019
QFE 1-2   CCCCO Pathways Self-Assessment 2017
QFE 1-3   CCCCO Guided Pathways Work Plan
QFE 1-4   GPSC QFE Goals Brainstorming - Fall 2018
QFE 1-5   CAGP Scale of Adoption Report 2018
QFE 2-1   Covering the Cost Report
QFE 2-2   Regional OER ZTC Workshop Slides

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