

PEER REVIEW TEAM REPORT

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

This report represents the findings of the evaluation team that visited Cuyamaca College from September 30 to October 3, 2019

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Comprehensive Evaluation Visit

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Summary of Peer Review Report

INSTITUTION: Cuyamaca College

DATES OF VISIT: September 30 to October 3, 2019

TEAM CHAIR: Dr. Kristin Clark

A ten person peer review team, including a team assistant, visited Cuyamaca College from September 30 to October 3, 2019. The purpose of the visit was to confirm that the College continues to meet the ACCJC Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations.

The team chair attended an ACCJC led team chair training on August 1, 2019 and the entire peer review team attended training on September 4, 2019. The team chair conducted a virtual pre-visit meeting with the College President and the College's accreditation liaison officer on August 23, 2019.

The peer review team received the College's Institutional Self Evaluation Report (ISER) approximately two months before the visit. During the team training, the team discussed overall impressions of the ISER and found it to be a well written document that clearly addresses the Accreditation Standards, Eligibility Requirements, Commission Policies, and regulations. The College provided evidence that the ISER was developed with broad participation across the institution including faculty, classified staff, students, and administrators. The College also included a Quality Focused Essay in the ISER.

Team members thoroughly reviewed the ISER and accompanying evidence and submitted assignments to the team chair in advance of the visit. The night before the visit, the team met to discuss initial observations and assignments and to prepare for the college site visit.

During the visit, five members of the team visited the Grossmont-Cuyamaca Community College District (GCCCCD) Office to meet with board members, the Chancellor, and administrative staff. On the first day of the College visit, the team attended a reception to meet members of the campus community and took a tour led by student ambassadors. While on site at the College, team members attended 25 meetings with approximately 83 faculty, classified staff, students, and administrators. Two open forums were held with approximately 35 people in attendance.

Major Findings and Recommendations of the 2019 External Peer Review Team

Team Commendations:

Commendation 1:

The team commends the College for its sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's commitment to equity and the effective use of data permeates throughout the institution and has led to numerous examples of continuous innovation, dialogue, and improvement (I.B.1).

Team Recommendations for Compliance:

District Recommendation 1:

In order to meet the Standard, the team recommends that the District ensures that all classified and management employees are systematically evaluated at stated intervals (III.A.5).

Team Recommendations to Improve Quality:

College Recommendation 1:

In order to improve institutional effectiveness, the team recommends that the College updates its long-range capital plans to include comprehensive total cost of ownership projections for new facilities and equipment (III.B.4).

Introduction

Cuyamaca College is one of two colleges in the GCCCD. The College was established in 1978 with the intention of serving as a vocational school for San Diego's East County. As the community grew, so did the need for a fully comprehensive community college, which is what Cuyamaca College is today. The College offers transfer programs, associate degrees, certificates in career and technical training, and broad array of academic and other support services.

The College houses several distinctive facilities including a Water Conservation Garden, Heritage of the Americas Museum, Center for Water Studies, and an award-winning Ornamental Horticulture Department, which launched the first viticulture apprenticeship program of its kind in California in 2018.

The GCCCD secured two voter-approved construction bonds—one in 2002 and the other in 2012, which funded construction for several new facilities. In 2020, the College will begin construction of a new Student Services and Administration Building, which will house a Welcome Center, financial aid, admissions, counseling, Disability Support Programs and Services (DSPS), CalWORKs, and administrative offices.

Cuyamaca College has been recognized for many achievements including its leadership in accelerated remediation for basic skills courses and, in 2018, the College received the Dr. John Rice Diversity and Equity Award from the California Community Colleges Chancellor's Office. The College's culture of innovation fuels its desire for continuous improvement through the use of assessment and data review to make informed decisions. In addition, the College fosters a culture of equity and inclusivity that is integral in its mission, vision, values, and day-to-day operations.

Eligibility Requirements

1. Authority

The peer review team confirmed that Cuyamaca College is authorized to operate as a post-secondary degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC is authorized under a regional accrediting body that is recognized by the U.S. Department of Education.

The College meets ER 1.

2. Operational Status

The peer review team confirmed that the College is operational and provides instruction and educational services to 13,290 students. Approximately 87 percent of the students are pursuing goals leading to a degree, certificate, or transfer.

The College meets ER 2.

3. Degrees

Cuyamaca College offers 94 Associate Degrees and 82 Certificates. A substantial portion of the College's educational offerings are in programs that lead to degrees, and a significant proportion of Cuyamaca College students are enrolled in them. More than one of the College's degrees are two academic years in length.

The College meets ER 3.

4. Chief Executive Officer

The CEO was appointed in 2015 and reports directly to the Chancellor. The peer review team verified that the CEO possesses the necessary qualifications for the position, is employed full-time at the College, and is granted the requisite authority to implement policies and provide leadership for the College's operations. Neither the Chancellor nor the CEO serve as the chair of the governing board. The College immediately notifies the accrediting commission when the CEO changes.

The College meets ER 4.

5. Financial Accountability

The College's external audit is part of the overall GCCCD comprehensive annual audit of the financial statements conducted by an independent certified public accounting firm. Title IV regulations and compliance is evaluated through the external annual audit and the peer review team verified that the College meets Title IV regulations.

The College meets ER 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

[Regulation citation: 602.23(b).]

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
X	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission <i>Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Standards and Performance with Respect to Student Achievement

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is

	required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

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.]

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)

X	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .
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Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College does not have curriculum that necessitates clock hour to credit hour conversion. The College meets the regulation.

Transfer Policies

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

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College meets the regulation.

Distance Education and Correspondence Education

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Evaluation Items:

For Distance Education:

X	The institution demonstrates regular and substantive interaction between students and the instructor.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

For Correspondence Education:

	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

Overall:

X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

The College does not offer any correspondence courses. 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 reviewing a sampling of ten percent of the total number of

courses offered in the fully online format in spring 2019, the team determined the courses met the College’s definition of regular and effective contact. The College meets the regulation.

Student Complaints

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and <i>Policy on Student and Public Complaints Against Institutions</i> .

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

The College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
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	(Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

The College meets the regulation.

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.]

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

The College has not had any issues raised by USDE as to financial responsibility requirements, program record-keeping, etc. The College meets the regulation.

Standard I

IA. Mission

General Observations:

The College's mission is clearly expressed in Vision, Mission, and Values. The mission describes the students, degrees, goals, and plans for the College using review processes that incorporate data on performance, priorities, and community needs. Programs and services are connected to the mission. The College's use of data to make decisions to advance its mission was evidenced in interviews with faculty, staff, and students.

Findings and Evidence:

The college mission identified in the ISER and the college website describes the institution's broad educational purposes in identifying programs that support student transfer, associate degree programs, certificates, workforce preparation, and developmental education. Its intended student population is clearly identified in disaggregated data on student and local populations. The types of degrees and other credentials it offers are listed in the college catalog and in the course schedule. The College's commitment to student learning and student achievement is clearly described in its Values statement and demonstrated and supported by Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes (1.A.1, ER 6).

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. The ISER's copious data on student demographics, labor market, and student achievement show how data is used to accomplish the mission and priorities of the College. The use of Key Performance Indicators, KPI, and data has been applied to areas such as Accelerated Basic Skills and Guided Student Pathways in the Strategic Plan (1.A.2).

The College's programs and services are aligned with its mission in the Strategic Plan that includes Accelerated Basic Skills, Guided Student Pathways, and Student Validation and Engagement. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement by implementing the Strategic Plan (1.A.3).

The College publishes its Mission with its Values and Vision on its website, which was approved by the governing board in 2016. There is a plan in place to review the mission statement and update it in the Cuyamaca College Council on six-year cycle as the strategic plans are reviewed by both the College and the District. (1.A.4, ER 6).

Conclusion:

The College meets the Standard and related eligibility requirements.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

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.

Findings and Evidence:

Instructional programs are provided with disaggregated student access and achievement data to inform program review and planning at the unit level. 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. 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. 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. Transformation of the Student Success and Equity Committee to the Student Success and Equity Council propelled the College into the development of a culture committed to equity that guided efforts while advocating for inclusivity, civility, and social justice. The commitment to equity and the effective use of data permeates the College and has led to efforts that accelerated math and English completion and guided student pathways to support student course completion, persistence, unit accumulation; as well as overall completion of degrees, certificates and transfer. Additionally, during the visit the team observed numerous examples of the College's culture of continuous innovation, dialogue, and improvement that exceed the Standard. For example, the College enlisted the help of the Institutional Effectiveness Partnership Initiative Partnership (IEPI) to restructure the governance process to ensure broad participation, the College created an Office of Institutional Effectiveness to provide data and training on the use of data for continuous improvement, the College is using the IEPI as second time to help strengthen assessment in Student Services and across the campus, and the College provided evidence of dialogue related to student equity and student achievement (I.B.1).

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 (I.B.2) 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.2). 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.2, ER 11).

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 (I.B.3, ER 11).

Instructional programs utilize learning outcome assessment data, in combination with student achievement data, to improve their programs (I.B.4). 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 (I.B.4).

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 (I.B.5).

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 (I.B.6).

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 (I.B.7).

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 (I.B.8).

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 meeting 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 (I.B.9, ER 19).

Conclusion:

The College meets the Standard.

Commendation 1:

The team commends the College for its sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's commitment to equity and the effective use of data permeates throughout the institution and has led to numerous examples of continuous innovation, dialogue, and improvement (I.B.1).

IC. Institutional Integrity

General Observations:

Cuyamaca College assures the clarity, accuracy, and integrity of information provided to all college stakeholders or organizations related to its mission statement, learning outcomes, educational programs, and student support services, and it gives accurate information about its accreditation status with all accreditors. The College's catalog is printed and provided online to current and prospective students and the catalog contains precise, accurate, and current information about the College's requirements, policies and procedures.

Student learning and achievement results are used to communicate the College's academic quality to current and prospective students, and appropriate stakeholders. Certificates and degrees are described in terms of their purpose, content, course requirements, and expected learning outcomes. Policies, procedures, and college publications are reviewed regularly to assure that representation of its mission, programs, and services are done faithfully.

The total cost of education is disclosed to current and prospective students. Governing board policies on academic freedom and responsibility are published on the Governing Board website and in the College's faculty handbook. Honesty, responsibility, and academic integrity are promoted through published Board Policies and Administrative Procedures. Faculty present data and information fairly and objectively. Cuyamaca College supports and has established a culture of honesty and integrity in its relationships with external agencies, and changes in its accreditation status is communicated to the Commission and college stakeholders. True to its mission, the College is committed to high quality education, student achievement and student learning over external interests.

Findings and Evidence:

Cuyamaca College regularly reviews policies and procedures to ensure clarity, accuracy, and integrity of information that is provided to both internal and external stakeholders. The College's mission, accreditation status, student achievement data, key performance indicators (KPIs), student demographics, current educational programs, and additional information about student services are provided in numerous print and online locations including the college catalog,

schedule of classes, and found on college and district websites. Information regarding KPIs is discussed at the annual Spring Planning and Evaluation Retreat and posted on the College's Institutional Effectiveness, Success, and Equity (IESE) planning and evaluation website. (I.C.1, ER 20).

The College continues to meet ER 20 and the Standard by providing a current online catalog, and as appropriate, college catalog addendums for students and prospective students. Additionally, printed catalogs can be found at departments that service students (e.g., Counseling Service Department).

Information about the College's associate degree programs, certificates, and policies is detailed and accurately presented in the college catalog. To ensure that information in the catalog is current, the College has established a development process that is inclusive, orderly, and requires input from content area experts (I.C.2, ER 20).

The College's Institutional Effectiveness, Success, and Equity (IESE) office documents and publishes annual reports of college-level research findings. Reports and progress updates on strategic priorities in relation to its own institutional-set standards are documented and available for various constituencies as appropriate. Program Review data, student equity, learning outcomes, and other institutional research is publicly available on the IESE's website (I.C.3, ER 19).

The published college catalog lists all degrees (Associate Degrees and Associate Degrees for Transfer), Certificates of Achievement and Certificates of Specializations. The catalog is organized by program offerings with clearly identified program descriptions, requirements, and expected learning outcomes (I.C.4).

Regular review of policies and procedures occurs through the College's participation in district wide governance committees, such as District Executive Council (DEC) and District Coordinating Educational Council (DCEC). Board Policy and Administrative Procedure 2410 have set a six-year review cycle for policies and procedures.

The College regularly reviews all aspects of the college catalog. As affirmed by the team when interviewing the Cuyamaca Curriculum Committee, when updates to curriculum, policies/procedures, or services occur, the updated information is reflected in an annually published catalog addendum. Various handbooks such as the Faculty Handbook, Student Discipline Procedures Handbook, and Governance Handbook are also updated on a regular cycle. District level policies and procedures are reviewed within appropriate district committees, appropriate administrators, faculty, staff, or local governance groups. Although the College meets this Standard, during interviews with various college constituencies there was a self-expressed recommendation for improvement to develop stronger alignment of review cycles. The College has identified a strategy to meet this self-identified need (I.C.5).

The 2019-2020 College Catalog clearly lists the total cost of education including tuition, fees, and other required expenses and course/instructional material. The College also notes in the class schedule the courses that have elected to use zero-cost instructional material or Open

Educational Resources (OER). The College's financial aid website also provides additional tools for students to estimate total cost of attendance (I.C.6).

The GCCCD has a clearly active and published Board Policy (BP 4030), accessible via the Governing Board website and the College's Faculty Handbook, that outlines the district's commitment to academic freedom. This policy was updated June 16, 2015 and is on a 6-year review cycle (I.C.7, ER 13).

Board Policy and Administrative Procedure 3060 promote honesty, responsibility, and academic integrity for all constituencies including employees, students, and governing board members. Through Administrative Procedure 5500 and Administrative Procedure 5520, the College sets institutional parameters and processes for student code of conduct. The College's catalog and Student Affairs webpage also disclose information on academic dishonesty and the Student Code of Conduct (I.C.8).

GCCCD's Board Policy 4035 describes the District's expectations for faculty in presenting controversial issues in a fair and object manner. Although faculty can share their personal opinion within the classroom, there is the expectation that the opinion is presented as personal opinion without the intent to persuade students to that point of view (I.C.9).

Cuyamaca College is a public open-access community college that does not promote nor seek to instill specific beliefs or worldviews in students, faculty, classified staff, or administration. GCCCD's publicly published Board Policy 3060 (and AP 3060) documents the institutional code of conduct. The college catalog, Faculty Handbook, Student Conduct Procedures Handbook and various adopted Administrative Procedures and Board Policies communicate to all appropriate constituencies the expected code of conduct (I.C.10).

Standard I.C.11 does not apply to this institution.

The college continues to meet the expectation of ER 21. Board Policy 3200 and Administrative Procedure 3200 ensure and demonstrate a willingness to comply with ACCJC Standards and reporting requirements, commission policies, guidelines, and the various requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College has an active and updated accreditation website that also provides information regarding the complaint process. The College's willingness to respond when instructed by the Commission is demonstrated via its accreditation website, which serves as a repository for past college reports, past external evaluation report, the current ISER, past ACCJC action letters, and various official correspondence with ACCJC (I.C.12, ER 21).

The College has demonstrated honesty and integrity with external agencies by continuing to comply with various regulations and statues as the state and federal levels. The College, through the utilization of an accreditation webpage, has been transparent with its ongoing continuous relationship with ACCJC (I.C.13, ER 21).

Cuyamaca College is a college within a publicly funded district and as such is a not-for-profit institution. The College's mission does not support the generation of financial returns or contributions to a related or parent organizational/external interest (I.C.14).

Conclusion:

The College meets the Standard and related eligibility requirements.

Standard II

II.A. Instructional Programs

General Observations:

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. 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. Cuyamaca College has a clear process for creating, modifying, and approving curriculum. Additionally, the College has instituted a number of programs which accelerate 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. 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, the College's degrees and programs include appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning.

Findings and Evidence:

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. 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. The College offers instructional programs that are in alignment with the college mission. Programs are offered in multiple modalities including face-to-face, Distance Education (DE) and in dual enrollment. College curriculum leads to preparation for transfer, associate degrees, various certificates, and pre-collegiate preparation. The College presents DE courses in both fully online and in hybrid modality. All courses and programs (regardless of modality or location) have outcomes identified. The College lists program outcomes within the college catalog by program and on the college website. The College curriculum committee reviews the curriculum in an appropriate cycle. The team reviewed over 50 active Course Outlines of Record (COR) and noted that in this sample all curriculum included

SLOs and documented a college curriculum committee approval date within the last 5 years (II.A.1, ER 9, and ER 11).

The College through a curriculum review process, a new integrated comprehensive program review structure, SLO assessment, and various department and college-wide meetings ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. In July 2018, the California Community Colleges Chancellor's Office officially recognized the College's innovative work on accelerated pathways for transferable English and Math. The College's comprehensive program review process addresses the regular curriculum review of Course Outlines of Record (CORs). All instructional programs are required to prepare regular program reviews using the templates approved by the appropriate participatory governance bodies, including the Academic Senate. 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 (II.A.2).

As part of the College's program review process and curriculum development 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 and programs have identified learning outcomes, and the program review process requires programs to discuss and share the assessment of those outcomes. The College has initiated a revised program-review cycle that started in spring 2018. The College's program review cycle is a four-year rotation of comprehensive reviews. The College has not collected full comprehensive program reviews that fully assess all program level outcomes for all programs; however, all programs are scheduled for a full review with the newly revised cycle to be completed by the end of spring 2021. The Instructional Program Review & Planning Committee (IPRPC) provides feedback on program reviews with the annual and comprehensive Program Review Feedback Template. This feedback tool addresses SLO assessment status and quality of data analysis. As mentioned, the College collects learning outcomes data and individuals submit results via TracDat or by using their SLO Assessment Entry Forms. The College curriculum committee approves all active CORs and requires these records to include SLO statements. The College Faculty Handbook, direct communication from deans, and the SLO coordinator instructs faculty that the SLO statements on class syllabi must match the official COR for the course. The deans communicate this expectation to faculty and this is reviewed during faculty evaluations. All courses have syllabi that are distributed to students and list SLOs consistent with those on the COR. The team found that SLOs on syllabi do match active CORs. The team sampled course syllabi for courses offered fall 2019 semester and representing various disciplines. These syllabi were from courses offered in various modalities including multiple face-to-face sections, distance education, and dual enrollment. 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 (II.A.3).

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 Programs 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. The College provides pre-collegiate level curriculum (numbers 0-99 notate pre-collegiate courses in the college catalog). This classification of curriculum is found in English, math, and ESL programs with the College's implementation of AB705 and acceleration efforts. As listed above, the College offers students various support systems to help transition from pre-collegiate to transfer-level course work (II.A.4).

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 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. 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 regulations, and require a minimum of 60 units completed (II.A.5, ER 12).

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 full-time equivalent faculty (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. 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 of Cuyamaca College assessed course offerings. Additionally, 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 full-time equivalent students (FTES) targets are assigned to departments and divisions. This approach was implemented in fall 2018. The College uses a block schedule approach (enforced by division deans) to minimize scheduling overlap. Using data, the College considers student demand, and resource utilization. The College also offers late afternoon/evening and Friday/Saturday flexible scheduling options (II.A.6, ER 9).

The College works to achieve equity in student success through its strategic priorities as well as equity and inclusivity framework. The institution identifies students by subpopulations in order to meet their diverse needs. Through the Student Equity and Integrated Plan development

process, the College examines equity gaps in student achievement and implements activities to address these gaps. 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.

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. The College also demonstrates a strong commitment to equity, student access, and success. Through the College's Online Teaching and Learning Committee (OTLC), the College plans and evaluates the process for their Distance Education course offerings. The College's 2017-2022 DE Plan, Guide to Best Practices in Online Teaching (revised 2012), and other resources on "best practices" are offered for faculty to support effective teaching methodologies for online education. Instructional programs complete program reviews and are expected to disaggregate outcome data based on modality and reflection on the results. The College also considers the needs of first-year students, first-generation college students, low-income students, current and former foster youth, veterans, and students with disabilities (II.A.7).

The College does not use department-wide or program examinations as a requirement for student entry into or exit from a program of study (II.A.8).

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. 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. Units of credit are reflected in both the course description in the Cuyamaca College Catalog and the official course outline of record (II.A.9, ER 10).

Cuyamaca College makes its transfer-of-credit policies readily available to students through the college catalog and website. 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. Information on transcript evaluation can be found on the College's Admissions and Records Website. Courses are evaluated to determine if they meet General Education (GE), major, and/or elective credit. Admissions and Records evaluators utilize CORs, course syllabi, and course descriptions to determine equivalencies. In addition, Administrative Procedure 4050 instructs the Articulation Officer to regularly work with four-year university staff and faculty to ensure that a range of course transfer options are available to students. The College's articulation website includes links to articulation agreements for private and out-of-state institutions (II.A. 10, ER 10).

The College has identified five Institutional Learning Outcomes (ILOs): Communication Competency, Information Literacy, Critical Thinking Competency, Cultural Competency, and Academic and Personal Responsibility. Institutional Learning Outcomes are listed on the college

website and in the college catalog. During the on-campus interviews, the team was informed that the College is reworking their ILOs to only include four ILOs. The College provided in their ISER an ILO-ACCJC Competency Crosswalk as evidence. In this document, the College indicates that their ILO on Critical Thinking links with the expectation of Quantitative Competency, Analytic Inquiry, and Ethical Reasoning. Although these three competencies are not explicit in the College's ILOs, these competencies can be found in program and course level outcomes. As the team reviewed the college catalog and a sample of active CORS, it is clear to the team that the College does have program and course level outcomes that directly relate to quantitative competency and ethical reasoning. The College has self-identified the opportunity to strengthen assessment of their SLOs at all levels. Currently the College only uses indirect measures of assessing their ILOs, but has a plan to begin direct assessment of ILOs.

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 an Institutional Effectiveness Partnership Initiative Partnership Resource Report (IEPE PRT), it is currently exploring other ways to engage in direct and indirect assessment of its revised ILOs (II.A.11).

The College continues to meet ER12. All Cuyamaca College academic and vocational associate degree programs require students to complete a General Education (GE) pattern. The College communicates this requirement in the college catalog, and in Board Policy 4025 and Administrative Procedure 4025. 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 Cuyamaca College Catalog clearly states the course requirements for every academic and vocational degree program. Through active participation on the Curriculum Committee, faculty use learning outcomes to determine the appropriateness of each course for inclusion in the GE curriculum. The curriculum committee forwards curriculum and placement of courses in GE as part of a consent calendar agenda items, which are included in the GCCCD Board packets each month (II.A.12, ER 12).

Cuyamaca College's associate degrees, certificate programs, and certificates of specialization include 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. 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. In addition, per Administrative Procedure 4022, all

courses and programs go through a local curriculum approval process to ensure that they are meeting the goals set forth in the mission and strategic plan. Programs developed by the College meet the standards outlined in the Program and Course Approval Handbook published by the California Community Colleges Chancellor's Office. The curriculum committee reviews learning outcomes for all degrees, certificates, and courses before approval. In addition, the College offers over 20 Associate Degrees for Transfer (ADTs) with courses that have C-ID approval. The submission for these degrees and courses ensures appropriate degree level, of key theories and practices within the field of study. According to the public records presented from c-id.net, Cuyamaca College has over 150 courses with c-id designations (II.A.13).

The institution verifies and maintains currency of employment opportunities and other external factors in all of its career technical disciplines through the Workforce Development Committee (WDC). WDC members engage in discussions of career education-related data for program planning. 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. 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. In addition, on a bi-annual basis, the Governing Board reviews each Career Technical Education (CTE) program to ensure currency and relevance, as well as to discuss program outcomes (II.A.14).

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 Board Policy 4021 and Administrative Procedure 4021, the District's program discontinuance policy and procedure, when elimination of a program is required. 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 (II.A.15).

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 instructional program on campus is required to submit four-year comprehensive program reviews as well as annual updates, and peers who serve on the Program Review Steering Committee or Instructional Program Review & Planning Committee ensure that these reports accurately reflect the necessary criteria. The College has a published rotation of program comprehensive reviews and expected annual updates. Program reviews and annual updates require faculty to consider learning outcomes and discuss improvement plans to support enhancement of outcomes and achievement of students (II.A.16).

Conclusion:

The College meets the Standard and related eligibility requirements.

IIB. Library and Learning Support Services

General Observations:

Cuyamaca College offers library and learning support services. The Library, Tutoring Centers, and Computer Labs have high levels of quality appropriate for higher education. The services are assessed, and the results are used to improve educational quality and institutional effectiveness. The Pathways Peer Mentor Program couples students trained in information literacy and Library resources with new students to help them learn the skills they need to do their research. The tutorial centers use quantitative and qualitative data to inform services in meaningful ways.

Findings and Evidence:

The Library's collections have the quantity, depth, currency, and variety needed to make students successful. To keep the print collection current, the College may wish to analyze the currency of that collection. The Library's hours are sufficient and include Question Point, a 24/7 service that will answer student questions about their research. A strength of the College Library is their partnership with the Pathway Academy Program in which the Pathways Peer Mentor Program trains mentor students in information literacy who later guide new students to develop the skills they need to do their research. The College has three Tutoring Centers to meet the needs of their students that contain computer labs and an additional Tech Mall that contains another computer lab. In addition to the in-person tutoring the College provides access to tutoring with Net Tutor, a 24/7 service for students regardless of location or means of delivery (II.B.1, ER 17).

Through the program review process and intentional partnerships with faculty, the Dean of the Learning Technology and Resources and the Library faculty request equipment and materials necessary to support the students. For the tutoring centers, the needs of students are analyzed to provide the most beneficial materials and equipment, and instructional technology is reviewed and replaced on a regular cycle as evidenced in the technology plan (II.B.2).

The Library maps their Program Learning Outcomes (PLO) to Institutional Learning Outcomes. The PLO's are assessed on a schedule through assessment of library instruction sessions, online embedded sessions, and instruction received by librarians at the reference desk. The library makes changes based on assessments through their program review process. The Tutoring Centers evaluate their SLOs during each tutoring session with a form that summarizes student learning and includes what a student should be prepared to do after the tutoring session. The Tutoring Center also conducts surveys to gather data on retention and success as it relates to tutoring services, which are analyzed and discussed annually during the program review cycle (II.B.3).

The Library documents its substantive formal agreements with SirsiDynix, a web-based catalog system; EZproxy, a service for on-campus/off-campus access to library databases; OCLC, a service for cataloging information; Questionpoint, a 24/7 reference service; and EBSCO, a discovery layer. In addition, the Library provides Interlibrary Loan services to retrieve materials from other institutions. The Tutoring Centers document their formal agreement with NetTutor (II.B.4, ER 17).

Conclusion:

The College meets the Standard and related eligibility requirements.

II.C. Student Support Services

General Observations:

Student Support Services at Cuyamaca College are designed to serve students through many delivery methods and to meet the needs of the diverse student population. Many documents and pamphlets are translated into Spanish and Arabic, and a multitude of services are available in multiple formats including in-person, online, and electronic versions. The College has many co-curricular programs with a unique focus on equity, student engagement, access, and inclusivity. A Student Engagement Ambassador program was developed to increase student connection to the campus. Student Affairs offers many cultural and historical events, including Diversity Dialogues, throughout the year to support an understanding of different cultures and promote social justice discussion. The College's commitment to collegial dialogues about student equity are evidenced in the findings and commendation in Standard I.B.1.

Findings and Evidence:

Program review for Student Services has undergone many changes over the past several years. Prior to spring 2019, the Student Services Program Review and Planning Committee (SSPRPC) was responsible for Student Services review and assessment. Starting in spring 2019 program review for Student Services is now handled by the college-wide Program Review Steering Committee (PRSC), with annual reviews and a comprehensive review every four years (II.C.1, ER 15).

The primary venue for assessing Student Services learning outcomes is through program review. Student Services programs identify Student Learning Outcomes (SLOs) or Student Services Outcomes (SSOs), which are assessed during the four-year cycle and entered into TracDat. The Institutional Effectiveness, Success, and Equity Office (IESE) provides research and training support to develop appropriate assessment methods and review data in order to continuously improve services. The College is working through the Institutional Effectiveness Partnership Initiative Partnership Resource Team (IEPI PRT) process to strengthen assessment in Student Services and across the campus (II.C.2).

Student Services provide resources through in-person or online venues, as well as at local feeder high schools. Steps are taken to authenticate identities in order to serve students through

telephone and share student-specific information online. In the Admissions and Records Office materials are translated into Spanish and Arabic. Financial Aid TV provides general financial aid information in many languages. Disabled Students Programs and Services (DSPS) provides adaptive equipment, alternate media, assistive technology, ASL interpretation, note-takers, mobility assistance, preferential seating, and testing accommodations. Deaf and Hard of Hearing (Deaf/HOH) students can access video phones through a two-way communication device (Ubi Duo) at several campus locations (II.C.3, ER 15).

The many co-curricular, athletic, and engagement programs on campus are informed by feedback from constituent groups including Student Engagement Ambassadors and Associated Student Government (ASG) leaders. Student Affairs partnered with the Institutional Effectiveness, Success, and Equity (IESE) Office to launch the Student Engagement Ambassador program. Students in the ambassador program assist with coordination of many programs, including Welcome Week and “College Hour” events such as the Martin Luther King Jr. and Malcolm X Celebration, Cesar Chavez Celebration, Black History Month, and Women’s History Month events. The Student Affairs Office hosts cultural events including: Latino Heritage Month; the monthly Diversity Dialogues program related to social justice where students earn stamps for attendance and can receive a Diversity and Leadership certificate of recognition at the Student Leaders Reception; and the Cultural Competency Student Institute including SafeZone training to bring awareness to LGBTQIA issues. Through Associated Student Government (ASG) students are appointed to serve on participatory governance committees, and ASG hosts the Cross-Cultural Center on campus. The Athletics Department offers many athletic programs in accordance with the California Community College Athletic Association (CCCAA) Statement of Compliance Title IX Gender Equity form. The College and District accounting departments oversee the finances for athletic and co-curricular programs (II.C.4).

Counseling and advising is done within the Counseling Division, which includes faculty in general counseling and programs for special populations. Academic, career, and personal counseling are done in-person and online, and counseling courses are taught online, in-person, and at local feeder high schools. Services to students are documented in the SARS database. Professional development for counselors includes a modular 60-hour training for all new counselors, attendance at Flex Week activities, and attendance at many counseling, transfer, and equity conferences (II.C.5).

Admissions policies are detailed in the district board policies and administrative procedures. Cuyamaca College uses CCCApply for the admission application, and students can complete an online abbreviated education plan or meet with a counselor to complete a comprehensive education plan. The College is part of the cohort of 20 California Community Colleges who participate in the California Guided Pathways Project (CAGP). To assist students with clear pathways, the College is developing “meta-majors” or Academic and Career Pathways (ACPs). All admissions information is published in the College Catalog and the counseling department serves to assist student with a course of study (II.C.6, ER 16).

Cuyamaca College was using Accuplacer to assess and place incoming students in math and English. As of fall 2018, all entering students are able to enroll in transfer-level math and English courses, with co-requisite support course implementation through a multiple measures process.

Students who may need ESL courses undergo a guided self-placement process. In consultation across the District, an online tool was developed to collect information through the District's WebAdvisor application. The College reviews its placement data annually with the goal of minimizing bias (II.C.7).

The District Information Security Program protects Personally Identifiable Information (PII) and backup systems are kept by District Information Technology (IT). Both physical and digital security measures are used, and electronic records are permanently maintained. Official documents are kept in the Document Imaging System Files with password protection and physical records are kept locked. Student disciplinary records are securely kept in the Student Affairs Office. All employees who use the student information system receive Family Educational Rights and Privacy Act (FERPA) training, including signing a confidentiality agreement. Students must sign an authorization to release information for transcripts and enrollment verification (II.C.8).

Conclusion:

The College meets the Standard.

Standard III

III.A. Human Resources

General Observations:

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 dialogue to determine human resource needs for programs and services. Employment qualifications are based on criteria that are established in higher education. The hiring procedures are in writing and consistently applied across hiring categories. 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. 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.

Findings and Evidence:

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. 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 (III.A.1).

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 (III.A.2, ER 14).

Administrators and faculty undergo an annual evaluation process as specified in their labor contracts and/or employee handbook (III.A.3).

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 (III.A.4).

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.

The College is responsible for tracking faculty evaluations, and the team found evidence that the College systematically evaluates full-time and part-time faculty. However, during an interview with Human Resources, the team was informed that the College has completed only thirty-percent of their classified staff and administrator evaluations. Although the College provided additional evidence to the team that it has completed more than thirty-percent, the evidence was insufficient to establish a consistent and timely evaluation cycle for classified staff and administrators (III.A.5).

Standard III.A.6 is no longer applicable.

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 a previous 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 (III.A.7. ER 14).

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 state regulations, 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 mission (III.A.8).

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. Processes are 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 (III.A.9, ER 8).

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 (III.A.10, ER 8).

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 (III.A.11).

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 (III.A.12).

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 (III.A.13).

The College has resources in place to support professional development for its employees. The Professional Development Committee performs needs assessments for faculty and staff. The team saw evidence that the professional development activities require an evaluation form to be submitted to assess the effectiveness and relevance (III.A.14).

The District maintains, secures, and keeps confidential personnel records. All personnel files follow the mandates outlined in California Education Code and California Labor Code (III.A.15: III.A-83). The District has board policies in place to assure the security and confidentiality of personnel records (III.A.15).

Conclusion:

The College meets the Standard and eligibility requirements except for Standard III.A.5.

District Recommendation 1:

In order to meet the Standard, the team recommends that the District ensures that all classified and management employees are systematically evaluated at stated intervals (III.A.5).

IIIB. Physical Resources

General Observations:

The College assures its facilities are safe and sufficient and they are constructed and maintained to assure access, safety, and security. The College plans, acquires or builds, maintains, and upgrades or replaces its physical resources which includes facilities, equipment, land, and other assets, in a manner that assures effective utilization and continuing quality necessary to support its programs and services. To assure the feasibility and effectiveness of physical resources in supporting College programs and services, the College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Findings and Evidence:

The College determines the sufficiency of its physical resources and assures access, safety, and security by analyzing the data in the California Community College Space Inventory Report, 2013 Facilities Master Plan, Educational Master Plan, and Five-Year Construction Plan. The College's Facilities and Sustainability Planning Committee (FSPC) meets regularly and monitors physical resources. FSPC is responsible for the safety and security of the campus and facilities and to improve the environmental sustainability. Although there is an active charge statement in the College's governance handbook, the current membership has only recently been assigned. The District prepares and posts an Annual Security Report that discloses campus security policies and three years' worth of specific crime and arrest statistics. The College's facilities webpage has a link allowing anyone to report a facilities issues or concern. Appropriate staff are notified of these reports by e-mail. In addition, the team reviewed evidence including a GCCCD Governing board presentation regarding the collaboration of the District Public Safety Department working with the San Diego Law Enforcement Coordinator Center to create a virtual walkthrough of campus buildings for law enforcement to use during training or emergencies (III.B.1).

The College plans, acquires or builds, maintains, and upgrades or replaces physical resources to assure effective utilization and continuing quality by utilizing the District Facilities Master Plan, which summarizes the College's priorities for student learning and success translated into recommendations for facility development. The College's 2016 Master Plan Refresh was generated from the College's 2016-2022 Strategic Plan. The College identifies needs for major facilities repairs, minor modifications, furniture and equipment through the program review process. The collected requests are prioritized by the FSPC (III.B.2).

The College plans and evaluates physical resources to assure feasibility and effectiveness in supporting institutional programs and services by integrating facility needs requests into the program review process which are then submitted to the Facilities and Sustainability Planning committee (FSPC) for prioritization. The College also analyzes data regarding effective use of physical resources, safety, energy, and information technology to complete its Five-Year Construction Plan. The College develops, reviews, and updates its Facilities Master Plan. Construction projects are listed in the ISER with individual information about each project and project descriptions are provided publicly on the college website. The College provided a current FUSION space inventory report 2018-2019 as evidence (III.B.3).

The College maintains a Five-Year Construction Plan, which is submitted to the California Community College Chancellor's Office. This plan includes program and facility needs, costs, schedules, and temporary relocation plans of faculty and staff with building secondary effect facilities during construction. Long-range capital projects are linked to various institutional planning including: the GCCCD strategic plan, Cuyamaca College Strategic Plan, Five-Year Construction Plan, 2016 Facilities Master Plan Refresh, 2013 Facilities Master Plan, the GCCCD 2012 Educational Master Plan, and College's Technology Plan. The team conducted interviews with key campus and district individuals and reviewed plans, processes, and documents that contained various elements of a total cost of ownership; however, the College was unable to provide a comprehensive total cost of ownership plan which includes identifying staffing, technology and equipment, and on-going operational costs for new facilities (III.B.4).

Conclusion:

The College meets the Standard.

College Improvement Recommendation 1:

In order to improve institutional effectiveness, the team recommends that the College updates its long-range capital plans to include comprehensive total cost of ownership projections for new facilities and equipment (III.B.4).

IIIC. Technology Resources

General Observations:

The College's technology resources are sufficient to support student programs and services. Responsibility for technology maintenance and allocation of technology resources is shared between the District and the College to leverage the College's technology infrastructure to achieve its mission and to improve academic quality and institutional effectiveness.

Cuyamaca College has demonstrated an awareness of technology challenges and the need to meet them in a timely manner. The College continues to adapt to changes in technology for support of student success with input from both the District and College staff.

The College identifies potential instructional technology challenges and implements improvements through its program review process. These improvements include new technologies projects such as the implementation of WorkDay, a Colleague upgrade, and server and wireless router replacements. Training is provided to support the new technology and upgrades.

Findings and Evidence:

The College self-disclosed that its current five-year technology plan is out of date and is in the process of rewriting the plan. The College provided evidence of this process via documentation and interviews with District and college personnel. The updated technology plan is scheduled to be presented to the Board of Trustees at its November 2019 meeting. The College and District have incorporated new technologies like WorkDay, upgraded existing systems like Colleague, servers, wired routers and wireless router replacements. Training has been provided to support the new technology and upgrades. An upgrade of the wireless network (Aruba Switch project) was completed to assure reliable access and increase the network's performance and enable the use of the network for instruction (III.C.1).

Cuyamaca College has worked systematically on improving institutional planning and resource allocations incorporating technology resources. Based on the evidence provided, the College is committed to providing a full range of technology resources in support of its instructional programs, student services, and administrative operations. As was verified by an interview with the College IT staff, the College has a five-year plan for the replacement of employee computers to support faculty, staff, and managers. Technology requests are solicited through the Program Review and an Out-of-Cycle request process. The College has a five-year computer replacement process that allows systems designated for computer labs and classrooms to be updated on a systematic scheduled timeline. In addition, the College is developing a process to address the issue of computer systems purchased via one-time funds like grants and how to incorporate or exclude them from the five-year replacement cycle. The College facilities department works with the District Office IT staff in completing technology infrastructure upgrades or new installations. Infrastructure standards for classroom technology are detailed in the Grossmont Cuyamaca Community College District – District Guidelines and Standards.

GCCCD secured two bonds measures that provided funds to support the technology needs of the College. In 2012 voters approved the Proposition V bond measure, and a portion of those funds were used to support new and replacement technology. The College prioritizes technology requests that support and align with its mission, which was evidenced in thirteen proposals reviewed by the team.

The College, in cooperation with the District, maintains a disaster recovery plan. The plan utilizes a cross-site redundant backup system that leverages the two campus locations as co-location sites. In addition, the system utilizes incremental and full backups scheduled on a daily, weekly, and monthly basis. The backups are stored on tape and moved offsite. The College provided evidence that the tape restoration system has been tested for the ability to retrieve data from the backup tapes.

The District Information Security Program protects Personally Identifiable Information (PII) and backup systems are kept by District Information Technology (IT). Both physical and digital security measures are used, and electronic records are permanently maintained. Official documents are kept in the Document Imaging System Files with password protection and physical records are kept locked. Student disciplinary records are securely kept in the Student Affairs Office. All employees who use the student information system receive Family Educational Rights and Privacy Act (FERPA) training, including signing a confidentiality agreement (III.C.2).

As evidenced in the ISER and in interviews, the College continues to upgrade and maintain reliable access, safety, and security of technology resources. The College ensures that students must provide a College issued username and password in order to access the Canvas Learning Management System (LMS). Canvas connects to the Student Information System and verifies the student's identity with their login credentials. The team verified that online students have comparable student support services and resources needed to support online learning (III.C.3)

The College provides a variety of resources to faculty, staff, and students on technology training. The College analyzes the need for information technology training for students and personnel through surveys, as well as the results of professional development workshop evaluations each semester.

Technology services and support are currently evaluated through surveys, such as the College's Institutional Effectiveness (IE) Survey, as well as the District Services Satisfaction Survey. The Instructional Computing Services (ICS) department conducted a survey in spring 2017 to assess the instructional equipment, software, and support needs and survey results are used to improve services.

Students receive personal assistance in the open computer labs on campus and are offered a free course to orient students to Canvas. In addition, faculty and students can call the College's help desk and the 24/7 Canvas help desk is also available for both faculty and students. The College provided survey data indicating that faculty and students rate the availability of technology and technology support services as sufficient.

The College Instructional Design Technology Specialist provides seven to ten workshops each semester, as well as online courses and individual training on a variety of technology topics. Teaching and learning resources are provided to instructional faculty in the use of Canvas. (III.C.4).

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. Cuyamaca College follows established policies and procedures that outline the appropriate use of technology in the teaching and learning process (III.C.5)

Conclusion:

The College meets the Standard.

IIID. Financial Resources

General Observations:

The College's financial resources are sufficient to support and sustain student programs and services and are distributed in a manner that allows for all constituencies to participate in the resource development and allocation process. The College's mission and goals are the guiding

force behind financial planning, which is integrated and supports institutional planning. The internal control structure is evaluated both internally and externally as part of the external audit conducted by an independent certified public accounting firm. The College continues to ensure sufficient reserves to maintain fiscal stability and funding for liabilities and future obligations. The College ensures compliance with federal compliance requirements including Title IV of the Higher Education Act.

Findings and Evidence:

The College process for distributing financial resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. It also plans and manages its financial resources to ensure financial stability. The College has created a new Resource and Operations Council (ROC), which is responsible for developing integrated budget priorities, procedures, and processes and additional resources can be requested through the program review process. The College has received several grants to supplement the unrestricted general fund revenues they receive to support its education programs (III.D.1, ER 18).

The College's mission and goals are the foundation for integrating financial planning that supports all institutional planning. The College has appropriate board policies and procedures in place that allow for sound financial practices and financial stability. Financial information is disseminated throughout the campus in a timely manner (III.D.2).

The College has clearly defined guidelines and processes for financial planning and development that it follows that provides for broad participation of faculty, staff, and students in the development process. The district-wide budget development process begins with the District Strategic and Planning Budget Council and works through the development process at the College in the Resource and Operations Council. Both councils are participatory governance councils (III.D.3).

The College's planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Board Policy and administrative procedures require that the annual budget support the District's master and educational plans which reflect the College's planning and processes. New budget requests support the mission, with endorsement from various committees and councils, such as the Resource and Operations Council (III.D.4).

The College has an internal control structure with appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The team confirmed that the College has a Board Policy that specifically addresses the need to maintain internal controls in the administration of district financial resources and requires that an external audit firm conduct a comprehensive annual audit of its financial statement. Financial information is widely disseminated across the campus various channels, including Board meetings, College meetings, newsletters, and presentations (III.D.5).

The College's financial documents have a high degree of credibility and reflect appropriate allocation and use of financial resources. The District's internal auditor conducts regular internal

audit and provides advice to management on financial control issues. External audit records reviewed do not contain audit adjustments, material weaknesses or significant deficiencies (III.D.6).

Through interviews with staff, the team confirmed that when there are audit findings, the findings are communicated to appropriate institutional leadership and constituents at the Governing Board meetings and are posted online. In addition, District response to audit findings are discussed in the District Strategic Planning and Budget Council as well as the specific department impacted by the finding (III.D.7).

The College's financial and internal control systems are evaluated and assessed for validity and effectiveness. The College's control systems are evaluated through internal audits, external audits, bond audits, and periodic audits from outside entities (III.D.8).

The College has sufficient cash flow and reserves to maintain stability. Board Policy 6250 was updated in October 2018 to increase the reserve level each year toward a goal of covering at least one month's operating cost. The College maintains a campus contingency reserve which is used to address unanticipated emergencies and college commitments during economic recessions (III.D.9).

The College practices effective oversight of finances and college investments and assets. Financial oversight occurs at the college and district level with grant requirements being monitored by the designated grant coordinator, the college business office, and district business services office. Annual audits performed by an external auditor include the review of student loan default rates, revenues and related matters to ensure compliance with federal regulation (III.D.10).

The College identifies, plans, and allocates resources for payment of liabilities and future obligations. Board Policy ensures budget management practices that align with Education Code and maintain an appropriate reserve of at least five percent, with the reserve increasing each year toward a goal of covering at least one month's operating costs. All short and long-term liabilities are identified in the external audit report. They include bonds payable, compensated absences, other post-employment benefits, and pension liability (III.D.11).

The College plans and allocates resources for the payment of liabilities and obligations, including Other Post-Employment Benefits (OPEB). The District has been putting retiree health benefit funds into the County Office of Education since 2006-07, and the Governing Board approved an irrevocable trust for the OPEB in February 2016 to transfer funds to the Public Agency Retirement Services (PARS). The District budgets appropriately for OPEB funds to cover liabilities for current employees. The District also sets aside 10% of its uncommitted ending balances for the Unrestricted General Fund for unfunded prior liabilities (III.D.12).

The College assesses and allocates resources for repayment of any locally incurred debt instruments that can affect the financial condition of the college. The College allocates the appropriate resources for its annual lease revenue bonds and capital and operating leases (III.D.13).

The College ensures all financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. Board policies and administrative procedures have been adopted to ensure effective oversight and adequate internal controls exist. External audits are performed for the District bond and Foundation. Financial oversight occurs at the college and district level with grant requirements being monitored by the designated grant coordinator, the college business office, and district business services office (III.D.14).

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College's student loan default rates fall within federal guidelines and there have been no material weaknesses or significant deficiencies related to federal awards identified during external audits in recent years. The financial aid department for the College and its sister college meet annually in the spring to review and update financial aid policies and procedures to address changes in regulations and processes for the upcoming year (ER5) (III.D.15).

The College maintains the integrity of the institution by ensuring contractual agreements with external entities are consistent with its mission and goals and governed by institutional policies. Board policies and administrative procedures establish the criteria for when a contract is enforceable and who may contractually execute a contract. Requests for a service contract are routed through the College for appropriate approves and subsequently reviewed by the Purchasing and Contracts Department for legality prior to execution (III.D.16).

Conclusion:

The College meets the Standard.

Standard IV

IVA. Decision-Making Roles and Processes

General Observations:

Cuyamaca College recognizes and uses the contributions of students, faculty, staff, and administrators throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. The College clearly defines the participatory governance roles for constituent groups in policies and procedures; and they are designed to facilitate decision-making that supports student learning and achievement and the improvement of institutional effectiveness, while clearly defining the responsibilities of the governing board and the chief executive officer.

The redesigned governance structures, processes, and practices support the governing board, administrators, faculty, staff, and students in their work to monitor and improve the institution. The roles within the GCCCD are clearly delineated in Governance Handbooks. Many policies, procedures, and goals are aligned across the District to ensure that resources are allocated in adequately to support and sustain the colleges.

Innovation leading to institutional excellence is encouraged and created. The institution supports constituent groups taking initiative for improvement of practices, programs, and services. Established policies and procedures authorize constituent groups to participate in decision-making processes and direction for how individuals can bring forward ideas are specified therein. A substantial voice is given to administrators, faculty, classified staff, and students in the review, revision, and development of institutional policies, planning, and budget processes. The responsibility for recommendations related to curriculum and student learning programs and services is with faculty and academic administrators. The institution ensures that the right individuals are aligned in terms of their expertise and responsibility; and that relevant perspectives are considered; and that timely action is enacted on matters related to institutional plans, policies, and curricular change. The institution regularly evaluates, documents, and widely communicates decision-making policies, procedures, and outcomes to college stakeholders.

Findings and Evidence:

Through Board Policy and Administrative Procedure 3250, the institution supports administrators, faculty, and staff in taking initiative for improvement of practices, programs and services; especially when significant institution-wide implications exist. The District and College have aligned and integrated their planning processes resulting in shared planning cycles, student performance indicators, and overarching goals. Through the 2019 Governing Board Goals, three districtwide goals were created in support of program, service, and practice improvement. Those goals serve as the main framework for college planning and resource allocation.

The College's participation in the Achieving the Dream (ATD) network led to development of the 2016-2022 Strategic Plan. From that work, key priorities that focus on accelerating basic skills, creating guided pathways for students, improving practices to engage students, and the effective use of human, physical, technological, and financial resources. Through its Cuyamaca College Council, the College allows for a systematic participative process that assures effective planning and implementation. (IV.A.1).

Board Policy and Administrative Procedure 2510 establish and describe participatory roles for students, faculty, staff, and administrators. The Shared Governance Handbook provides an overview of how participatory governance occurs at the College, describes the role of each constituent group, and defines which individuals or groups can appoint members to governance bodies. Additionally, the handbook lists the charge, membership structure, and reporting responsibility for every college council and standing committee.

The Associated Student Government (ASG) is the representative body for Cuyamaca College students and it appoints student representatives to participatory governance groups. In addition, student focus groups and surveys are used to capture the student voice. (IV.A.2).

Board Policy and Administrative Procedure 2510, along with the College's Governance Handbook, define participatory roles for administrators and faculty. For institutional policies and procedures associated to curriculum, degree and certificate programs, grading policies, and other related policies and procedures, the College mainly relies on the voice of the Academic Senate. Administrative Procedure 3250 also specifies the roles that administrators and faculty play in the governance process. (IV.A.3).

The College primarily relies on the Academic Senate for decision-making about recommendations related to curriculum and student learning programs and services. Board Policy and Administrative Procedure 4020 also describe the role of the Academic Senate "in academic and professional matters." As noted in the Shared Governance Handbook, administrators have a clear role in the decision-making process as well. The College also relies on its reporting committees to help with making decisions related to curriculum and student learning programs and services. (IV.A.4).

The College ensures appropriate consideration of relevant perspectives; it also ensures that decision-making is aligned with expertise and responsibility; and that timely action is taken on institutional plans, policies, curricular change, and other key considerations through its college and district policies on governance. The College and District governance handbooks clearly define the roles of all constituent groups. Board Policy 2015, for example, describes the responsibilities of the Student Trustee in decision-making and communicates the Board's commitment to providing opportunities for administrators to participate in the development of district policies and procedures that may impact staff.

The College's council and committee structure, program review process, college website, and social media presence and other forms of communication ensure that timely action is taken in matters related to institutional plans, policies, curricular changes and other key considerations. (IV.A.5).

The College provides intranet sites to all participatory governance committees and councils for the documentation and wide dissemination of decision-making processes and decisions made across the institution. Websites, such as the Academic and Classified Senate and the Institutional Effectiveness, Success, and Equity Office (IESE) webpages, are also used by the College to document and widely communicate decision-making processes and resulting decisions. In addition, sharing of decision-making processes and outcomes occurs via various college councils and committees. (IV.A.6).

The College assessed the effectiveness of its governance structure as part of the IEPI PRT. Through this process, the College determined a need to make changes to its governance structure. The new governance structure is expected to better facilitate the College's ability to regularly evaluate policies and procedures and includes the use of a Governance Group Evaluation and Governance Goal-Reporting Form, which will be completed annually. In addition, the College makes use of surveys, retreats, and feedback forms administered by IESE to regularly evaluate policies and procedures.

Results of evaluations are widely communicated through the College's councils and committees, through its intranet and internet sites. The College has shown that it uses evaluation results as the basis for improvement; such as, in the redesign of the governance process, student learning outcomes assessment and integrated planning, and its Innovation and Effectiveness Plan. (IV.A.7).

Conclusion:

The College meets the Standard.

IVB. Chief Executive Officer

General Observations:

The CEO has the primary responsibility for the College and provides effective leadership for maintaining quality of the institution. The CEO facilitated planning efforts that led to the College's three "Big Bets", which are the foundation of the institution's strategic plan. The CEO establishes a culture of institutional inquiry, dialogue, planning, decision-making, and inclusivity with input from various constituents. The CEO has experience serving on several accreditation peer review teams and has a clear understanding of the regulations and policies.

Findings and Evidence:

Board Policy 7113-Delegation of Authority to College establishes the CEO's delegated authority and responsibility for leading and directing the College. Interviews with staff indicate that the CEO has effectively led planning and organizing efforts to advance quality through the development of the College's most recent strategic plan. The CEO makes final budgetary decisions in consultation with the Cuyamaca College Council (CCC) and President's Cabinet. In consultation with hiring committees, the CEO makes final hiring decisions and participates in all second-round administrative and full-time faculty interviews. The College has a process for prioritizing requests for new positions, which is utilized by the CEO to make final staffing decisions. The CEO effectively supports the development of personnel by dedicating a full-time position to professional development. The CEO established the Institutional Effectiveness, Success, and Equity (IESE) Office and hired a Senior Dean of IESE to support the College's on-going assessment of institutional effectiveness (IV.B.1).

The CEO has responsibility for overseeing and evaluating the College's organizational structure, which is sufficiently sized to effectively operate the College. The College embraces participatory governance as outlined in the Governance Handbook, and the CEO delegates authority to members of the President's Cabinet as appropriate (IV.B.2).

As evidenced in the College's planning documents, the CEO guides institutional improvement of the teaching and learning environment. The CEO led institution-wide dialogue to develop the College's strategic plan, which resulted in the establishment of four goals: Accelerated Basic Skills, Guided Student Pathways, Student Validation and Engagement, and Organizational Health. The College has key performance standards, which are assessed each year. The CEO established a new Institutional Effectiveness, Success, and Equity Office to ensure access to high-quality data and to strengthen the College's analysis of its data. The College uses program review as a primary source for all unit-level planning, evaluation, improvement, and resource allocation. The College's Budget Criteria, which outlines the process for allocating resources, is directly tied to program review, the strategic plan, and the College's mission. The CEO holds an annual planning and evaluation retreat to review key performance indicators and led efforts to bring in an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) to help the College improve processes and structures including learning outcome assessment, integrated planning, and effective participatory governance (IV.B.3).

The CEO has the oversight and authority for ensuring that the College meets all Eligibility Requirements, Accreditation Standards, and Commission polices. The CEO encourages faculty, staff, and administrators to participate on peer review teams, and ensures participation and shared responsibility for accreditation through the College's Accreditation Steering Committee (ASC) (IV.B.4).

As evidenced in the ISER, meeting minutes, and interviews with staff, the CEO assures the implementation of statutes, regulations, and governing board policies that are consistent with the College's mission through participation on various governance committees and by actively participating in the development and revision of board polices and administrative procedures (IV.B.5).

The CEO works with the College's internal community through various participatory governance committees, the College's Intranet Page, regular meetings with various constituents, and a Weekly Digest email. Previously, the College contracted with a public information professional and recently hired a full-time position to assist the CEO with external communications including social media, press releases, and other communications. The CEO participates on several local, regional, state, and national committees and has served on peer review teams (IV.B.6).

Conclusion:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The GCCCD is governed by a five member elected board that oversees Grossmont College, an independently accredited college within the district. Through their involvement at the local, regional and state level, the Governing Board stays informed and updated about issues relevant to the District. Through establishing Board policies that are aligned to the College's mission and values, the Governing Board has authority over and responsibility for policies that assure academic quality, integrity, and effectiveness of the student learning programs it serves and the financial stability of the institution.

The Governing Board acts as a collective entity. Once it reaches a decision, all members act in support of the decision. The Governing Board adheres to a clearly defined policy for selecting and evaluating the CEO of the District and the College. It reflects the public's interest in the institution's educational quality and protects the College from undue influence or political pressure. It establishes policies consistent with the College's mission to ensure the educational quality, legal matters and financial integrity and stability. The Governing Board publishes its bylaws, acts consistent with its policies and bylaws and regularly assesses them and revises as necessary.

The Governing Board regularly reviews key indicators of student learning and achievement and completes ongoing Board development, including new member orientation. It establishes a clear process for evaluation of its efficacy and regularly uses the results of those evaluations to make improvements. It upholds a code of ethics and conflict of interest policy. The Board is informed about Accreditation Standards and supports the College's efforts to improve and excel.

Findings and Evidence:

The GCCCD's governing board is responsible for assuring academic quality, integrity, and effectiveness of student learning programs as well as the College's financial stability. The board's duties are outlined in Board Policy 2005 and Board Policy 2200 policies and the chief CEO (chancellor) issues administrative procedures to guide the implementation of board policies. Board policies and procedures are reviewed on a six-year cycle as indicated in Administrative Procedure 2410 (IV.C.1, ER 7).

Board Policy 2715 establishes that the board will act as a unit and not as individuals when making decisions and that once the majority has made a decision, all members will act in support of the decision and speak with one voice. Board members provided an example of this in practice during interviews with team members (IV.C.2).

The GCCCD Governing Board has a clearly defined policy for selecting and evaluating the Chancellor (IV.C.3).

The GCCCD Governing Board is an elected body with responsibilities for supporting the colleges and representing community constituents by their service area or trustee areas. Board Policy 2100 establishes the parameters for trustee area representation. The District's Board Policy and administrative procedures outline conflict of interest for board members and employees. All board members are required to annually file a Statement of Economic Interests report (IV.C.4, ER 7).

Board Policy 2710 and Administrative Procedure 2710 outline the governing board's responsibilities, which address leadership on student success, equity, and access and monitoring progress, differences in student success and achievement, and high-quality curricula. Board policies also address the board's role in strategic planning, goal setting, and assurance of sound fiscal management. The board receives regular reports throughout the year on progress made towards strategic goals and improvement of instructional and student support programs (IV.C.5).

Board policies and administrative procedures are published on the GCCCD Policies and Procedures website and are available to the public. Board Policy 2010 includes the board's size, duties, responsibilities, structure, and operating procedures (IV.C.6).

Board members engage in discussions, act on items, and review information consistent with the GCCCD board policies and bylaws, as reflected in board meeting minutes. The board reviews its policies on a six-year cycle, which is tracked in the Chancellor's Office (IV.C.7).

In addition to reviewing indicators of student learning at regular board meetings, the GCCCD Governance Board holds an annual evaluation and goal-setting workshop to discuss the College's student learning and achievement metrics, key performance indicators, institution-set standards, and aspirational targets. The College presents updates on the implementation of the strategic plan including action steps and priorities for improving academic quality in the subsequent year (IV.C.8).

GCCCD's Administrative Procedure 2740 on board education outlines the Board's commitment to its development, improvement, and continuity of membership. New trustees are oriented by the Chancellor and all board members attend study sessions and conferences including the National Association of Community College Trustees (ACCT) and the Community College League of California (CCLC). The Chancellor maintains records of participation in these activities and the information is reviewed in the Board's annual evaluation and goal-setting

retreat. Board Policy 2100 provides for the continuity of board membership including staggered terms of office (IV.C.9).

Board Policy 2745 and Administrative Procedure 2745 outline the Board's requirement to conduct a comprehensive evaluation a minimum of every other year. The evaluation includes a self-assessment, feedback from college and community stakeholders, and analysis of board goal achievement. Governing Board Quality and Effectiveness Goals are updated annually as a result of the evaluation process. Minutes from the evaluation are public via the Governing Board webpage (IV.C.10).

The GCCCD Governing Board establishes ethical practices including specific violations in areas of financial interest, fair and open decision-making, use of public funds, and illegal or unethical behavior during board meetings. Board Policy 2710 indicates that board members may not have a financial interest in contracts made in their capacity as board members, and specific parameters require the disclosure of financial interest in a decision. If there appears to be a conflict of interest, or there is a conflict of interest, trustees abstain from voting during board meetings (IV.C.11, ER 11).

Board Policy 2430 delegates full authority to the Chancellor and holds the Chancellor accountable for the operation of the District. Through interviews with members of the Board, the team was able to verify that the Governing Board sets clear expectations and holds the Chancellor accountable for the operations of the District. The team noted a few inconsistencies related to the delegation of authority to the Chancellor without board interference (IV.C.12). There may be opportunities for further clarification and board professional development in this area (IV.C.12).

As evidenced in meeting minutes and in interviews, the GCCCD Governing Board is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accreditation status. A special workshop on accreditation was conducted in 2018 to help inform the board of their role in the accreditation process, and board members receive accreditation training at annual conferences. The Governing Board holds an annual evaluation and goal-setting workshop. District wide goals and strategic priorities include a reference to the advancement of accreditation standards that guide quality, ethics, and prudence with student success as an important goal. Accreditation issues, including ACCJC reports, are presented at Governing Board meetings (IV.C.13).

Conclusion:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

The GCCCD Chancellor provides leadership in setting and communicating expectations for educational excellence and establishes clearly defined roles, authority and responsibility between

the Colleges to the District. The Chancellor ensures that the Colleges receive effective and adequate District services. The District has a policy for the allocation of resources to support effective operations and the Chancellor delegates full responsibility to the College Presidents to implement district policies without interference and holds them responsible for the operation of the Colleges. Where the District has responsibility for the resources, it evaluates itself against ACCJC standards.

The District has a model for the allocation of resources and that model provides adequate resources to effectively support the Colleges. Effective control of expenditures is being exercised by the District Chancellor.

Communication between the Colleges and District is effective and timely.

The Chancellor regularly evaluates the District and College role in ensuring educational goals for student achievement and communicates the results of this to use as a basis for improvement.

Findings and Evidence:

The *GCCCD Governance Structure Handbook* details the District and College reporting structure and outlines operational responsibilities. It details roles and how the operations of the District and College work together toward achieving educational excellence. The District and Colleges have worked hard to revise their governance structure and completed a comprehensive re-vamp of the process which includes all employee groups in the governance process. Interviews with constituency groups indicate positivity about the process and enthusiasm about the new model. The Chancellor works with the Governing Board to set priorities which are communicated to the Colleges and Board Policy 2200 outlines the Governing Board's roles. Organizational charts provided via Workday, a software tool, indicates the distribution of responsibilities (IV.D.1).

The Chancellor communicates with the College Presidents through regular meetings including the Chancellor's Cabinet, Chancellor's Extended Cabinet, District Executive Council, District Coordinating Educational Council, Student Equity and Success Council, and the District Strategic Planning and Budgeting Council. The minutes of the District Executive Council provide evidence that the process is evaluated for efficacy and updated accordingly. As lead of the District Coordinating Educational Council, the Chancellor reviews and evaluates educational initiatives to drive student success. The District Strategic Planning and Budgeting Council advises the Chancellor on budget priorities which are then communicated to the College Presidents. Survey instruments and minutes were reviewed that showed the evaluation of the efficacy of services. Biennial surveys reviewed evaluate the efficacy of services provided and improvements are made as needed (IV.D.2).

The GCCCD Chancellor provides procedures and a budget calendar that outline how the budget is to be developed. The Chancellor, Vice Chancellors and Governing Board review expenditures against budget over the course of the year through Quarterly 311 financial reports and annual budget documents. Annual audits are reviewed and have been consistent and stable. Board Policy 6250 delineates how the District handles its budget and reserve management and an

Income Allocation Model (IAM) outlines how the District's revenues will be allocated to the Colleges. Considerations for Full Time Equivalent Student (FTES) targets for the Colleges are considered in this model. Colleges use the dollars allocated to fund their respective priorities (IV.D.3).

The two College Presidents are responsible for policy implementation and are fully responsible for the operations of the Colleges. Board Policy 7113 cites the methodology for delegation of authority.

The GCCCD Chancellor holds the College Presidents accountable for the operations of the Colleges, a process which is outlined in Board Policy 7112 on performance evaluation. As evidenced in both policy and interviews, the Chancellor evaluates the Presidents annually. (IV.D.4).

District planning is integrated with College planning and is set on six-year strategies to achieve priorities established in the Educational Master Plan. The GCCCD Educational Master Plan outlines how Human Resources, Facilities, Technology and Diversity/Equity/Inclusion plans guide college-level plans. Research data provides information that is used to measure academic achievement and financial resources against key performance indicators. The Governing Board regularly reviews key performance indicators and how the Colleges are performing against them (IV.D.5).

Communication between the District and the Colleges is timely and accurate such that the Colleges may make decisions effectively. Regular communication from the Chancellor to the District was reviewed, which contained information about personnel hires, state and college budgets, construction updates and student achievement. Bi-monthly Chancellor's Cabinet meetings are held and a variety of participatory governance councils work to communicate information District-wide. The District Executive Council, District Coordinating Education Council, Student Equity and Success Council, and District Strategic Planning and Budget Council communicate information effectively through the posting of agendas and minutes which were examined. An electronic newsletter called *The Courier* highlights District and College business and is circulated district-wide (IV.D.6).

The District, under the Chancellor's leadership, evaluates role delineations on a triennial basis. Documentation of the review, last performed in May of 2016, was reviewed and the District Executive Council discussed the results and provided recommendations for improvement, which are reflected in the new *GCCCD Governance Structure Handbook*. The recommendations were also presented to and supported by the Board (IV.D.7).

Conclusions:

The College meets the Standard.

Quality Focus Essay

The team reviewed the College's Quality Focus Essay (QFE), which was included in the College's ISER. The QFE identifies two projects that will positively influence student learning and achievement throughout the institution. Both projects are to be implemented within three years and reinforce the College's commitment to student learning, access, and equity.

Project #1: Establish a Center for Teaching and Learning

The first project seeks to establish a Center for Teaching and Learning to serve as a hub for professional development that is inclusive of faculty, staff, students, and administrators. Professional development activities will aim to promote best practices for student learning andragogy and to improve meaningful learning assessment. Additionally, this center will support the implementation of curriculum and assessment systems and develop related resources for effective practices in teaching and learning. The team appreciates this student-centered effort to support learning and teaching, and the team believes that it will further advance the College's mission.

Project #2: Expand Open Educational Resources/Low-Cost Course Materials

Project two will expand the College's use of Open Educational Resources/Low-Cost Course Materials accessibility for students. Over the next three years, the College will prioritize student access to high-quality course texts and learning materials at low or no-cost to support successful course completion and improve student learning. The timeline provided in the QFE is well considered with well-organized action steps to meet the College's goal with this project.