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ACCREDITATION EVALUATION REPORT

**Cuyamaca College**

**El Cajon, California**

A Confidential Report Prepared for

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

This report represents the findings of the evaluation team's visit to Cuyamaca College from October 16-18, 2001

Deborah G. Blue, Ph.D., Chair

# **ACCREDITATION EVALUATION REPORT FOR CUYAMACA COLLEGE**

Comprehensive Evaluation Visit of October 16-18, 2001  
Deborah G. Blue, Ph.D. Evaluation Team Chair

## **REPORT SUMMARY**

An eleven-member team, appointed by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, conducted a comprehensive visit of Cuyamaca College from October 16-18, 2001. Team members interviewed a broad representation of the campus community, held three open forums, met with district office administrators and representatives of the Board of Trustees, attended college meetings in progress during the site visit, and visited most facilities of the college in order to acquire a thorough understanding of Cuyamaca College's instructional programs, services for students, organizational culture and climate, and student population.

The purposes of the visit were to validate the college's self study guided by the ten standards of accreditation for a comprehensive community college, to determine how well the college had addressed the recommendations of the previous visiting team, to provide recommendations regarding quality assurance and institutional improvement to assist the college in strengthening its programs and services, and to enable the team to make a founded recommendation to the Accrediting Commission regarding the accredited status of Cuyamaca College.

The Commission asked that the Midterm Report focus on three issues in response to the previous teams' eight standard recommendations. The team found that the college fully responded to the focus issues and the previous team's recommendations with three exceptions. Those exceptions were the need to review staffing policies and practices with respect to diversity, conducting personnel evaluations in a timely manner, and implementing program review in all areas of the college, each of which appears again in this report.

The team found that the self-study was a graphically attractive and well organized document. The "Certificate of Compliance with Eligibility Requirements" and the "Planning Summary" were not included in the self-study document, however they were forwarded to the team under separate cover September 12, 2001. The team noted that the self-study addressed the descriptive summary and analysis of each standard in a clear and candid manner. The team found that not all standards for which the analysis rendered issues to be addressed had supporting planning agendas to ensure follow-up efforts by the college to address the issues.

The team found the availability of resource documents to be lacking upon arrival on the campus. File boxes in the team room were categorized to support the resource documents as noted for each of the standards in the self study, however, the team found empty files and incomplete files with numerous documents missing. The team noted that the lack of evidence available to support the resource documents referenced in the self-study prevented its ability to validate the self study. The team chair conferred with the Associate Director of the Accrediting Commission for Community and Junior Colleges and as a result communicated the gravity of the team's concern to the acting college President. The college Accreditation Liaison Officer, accreditation steering committee chairs and college administrators responded promptly and the support documents were provided to the team.

## **COMMENDATIONS**

The team commends Cuyamaca College for its effective planning process, its beautiful and viable physical plant, and its governance structure and procedures that are integrated with a common vision.

The college has made notable progress developing and instituting an effective planning process for instructional services that has broad participation of faculty and administration college-wide, and integrates institutional research into campus planning. According to faculty leaders, the planning process instituted by the college is strongly endorsed by the faculty.

The college is maintaining a viable and vibrant physical plant while facing an enormous student enrollment increase and unpredictable sources of state aid.

The college and district have demonstrated conscientious and thorough efforts to address the recommendations of the 1995 accreditation team. In particular, through the leadership and direction of the former college president, Cuyamaca College has adopted a governance structure and procedures that are well understood and embraced by all constituencies, and created a campus climate in which organizational members feel an important part of the decision-making processes of the college. In addition, the efforts of the new Chancellor to bring together key members of both Cuyamaca College and Grossmont College within a common vision have had considerable positive effects on the relationships between the colleges and the college and district central services. There appears to be district-wide support for planning and implementation around common themes that has produced an atmosphere of cooperation and respect among stakeholders from both colleges.

## RECOMMENDATIONS

Cuyamaca College has established a firm foundation in its excellent planning model. The following recommendations are made to ensure the monitoring of practices and procedures and continued enhancement of the institution.

The ethnic diversity of the student population at the college has remained constant since the last evaluation visit. It was noted during the visit that the Sycuan native American tribe is in the College's service area, yet educational outreach to this segment of the community has been limited primarily to student services and student services administrative partnerships. There have been limited instructional outreach efforts to date as reported by the college's instructional administrators. The enrollment of Sycuan community members was not evident in the college's ethnic composition data provided in the self study. Also of concern to the team was a notable lack of diversity among the faculty, staff and administrators of the college. Therefore, the team recommends that:

1. *The college diversity policy and practices should align directly with district diversity goals as noted in the district strategic plan, and that faculty and instructional administrators foster diversity awareness training opportunities for all college personnel, particularly instructional faculty. (2.6, 4A.1, 7C.1)*

Since the last accreditation visit the college has developed a "planning culture" that allows the campus to focus on developing an effective institution. A campus-wide planning process, which includes broad participation of faculty integrates institutional research into planning processes and decision making for the purpose of developing an Educational and Facilities Master Plan, Strategic Plan for 2001-2004 and an Annual Report. The Program Review Committee has also instituted a comprehensive process that incorporates a wider range of the college's programs as well as quantitative methodologies and student outcomes. It was evident to the team that the progress made in planning in academic programs, facilities, technology and budgeting was not evident in student services, therefore the team recommends that:

2. *The college should develop a Master Plan for student services that focuses on broad participation of student service staff, faculty and students, and integrates institutional research into planning and evaluation. The college should ensure that planning by students services is integrated with instructional and administrative services to address common issues affecting all units. (3A.1, 3A.2, 3A.3, 3B.1, 3B.2, 3C.1)*

The degree to which technology has been successfully integrated into information and learning resources is particularly noteworthy as is the integration of information competency into the General Educational curriculum. The information and learning resources staff has skillfully utilized external financial and material resources to supplement and enhance their resources and services. The reliance on external financial resources hinders the long range planning process. The team found no evidence of a systematic plan for the maintenance of a core book collection and recommends that:

3. *The college develop and implement systematic planning, policies and procedures which will ensure the annual enhancement of a core book collection from a stable funding source. (6.1,6.5, 6.7)*

The college has made progress in the area of staffing policies and practices in response to the previous team's recommendation regarding the full-time to part-time teaching ratio, in that substantial numbers of full-time faculty have been added to Cuyamaca since the 1995 site visit. Enrollment growth however has been so rapid that an improvement in the ratio of full-time to part-time faculty has not kept pace with the growth of the number of full-time faculty hired. Progress was not evident in the area of timely evaluations as noted in the 1995 recommendations. The team recommends that:

4. *The college and district ensure that formal evaluation of part-time faculty be completed in a timely manner, with consideration for maintaining appropriate protections for faculty and students as embedded in current practices, and to find effective ways to facilitate participation in appropriate staff development activities for more classified staff and part-time faculty. (7B.1, 7B.2, 7C.1)*

**STANDARD ONE**  
**INSTITUTIONAL MISSION**

**RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

There were no recommendations from the previous team regarding this Standard.

**I. OBSERVATIONS**

The Governing Board adopted the new district-wide mission statement in February 2000. This represents a change in process from one that was college-based to a district-wide process, resulting in a common mission statement for Cuyamaca College, Grossmont College, and the district. The timeline for review of the mission statement was also changed from a five-year cycle to a three-year cycle to coincide with the new district-wide process. The change in procedure was designed to better align the district and college planning processes and outcomes.

**II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF-STUDY FINDINGS**

College staff expressed satisfaction with the process for development of the mission statement. There was involvement of college staff at both the college and the district. The mission statement is included in the college's Strategic Plan 2001 – 2004 and printed in the college catalog.

The mission statement identifies a broad-based student focus with a global outreach. In interviews with staff it was noted that the breadth of the mission statement is intended to encourage innovation and creativity in developing ways to address a wide range of educational needs.

The mission statement and the strategic goals that are published in the Strategic Plan 2001-2004 are referred to in the planning process and unit plans are required to reference them in planning documentation.

The college has met this standard by reviewing and updating the mission statement in conjunction with the district, and by using the mission statement in the planning process. Unit plans are linked to the strategic goals, which link to the mission statement. The alignment of the district and college process for development of the mission statement should serve to strengthen both the college and district planning efforts.

### **III. RECOMMENDATIONS**

There are no recommendations for this Standard.

#### **STANDARD TWO**

#### **INSTITUTIONAL INTEGRITY**

#### **RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

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

Diversity issues are a special focus of Standard Two. The college has become more diverse since the last visit, with the college student population and classified staff reflecting higher proportions of underrepresented groups than the population of the service area at large. A review has occurred, and the college has made changes in its practices, including joining a mentoring consortium to develop future instructors, increasing recruitment outreach, and enhancing relationships with the local Native American Sycuan community. Diversity awareness training has begun, and the college schedules activities intended to enhance awareness of various cultures. Publications reflect the diversity of the college student body and staff, from the catalog to brochures developed to describe specialized services and programs. Thus, much progress has been made in addressing the recommendation of the previous visiting team. However, it is only fair to point out that most of this effort has occurred within Student Services or Personnel hiring training. In Instruction, efforts have been focused on development and recruitment of prospective faculty members, and some awareness training has been available through Flexible Calendar activities, but a concerted effort to enhance faculty cultural awareness is not apparent.

## I. OBSERVATIONS

Essentially, the bulk of Standard Two boils down to institutional honesty and consistency, both in its interactions with the external audiences and the internal ones. The documentary evidence of the standard is found in publications and policies, but the real integrity of the institution is found in the extent to which the behavior of the college community mirrors the written policies and procedures.

Assessment of current publications: The documents provided by the college are clear, they appear to be current, they reflect changes since the last edition, and they contain the requisite components to satisfy the standard. Publications for students are readily available, both on campus and at off-campus locations. Even specialized "targeted" brochures reflect a high degree of consistency in graphic style. Most include general information about the college as well, evidence of broad and inclusive goals in recruitment. There is a high degree of accuracy between the hard copy and electronic editions of catalog and schedule. In particular, the web page possesses a high level of accuracy not present in 2000, reflecting recent recognizable and noteworthy improvement, and for this change, the college is to be commended. In light of this, the "plan" would be appropriate: continue current practices and plans.

Integrity of athletic programs: Athletic programs are represented in the self-study as operating in strict accord with the expectations and rules of the statewide Council of Athletics as well as the policies of the college and the District: The representation is accurate and valid: the college has received no negative citations by the state council of athletics, and coaches and counselors take pains to emphasize the personal and academic development of student athletes.

Academic integrity: The college has district and local policies and procedures that delineate rights and responsibilities regarding academic freedom, controversial issues, and academic dishonesty. The self-study acknowledges that not all members of the college community are aware of these policies and procedures or where they might be found, but indicates that a new effort to inform all members of the college community has been undertaken by the faculty senate. According to the self-study, the plan to enhance communications in this area rests with the faculty senate. However, the senate has not accepted this charge, and team members suggest that collaboration between administration and the senate could be more productive in developing and implementing a dissemination process.

The District has a very clear pamphlet dealing with academic dishonesty. Comparing the self-study to the pamphlet, however, some inconsistency is evident. The team encourages the college to incorporate this content in orientation processes for faculty, with periodic updates in order to ensure understanding of faculty rights and obligations regarding academic dishonesty among students. Consideration might be given to integrating appropriate materials into student and faculty handbooks.

Honest interactions with WASC: The self-study was prepared within a broad-based committee



structure that represented the breadth of functions and opinion within the college. Overall, it appears to have been an honest snapshot of the college at the time it was written. Interim reports and responses, too, appear to have been honest and developed through a collegial process, and there is a high degree of support for the fairness and accuracy of the self-study and the process for developing that document.

Indeed, given the substantial transition in institutional organization and leadership during the development of the self-study, such support is itself noteworthy. Team members did note the lack of specific planning agendas in many of the sections in this standard and suggest that staff, faculty, and administration collaborate to go beyond the recurrent statement, "continue current effort."

**Diversity and Equity:** The self-study presents a substantial list of evidence of policy and compliance documents, but the documentation of practices-fulfilling the commitment to diversity is uneven. College publications reflect the college emphasis on diversity, communicating in writing and in the photo layouts that Cuyamaca College is a college that welcomes participation from all. On-campus activities are scheduled to expose students to a variety of cultural traditions. In Student Services, mandatory diversity awareness training is scheduled, including some training conducted within the communities served.

However, the new college strategic plan does not address diversity as a theme. Even in the *Access and Student Development* portion of Cuyamaca College's strategic plan, intended to "create a campus climate which promotes access for all students," only one of the intended activities can actually be described as designed to enhance participation for under-represented students. (ref. p. 7 of Cuyamaca College Strategic Plan, 2001-2004) By comparison, the District Strategic plan for the same period places emphasis on diversity in both the *Student Access* and the *Diversity* sections. There appears to have been little organized activity for or among instructional faculty designed to enhance greater cultural awareness, although faculty surveyed indicated that they believe they are aware of and sensitive to such issues as they impact classroom and campus. The college plans to sponsor staff development activities related to diversity in the classroom, a plan that needs to be given high priority. Although faculty are "strongly encouraged" to attend diversity training prior to participation in hiring committees, interviews suggest that faculty hiring committees do convene without such training "from time to time," and there is no plan evident to extend this training. Finally, neither the college materials nor district policy contain appropriate protections for students or employees regarding sexual orientation, an oversight that the team suggest be corrected.

## II. ANALYSIS, EVALUATION AND VALIDATION OF SELF -STUDY FINDINGS

Overall, the self-study accurately depicts the state of institutional integrity at Cuyamaca College. The college gives itself high marks in most areas, and the team members concur. At the same time, the team encourages the college to continue efforts to create an open and welcoming atmosphere for the students of its diverse communities, ideally through the development and implementation of specific plans. Diversity issues are related to a focus issue from the previous visiting team. The college is to be commended for close collaboration between student services staff and the Sycuan Band.

## III. RECOMMENDATIONS

The team recommends that:

1. *The college diversity policy and practices **should** align directly with district diversity goals, as noted in the district strategic plan, and that faculty and instructional administrators foster diversity awareness training opportunities for all college personnel, particularly instructional Faculty. (2.6, 4A.I, 7C.1)*

## STANDARD THREE

### INSTITUTIONAL EFFECTIVENESS

#### RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM

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

Over the past five years, Cuyamaca College has instituted a campus-wide planning process

which includes broad-participation of faculty, integrates institutional research into planning processes and decision-making, for the purpose of developing an Educational and Facilities Master Plan, Strategic Plan for the 2001-2004, and an Annual Report. This integrated planning process incorporates a wide range of the College's programs as well as quantitative methodologies and student outcomes. Our interviews with faculty and staff also indicated a greater awareness and trust of the planning process and encouragement by the college administration to be involved with the redesigned organizational and governance structure.

## **I. OBSERVATIONS**

Cuyamaca College has developed over the last five years an effective planning process that has united staff, faculty, and administration to provide direction and coordination to the instructional service units of the institution. The integration of institutional research into planning has also been a cornerstone of its planning process. In the self-study and interviews with faculty and staff, the college presented various examples whereby research data provided by the district Office of Institutional Research and Planning was integrated into the development and improvement of programs, thus meeting various student needs such as retention, and resource allocation. The program review and academic master planning process is data-driven and outcome-based to ensure the results will be relevant and useful for each program. Surveys are often conducted by the district Office of Institutional Research and Planning to measure the effectiveness of committees such as program review and academic master planning to meet its goal of improving programs and services.

The district Office of institutional Research and Planning has added new staff to continue to meet the growing research demands being created by both Cuyamaca and Grossmont colleges. A research advisory committee composed of four vice-presidents, an executive dean, and academic senate presidents who represent both colleges in the district, are responsible for identifying priorities for research projects in the district. This committee also has the responsibility for recommendations and modifications to the research process and improving its effectiveness in conducting research for both colleges.

The district Office of Institutional Research and Planning has also been instrumental in providing research data in the development of the college's master plan, an Annual Report developed by the Innovation and Planning Council, and for conducting in-depth reviews of instructional and student service units. This office has been proactive over the last five years in identifying and conducting research projects which have provided the college with valuable information about retention, transfer, and employment statistics.

Research data and reports are readily available to all faculty and staff via its web site. The office continues to use technology as a mechanism for distributing and disseminating its findings to the public at large.

The college conducts surveys of its faculty and staff to measure and evaluate how well it is accomplishing their mission and purposes. The results of the surveys have indicated that the institution has done a good job in inviting faculty and staff to evaluate how well and in what capacity the college accomplishes its mission and goals. The survey also provided results that indicate and point to the positive environment created by the college where self-evaluation is an on-going process.

The college also utilizes its Annual Report and Academic Master Planning process to allow each academic/instructional department to evaluate whether it has accomplished its goals.

Our interviews with staff and faculty also indicated that most participants in the Academic Master Planning and Program Review committees require regular progress reports that document accomplishments from academic programs that have been previously reviewed. Most of the staff and faculty felt that the college's program review process has been redesigned to incorporate more quantitative methodologies and student outcomes as well as align itself with program planning and facilitate the implementation of the college's strategic plan.

In regards to institutional planning, the majority of faculty and staff interviewed felt that the college does an outstanding job in defining and disseminating information about its planning process. Most interviews conducted by the team indicate that a planning process for instructional program review, evaluation, assessment, and development has been clearly defined. In fact, it is evident that the focus of the planning process via the various committees such as Academic Master Plan, Program Review, and Curriculum is geared towards addressing primarily academic/instructional issues. The student service unit does not have a clearly defined planning structure that allows for its programs to be given the same attention and focus. This includes the means to acquire the resources needed to hire new student services staff, counselors, and equipment needed to run a quality operation.

The college has been proactive in involving appropriate segments of the college community in planning. Vocational departments, for example, were cited as campus units that include community and industry representatives on their advisory committees that serve as planning units. The development of the college's Strategic Plan for 2001-2004 also demonstrated evidence of involving faculty and staff through brainstorming sessions and surveys in the development of this plan.

Our interviews with faculty and staff, and results of the Cuyamaca College faculty and staff accreditation surveys in spring 2000, indicate that the college has made a college-wide effort to utilize planning processes to implement institutional improvements. Based upon their experiences during the past five years, the college utilizes its planning practices to drive budget priorities to ensure a process of ongoing program improvement.

The college has acknowledged that one of the major challenges they face is the integration of educational, financial, physical and human resource planning. The college is faced with the challenge of improving dialogue between inter-units regarding campus priorities. Committees will need to meet jointly during priority-setting periods prior to budget development.

The Innovation and Planning Council is responsible for reviewing data and recommendations from various groups and committees to discuss and evaluate institutional outcomes. In the development of the college's Strategic Plan, the college evaluated its outcomes over the past five years in areas such as enrollment in basic skills courses, number of general vocational course offerings and transfer student performance at San Diego State University, to evaluate which strategies have been effective in meeting the values of their strategic plans. This process was instrumental in prioritizing values and selecting strategies for the following academic year. The Academic Master Plan Committee and Program Review Committee, for example, annually review and modify the planning forms, and criteria for prioritization of departmental objectives.

Under the direction of the previous president, the college developed a "planning culture" that allowed the campus community to focus on developing a quality institution with state of the art educational services.

## **II. ANALYSIS, EVALUATION AND VALIDATION OF SELF-STUDY FINDINGS**

The colleges' strengths in Standard 3 include its ability to integrate research in the development of program review in instructional and student service areas. Institutional research is clearly utilized as a tool for program planning and evaluation. It is also utilized as a mechanism to improve programs and achieve student outcomes. It is evident that the college reviews data to measure the effectiveness of academic and student service programs and is often the basis for changing and reforming programs.

In the area of institutional planning, the college does not clearly identify the role of student services in the planning process. Specifically, a formal process for student services planning did not exist. The planning process should provide a similar infrastructure that clearly defines how programs will be reviewed, improved, and discussed, on equal footing, at all levels, in the planning and decision-making process.

It is important to also note that the accreditation team was not able to understand the process for planning after reviewing the self-study. In fact, the team had to thoroughly investigate the planning process in order to get a full comprehension of its organizational structure. In the documentation files or self-study, for example, there was no organizational chart for the planning process clearly demonstrating the relationship between the various committees.

In the Planning Agenda, the college acknowledges its efforts to continue to improve the planning process by increasing coordination, communication, and information dissemination between

committees, increase awareness of the capabilities of the District Office of Institutional Research, Academic Affairs, and Educational Development Services. In addition, the college administration will work with appropriate groups to refine the planning process. The Planning Agenda, however, does not acknowledge the need to develop a more comprehensive planning process for the student services unit in order to meet the challenges they will face with a growing student population.

### **III. COMMENDATION**

The college should be commended for developing and instituting an effective planning process for instructional services that has broad participation of faculty and administration college-wide, and integrates institutional research into campus planning. According to faculty leaders, the planning process instituted by the college is strongly supported and endorsed by the faculty.

### **IV. RECOMMENDATIONS**

The team recommends that:

2. *The college should develop a Master Plan for student services that focuses on broad participation of student service staff faculty, and students, and integrates institutional research into planning and evaluation. The college should ensure that planning by student services be integrated with instructional and administrative services to address common issues affecting all units. (3 A.1, 3A.2, 3 A.3, 3 B.1, 3 B.2, 3 C.1)*

## **STANDARD FOUR EDUCATIONAL PROGRAMS**

### **RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

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

There is strong evidence that the recommendations of the previous team have been met.

The college has instituted a campus-wide planning process which includes broad participation of faculty, integrates institutional research and planning processes and decision-making, for the purpose of developing an Educational and Facilities Master Plan, Strategic Plan, and an Annual Report. The Program Review Committee has also instituted a comprehensive process that incorporates a wider range of programs. The outcomes of the Academic Master Plan, Program Review, and Curriculum Committees have been integrated to determine campus wide instructional priorities.

## **I. OBSERVATIONS**

The college meets the varied educational needs of its students through programs that are consistent with its institutional mission, purpose, demographics and economics of the community. The mission, vision and core values were established in the 1995-2000 strategic plan. The district and college share the same mission statement that allows the institution to provide students with a range of flexible and broad offerings. However, the college statement does not identify the uniqueness of the student body nor does it allow for the development of a statement by which vision is reviewed or goals are assessed.

Program and courses leading to degrees must total 60 units and can be reasonably completed by full-time students in two years. However, enrollment data indicated that the average student takes six to nine units per semester and would be expected to take longer.

Information provided in the descriptive summary for program eliminations was indeed validated. The Executive Dean of Instruction is responsible for implementing the elimination process. Faculty and department chairs are invited to participate in a departmental discussion of available options. When programs are eliminated, students are first referred to other related departments and if necessary to other colleges. For departments undergoing revisions, students are advised to substitute classes for major course work.

While the self-study indicated that academic advising programs meet student needs, it was reported in several personal contacts with the team that counseling was inadequate or inaccurate. It was reported that all counselors meet on a regular basis in order to keep abreast of changes in the curriculum and services available to students. However, it is apparent that effective delivery of services is lacking.

The college offers more than 30 major programs with 43 Associate Degrees and 39 Certificates. Degree and certificate programs are outlined in the college catalog, a variety of brochures and additional material. The college identifies and makes public expected learning outcomes for its degree and certificate programs as part of the information presented as public information to the state. All degree programs are designed to provide students a significant introduction to the broadest areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

The general education requirements are published in succinct terms in the college catalog. All

degree programs require 22 units including appropriate courses in oral communications and analytical thinking. In addition, a new general education package has been developed which decreases the units from 22 to 18 to make it possible for students to earn an Associate Degree while also fulfilling their transfer requirements. The general education component is based on a philosophy and rationale that is clear and stated in the catalog. The college requires a minimum of seven outcomes from the areas of thinking, quantitative, and communications skills. Cultural diversity requirements include three outcomes and are met by courses evaluated by this rubric. Specific courses require that students demonstrate competencies in communication, reasoning, and evaluation both orally and in writing.

The central role of faculty in establishing and evaluating educational programs has been recognized. Faculty members serve on all academic committees. The Curriculum committee approves new courses and programs as well as changes to existing courses and programs. In addition, it is local policy to review course outlines on a four-year cycle for compliance with current practices and regulations. However, there were courses that were found to be inconsistent with this policy. The stated policy of continuous review of course outlines is not practiced as revealed during a review of 15 randomly selected classes. These course outlines some dated as early as 1986 do not accurately reflect current course requirements. Furthermore, program review is conducted every five years to ensure the quality of course and program content, objectives, student mastery, program integrity and current trends in the field of study. Advisory committees provide the needed outside perspective to further enhance program viability in certificate programs. Currently, there is an annual Academic Master Planning Committee that provides broad direction for instruction at the institutional level and development paths at the department level. This committee meets annually to update its plan, which is utilized for budget development, staffing recommendations, and general resource allocation priority setting. It is apparent from interviews with the Vice President and with faculty that the focus is to set realistic short-term to midterm goals and reasonable activities. The planning process takes place in fall for the following year. Budgets are developed in March for subsequent funding.

The college has a published grading policy that is found in both the faculty handbook and in the college catalog. The transfer of credit policy is also stated in the catalog and other Transfer Center publications. Articulation agreements are maintained and reflect the most current information as evidenced by document review. Each course description in the catalog clearly designates transferability primarily to the local CSU or UC. The college also participates in the ASSIST project. Faculty who interviewed were aware of and satisfied with the college's efforts.

All credit and non-credit programs are designed in accordance with established procedures set by the California Curriculum Standards and found in the Curriculum Handbook. Locally the Curriculum committee is responsible for their approval and periodic evaluation. These policies and standards also apply to continuing and community education. Only the Associate Dean of Continuing Education and Special Programs, however, reviews non-credit courses. The process for contract courses appears to be less formal and rigorous.



Distance education is offered at the college with appropriate approvals, rigor, review process, and evaluation. However, the more venturesome and entrepreneurial instructors have only offered on-line courses. Thus, they do not reflect a complete variety of course work in any area, general education, or transfer.

## **II. ANALYSIS, EVALUATION AND VALIDATION OF SELF-STUDY FINDINGS**

There is a plethora of evidence that the college is complying with the requirement of this standard. It has been an effort undertaken with strong commitment on the part of faculty and administration to a high quality of instruction and service to students.

Noteworthy was the identification of a model that works effectively for Cuyamaca in the implementation of the integration of curriculum with delivery systems and services based on student need. Cuyamaca College initially had a history of strong Vocational Programs with a concomitant high cost. As evidenced by student outcomes through Matriculation and course completion rates, a conceptual pyramid was determined to best assist students. The bottom rung is comprised of comprehensive Basic Skills (core curriculum), General Education comes next, then both Liberal Arts and Sciences side by side with Vocational after that, and at the top of the pyramid is specialty areas of instruction. Once implemented, a significant growth pattern was evidenced, that brought about additional funding for added structure to the college. The growth pattern has continued with expansion of programs and facilities.

Also noteworthy is the improvement of the planning process. It is evident that there has been an effort to make it a more inclusive process that allows for contributions from all segments of the campus. At a managerial level and an instructional level, everyone is aware of the one-year delay. Requests are made and submitted in the fall, the budget is not finalized until March and money is made available the following year. However, it has become part of the culture of planning.

The team strongly suggests that the college consider the expansion of distance education by the Internet and other means. It is also suggested that the college take steps to ensure that counseling information provided to students be as accurate and as clear as possible. Additionally, it is suggested that the process for course outline review be revisited to ensure that all course outlines have been updated.

## **III. RECOMMENDATIONS**

There are no recommendations for this Standard.

**STANDARD FIVE**  
**STUDENT SUPPORT AND DEVELOPMENT**

**RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

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

Cuyamaca College has responded in part to this recommendation by completing the Child Care facility. It was operational starting this fall 2001. The facility accommodates classroom instruction and childcare for 75 children of faculty, staff, and students. As a result, Cuyamaca students now have the opportunity for work experience in the childcare field. According to the Self Study report, the Student Center is slated for construction beginning in the academic year 2002-2003; however, funding sources are still being explored.

**I. OBSERVATIONS**

The team evaluated each section of this area through meetings, a number of interviews and review of supporting documents. Admission policies are readily available both on the College web site and in the college catalog and schedule of classes. While the web registration is already functioning, the application process on the web is still in progress. The application form and a residency brochure are to be translated into both Spanish and Arabic. Admission and registration information is available in English and in Spanish on the college's web site.

The information about the college's programs, policies and services is published and updated yearly in the college catalog as well as in the schedule of classes. The student orientation handbook also gives the needed information about policies, procedures, programs and graduation requirements. There is a newly revised due process and grievance procedure that will be adopted shortly. At the new "one stop" Student Services Center, students are now able to obtain all admissions, enrollment and counseling information in one centralized location.

The college provides a variety of support services to meet the needs of the students at Cuyamaca. All of these services except for the Student Government and Activities and the Health and Wellness program are located in the "one stop" Student Services Center. Five of the programs, i.e. Admissions and Records, DSP&S, Scholarship and Financial Aid, Assessment and Health and Wellness have just completed program reviews with the remaining programs planning to finish theirs by the end of 2001.

Student outreach to the local high schools and the surrounding community is coordinated through the office of the Associate Dean of Admissions and Records. Students are trained and hired as ambassadors for the college and go out with appropriate materials and information about the college's educational opportunities and support programs.

Student success, including probation, retention and early alert, is an area that needs more attention according to staff. A Student Success committee is being formed as a result of combining the Matriculation committee with the Student Success Task Force.

This group will receive input from both the instructional and student services components about the needs for interventions and support. The students themselves will also be able to identify the services they feel are the most important to them. The intent of this group is to be pro-active across the institution.

Orientation and assessment are not mandated for all students. In the recently completed program review of Assessment, several concerns were expressed. Increased staffing and increased assessment for students whose native language is not English is a recognized need. An alignment with assessment at Grossmont College is needed for better course placement. Overall, there is need for additional staff and technical support. The college is talking about making both assessment and orientation mandatory and about developing a computerized assessment process. One of the strengths of the assessment program is the strong coordination with both instructional and student services departments.

## **II. ANALYSIS, EVALUATION AND VALIDATION OF SELF STUDY FINDINGS**

Due to the rapid growth of the college in the last five years, there has been a great deal of pressure on Student Services to increase their support and services to students. With the new "one stop" facility, which has just been inaugurated, the different departments of Student Services are now united in one place and this will facilitate access to all the services for students.

In a student meeting, some students voiced their concern that the distance from the central location of classes to the new Student Services Center is a problem, especially for students with disabilities. A resource, such as the Transfer Center, is now not as readily available for students hurrying to and from classes and from school to work. The answer from others indicate that the advantages of having the centralized location of all services outweigh the disadvantages and in the next ten years the growth of the college will be such that classrooms will surround the "one stop" facility.

Cuyamaca College is primarily a commuter school, and as a result, many students find it difficult to get involved in student activities. At the present time, the Tutoring Center sends tutors into

the classrooms to facilitate the creation of study groups and offer their services. They have found that students otherwise do not have or do not take the time after class to get together for these

purposes. A new Student Center would be of great benefit and more students would likely spend more time on campus and connect with different student clubs and each other. As Student Affairs now operates in an old double trailer, termite and ant infested according to staff, it is clearly an inadequate and understaffed resource for students. Requests for additional staff have been forwarded to the V.P. of Student Services, who in turn forwards them to the Innovation and Planning Council which prioritizes such requests.

Both students and staff expressed the opinion that there is increased diversity on campus and that the student population is beginning to reflect the community at large. There is a strong marketing and outreach effort, not only to the local high schools but also to the continuation and adult schools and other community based services. Student Services is responding with efforts to hire staff members of different language and cultural groups and by beginning to translate college information into Spanish and Arabic. These efforts should be encouraged and supported. Diversity training is conducted for staff in the communities themselves and these are mandatory. The Chaldean community is considered the largest language and cultural minority in the area and the college offers classes in the Aramaic Language. There is no mention of diversity training for teaching faculty.

The Student Services staff as a whole are feeling very positive with the present location and the new facility. Each department, however, expressed a need for additional staff. (Example: there are presently 8 full time counselors, the same number as in 1995.) In order to obtain desired results, Student Services should consider developing a more formalized planning process, including an equivalent to the Academic Master Plan. At the present, there is a Student Services Program Review Committee, chaired by the Dean of Counseling and Matriculation, but there is no Student Services Master Plan. As the program reviews of the different departments are being completed, it is important that the recommendations be implemented in a timely manner and that a mechanism of regular feedback from students be set up and incorporated into the planning process.

One of the main concerns of the team is that the planning agendas lack timelines and, in some cases, such as the expressed need for additional staff in all departments, do not list a specific plan to help remedy the situation.

The team has an additional concern regarding the quality of counseling information given to students. In random interviews with students, they indicated dissatisfaction with both the quality of service and the lack of accurate information. For example, some students indicated that they had wasted a whole semester as a result of misinformation.

### **III. RECOMMENDATIONS**

See Recommendation 2, Standard Three.

## **STANDARD SIX**

### **INFORMATION AND LEARNING RESOURCES**

#### **RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

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

The college has made significant progress toward the implementation of this recommendation. Technology plans were developed coupled with procedures to support implementation with linkage to the budgeting process. Using the prioritized goals of the Academic Master Plan Committee, the Instructional Technology Committee identifies technology needs and makes recommendations annually. These recommendations are sent to the Innovation and Planning Council and become part of the budget process. Computer laboratories have been established and training provided by an Instructional Technology Specialist.

#### **I. OBSERVATIONS**

The library contains a collection of approximately 31,000 volumes, and 185 current periodical titles, which are reflective of the breadth of the college's curriculum. Multimedia resources including audiocassettes and videotapes are also available in support of the college's curriculum. The Media Service Department provides media equipment and services throughout the campus in support of instruction. In addition, they are also responsible for smart classrooms. They provide direct services to faculty for the development of media materials for the classroom. The Learning Resources Center houses an open computer laboratory with approximately fifty computers. As indicated in the self-study, approximately two thirds of the library volumes have publication dates prior to 1979. Clearly the book collection appeared dated. During the last academic year, a one-time allocation enabled the addition of approximately 1600 titles to the collection. There is a heavy reliance upon electronic and Internet resources to maintain

collection currency and to support the curriculum. Remote access to the library's catalog as well as its electronic databases allow students and faculty to access information resources from non-library and off-campus locations. As a result, distance learners also have access to the library's information resources including the assistance of a reference librarian.

Within budgetary constraints, student's informational needs, faculty requests, the development of new courses and programs, and the professional judgment of librarians as outlined in the collection development policy drive the selection process. Each librarian is responsible for serving as a liaison to specific departments to facilitate faculty involvement in the selection process. When new courses are proposed faculty members are required to confer with librarians regarding the status of library resources for the proposed course. A librarian also serves on the Curriculum, General Education and Academic Policies and Procedures Committee. In addition, request forms on the library's website and displayed in various areas of the library evidenced opportunities for faculty participation in the selection process. A maintenance plan is in place to facilitate the maintenance of information and learning resources equipment.

The library is open 79.5 hours per week including evening and Saturday hours. Sunday hours are not available. The collection is accessible via an online catalog, which also includes the holdings of Grossmont College Library. Access for San Diego State University library catalog is also available via Cuyamaca library's website. The library subscribes to electronic indexing services and resources, which are accessible via the library's website through remote user authentication thus expanding access to information not within the library's current collection. In addition, the library maintains interlibrary loan agreements with San Diego State University and Grossmont College.

Four professional certificated full-time librarians supported by a classified staff including multimedia technicians and instructional laboratory assistants provide information and learning resources services to the college. Professional librarians provide a variety of services, which assist users in the effective use of information and learning resources. Librarians provide one-to-one assistance to walk-in users as well as course-related instruction upon faculty request. Remote users may obtain assistance from a reference librarian via e-mail. Librarians have been instrumental in the integration of information competency into the curriculum. As evidenced by the library's website and interviews with librarians, faculty members are provided assistance in integrating information competency into their curriculum to satisfy General Education requirements. Additionally, a grant funded pilot project is currently being conducted which allows librarians to assist twenty-five faculty members with the integration of information competency into their course outlines and syllabi.

The library depends heavily upon grants, state funds, and other external funding sources for the maintenance and improvement of information and learning resources. As a result, the potential

for budgetary instability exists. There is no line item in the annual general budget for maintenance of the library's book collection. Thus, it is difficult to implement a collection development plan, which would ensure the maintenance of a current core book collection to support an ever-changing curriculum. Approximately two years ago a ten-year plan to update the core book collection was developed. However, the implementation of this plan has been problematic due to uncertainty about the availability of funds.

The Learning Resource Center maintains formal agreements with external institutions and agencies in support of its services. An interlibrary loan agreement exists with San Diego State University. A courier services facilitates this service which is used primarily to supplement the library's book collection. A formal agreement also exists with San Diego and Imperial Community Colleges Association and the San Diego County Superintendent of Schools. This enables the college to purchase, share, maintain and distribute educational media in support of the curriculum. During the past academic year, 482 interlibrary loan requests were filled. Policies and procedures are in place for systematic planning for information and learning resources. Planning is conducted on an annual basis in concert with the development of the Academic Master Plan and the Technology Plan. A formalized program review process for Information and Learning Resources has not been established. Such a review process would facilitate the systematic evaluation of services and materials as a foundation for planning.

## **II. ANALYSIS, EVALUATION, AND VALIDATION OF SELF STUDY FINDINGS**

The degree to which technology has been successfully integrated into information and learning resources is particularly noteworthy as is the integration of information competency into the General Education curriculum. The information and learning resources staff has skillfully utilized external financial and material resources to supplement and enhance their resources and services. However, the reliance on external financial resources may prove problematic.

Budgetary instability hinders the long range planning process. There is a need to implement a systematic plan for the maintenance of a core book collection. The college must address the challenge of how to best maintain the currency of the library's traditional core book collection while maintaining and expanding technological resources. There is also a need to develop and implement policies and procedures for program review for Information and Learning Resources.

Information and Learning Resources planning agendas lacked specificity, timelines for implementation, and identification of responsible positions.

## **IV. RECOMMENDATIONS**

The team recommends that:

3. *The College develop and implement systematic planning, policies and procedures, which*

*will ensure the annual enhancement of a core book collection from a stable funding source.  
(6.1, 6.5, 6.7)*

## **STANDARD SEVEN**

### **FACULTY AND STAFF**

#### **RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

*It is recommended that the chancellor and the presidents of the two colleges, working together collaboratively and through shared governance bodies and processes, establish an appropriate goal for the ratio of full-time and part-time faculty at each college and develop a plan designed to move toward the achievement of that goal (originally Standard 4).*

The college responses to these recommendations were written for the self-study and reflect data from the year just completed. They are therefore current and reflect the current state of affairs at Cuyamaca.

The college has undertaken efforts to improve the ratio of full-time and part-time faculty. Staffing goals have emerged from the program review and academic master planning effort, and substantial numbers of new full-time faculty members have been hired. A draft of full-time/part-time planning goals has been prepared but not yet finalized and approved. Consequently, the recommendation of the previous team has been substantially completed, and more importantly, college staffing reflects the concern imbedded in the team's recommendation: add full-time faculty and reduce dependency on part-time faculty.

*It is recommended that the District Human Resources office promptly establish a monitoring system to ensure that all personnel evaluations are conducted in a timely manner.*

Some progress was noted in the interim report. However, it appears that little progress was made between that time and shortly before the site visit. The District Human Resources office has designed the Individual Strategic Plan (ISP) process for connecting performance evaluation and feedback with individual and organizational goals, objectives, and actions with the Mission,

Vision, and Values of the District. This evaluation process has recently been piloted with a small group of classified staff. A goal-based evaluation process for administrators has also been piloted. The District office has not yet carried out a similar process for faculty. Timeliness of evaluations for classified staff and part-time faculty was again noted in the self study, and team members validated the perception that substantial delays have recently occurred in many part-time and some classified evaluations.



## I. OBSERVATIONS

The District has a Draft Hiring Procedures Manual which defines the respective roles of the various entities involved in the screening, interviewing, and selection of new hires. It also addresses staff diversity, affirmative action, and equal opportunity. The new full-time faculty hired in the year preceding the self-study increased the numbers of faculty from underrepresented groups.

A well-qualified faculty and staff serve the students of Cuyamaca College. Visible enthusiasm characterizes the efforts of the faculty and staff, and the team members believe that all groups are committed to the mission of the college and working to fulfill it. However the college is heavily dependent upon the efforts of part-time employees, both faculty and classified staff. The team placed special emphasis upon reviewing evaluation and staff development and their impact on part-time academic and classified personnel.

Although progress has been made toward increasing the number of full-time faculty, the numbers of part-time faculty are still substantial, and the portion of student contact hours taught by 257 part-time faculty is substantially larger than the number of contact hours taught by the college's 68 full-time faculty. While some progress toward reducing this dependency may be made over the next several years, fiscal constraints and the growing needs of other sectors make, it clear that Cuyamaca Community College will continue to have an imbalance between full-time and part-time faculty for the foreseeable future. Consequently, evaluation and staff development must be dealt with effectively.

The self-study notes that only 42% of responding instructors found the current evaluation process effective in improving instructional quality. Cited by most parties was the delay in providing formal feedback. Only 51% of classified staff felt that classified personnel evaluations are carried out in a timely manner. Throughout the evaluation system at the institution, "lack of timeliness" is a recurring refrain. Interviews with faculty, staff, and administration confirms that faculty evaluations are not given to the individual until the semester following that in which the evaluations are carried out. This delay in receiving feedback makes it difficult for the faculty to make timely adjustments or corrections in response to evaluative comments.

Faculty and administrators alike recognize that the college is highly dependent upon the quality and commitment of part-time faculty, especially in view of the high proportion (60%) of classes taught by adjunct faculty. This imbalance need not imperil educational quality and consistency, but it demands substantial institutional commitment to careful hiring, development, and evaluation of part-time faculty.

The self-study and interviews indicate that faculty perceive that one factor in the lack of timeliness is a shortage of classified staff to process evaluations. Interview with the Vice-President for Instruction clarified that classified staff involvement is in typing the open-ended student comments on evaluations. She also stated that typing could be completed in sufficient time to return evaluations the same semester as that in which the evaluations are done. In an interview, the Vice-Chancellor for Personnel indicated that the District office is looking into the feasibility of purchasing relatively inexpensive electronic systems for students to input comments that can then be downloaded for faculty review.

The faculty and college administrators who were interviewed stated that the collective bargaining agreement between the United Faculty and the District board contains a provision that prohibits sharing of evaluation results with faculty prior to the semester following that in which the evaluation is conducted. The Vice-Chancellor for Personnel stated in an interview that faculty evaluations are procedural rather than contractual. Review of the collective bargaining agreement confirmed that it contains no provision barring faculty from receiving evaluation feedback the same semester.

Another factor in the lack of effectiveness of evaluations in improving instruction was stated in the self-study to be the short time period available for the faculty and the department chair to review the evaluation results. Interview with administrators indicated that frequently by the time the department chairperson has the opportunity to sign off on the evaluations, the adjunct faculty is no longer there and the evaluations are then mailed to the faculty.

Since department chairs are involved in recommending, evaluating, and often mentoring adjunct faculty, they are an important component in the successful integration of large numbers of adjunct faculty. Inclusion of part-time employees in staff development activities is another key element, so that institutional values, culture, and commitment can be transferred to non-permanent members. Prompt, effective evaluation and follow-up are also vital.

In each of these instances, the self-study identified problems but provided notably weak planning agendas.

Interviews with administrators indicate that although there are at least a dozen or so internet courses offered by the institution, there is no mechanism in place for on-line students to evaluate the instructor or the course itself. Courses offered via television do meet periodically on campus so that regular evaluations could be conducted then.

The self-study and interviews with faculty and staff indicated that there was no adequate evaluation of administrators. Document review indicates that procedures developed by the district provide for administrators to receive feedback from constituency groups for developmental rather than evaluative purposes.

Staff interviews confirm that evaluations of classified staff are not always carried out in a timely manner, depending on the immediate supervisor's attention to this duty.

The self-study indicated that orientation and staff development opportunities for adjunct faculty were limited to activities carried out the week prior to the first week of instruction. Interviews with the co-chairs of the staff development committee (one of whom is also staff development coordinator) indicate that full-time faculty are given all semester to complete 40 hours of staff development, but adjunct faculty are only given the week before instruction begins through the first week of instruction to complete six hours of staff development activities: Since the faculty are paid in advance for completing six hours of staff development, non-completion of those hours results in deduction of the advance pay. To avoid the unpleasant situation in which adjunct faculty must pay back all or part of the advance because they were not able to complete the required hours in the brief window of time, the staff development co-chairs have proposed a system in which faculty would be paid as they complete hours of staff development rather than in advance. This procedure raises other issues involving payroll at the district office, and this is as yet unresolved.

Interviews with the above and with classified staff indicate that classified staff participation in staff development activities is dependent upon coverage of duties and on whether or not participation is encouraged by the supervisor. Although the previous college president strongly encouraged department and unit heads to encourage classified staff to participate in staff development activities of interest, that attitude has not always trickled down to the immediate supervisory level.

To attract more staff participation in such activities, the staff development committee has developed and used a brief questionnaire to determine activities of interest; the feedback will be used to develop and schedule such activities.

## **II. ANALYSIS, EVALUATION AND VALIDATION OF SELF STUDY FINDINGS**

The institution generally meets the criteria contained in Standard Seven. The faculty's mastery of their subject area, their enthusiasm, and their caring for students are evidenced in classroom observations and interviews with students.

Substantial numbers of full-time faculty have been added to Cuyamaca's Staff, although growth has been so rapid that the sharp increase in absolute numbers have barely kept pace with the increased number of classes created in the same period. The fiscal constraints anticipated over the next several years make it unlikely that the college will be able to make significant progress reducing its dependency on part-time faculty. However the numbers of faculty, taking into account part-time as well as full-time faculty, are adequate to meet student demands for instructional programs and classes.

Selection processes appear to be fair and productive in terms of full-time faculty, with appropriate concern for attracting diverse pools. The institution has made a concerted effort to secure adequate pools of faculty applicants to increase opportunities for diversity in hiring, to the extent of advertising full-time positions repeatedly in attempts to attract a sufficiently diverse applicant pool. However such delays have hampered retention of initially interested qualified applicants. Since personnel matters are handled by the district office, with little intermediary communication, there is a perception that the staffing needs of the institution are not considered to be a priority at district level.

The team suggests that the institution work with the district to ensure that there is efficient communication and coordination regarding personnel matters including hiring and faculty and administrator evaluations.

Staffing appears to the team to be a matter of concern also in that numbers of classified staff have not kept pace with the addition of new students. In areas delivering services directly to students or serving the growing number of class sections, job loading may soon require action. Regrettably, master plans for non-classroom functions have not yet emerged.

Evaluation of part-time faculty is generally regarded as ineffective, mainly because of the delay in formal feedback. A combination of job-loading and staff deployment currently contributes to the lack of timely processing. Informal feedback is often provided well before the evaluation process reaches formal conclusion, which does not meet the standard requiring "timely" formal feedback. This is of especial concern to the team members since this was raised as a recommendation last time.

### **III. RECOMMENDATIONS**

The team recommends that:

4. *The college and district ensure that formal evaluation of part-time faculty be completed in a timely manner, with consideration for maintaining appropriate protections for faculty and students as embedded in current practices, and to find effective ways to facilitate participation in appropriate staff development activities for more classified staff and part-time faculty. (Standard 7B.1, 7B.2, 7C.1)*

### **STANDARD EIGHT**

### **PHYSICAL RESOURCES**

### **RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

*It is recommended that the college develop a comprehensive facilities master plan that includes*

*land-use and that is driven by a comprehensive education plan. Careful coordination and collaboration with district planning processes should accompany the development of both plans.*

A facilities master plan, titled Master Plan 2000, was completed in June, 2000. It is designed to accommodate a projected student enrollment of 15,000 students by 2015. There are now approximately 8,000 students.

*It is recommended that the district Risk Management Office complete a Disaster Preparedness Plan for Cuyamaca College.*

This recommendation has been satisfied by the Disaster Preparedness Plan, completed and instituted since 1997. The disaster plan was tested with a run-through planning session and a full-scale exercise.

## **I. OBSERVATIONS**

The college has experienced a 40% increase in the enrollment of students from 1995-1999. Its present enrollment of approximately 8,000 is expected to almost double again in the next 15 years. To meet the burgeoning demands of such an enrollment growth, the college has embarked on an extensive building and remodeling program. In addition to a state of the art childcare center serving the needs of staff, faculty, and the community, the college has built a new "One-Stop" student services area.

Extensive remodeling of existing buildings has yielded a new math center with a math lab and tutoring center, and two new science labs have been completed. The college now has approximately 57 classrooms, up from 50 since the completion of the self-study.

The facilities master plan calls for 24 new buildings over the next 15 years.

While classroom and storage space is still at a great premium, the college is taking all available steps to alleviate space problems.

The district has now turned over responsibility for the maintenance management and operation to the college, with the exception of electronics (i.e., fiber optics). This has shortened wait time for repairs considerably according to staff. Additionally, maintenance crew now can shop for necessary tools and materials themselves, avoiding catalogues, shipping, and other indirect methods. Evidence of careful maintenance of buildings and grounds has been noted by the team and commented on by staff and students.

Physical facilities on off campus sites appear to be satisfactory in relationship to access, safety, security, and a healthful environment. Generally, the campus itself also meets most of these

requirements; however, the team notes several areas of concern which have been raised by faculty and staff. One of these areas is the difficulty some mobility challenged students have with access to the buildings. While some ramps have been built, some automatic doors installed, and some door knobs replaced, some students and staff expressed concern that more must be done. Adding to all this is the difficulty in navigating the terrain.

The completion of a multi-story building between the LRC and the One Stop Center will alleviate many of these access problems by enabling a student to enter at ground level, use an elevator to the upper stories and then use the walkways to the other buildings.

The team notes the addition of more parking spaces and disabled parking areas since the self-study.

A second area of major concern is the safety of pedestrians after dark. Staff indicated at least two stop sign areas that are unlit and difficult for drivers to see the crosswalks. Added to this, is the presence of long stretches of walkways that are unlit. The safety survey referenced in the self-study would indicate that daylight hours do not present the same problems with safety concerns.

Staff have been very supportive of the nearly completed program to install telephones in every classroom. An additional safety aid is the ability for people to reach campus security by pressing pound (#) and 1 on some of the campus pay phones. Unfortunately, this is not well publicized, and signage on those phones may be missing or unclear.

Staff seem to be very satisfied with the way equipment is handled. The only area the team heard concerns about is that of replacing computers and associated equipment. There was some expectation among staff that an effective plan will be developed.

There is evidence that the facilities master plan, Master Plan 2000, is linked to other institutional planning and evaluation efforts through its relationship to the Academic Master Plan 2000. Active faculty and staff participation in physical facilities decisions is noted and was favorably mentioned several times by interviewees.

Earlier references in this report indicate that physical resource planning and evaluation support institutional goals and are linked to other planning and evaluation efforts through the Academic Master Plan, the College Technology Plan, and both the District and college strategic plans.

## **II. ANALYSIS, EVALUATION AND VALIDATION OF SELF-STUDY FINDINGS**

The college is maintaining a viable and vibrant physical plant in spite of severe enrollment pressures and a setting that renders almost half of the college's acreage unusable. There is a unanimity of spirit among faculty and staff that the college will grow as needed without losing or dissipating its core values. The team notes among faculty and staff an almost welcoming of more challenges to be overcome. Jewels such as the Water Conservation Garden and the Museum would indicate that, when built out, Cuyamaca College will be one of the most beautiful campuses in the state.

The College should be encouraged to continue with the: installation of telephones in classrooms; improvement of disabled access to facilities; and completion of the signage master plan.

### **III. COMMENDATIONS**

The college staff, faculty, and administration are to be commended for maintaining a viable and vibrant institution while facing an enormous student enrollment increase and unpredictable sources of state aid. More specifically, the college is to be commended for making significant progress in the area of physical resources and meeting the needs of a rapidly growing student population. Evidence of this progress can be seen in the new construction and remodeling of existing structures.

### **IV. RECOMMENDATIONS**

There are no recommendations for this Standard.

## **STANDARD NINE**

### **FINANCIAL RESOURCES**

#### **RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

There were no recommendations from the previous team in regard to this Standard.

## **I. OBSERVATIONS**

A plethora of planning activities and planning committees exist at Cuyamaca College that support budgeting. The college budget process begins with Innovation and Planning Council (IPC), which is the college's participative governance body. It establishes goals and sets priorities based upon criteria that are developed from other planning processes, including the academic master plan, the strategic plan, the technology plan, and the departmental plans. The IPC also has input regarding the full-time equivalent student (FTES) goals that are set for the college annually.

The esoteric distinctions of the various plans and how they interrelate apparently are fundamentally known and are accepted by the various campus constituencies although for most, it is difficult for constituents at-large to elaborate upon the distinctions. The self-study did not do the best job of tying the planning/budgeting process together, but in-person interviews yielded

the comprehension required to judge the intent of the standard as being met. The college very much views itself as an operation steeped in planning. Putting the college on the aggressive planning track is universally credited to the previous president. All of the planning efforts at the college lead to recommendations that are made to the president's cabinet and the final decisions regarding the budget are made at that level. All constituencies fully understand prevalent funding culture that if a budget request is not based in a plan, the request will not be granted. To its credit, the college budgets a small contingency reserve over and above the 5% general fund contingency that is budgeted at the district level.

## **II. ANALYSIS, EVALUATION AND VALIDATION OF SELF STUDY FINDINGS**

At the district level, there is an income allocation formula that was collegially developed approximately five years ago. Once this formula was agreed upon as the standard to be used for the division of resources in the district, previously held beliefs of inequity and of imbalance in the funding of the two colleges began to dissipate. The chancellor, board and college presidents

are committed to honoring the formula, and their strong, banded support allows the formula to function as designed. There is a budget committee that operates at the district level and provides another link between district and college budgeting. In addition, at Cuyamaca College, the employees exude a pervasive confidence and high level of trust toward the district operations. The absence of rancor between the college and district is refreshing and allows the college to channel its energies into serving students. The new attitude on the Cuyamaca College campus is one of looking ahead and wisely spending the dollars that are allocated, with the recognition that there will never be enough money to fund all the desired initiatives.



The delineation of duties in regard to the management of fiscal affairs was not made clear in the standard. Documentation provided to support this standard was lacking in breadth and it was not readily available or accessible to the team. College budgets, district budget, financial plan, and financial audits were not included as resources for this standard of the self-study. Again, in-person interviews at the time of the visit were instrumental in determining that the intent of the standard was met. All requests for information and for clarification at the time of the visit were completely and instantaneously granted. The inclusion of the college business officer as part of the standard committee may have facilitated a more comprehensive analysis of the college's fiscal operation.

Operationally, it is clear which fiscal duties are handled at the college and which are handled at the district. Contracts for the college are the purview of the district purchasing and contracts department and are handled well according to standards of common business practice. Issues of cash flow and short and long term financing are the responsibility of the district office in support of college plans and needs. Monthly meetings between key college personnel and key district officials allow two-way communication about fiscal matters. Deserving of mention is the district's funding of a systematic approach to classroom renovation that provides for renovation of every classroom at each college on a five-year cycle. Likewise, the technology plan calls for instructional computer replacement throughout the college on a three-year schedule. Academic computers are "trickled down" to other departments as appropriate. The funding of the technology replacement initiative is a high priority at the college and at the president's cabinet level of decision-making.

There is a college foundation with total assets in the \$75,000 range. One of the goals of the foundation is to augment the fund that will be used to construct the student center. Since 1989, students have assessed themselves a fee to be used toward the construction of a student center.

These combined funds total approximately \$600,000. In addition, there are plans to sell a small portion of the college property to commercial developers that will provide the bulk of the funding for the Student Center project.

In general, the college and the district have taken an aggressive and responsive role to capital outlay for buildings. Following the direction of the myriad of planning documents, the college is the proud recipient of two brand new buildings and several renovated administrative and instructional areas. The college's progress in the area of campus expansion and improvement is laudable. The continued build-out and development of the campus will be subject to the vagaries of funding, but a steady course and a keen focus ultimately will provide progress. The business operation of the college has contracted out the management and operation of both the food service facility and the campus bookstore. While not necessarily innovative, these contracts are a newer approach to serving the needs of students in these areas. An added benefit

is that these contracts provide revenue that flows directly to the college budget and appears in the allocation formula.

The integrated financial accounting system (IFAS) program is the accounting software package that is used at the district and at the college. IFAS is a complex but powerful program for the frequent user and the financial specialist. In an effort to make the financial data contained within IFAS more accessible to the infrequent and non-financial user, the district has provided an overlay known as Insight. It has been well received since its implementation several years ago. The district and the college utilize an on-line purchase requisition system. The level of satisfaction on campus with the purchasing system and with Insight is very high. Training for both systems are conducted at the college on a periodic and as needed basis. The district has implemented the Cal-card program to facilitate purchases and the high volume of college department purchases.

Management of financial risk is occurring actively and routinely. It is primarily handled at the district level by the Director of Risk Management under the auspices of the Vice Chancellor of Human Resources. The self-study's evaluation of this portion of the standard was inaccurate and weak. Supplementary information provided at the time of the visit by the director of risk management and by the college business manager clarified that the intent of this area of the standard is met. A review of the types and levels of insurance coverage reveals a prudent and comprehensive approach to risk management appropriate for a public institution of higher education. In addition, monthly safety meetings, regular inspections, emergency preparedness, staff trainings, and contingency funding are complementary components of the risk management program at the college and at the district.

The district's external audits for the past few years have yielded exemplary results. All funds and all categories of funds, including the foundation, are subject to audit and have been thoroughly reviewed. The district has developed an implementation plan for Governmental Accounting Standards Board finding report number 35 (GASB 35), which is the most comprehensive change in accounting procedure for public entities in the history of GASB. The primary responsibility for compliance is with the district and the district's auditor, but the college will have a limited role.

Cuyamaca College is a financially sound institution. A high degree of cooperation, understanding and acceptance exists among the colleges and the district office in regard to the income allocation formula. The dissipation of the animosity that previously existed has unparalyzed the district and allowed the college(s) to move forward in their service to students. There is a high degree of comprehension at the college about the college budget process, about its mandatory link to planning, and about how the financial processes at the college work.

The business operation of the college represents a comprehensive approach to running an entity of higher education and results in a financially viable institution. As delineated in this standard,

all major areas of business operation have been adequately addressed. The "can do" and "will do" spirit and attitude of the employees is refreshing and certainly is one of Cuyamaca College's paramount strengths.

### **III. RECOMMENDATIONS**

There are no recommendations for this Standard.

## **STANDARD TEN**

### **GOVERNANCE AND ADMINISTRATION**

#### **RESPONSE TO RECOMMENDATIONS OF THE PREVIOUS TEAM**

The 1995 accreditation site visit team made one overall recommendation that pertained to the area of Governance and Administration:

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

Further, in evaluating the college's condition relative to the accreditation standard on Governance and Administration (then Standard 8), the team also recommended that:

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

In response to the overall recommendation, the college has developed a governance structure and procedures (codified in a document entitled *Organizational and Governance Structures*) that clearly delineates the roles and responsibilities of the various campus constituencies in participatory decision-making. In addition, the college planning process is designed to encourage

participation by each of the major stakeholders. In response to the specific recommendation, the college has developed a mechanism for the wide dissemination of Board policies and agendas that are easily accessible to all interested parties. In addition, a district-wide newsletter that

includes summaries of Board meetings is published and distributed regularly and the college president and vice president make regular written reports to the college covering activities in this area. In order to clarify the roles of faculty and students in decision-making and to encourage constituent participation, the college has developed the aforementioned governance structure (reflected in the document entitled *Organizational and Governance Structures*). Overall, the college appears to have seriously and conscientiously addressed the concerns raised by the 1995 site visit team.

## I. OBSERVATIONS

The governing board, consisting of five elected members and two student trustees, is appropriately engaged at the level of policy governance and delegates responsibility for the implementation of its policies to the chancellor and, through him, to the college president and other campus managers. The board assures that the college operates consistent with its policies and all relevant regulations and laws, that the educational programs are of high quality, and that the financial resources of the district are used in the best interest of the community it serves. Further, the board has set a common vision and mission for the district and its colleges, codified in a document entitled *The Way Forward*, which coordinates unit activities around five universal themes: Unity, Standardization, Alignment, Funding, and Facilities.

The Board of Trustees is responsible for the selection and evaluation of the chancellor. College constituents who were interviewed about the specifics of the evaluation process reported that they were unaware of the frequency or methodology by which the chancellor's performance is evaluated or of the specific criteria upon which he is judged. All reported that their perceptions of the relationship between the chancellor and the board were quite favorable and that they believed that he was performing well and that the board was very satisfied with his leadership.

The Board of Trustees is currently engaged in a complete review and revision of its formal policies. As this work is completed, policies are communicated to college constituents through a number of vehicles, including print and electronic media, newsletters, and direct correspondence. These practices have adequately addressed a concern expressed by the 1995 accreditation team which noted that many campus constituents were unaware of board policies and that board actions often were not communicated to the campus in a timely or efficient manner.

The chancellor has developed and implemented an orientation procedure for new board members and conducts workshops and training sessions to promote the development of individual board members and the board as a whole. The college is largely satisfied with this procedure and believes that it is effective, but some concern was expressed that the current orientation procedure inadequately educates new board members about the particular issues and characteristics of the college. An interview with the entire Board of Trustees confirmed that the board has been involved in the accreditation process through regular briefings by college staff and review of the self-study document.

## **Institutional Administration and Governance**

The college president provides leadership in the establishment of institutional goals, development institutional plans, and identification of priorities for the deployment of resources in support of the college's mission. The college president exercises fiscal control and manages financial resources effectively. The college operates according to established board policies and relevant regulations and laws.

The administrative structure and assignment of duties and responsibilities to individual administrators appears to be effective. Constituents who were interviewed expressed satisfaction with the current administrative structure, particularly the improvements attendant to the recent addition of a new division structure and three full-time administrators in support of educational programs. Individual administrators are well-qualified for their assignments and operate within the scope of written position descriptions.

At the time of the drafting of the self-study, the college expressed some concern that the district-wide procedure for administrator evaluation did not include perceptions of faculty and staff in the assessment of administrator performance. Since that time, however, the district has piloted a new evaluation instrument that addresses this concern and the constituents interviewed were hopeful that the new procedures would be adopted for use district-wide.

Since the last accreditation team visit, the college has adopted and implemented a formal governance structure that includes and encourages the participation of each of the major campus constituencies in decision-making processes. Faculty is represented through the Academic Senate, which is responsible for populating the various councils and committees of the college. Classified staff is represented through the Classified Council that similarly appoints its members to these bodies. Student participation in shared decision-making is strongly encouraged, including the inclusion of student representatives on employee hiring committees, and is effected through the Associated Students of Cuyamaca College. The governance relationship between the faculty and staff senates and their respective collective bargaining agents is clear and cordial.

Concern was raised both in the self study and in subsequent constituent interviews that some minor issues persist regarding the participation of staff and students in the governance process. Staff members expressed some frustration with the reluctance of some administrators to release them from normal duties to participate in college committees. Further, concern was expressed that some administrators were not consistently observant about relying upon the Classified Senate to effect staff appointments to college committees. Lastly, despite considerable effort to encourage student participation, the record of student membership on governance committees

has been spotty. This condition is not uncommon among our institutions.

The governance structure and attendant procedures are codified in a document entitled *Organizational and Governance Structures*. This document outlines the administrative structure of the college and identifies each of the administrative positions and their respective areas of responsibility. The document also outlines the role of each of the major constituent groups in the governance of the college and identifies each of the committees and councils, including a description of their charge, membership, designated chairperson, current appointees, and meeting frequency. The governance structure is widely supported by all constituent groups and appears to be working well.

### **Multi-College Districts and/or System**

The chancellor provides leadership in the setting of institutional goals, developing institutional plans, and setting priorities for the deployment of resources in support of the district and colleges' mission. The chancellor exercises fiscal control and manages financial resources effectively. The district operates according to established board policies and relevant regulations and laws.

The delineation of roles between district central services and the college appears to be clear to college constituents, who reported both in the self-study and in subsequent interviews that relationships are cooperative, efficient, and largely effective. Enhanced communication between the district and the college has been a priority of the new chancellor. This is reflected in small measure by his decision to conduct regular office hours on the campus to make himself more accessible to the college community.

The chancellor has developed a district committee structure that affords participation by key constituencies from each of the colleges in recommending policies and informing procedures. The relationship between the Academic Senate and the chancellor appears to be very productive. These latter observations stand in sharp contrast with that observed by the accreditation team in 1995.

## **II. ANALYSIS, EVALUATION AND VALIDATION OF THE SELF-STUDY**

Based upon validation of the self-study, review of relevant documentation, and interviews with key constituents, there is consistent evidence that the college has substantially complied with this standard. Indeed, through the considerable efforts of the district chancellor and college president, the college appears to have made great strides in improving the participation of constituent groups in the decision-making processes of the college and the district. The

administrative structure of the college appears to be effectively meeting the institution's needs. In large measure, governance and administration are not areas of concern within the community of Cuyamaca College based upon extensive observation, interviews, and review of pertinent documents. Those specific issues that were noted in the self-study are minor. Nevertheless, the college should move forward expeditiously to address them as appropriate.

### **III. COMMENDATIONS**

The college is to be commended for its conscientious and thorough efforts to address the recommendations of the 1995 accreditation team. Extensive interviews with organizational stakeholders and a review of available documentation support the conclusion that both the college and the district have taken effective steps to remedy those concerns. In particular, through the leadership and direction of the college president, Cuyamaca College has adopted a governance construct and procedures that are well-understood and embraced by all constituencies that has created a campus climate in which organizational members feel an important part of the decision-making processes of the college. In addition, the efforts of the chancellor to improve communication with the college community were noted by all interviewees, who characterized him as accessible, available on a regular basis, and genuinely interested in the suggestions and concerns of administration, faculty, staff, and students. Furthermore, the efforts of the chancellor to bring together key members of both Cuyamaca College and Grossmont College within a common vision have had considerable positive effects on the relationships between the colleges and the college and district central services. There appears to be district-wide support for planning and implementation around common themes (as reflected in *The Way Forward*) that has produced an atmosphere of cooperation and respect among stakeholders from both institutions.

### **III. RECOMMENDATIONS**

There are no recommendations for this Standard.