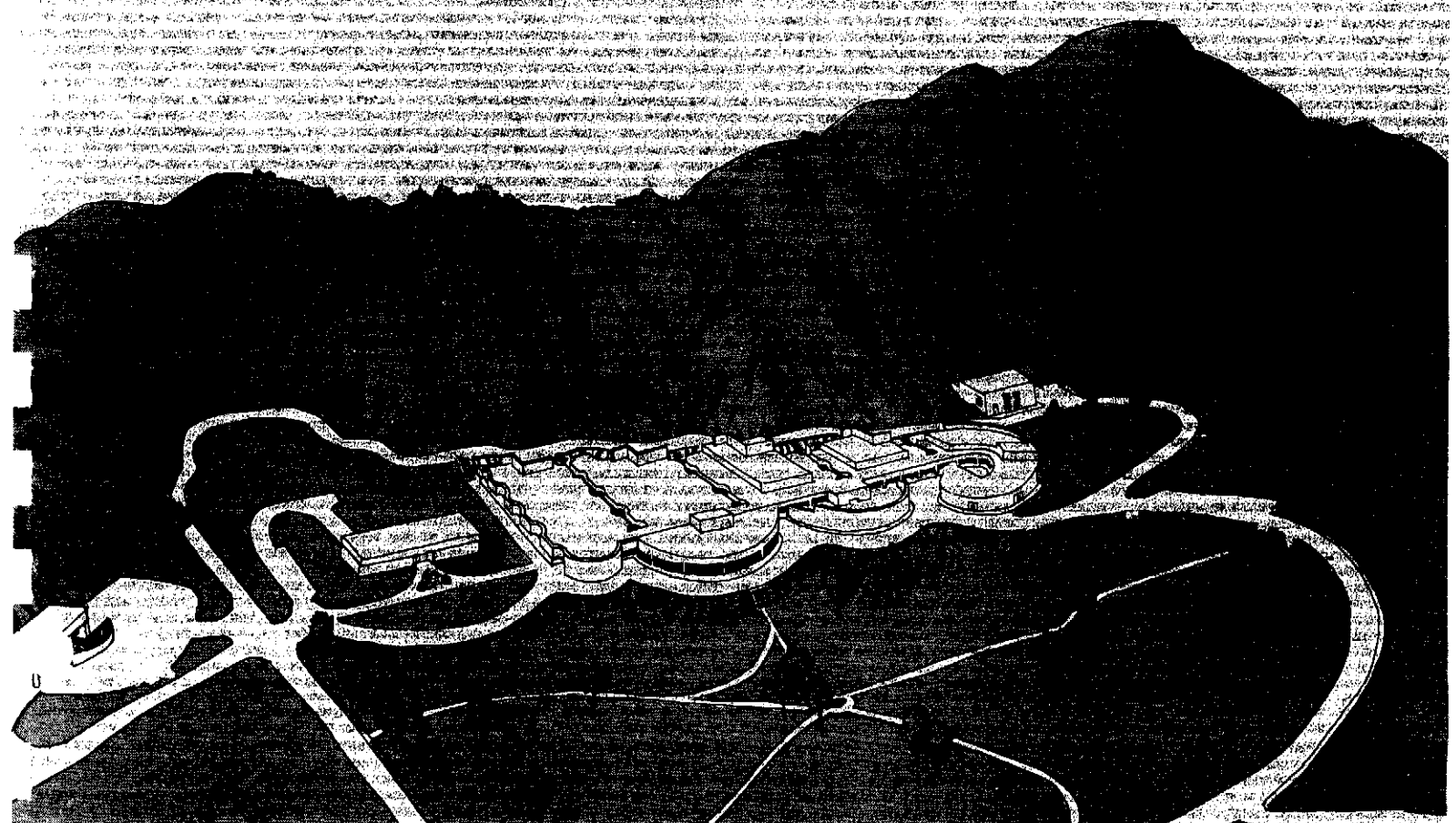


CUYAMACA COLLEGE GROSSMONT COMMUNITY COLLEGE DISTRICT

Accreditation Report APRIL 1980



CUYAMACA COLLEGE
Dr. Wallace F. Cohen
President

INSTITUTIONAL SELF-STUDY REPORT
FOR
ACCREDITATION

SUBMITTED TO
THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

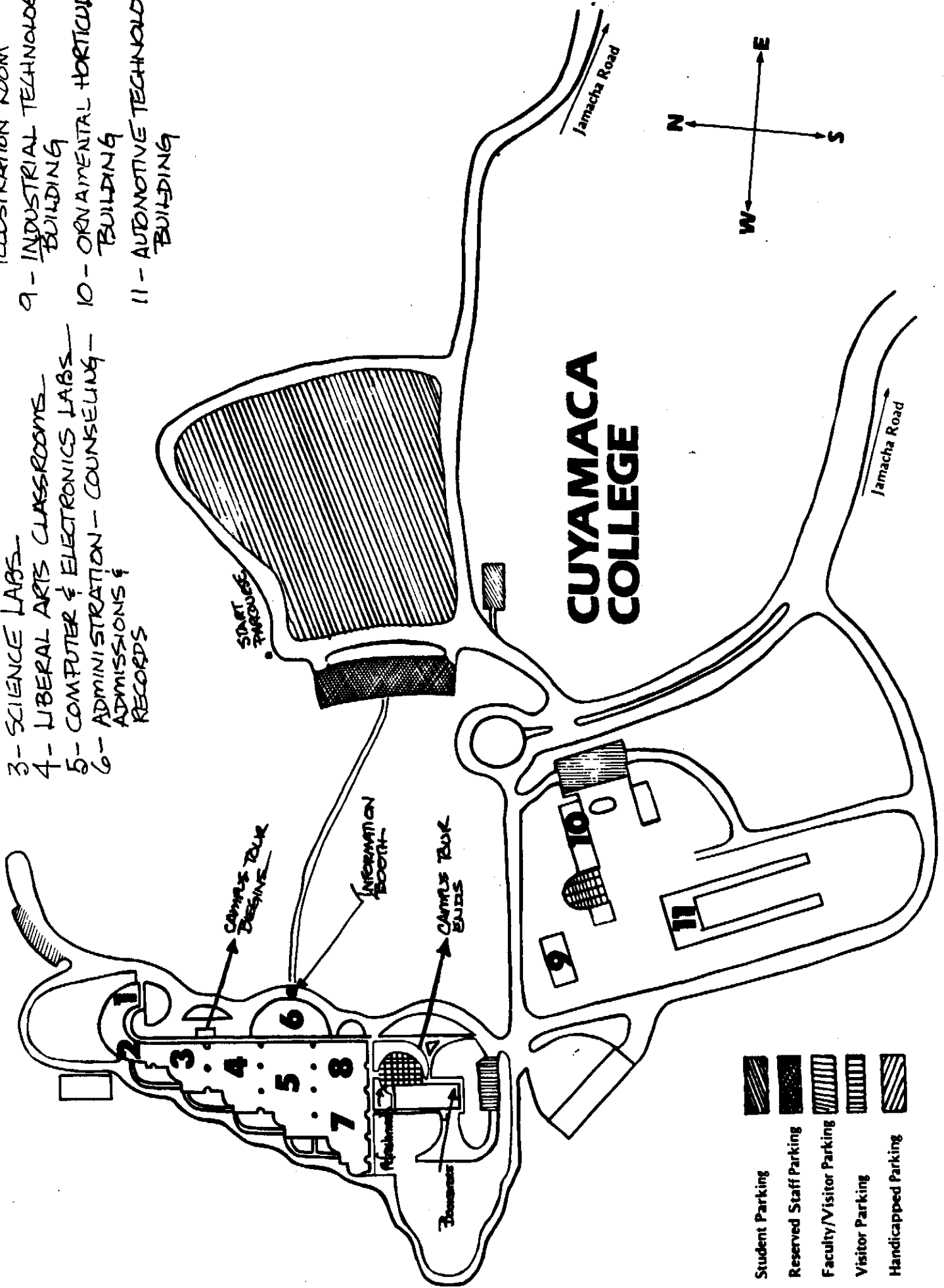
APRIL 1980

GROSSMONT COMMUNITY COLLEGE DISTRICT
Walter A. Yuhl
Superintendent

TABLE OF CONTENTS

Cuyamaca Area Map	i
Campus Map	ii
Certification of Self-Study Report	iii
Census and Demographic Information	iv
Abstract	1
Organization of the Self-Study	6
History of Cuyamaca College	9
Functions and Objectives	12
Instructional Programs	22
Institutional Staff	31
Student Services	43
Community Services	69
Learning Resources	73
Physical Plant and Equipment	85
Financial Resources	89
Institutional Governance and Administration	95

- 1 - PHYSICAL EDUCATION BUILDING
- 2 - LIBRARY
- 3 - SCIENCE LABS
- 4 - LIBERAL ARTS CLASSROOMS
- 5 - COMPUTER & ELECTRONICS LABS
- 6 - ADMINISTRATION - COUNSELING - RECORDS
- 7 - BUSINESS
- 8 - TECHNICAL & SCIENTIFIC ILLUSTRATION ROOM
- 9 - INDUSTRIAL TECHNOLOGY BUILDING
- 10 - ORNAMENTAL HORTICULTURE BUILDING
- 11 - AUTOMOTIVE TECHNOLOGY BUILDING



- Student Parking
- Reserved Staff Parking
- Faculty/Visitor Parking
- Visitor Parking
- Handicapped Parking

CAMPUS TOUR
DESIGN

INFORMATION BOOTH

CAMPUS TOUR GUIDES

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT
FOR ACCREDITATION OR REAFFIRMATION OF ACCREDITATION

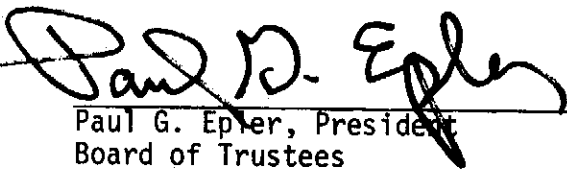
Date February 5, 1980

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

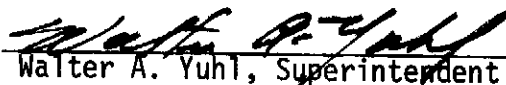
FROM: CUYAMACA COLLEGE
Name of Institution
2950 Jamacha Road
Address
EL CAJON, CALIFORNIA 92020

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination as to whether or not this institution should be accredited or its accreditation be reaffirmed by the Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.




Paul G. Epler, President
Board of Trustees
Grossmont Community College District



Walter A. Yuhl, Superintendent
Grossmont Community College District



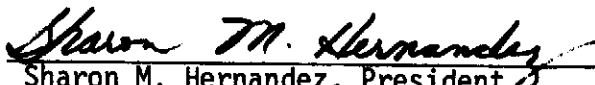
Wallace F. Cohen, President
Cuyamaca College



Salah E. Balegh, President
Faculty Council



Steven R. Abaroa, President
Associated Students of
Cuyamaca College



Sharon M. Hernandez, President
Classified and Confidential Employees
Cuyamaca College

DEMOGRAPHIC INFORMATION

The Grossmont Community College District encompasses approximately 280,000 residents in areas ranging from the urban centers such as El Cajon and La Mesa to the rural regions of Alpine, Jamul and Mountain Empire. Population is concentrated in El Cajon and La Mesa with approximately 45 percent of the district population in these two cities. Population in the suburbs of Lakeside, Lemon Grove, Santee and Spring Valley comprises about 38 percent of the total with the balance scattered through the mountain and desert communities. The district itself ranges from the Mexican border north to the Ramona Unified School District and eastward from the San Diego City limits to the Imperial County line.

The pattern of population distribution is expected to change within the next 20 years, according to the projections of the San Diego County Comprehensive Planning Organization. The slowest growing areas are anticipated to be Lakeside, El Cajon and Harbison Crest, with the areas of greatest growth being in the Spring Valley-Jamul region which is the primary service area of Cuyamaca College.

The population itself is fairly evenly divided between male and female, with the average resident being approximately 32 years of age, of white racial origin, living either in a single family dwelling or a large apartment complex and employed in the civilian labor force. A significant exception to this picture, however, lies in the fact that over 26 percent of the district's population is 60 years of age or over and 22 percent of the heads of households list their occupation as "retired."

Selected Student Characteristics

The following data is based on first census, Fall 1979 semester.

I. SEX

Male	1,190	58.5
Female	843	41.5
Total	2,033	

II. RACIAL AND ETHNIC CATEGORIES

American Indian	28	1.4
Asian	56	2.8
Black	21	1.0
White	1,698	83.5
Hispanic	105	5.2
Filipino	31	1.5
Other	94	4.6
Total	2,033	

Sources of First Time Freshmen by Age and Sex

High Schools Within the District

	<u>Male</u>	<u>Female</u>	<u>Total</u>
<u>Public Schools</u>			
Valhalla High	35	14	49
El Cajon Valley High	8	5	13
El Capitan High	6	5	11
Granite Hills High	14	13	27
Grossmont Adult High	2	2	4
Chaparral High	3	2	5
Grossmont High	7	3	10
Helix High	6	3	9
Monte Vista High	25	21	46
Mount Miguel High	14	15	29
Mountain Empire High	3	1	4
Santana High	4	1	5
Grossmont Continuation High	1	1	2
Total	128	86	214
<u>Private Schools</u>	1	1	2

High Schools Within San Diego County

<u>Public Schools</u>	27	23	50
<u>Private Schools</u>	2	5	7

High Schools in Other Counties

<u>Public Schools</u>	6	11	17
<u>Private Schools</u>	1	-	1

ABSTRACT

Cuyamaca College is the second college in the Grossmont Community College District. The college campus is located on a 165 acre site located south and east of the city of El Cajon in one of the fastest growing areas in San Diego County.

The college is being built incrementally and the first group of buildings was completed in August 1978. The facilities were designed to accommodate the transfer of programs in Engineering and Technology from Grossmont College and to provide limited support facilities in the liberal arts area. The college opened in the Fall of 1978 with an enrollment of approximately 1,900 students, and is presently in its fourth semester of operation.

In the Spring semester 1980 the second increment of buildings was opened and instruction begun. These buildings are designed to house programs in Automotive Technology, Welding, and Ornamental Horticulture and Landscape Maintenance, none of which were available to residents in the district prior to this time. New facilities for an Industrial Technology program previously transferred from Grossmont College are also included.

The third building project was to have been a multi-story building housing expanded library/learning resource center facilities plus additional classrooms, laboratories, and student services areas designed to provide a much broader range of curricular offerings and services in the liberal arts area. This project was a casualty of Proposition 13, and at present the college plans for future growth are uncertain. A Program Planning Guide for a library/multi-purpose building was submitted to the Chancellor's Office on

February 1, 1980, and the college has formed a long-range planning committee to reexamine its needs and priorities for the future.

Functions and Objectives

The educational philosophy of the college stresses the importance of each individual and the dedication of the institution to providing educational programs and experiences designed to enhance individual learning and growth. The objectives of the college provide for programs of general and continuing education, transfer education, career education, developmental education, counseling and guidance, and community services.

Instructional Programs

The instructional program presently includes a strong vocational component, a growing general education component and a commitment to the concept of a comprehensive community college. The faculty uses a variety of instructional strategies in the presentation of the program, and provision is made for students with educational and/or physical disabilities. There is close cooperation between instruction and counseling and broad participation in curriculum development.

Institutional Staff

The institutional staff of the college is comprised of two fairly distinct groups. One group consists of those faculty and staff members who were employed at Grossmont College prior to the opening of Cuyamaca College and who transferred to this institution at its opening. The second group consists of those faculty and staff who were employed for the first time in the district as Cuyamaca College employees.

The full-time faculty and administration are well prepared for their assignments at the college in terms of educational preparation and previous experience, and the nonteaching staff is equally well prepared and skilled in their areas of expertise. The college employs a large number of part-time certificated staff in the instructional program.

Student Services

Student Services at Cuyamaca College provide students with a broad range of support services designed to assist them in achieving their educational goals and promoting their personal growth. Functions of the Student Services area include Counseling and Guidance, Career Center, Health Services, Campus Activities, Veterans Affairs, Disabled Student Services, Extended Opportunity Programs and Services, Financial Aid, Admissions and Records, Tutorial Services, and Bookstore services. Special attention has been given to the recruitment of disadvantaged students and the college has been fairly successful in these efforts. Some of the Student Service areas are experiencing a shortage of facilities as the student enrollment grows.

Community Services

Community Services is a district function in the Grossmont Community College District, and this fact plus an absence of facilities appropriate to most community services offerings has limited the college's participation in this area. Plans are being formulated for a review of the role of the college in the district Community Services offerings.

Learning Resources

The college library is presently located in temporary facilities and is limited in the amount of square footage assigned. The physical layout is attractive and functional and is currently serving student needs well.

The library handles media services for the instructional program and has available all of the basic instructional equipment normally associated with such an activity. The equipment is new and adequate in quantity, but facilities for storage and dispensing of equipment is limited.

Physical Plant and Equipment

The physical plant of the college is new, and well planned and constructed. The first two increments of construction encompass approximately 73,000 square feet and the total cost for site acquisition, site development, building, and equipment was approximately 12 million dollars.

A Program Planning Guide for the next building project was filed with the Chancellor's Office on February 1, 1980.

Financial Resources

The college district has had ample financial resources over the years to provide a sound program of community college education for the residents of the area. Since its inception, and during its development and first two years of operation, Cuyamaca College has received a proportionate share of the district budget.

Institutional Governance and Administration

The Grossmont Community College District is governed by a five person Board of Trustees (plus a student member), and the present administrative staff of the college consists of the President, Vice-President, Director of Admissions and Records, College Librarian, and Campus Business Officer. The Board of Trustees has been very supportive of Cuyamaca College and the administrative staff is sufficient in size to conduct the affairs of the college given its present size.

While the relationship among the Board, faculty, administration and staff at the college has been good, there has been considerable faculty displeasure with the conduct of collective bargaining during the past six months.

ORGANIZATION FOR SELF-STUDY

The Cuyamaca College Self-Study began with the formation of an Accreditation Steering Committee composed of two faculty members appointed by the Faculty Council, one member representing classified staff, one student from student council, and the Dean of Instruction, Dean of Student Services, college Community Education Specialist and college President. The Committee, augmented by other staff as necessary, met on January 18, March 30, and May 17, 1979 and made plans for conducting the self-study during the Fall semester 1979. Dr. Wallace Cohen, college President, served as committee chairperson, and subsequently as Coordinator of the college self-study. Mrs. Wanda Arsulich, Secretary to the President, served as secretary to the Steering Committee and to the Self-Study Committee.

With the opening of school in August 1979, every full-time staff member was given a list of accreditation committees and asked to indicate a first and second choice for service on one committee. Appointments to the various committees and designation of chairpersons of these committees was made by Dr. Cohen in consultation with the Steering Committee. One session of the staff development program for faculty was dedicated to an explanation and review of the accreditation process, and a special meeting of all classified staff was held in early September 1979 for the same purpose.

An orientation meeting for committee chairpersons was held in mid-September and the balance of the Fall semester was given over to the self-study with final committee reports due in December 21, 1979.

On January 17, 1980 a meeting of committee chairpersons and the editing committee was held and procedures reviewed for completing the report. The

editing committee with Dr. Cohen put together a first draft of the report and this was returned to committee chairpersons for comment, review and necessary corrections. The final draft was then completed, necessary additional materials (abstract, statistical data) compiled and added, and the final report was sent to the Grossmont Community College Board of Trustees for approval. Following Board approval, the report was submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

ACCREDITATION SELF-STUDY COMMITTEES

Functions and Objectives

Salah Balegh, Chairperson
John Shue
Karen Shaver
Bonnie deSelm
Jerry Riley

Instructional Programs

Phyllis Wiedman, Chairperson
Alex Contreras
Duane Pillsbury
Jose Villarreal
Carol Kohr
Sharon Frey

Institutional Staff

Tom Doyle, Chairperson
Charlie Hyde
Bob Holden
Branch Cox
Sharon Hernandez

Student Services

Ingrid Tarikas, Chairperson
Sam Turner
Marsha Fralick
Frank Evans
Carla Hurley

Community Services

Lou Hansotte, Chairperson
Sandy Carpenter
Judy Miller

Learning Resources

Pei Hua Chou, Chairperson
John Morley
Gloria Humphrey
Tony Zambelli
Fran Wellnitz

Physical Plant and Equipment

Bob Nicholson, Chairperson
Kermit Eckert
Jim Custeau
Linda Stone
Val Hammons
Bud Goff

Financial Resources

Paul Boatner, Chairperson
Melanie Branca
Therese Weedon
Ken Kinman
Dennis Rea
Maria Seltzer

Institutional Governance and Administration

George Murphy, Chairperson
Keith Richardson
Kathy McWilliams
Anna Davidson
Gordon Zimmer
Pete Larson

Writing Committee

Sam Turner
Kathy McWilliams

Team Arrangements

Wanda Arsulich
Rose Marie Doyle

HISTORY

Cuyamaca College is the second college serving the Grossmont Community College District. It is located on a 165-acre site which was at one time a part of the old Monte Vista Ranch, just north of Jamacha Road and approximately one mile east of the Campo Road Junction.

The building site was acquired by the Board of Trustees in September 1972 and a groundbreaking ceremony was held on April 16, 1977. Construction on the first buildings was begun immediately thereafter with occupancy scheduled in time to hold first classes in the Fall semester 1978. In May 1977 the Board of Trustees appointed the President of the College and he assumed his duties on July 1 of that year. Temporary administrative offices for the College were established at 9600 Campo Road, Spring Valley, in the Casa de Oro area in January 1978. During the 1977-78 year the administrative staff and new faculty members were selected and appointed by the Board of Trustees. The College applied for and was granted candidate status for accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges during the 1977-78 academic year.

The first phase construction project for Cuyamaca College was designed to provide new and expanded facilities for the Engineering and Technology program previously housed on the Grossmont College campus. That program included courses in Electronics Technology, Engineering, Computer Technology, Surveying, Technical and Scientific Illustration, Architectural Graphics, Industrial Technology, Drafting Technology, and Real Estate. Classroom space and facilities also were provided for courses in Anthropology, Business, Economics, English Composition, Foreign Languages, Geography, History,

Literature, Mathematics, Biological and Physical Sciences (with labs), Personal Development, Philosophy, Physical Education, Political Science, Psychology, Reading, Sociology, Speech, and Technical Mathematics.

The College opened in the Fall 1978 with an enrollment of approximately 1900 students. At the same time construction was begun on the second phase of the college building project which is designed to provide instruction in the areas of Automotive Technology, Landscape Maintenance and Horticulture, Major Appliance Repair, and Welding. That facility was completed and instruction began in the Spring semester 1980.

The third phase construction project was funded in the Governor's Budget for working drawings for a multi-story library/classroom/laboratory building which was eliminated following the passage of Proposition 13. On February 1, 1980 a modified version of the same project was filed with the Chancellor's Office for possible inclusion in the 1981-82 State Construction Project Budget.

Additional information on the history and development of the college will be found in various sections of the accreditation report, and additional data is also available in the accreditation team room.

FUNCTIONS AND OBJECTIVES

FUNCTIONS AND OBJECTIVES

EDUCATIONAL PHILOSOPHY

The educational philosophy of the college is contained in the following statement taken from the college catalog:

"Cuyamaca College is dedicated to a belief in the intrinsic worth and dignity of each individual and to the concept that all persons should have the opportunity to grow and develop to their fullest potential as contributing citizens in a democratic society. The college views each student as possessing unique abilities, interests and needs and is committed to providing a variety of educational programs and experiences in an academic environment that will enhance individual learning and growth."

The self-study of functions and objectives was designed and conducted in such a way as to provide answers to the following questions:

Are the stated purposes adequately understood by the college community as a whole?

Are there differences of opinion as to what the institution purposes should be? and would such differences - if they exist - necessitate reevaluation of some of the stated functions and objectives?

To what degree are the college programs and services relevant to the stated purposes?

How can the institution enhance its effectiveness in fulfilling its purposes?

Data for the self-study was obtained through:

Questionnaires distributed to the entire staff

Discussions with full-time and part-time faculty from various disciplines, student representatives, classified staff, college and district administrators.

DESCRIPTION

The objectives of the college, as stated in the catalog, are as follows:

"In order to maximize the opportunity for the development of individual's personal, social, and intellectual qualities, the college provides:

A general and continuing education program offering intellectual and social experiences for the development of the skills, attitudes and values needed by students to realize their full potential as individuals in a free society.

A transfer program equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at the baccalaureate level.

A career program to provide technical skills and related instruction for entry-level employment, retraining and advancement.

A developmental program to assist students who may enter the college inadequately prepared in one or more academic areas.

A guidance program through which students may become more aware of their interests and abilities and of the educational-vocational opportunities available to them.

A community service program to assist in meeting the cultural, educational and recreational needs of the district.

A co-curricular activities program with opportunities for personal development and social responsibility."

The present statement of objectives was developed by the President and Deans of the College in the course of preparing the first college catalog. It was derived through a review of the historical mission of the community college in California, the objectives of the Grossmont Community College District, and the anticipated needs of the community and students to be served by Cuyamaca College. It has been reviewed and accepted by the college Curriculum Committee and the District Board of Trustees.

GENERAL AND CONTINUING EDUCATION

APPRAISAL

Given the recent budget limitations and the small enrollment, the present offerings are considered effective in serving those who seek personal enrichment and occupational or professional skills. Such offerings have taken the form of courses, workshops, seminars, and field trips.

The institution has been particularly in tune with the most pressing issues of the day. In an effort to increase the staff and the community awareness of local, national and global problems, presentations and panel discussions were offered as College Hour seminars, Faculty Council seminars and staff development activities.

Limited offerings in the humanities and social science areas need to be expanded as the college grows.

RECOMMENDATIONS

As enrollments increase and space becomes available, additional multicultural offerings in the humanities, fine arts, and social science areas should be provided, and offerings in the psychology area should be broadened.

The possibility of providing occupational offerings in cosmetology, machine shop and other occupational areas not presently available in the district should be explored.

More offerings in humanities, specifically in music, history and art should be provided.

A continuing program of public information depicting the comprehensive nature of the college offerings should be provided.

FUTURE PLANS

A long-range planning committee is now looking at future needs of the college based on demographics, changes in the local and San Diego economies, and future enrollment projections.

TRANSFER PROGRAMS

APPRAISAL

The transfer programs at Cuyamaca College are effective in meeting the equivalency of four-year institutions. The effectiveness of the transfer courses is demonstrated by college efforts in terms of:

Amount of subject matter covered

Depth and rigor with which the material is covered

Evaluation procedures and grading scales

In developing new courses careful planning assures transferability.

Articulation has been effective with four-year institutions.

The college community understands and strongly supports the transfer program objectives.

The local high schools and the four-year colleges understand and accept the objective of the transfer program.

The services offered by the Learning Resource Center and the Tutorial Service satisfactorily meet the needs of transfer students.

RECOMMENDATIONS

As the college grows, the following recommendations should be considered:

Create more laboratory space for the natural sciences, as well as

continuing communication between faculty and counselors regarding academic counseling.

Expand the evening tutorial service and provide tutoring on Saturdays as needed.

Encourage more involvement of the part-time faculty in the selection and evaluation of learning resource materials.

Make available library services on Saturdays as needed.

Develop a more effective system for frequent part-time instructor evaluation as soon as possible. (The administration and the faculty recognize this need.)

FUTURE PLANS

Articulation and coordination with local high schools and with four-year transfer institutions will continue.

CAREER PROGRAMS

APPRAISAL

The students' needs are being met relative to both present and future employment as well as changing job functions. Most of our graduates from career programs are hired in areas where they actively seek employment.

Among the college functions that contribute to the fulfillment of the stated objectives are:

Excellent counseling is provided by the staff of the Career Center.

Employment opportunities are carefully researched before initiating a new program or expanding an existing one.

Input relating to curriculum development, course objectives, and content evaluation is provided through regular consultation with future employers, by members of the program advisory committee and/or the District Vocational Advisory Committee, and coordination with other related educational institutions in the area.

RECOMMENDATION AND FUTURE PLANS

The college should continue to develop the Career Center and provide a strong program of career counseling for all students.

DEVELOPMENTAL PROGRAM

APPRAISAL

The college provides a variety of offerings and functions aimed at meeting the developmental program objectives. These include:

- College survival skill courses
- Remedial courses in mathematics and English
- Laboratory approach in English writing
- Tutoring available in many disciplines
- Testing and screening placement
- Learning disabilities counseling

Evaluation of students' performance shows improvement for most of those who participate in the program.

RECOMMENDATIONS

- Expand tutorial service as needed.
- Review the counseling service objectives to ensure that all counseling

objectives are being met.

Reinforce pretesting and placement of students to enhance academic success.

Initiate a mathematics laboratory.

FUTURE PLANS

The college will continue to support and expand courses related to college survival skills and remediation and to strengthen the tutoring service as necessary.

COMMUNITY SERVICES

APPRAISAL

The community services program is primarily a district responsibility.

None of the district's community service programs are currently held at Cuyamaca College.

The college provides a limited number of services as follows:

Public use of the library and the parcourse

College Hour presentations by the faculty

Open House activities

On the whole, these offerings have been effective and well received.

RECOMMENDATION

Hold some of the district offerings in community services at the college and provide for involvement of the college community in the planning of the district's offerings.

A Community Service Committee will be formed in Spring 1980 to explore additional appropriate community service offerings on campus at Cuyamaca College.

GUIDANCE PROGRAM

APPRAISAL

Considering the limited staff, the college efforts to further counseling objectives have been quite successful. The institution provides a variety of guidance offerings such as:

Counseling services including classroom visitations

Career Center

Personal development courses

Testing and placement services

Student government activities

RECOMMENDATIONS

Expand counseling staff so that counseling can be provided more often.

Strengthen evening counseling services.

FUTURE PLANS

The college is committed to a balanced program of counseling and guidance for both day and evening students and will continue to provide these services to meet growing enrollments.

CO-CURRICULAR ACTIVITIES

APPRAISAL

Considering physical facilities and budget limitations and the small enrollment, the college offerings have been quite successful. Co-curricular activities provided include:

Personal development courses

College Hour programs

College newspaper

Student government coupled with leadership training classes

Student participation in college committees

Student representation on the District Board of Trustees

RECOMMENDATIONS

Expand facilities for student center and food services.

Expand physical education facilities to allow for intramurals and other co-curricular activities.

FUTURE PLANS

As the physical plant of the college is developed, adequate facilities for co-curricular activities will be recommended.

INSTRUCTIONAL PROGRAMS

THE INSTRUCTIONAL PROGRAM

DESCRIPTION

Cuyamaca College, while small in its initial phase, is designed as a comprehensive community college. Its instructional program includes courses for general education, for occupational preparation, for four-year college or university transfer education, for developmental and remedial education, and for life-long learning.

The instructional program began in August 1978 with a total student enrollment of approximately 1,900 students. Nine vocational programs, including faculty and program equipment, were transferred from Grossmont College to the new campus: Architectural Graphics, Computer Technology, Drafting Technology, Electronics Technology, Engineering Technology, Industrial Technology, Real Estate, Surveying, and Technical and Scientific Illustration. A curriculum in the liberal arts was developed to enable students to complete their general education requirements for two-year degrees and to prepare for transfer to four-year colleges or universities. Remedial and personal development courses were added to the curriculum to assist students with special needs to achieve higher levels of success in their academic work.

In January 1980 vocational programs in Automotive Technology and Ornamental Horticulture and Landscape Maintenance were added to the curriculum, as well as classes in welding (welding classes will begin in Fall semester 1980). Additional offerings in liberal arts were also made available.

There is no distinction made between day and evening courses in the areas of instructional program and faculty. Courses are offered in response

to the needs of the Cuyamaca students and community, and full and part-time instructors teach both day and evening hours. At the present time all courses, with the exception of a few physical education classes that require special facilities, are offered on the campus.

Curriculum Development

The Curriculum Committee, chaired by the College Vice-President, is composed of representatives of the faculty, classified staff, student body and administration. The committee reviews proposals for addition, modification and deletion of courses and programs. An annual calendar for the submission of proposals is established, proposals are reviewed by the committee and recommendations are forwarded to the administration.

In the development of new curriculum, input is sought from the Cuyamaca College staff and students, advisory committees, local industry, California Employment Development Department, the local high schools and colleges, and area occupational deans.

Each year a subcommittee of the Curriculum Committee reviews those sections of the catalog dealing with general information, student services, and degree requirements to insure their current accuracy and clarity.

Beginning with the Spring 1980 semester the Committee will be augmented by other faculty and staff and will address the issue of long-range planning for the campus. The College President will chair the Committee for this purpose.

Needs of Disadvantaged and Handicapped

The needs of disadvantaged and handicapped students in instructional programs are met in several ways. Day and evening tutoring is provided both in the Tutorial Center and, when more appropriate, in the classrooms. To assist the academically disadvantaged student, courses in college "survival" skills, remedial math and English, reading, and study skills are offered.

Instructors send the names of students with excessive absences to the Health Services Specialist as part of a "We Care" program to facilitate contact with these students and to determine special needs that if met may enable them to succeed in their classes.

Special equipment for handicapped students is purchased by the Disabled Student Services Specialist as the needs are identified. Classes in adaptive physical education are offered.

A program designed to provide career counseling and vocational training for displaced homemakers, many of whom are on welfare, is underway.

Non-Traditional Instructional Modes

Cuyamaca College is experimenting with short course offerings. Selected courses are offered in a more concentrated eight-week session. The mathematics department is experimenting with five module elementary algebra and intermediate algebra classes taught in a laboratory style that will permit students to complete one to five units within a semester and to begin the following semester with that module which is next in sequence. English composition is taught by a laboratory method that allows for larger class enrollments with additional individual assistance provided by teaching assistants. Individual-

ized help during the writing process is provided during class time. The real estate program is considering a schedule of classes to be concentrated in a Friday night-Saturday time block.

Faculty Development

Cuyamaca College is on the Experimental Calendar Project with the Chancellor's Office which provides for 160 teaching days and 15 days for staff development. Among the opportunities offered to instructors to improve their instructional skills are workshops on topics such as grading, understanding the needs of disabled and disadvantaged students, and developing behavioral objectives. Instructors may also work on individualized projects such as curriculum development and modification.

The Faculty Council, in its commitment to the professional development of instructors, offers workshops throughout the school year for both full and part-time instructors on varied topics including student motivation, assistance with improving student study skills, and techniques for evaluation of student progress.

Credit for Prior Learning

In addition to granting full value for courses completed at other accredited institutions, Cuyamaca may grant limited credit for work experience or courses from non-accredited institutions. Such credit may be extended to waive or substitute for a required course, and will be considered upon recommendation of the appropriate instructional program coordinator. Additionally, students may earn credits by successfully completing an examination for the required course. Veterans may be eligible for four units of credit in the

areas of physical education and health, and courses completed at military schools are evaluated on request for applicable unit credit.

APPRAISAL

Clarity of Degree and Program Information

For the most part information in the Cuyamaca catalog, schedule of classes, and brochures is clearly written and provides students with accurate, up-to-date information. The section of the catalog relating to degree and general education requirements has been found to be somewhat ambiguous, and this section has been referred to a committee for review.

The Curriculum

As Cuyamaca is in the initial stages and therefore supports a limited number of students, it is felt that the development of a comprehensive curriculum of courses for general education, occupational preparation, transfer education, developmental and remedial education and lifelong learning has been satisfactory. As the enrollment increases, the offerings in general education should be expanded, particularly in the area of fine arts, foreign language, and multicultural studies. Also there is a need for expansion of offerings in business skill courses.

There is evidence that community feedback is an important consideration in occupational program additions, expansion, and deletion decisions. Such evidence includes high enrollment in the newly developed Escrow Certificate program, a 1979 survey of local employers to determine employment opportunity projections for graduates of the new Ornamental Horticulture program, and

postponement of the Major Appliance Repair program pending a further study of community needs and job placement opportunities.

Representation on the Curriculum Committee is broadly based, including instructors from vocational and liberal arts areas, student and classified staff representatives as well as administrators. Curriculum proposal reviews include written and some oral presentations at open meetings. Voting takes place at a separate meeting following the proposal review sessions.

The Curriculum Committee addresses itself not only to the addition and modification of courses and programs, but to deletions as well, in order to avoid proliferation of courses.

During the initial semesters of operation, a number of classes have been continued despite low enrollments in order to build programs and to allow completion of a general education pattern for a degree or for transfer. As total enrollment increases, minimum class sizes will have to be increased in order to be more cost effective.

The self-study committee recommends that vocational degree program requirements be reviewed to assure that the number of courses and units required are not excessive. It is also suggested that the Curriculum Committee establish criteria for determining which courses can be used to satisfy general education requirements.

FUTURE PLANS

Long-range planning for facilities and staff is essential during this period of severe fiscal restraint and, as mentioned earlier, will be a function of an augmented Curriculum Committee, beginning Spring 1980. Facility

and staff planning must reflect the needs for curricular expansion. The need to expand course offerings in the curricular areas listed below has been identified and priority of these needs will be established at a later date.

Business Skills

Fine Arts and Humanities

Foreign Language

Geology

Additional vocational programs

Physical Education

A project has been designed for the development of a computer laboratory to facilitate computer assisted instruction in the math and science areas. Additionally a project has been proposed for designing a water saving garden model that will incorporate ideas from the curricular areas of Botany, Ornamental Horticulture, and Technical and Scientific Illustration. These projects will be implemented when funding becomes available.

The electronics faculty is planning to review the curriculum in order to better meet the needs of both the two-year degree student and the student preparing for transfer to a four-year degree program.

A business skills laboratory will be developed within the next few years as well as programs in Art, Music and Theater Arts.

Supporting Documents Available in the Team Room

Academic Master Plan for the Grossmont District

Cuyamaca College Catalog

Curriculum Committee Minutes

Curriculum Proposal Forms

Enrollment and Student Profile Statistics

Escrow Certificate Needs Assessment Data

Faculty Development Calendar

Grade Distributions

Grants

Program Brochures

San Diego County Employment Statistics

Schedule of Classes

INSTITUTIONAL STAFF

INSTITUTIONAL STAFF

DESCRIPTION AND APPRAISAL

Cuyamaca College began with four administrators: President, Dean of Instruction, Dean of Student Services, and Director of Admissions and Records. During the second year the responsibilities of the two dean positions were combined into one Vice-President position with the general support of the faculty and Board of Trustees; secondly, the Librarian position was changed to an administrative position.

As of the second year there were 26 full-time instructors, 77 part-time instructors, three counselors, 1 health specialist, 1 handicapped specialist, 1 librarian, and 26 full-time supportive staff. A breakdown of these persons according to sex and highest degree earned is presented below.

HIGHEST DEGREE EARNED

	Sex		H.S.	A.S./A.A.	B.A./B.S.	M.A./M.S.	Ph.D.	Total
	M	F.						
Administrators	2	2				2	2	4
Instructors	22	4						
Full-Time	22	4			4	18	4	26
Part-Time								
Instructors	56	21	4	2	18	48	5	77
Counselors & Specialists	2	3			1	4		5
Support Staff	11	15	12	8	4	2		26
Librarian		1				1		1
Management	2			1	1			2

An analysis of the number of years experience in their specialized field produced the following:

Years of Experience	0-3	4-7	8-11	12-15	16-19	20 or more
Number of People	41	23	15	15	11	11

Besides experience many are involved in professional organizations or work in related fields outside the college environment. Detailed professional information is available for review in the team room and/or administration office. Cuyamaca College includes people of diversified backgrounds, from colleges and universities, from all parts of the nation and some from foreign countries.

Instructional Support Personnel

- Clerical/Secretaries
- Equipment Maintenance Personnel
- Laboratory Technicians/Assistants
- Library Services Personnel
- Security
- Student Work Study Program

The size of the institutional staff is seen as presently adequate; changes in size and direction will depend on student population growth and economic factors within the state.

Process of Selection (Hiring) and Affirmative Action

After approval and funding by the Board of Trustees for a new position, advertisement is handled by the District Personnel Office.

The appointment of new contract staff (faculty and classified) is a committee process. Screening and interview committees are set up to select the most qualified candidate for appointment following the district's affirmative action guidelines. The committee's composition depends on the area and specification of the job opening. In the case of a full-time contract faculty position, the college President, Vice-President, other faculty members, and sometimes student and classified employees meet as a committee. The selected candidate is recommended to the Board of Trustees of the District. In the case of contract classified staff the selection committee is chaired by the area supervisor (Vice-President, Director) in which the job opening exists. Faculty members and other classified staff serve on the committee.

A District Affirmative Action Officer is available for questions on procedure during the hiring process. This individual acts as an observer during the actual interviews - after approving the questions to be asked candidates. The policies followed by the Affirmative Action Office are contained in a booklet Affirmative Action Program for Grossmont College.

It would be very helpful for the college to develop a written statement of procedures for employing part-time faculty. Both Cuyamaca and Grossmont maintain a file of applicants for various subjects. Applicants may submit their request for employment at any time, updated from year to year. When an opening exists, persons who are deemed qualified by their applications are interviewed. The screener/interviewer is usually someone within the subject area and/or the Vice-President. There has been no consistent policy for selection and the Affirmative Action Office is not directly involved.

RECOMMENDATION

Considering the extremely high percentage of part-timers used in instruction at Cuyamaca, more careful guidelines for selection should be devised and implemented.

Orientation

Orientation of full-time faculty members is held in a series of meetings, both group and individually, with the administration prior to the beginning of each semester. The Director of Admissions and Records discusses registration and record keeping procedures each semester with all faculty members. Part-time faculty are encouraged to attend a general orientation meeting with full-time faculty before classes begin, are given an informative packet containing college procedures, and are encouraged to participate in meetings with the full-time faculty. Orientation for classified staff is usually accomplished by an interview with the Business Officer and the immediate supervisor.

Evaluation

Complete procedures for evaluation of all institutional staff are located in the team room. Management, certificated, and classified evaluation procedures are multi-leveled, including feedback from supervisors, peers, and themselves. Problems with the otherwise fair procedures are: 1) only management evaluates management - some faculty input may be advisable; 2) part-time instructors have been evaluated inconsistently by Cuyamaca staff. Considering the tremendous impact of part-time teaching on the school, a more consis-

tent approach to this seems necessary; change here may be anticipated since the college is new and a stable part-time staff has yet to develop; 3) use of the evaluation process should emphasize suggestions for improvement and encouragement.

Personal Development

Personal development at Cuyamaca College can be expanded through scheduled and non-scheduled personal development activities in order to encourage faculty to explore different teaching skills and to update knowledge. A list of scheduled activities and workshops is available in the team room.

In addition, the Faculty Council has scheduled a number of forums for discussion of such topics as student motivation, study skills, grading policies, and test construction. These meetings have been well received and participation has been good. Also, special on-campus lecture presentations have been offered to the college community on a variety of topics including cultural heritage, literature, and international crises.

Faculty travel and conference funding provides \$60 per full-time instructor and although some have taken advantage of this opportunity, many have attended conferences on their own funding. Sabbatical leaves are also available to those who have been a full-time instructor for at least six years, and who contract to teach at least two years on return.

Administrators and faculty members are or have been involved in a wide range of local, state, and national associations. Many of the staff are involved in outside jobs/activities which complement their college commitments.

In a poll of all institutional staff at Cuyamaca (available in the team room), most (71%) rated the opportunities for personal development to be adequate to extremely productive. However, some suggested that more encouragement is needed from the administration - more should be done to create conditions that reward people for learning (e.g., by guidance or suggestions through class visitation, or by additional release time or financial aid for conferences).

It was noted that little or no money was available on a regular basis for conferences by part-time faculty or classified staff. Some thought that more in-service programs on-campus could inform others as to curriculum developments and legislation, and that it would be advantageous for conference information gathered by attendees to be circulated to other interested staff.

Job Advancement

Opportunities for promotion as far as position or title is concerned do not exist to any degree for certificated staff. Although one administrator has been advanced from dean to vice-president, there are no obvious opportunities for other certificated staff members to move upward. Full-time instructors cannot become chairpersons; classified staff promotion depends on turnover of positions and even then no preference need be given to present employees; part-time instructors are not guaranteed full-time positions or future classes. In a poll conducted concerning job advancement, 48 percent rated the opportunities as negative - the majority of these responses coming from part-time faculty and classified employees. It was noted however that much of this depends on the growth of the college.

An area of great concern to the teaching faculty is the issue of salary. A list of current salary schedules is available in the team room. A study by the Grossmont College District Teachers Association shows that district salaries are below those of other districts in the county and below most in the state. It was continually noted by faculty that pay is not keeping pace with inflation. Many full-time faculty in the poll noted that they needed to teach extra-pay classes or work in industry/business in order to "make it" and this cuts down on real possibilities for personal development. Part-time instructors and classified employees voiced similar complaints. The college may face the serious problem of qualified, experienced employees leaving the educational area because of far more attractive salaries outside the system - instead of "moving up" one must "move out." The need is urgent, but may again depend on future funding at the state level.

However, many found that other incentives would have to suffice. Recognition by peers and students, enjoyment in sharing knowledge, the satisfaction of keeping academically sharp, and fame were seen as motivating.

RECOMMENDATION

The administration, working with the community, should seek means to recognize and reward teaching excellence.

Working Conditions

In the poll conducted by this committee, most considered working conditions to be adequate. Some noted that office space was inadequate - especially part-time instructors who actually have no space. Many noted that the food

service facilities were poor (due to space limitations there is no cafeteria at Cuyamaca) and, since the buildings are new, there were the usual complaints about inoperative airconditioning, false fire alarms, etc. Many are required to work night shifts due to the large evening student enrollment, but most seem flexible to the arrangement; it was noted, however, that there could be more support staff (e. g., counselors, management, etc.) available for evening activities. Tutorial help was seen as being efficient.

Load

Faculty load policy is detailed in the Faculty Contract (page 11). The basic figure is 15 lecture hours per week. Adjustments are made for lecture/lab schedules (18 hours), and special subjects such as English Composition (12 hours), Foreign Language (16 hours) and Physical Education (18 hours).

Fringe Benefits

Certificated and classified staff fringe benefits are negotiated as part of their contracts. Vacation, holidays, and sick leave policy are contained in these contracts. Various family and dental insurance plans are available to contract employees. Copies of the employee contracts and the health plans available are in the team room.

Grievance Procedures

See Faculty Contract, page 2, or the CSEA contract, page 1.

Faculty Participation in Governance

The full-time faculty can participate in governance at Cuyamaca College in many ways: through the Faculty Council, various committees such as the

Curriculum Committee and Handicapped Committee, etc. One problem with a small school is that many of the same people are required to be on many committees. But, in general, opportunity for faculty involvement in the school planning, catalog formation, scheduling of classes, etc., is excellent. The administration seeks out faculty input collectively and individually and utilizes it effectively. It is hoped that this excellent communication will remain as the school becomes larger.

Faculty Council

On December 13, 1978, the Faculty Council was formed in order to:

- 1) enhance teaching effectiveness, and
- 2) to promote communication with the administration and the Board of Trustees in the formulation of college and district policies regarding professional academic matters.

Since that time, the Council has called meetings with administrators, the Grossmont College Senate, and among the Cuyamaca faculty with the above purposes in mind. It is generally felt that the Council has dealt effectively with all of its concerns.

Staff Morale

As far as relations between administrators, instructors, and classified staff, most concur that there is an excellent spirit of community, cooperation, and working toward the growth of Cuyamaca and the maintenance of high quality education. A recent poll showed a 100 percent confidence rating for the college President by the Cuyamaca faculty, and nearly the same for the Vice-President. Interaction in decision-making and policies is present

within all levels of the school. Relations between part-time and full-time instructors is generally good, but could improve. Relations between faculty and classified is very good. Some had negative feelings about collective bargaining - but, then, at the time of this writing negotiations have become somewhat turbulent.

In general, most felt that morale was excellent (e. g., "I've never worked at a place with so much cooperation and support."), mainly because of the small size of the school, and hoped that it would remain so, even as the school grows.

APPENDIX A

SUPPORT DOCUMENTS IN THE TEAM ROOM

1. Questionnaire Results
 - A. Staff Resumes
 - B. Job Advancement and Personal Development
 - C. Working Conditions and Fringe Benefits
2. Hiring Information/Procedures
3. Evaluation Procedures
4. Ethnic and Sexual Survey
5. Affirmative Action Program for Grossmont College
6. Personal Development Programs at Cuyamaca College 1978-1979
7. Travel and Conference Expenditures
8. Salary Schedules
 - A. Management
 - B. Classified
 - C. Certificated
 - D. Confidential
 - E. Supervisory
9. Faculty Council Constitution
10. Faculty Council Selected Agenda and Minutes
11. Staff Contracts

STUDENT SERVICES

STUDENT SERVICES

Student Services at Cuyamaca College provide students with a broad range of support services to assist them in achieving their educational goals and promoting personal growth. The diverse components of services are closely integrated with one another, with open lines of communication between them. The Vice-President for Instruction and Student Services supervises the Counseling and Career Center, Admissions and Records, Health Services, Veteran's Affairs, Campus Activities, Tutorial Center and the Bookstore. The District Director of Special Services is responsible for Disabled Student Services, Extended Opportunity Programs and Services, and Financial Aid.

ADMISSIONS AND RECORDS

DESCRIPTION

The Admissions and Records Office is under the direction of the Director of Admissions and Records. The classified staff is structured so as to define a purpose and control for each function.

The seven major functions assigned to this area are: administration of state and college admissions policies, which include processing applications, determining residency and registering students into classes; establishment, maintenance and security of student records; evaluation of student academic progress toward a certificate or Associate in Arts or Science Degree; certification of student enrollment to outside agencies, including making transcripts of records; daily operation of the college switchboard and mail room; computer maintenance of the class schedule and catalog; establishment and

updating of procedures for the collection, recording, transmittal and auditing of attendance for apportionment purposes.

APPRAISAL

The current staffing of the Admissions and Records Office is sufficient. Both the switchboard and evening staff will need to be increased in the future as new functions are added to the current workload.

All procedures in the office are evaluated on an ongoing basis so that each function seems to be adequately meeting the needs as they exist at this time.

All response to the mail registration has been positive. With the elimination of lines for the on-campus portion of registration, both faculty and students appear to be supportive of the on-line registration.

The use of computer-based student information has simplified record-keeping and storage of documents. The main problem has been computer "downtime."

The current switchboard procedures are meeting staff needs. Since a full functioning mail room is only now being set up, an evaluation of this area is not possible at this time.

FUTURE PLANS

Increasing enrollments and programs plus the institution of new modes of instruction (i.e., short-term courses, TV classes, etc.), coupled with changes in the state procedures for attendance accounting, will necessitate a critical assessment of future staffing and budgetary support for the Admissions and Records Office.

Computerized student record-keeping systems should be both continued and expanded. The purchase of and transfer to a new computer (DEC 1091) during the Spring 1980 semester should increase response time of the terminals and minimize "downtime."

COUNSELING AND GUIDANCE

DESCRIPTION

The Counseling and Guidance program is organized under the Vice-President for Instruction and Student Services. The counseling staff includes two full-time and one half-time counselor, one half-time classified career center coordinator, and hourly certificated counselors who assist in providing one day of evening coverage and teach personal development classes as needed. Support staff includes one full-time receptionist, one receptionist hired hourly for evening coverage, and two part-time College Work Study students. The counseling staff provides service for both day and evening students. Counseling is available in Spanish and English.

Counselors provide academic advising, career planning and placement, and personal counseling to individuals and groups of students. Personal development classes taught by the counseling staff help students gain skills for survival in college, career success and continued personal growth.

Counseling for special groups of students is available through closely related programs. The needs of disabled students are met by one counselor in Disabled Student Services. Low income/minority students are recruited and provided with support services through Extended Opportunity Programs and Services. Health counseling is provided by one counselor in Health Services.

In addition to these basic services offered by the Counseling Center, outreach programs have been planned and developed. Liaison with local high schools and adult schools is maintained to assist counselors and students to become aware of educational opportunities offered by the college. A re-entry program for students who are returning to continue their education after a period of absence from school is being planned.

APPRAISAL

In October 1978, during the first year of operation, the counseling staff met to establish goals for the year. Preliminary goals included staff development in the areas of academic advisement, knowledge of community services and other counseling skills; beginning plans to establish a Career Center; working on plans to establish a Vocational Sex Equity Project; making preliminary plans for a re-entry program; designing a curriculum in personal development; establishing a Student Services Newsletter; and becoming involved in community recruitment.

At the end of the 1978-79 academic year, counselors met to assess the status of the objectives stated above. All goals were accomplished with the exception of the Vocational Sex Equity Project. A grant for this program was written and submitted to the Board of Trustees, but approval was denied.

Counselors also met in the Fall of 1979 to establish goals for the 1979-80 academic year. Priority goals for this academic year included establishing a public information program to publicize new Spring semester vocational programs; developing and implementing a program for high school and adult school outreach; writing transfer guide sheets for all common majors for

transfer to San Diego State University; implementing a plan to build and maintain good faculty relationships.

A thorough evaluation of each counselor was conducted by the administration, by students using counseling services, and by students in personal development classes. Results were very positive. Results from the questionnaire filled out by 60 students showed that 97 percent of students felt that the counselor was excellent or above average. At least 95 percent rated the counselors as considerate, a good listener, helpful, interested in the student and knowledgeable.

During 1978-79, a self-study for Title IX was conducted. It was found that our enrollment was 60 percent male and 40 percent female students. Counseling appointment records showed that 60 percent of our appointments were for males and 40 percent for females. Based on enrollment, both sexes equally availed themselves of counseling services.

FUTURE PLANS

There is a need for continuing appraisal of counseling service. Needs assessment instruments can be developed to more accurately determine student needs and how they are being met.

Plans for the future include continued work on yearly established objectives. Counseling would be done in the present Counseling Center and in the new vocational area of Phase II. New programs currently being implemented include a Career Center. This Career Center will provide career information and indexes on 600-800 different occupations. A computerized Guidance Information System, along with the services of a professional counselor will be

available to assist students in matching their interests and aptitudes to possible career choices. A grant has been written and funded to begin a re-entry program for displaced homemakers. This program will help students who have been away from the educational system, successfully re-enter college. Students will be provided with skills, counseling support, testing, educational planning and information on nontraditional careers.

A "We Care" program has been started to help students who are excessively absent from classes. Under this program, a personal contact is made with students to discover problems and to assist in referral to the appropriate student service available on campus.

CAMPUS ACTIVITIES

DESCRIPTION

The objectives of Campus Activities are to provide leadership training and experience for students, to provide means by which students may have a voice in college policy determination, and to make the campus a comfortable and enriching environment for learning.

Campus Activities is headed by a half-time Activities Counselor, with hourly student aides, staffing the Campus Activities Office. Functions of the Activities Coordinator include supervising campus activities, administering student due process and grievance procedures, providing for student membership on college committees, overseeing student body budget and finances, supervising Campus Activities Office and staff, directing commencement exercises, editing student services newsletter, attending appropriate

conferences, coordinating clubs and organizations, providing for a student leadership and government class, serving on such district and campus committees as Parking, Bookstore, Food Services, Petitions, and administering contracts between students and outside vendors.

The Student Association is called the Associated Students of Cuyamaca College and includes all students. Student government is currently conducted through a two-unit leadership class, called the Campus Activities Advisory Committee. A constitution for student government has not yet been written, and one function of this group will be to create a student government model appropriate for Cuyamaca's unique student population. Campus activities are financed by activity card sales, profits from food vending machines, and grants from the bookstore.

Students help determine policy on such matters as curriculum, due process, petitions, accreditation, and parking. There is also a student representative on the District Board of Trustees.

APPRAISAL

Some major tasks have been accomplished in Campus Activities in the first year and a half, including development of student due process procedures, development of procedures for club formation, creation of a student leadership training seminar, provision of campus amenities, establishment of a speakers' series for College Hour; student participation on college and district committees; and adoption of campus colors and logo.

A small office and conference room are currently adequate for campus activities; however, the student lounge, which is the only facility where

students may rest, eat and talk, is much too small.

Student hourly aides staff the Campus Activities Office, but there are periods when it is closed because of their class schedule. A full-time coordinator will be required as the student body grows and activities and organizations increase.

FUTURE PLANS

Campus Activities is developing as the campus grows. Current priorities in this area include recruiting of student leaders, developing a student government model, encouraging formation of interest and service clubs, and making a campus-wide determination of what services and activities are desired by the students.

FINANCIAL AID

DESCRIPTION

Currently the Financial Aid Office, under the direction of Director of Special Services, Grossmont Community College District, is staffed by a full-time Financial Aid Officer, a full-time clerk-typist, and a part-time student worker (18 hours per week). Application and administration of such federal programs as Basic Educational Opportunity Grant (BEOG), Supplemental Educational Opportunity Grant (SEOG), College Work-Study (CW-S), and Guaranteed Student Loan (GSL) are handled through the Financial Aid Office, as well as institutional and noninstitutional scholarships. Placement of CW-S students is also done through the Financial Aid Office.

The objectives of the Financial Aid Office are to make available financial resources for students who would otherwise be unable to pursue post-secondary education, to provide proper administration of funds, and to provide information to the community served by the institution of the assistance programs available.

APPRAISAL

As of October 26, 1979, there were 42 students in the BEOG program for a total expected disbursement of \$26,792. In the CW-S program, 22 students were employed for a total award of \$28,258; in SEOG, 15 students were awarded for a total of \$11,250. This year is the first year Cuyamaca College has participated in the SEOG and CW-S programs, and utilization of funds is expected to increase by 33 percent for the next year.

Students returning to Cuyamaca College from the previous semester are sent an application packet from the Admissions Office. Included in the packet is a postcard that students may use to request information about financial aid. During 1978-79, there were 32 of these cards returned to financial aid, but from 1978-79 to 1979-80, there were 65 cards returned, a 100 percent increase. During 1978-79, Cuyamaca College's only resource for federal financial aid was the Basic Educational Opportunity Grant program. During the year, 32 students received awards totaling \$16,124. For 1979-80, Cuyamaca College has been awarded as follows: BEOG \$27,135; SEOG \$15,590; CW-S \$41,140; NDSL \$14,305.

Expected disbursements as of 10/26/79, for the BEOG program are \$26,792, a 60 percent increase. The number of students receiving Basic Grants as of that date is 42, a 31 percent increase.

In addition to the use of postcards for continuing students, new students registering for Spring 1980 classes will be able to complete a tear-off portion of the registration form, which will be returned to the Financial Aid Office.

To help increase the awareness of the availability of financial aid, all nine high schools in the Grossmont District were visited during 1978-79. Financial aid information was given to students, counselors and parents. In cooperation with EOPS, financial aid information was made available in local libraries, swap meets, community events and community organizations. This program is being utilized again in 1979-80.

FUTURE PLANS

Cuyamaca College is anticipating a growth of 33 percent in enrollment from second to third year. Part of the realization of this growth will depend upon the availability of financial resources of students. There are several economically depressed areas within the district served by Cuyamaca College, and students from those areas will rely heavily upon financial assistance programs in order to realize their educational goals.

The Financial Aid Office will also utilize the following media resources: campus newspaper, community organization functions, and local news-media coverage.

HEALTH SERVICES

DESCRIPTION

Health Services has as its goal to contribute toward the educational aims of students by promoting their physical and emotional well-being. The Health Services Specialist is responsible for the overall administration and functioning of the Health Services Program and is directly responsible to the Vice-President for Instruction and Student Services. The student body directly supports the Health Services program through a health fee that includes accident insurance which provides coverage while the student is in attendance at the college, or at a school sponsored activity.

The Health Services program includes such services as first aid and emergency care, health counseling, medical referral to outside agencies, vision and blood pressure screenings, health education through CPR (cardio-pulmonary resuscitation), holistic health and first aid classes, and through a health information area where students have access to information on a variety of health related subjects.

The Health Office is located in the Counseling Center in the Administration Building and attempts to serve both day and evening students through split shift coverage. In the event that the Health Services Specialist is not available, emergency coverage is administered by Campus Security Officers who have been trained in first aid and CPR.

APPRAISAL

Although a structured analysis of Health Services has not yet been conducted due to the newness of the school and program, the Health Services

program in its first year had a number of objectives that were met. These included increasing student awareness of health programs and counseling, conducting CPR and holistic health classes, assisting in the preparation of a comprehensive plan for handicapped services, establishing an advisory committee for handicapped services, developing a health information center, creating a health services brochure, setting up vision and blood pressure screening, establishing a college blood fund through the San Diego Blood Bank, and forming a safety advisory committee. The Health Services Office was staffed in its first year by a part-time Health and Safety Officer. To provide further coverage and services, this position in the second year became full-time and was renamed Health Services Specialist.

The physical facilities are adequate and comfortable for individual health counseling and provide security for confidential health records. However, there is a need for running water, toilet facilities, and a private, separate area where students can rest when they are ill.

FUTURE PLANS

Depending on student enrollment and need, Health Services expects to provide additional emergency coverage and services for day and evening students in the future. New programs are expected to emphasize the preventive and educational aspects of health and will have student input. There will be an effort made to secure housing for Health Services that is more extensive and provides for running water and toilet facilities.

EXTENDED OPPORTUNITY PROGRAM AND SERVICES

DESCRIPTION

Cuyamaca College participates in the State Extended Opportunity Program and Services. This program is directed toward students affected by language, social, or economic disadvantages. Services include the identification, recruitment and retention of students through peer and vocational counseling, tutorial assistance, financial aid and liaison with four-year colleges and universities.

In the Fall of 1979 the administrative responsibility for the EOPS program was shifted from the Office of the Dean of Student Services, Cuyamaca College, to the Office of Director of Special Services, Grossmont Community College District.

The traditional approach of utilizing one coordinator responsible for all of the specific functions of EOPS is used at this college. Peer counselors are given a case load of EOPS students. This approach provides the coordinator more time for development and gives specialized attention to the student while improving coordination with other student support programs, and allows the students to develop their own self-growth and positive image.

The recruitment function is intended to serve as the means by which identified students are brought into the college environment; recruitment serves to facilitate access to and participation in the educational pursuits of the college and individual goals of EOPS students. EOPS recruitment extends beyond the high school level by utilizing various community agencies to seek out potential students from low-income families. All students recruited

can benefit from the services EOPS provides. Student aides cover the special recruitment and materials are printed in English and Spanish.

EOPS tutoring is a cost-effective, adjunctive service to instruction as well as a vital service to the educationally and other disadvantaged students. EOPS operates an evening tutorial program in office-space shared with a federally funded tutorial program. Supervision and scheduling is conducted by the EOPS office. Academic and vocational tutors work approximately ten hours per week and cover the academic, vocational/technical subjects.

Peer counseling is provided to assist EOPS students with admissions, registration, new-student orientation, and recruitment. Peer counselors are available to provide on-going referrals, information, and moral support to EOPS students.

APPRAISAL

The number of students served last year was 57 with approximately 70 students currently served through peer counseling, tutoring, and referral assistance.

The program met or exceeded many of the goals established prior to the Fall 1978 semester. At this time student staffing is adequate, but as the program grows, more staff will be needed. With the telephones available there is no need, at this time, to expand; with growth this will need to change. A total of 600 hours were spent in recruitment which contributed to an increase of students for the Fall 1979 semester, as contrasted by a decrease in enrollment experienced by some other schools.

FUTURE PLANS

The main emphasis will be to improve the effectiveness of the program, and expand services to include a greater variety of disadvantaged students. However, the fluctuation of state funding makes the program vulnerable to political consideration at the state legislative level as well as the local level. Because of the uncertainty, program development is somewhat tenuous at best. By the end of this year we hope to serve 125 students through the various components. District staffing is adequate and as the program expands, only the number of student workers needs to be increased. With more assistance from district sources, College Work Study, and college personnel, this particular program has become more stabilized with a clear goal of growth and prosperity for EOPS students.

DISABLED STUDENTS PROGRAM

DESCRIPTION

Because no new Community College Handicap Programs could be funded under AB 77 in 1978-79, Cuyamaca College was unable to provide comprehensive support services for the handicapped student. However, under the Health Services program, certain steps were taken to provide minimal services for students with acute needs. The process of identification of disability was initiated through health information cards. These students were then contacted to determine the extent of services needed. At present, students are provided with counseling, academic advising, special parking referral, adapted physical education, advocacy and liaison with faculty. An advisory committee was

established to develop communication between community agencies and the college.

Based on the number of students identified, plans were made and implemented to hire a Handicap Specialist, who assumed responsibilities in October 1979. At the same time, the Handicap Program administratively was transferred from the college to the district, under the supervision of the Director of Special Services.

APPRAISAL

At the time of this study, the immediate and acute needs of handicapped students appear to have been met, although a program of comprehensive services is lacking. Handicapped parking spaces are adequate at present and a needs assessment survey is being undertaken. An architectural barrier study is also being undertaken to evaluate and to make provisions for accessibility of handicapped students on campus.

Physical facilities are adequate at present for privacy and to provide security for confidential records. As enrollment and recruitment efforts provide an increased number of handicapped students, additional facilities may be needed.

FUTURE PLANS

Based on the results of the needs assessment survey and ongoing evaluation, our services will include: mobility assistance and special parking, academic and vocational counseling; personal counseling, reader services, large print books, notetakers, taped books, interpreters, special equipment, including tape recorders and print magnifiers, special testing to determine

learning difficulties, individually designed courses and programs to meet unique needs of persons with learning difficulties, information and referral to on-campus and off-campus services, and adaptive physical education classes.

Plans are in progress for the purchase of a specially equipped van which will increase handicapped enrollment at the college.

BOOKSTORE, FOOD SERVICES AND STUDENT CENTER

DESCRIPTION

Under the direction and guidance of the Vice-President for Instruction and Student Services, the Bookstore, Food Services and Student Lounge are housed in the same building. The Food Services are presently limited to vending machines, which are located in the Student Center and in the patio area.

The Bookstore has the responsibility for the acquisition of all necessary instructional text materials and related student supplies. It is also responsible for purchasing used texts from students as well as collecting various district funds. The Bookstore is under the direction of a supervisor, full-time clerk, a part-time bookkeeper and student employees. Additional workers are hired to assist at peak rush periods at the beginning of each semester. The Bookstore is open five weekdays and four weeknights to serve both day and evening students.

Food Service consists of two banks of vending machines containing various hot and cold food and drinks. In addition, a microwave oven is available

in the Student Lounge for heating certain items. An outside agency is under contract to operate and maintain the vending machines.

The Student Lounge serves as a multi-purpose lunch, recreation, and social area. The Student Lounge is open from 7:30 a.m. to 10:00 p.m.

APPRAISAL

Due to the lack of permanent facilities when the college opened, the Bookstore operated in temporary facilities. The store provided students with most of the essential materials required for their classes, but lacked room to stock an assortment of supplemental material. The only food services that were offered on campus were five vending machines with cold food and drinks. Except for a few patio tables, the students had no place to sit and converse. Upon the completion of the permanent facility, the Bookstore significantly increased its capacity by increasing the trade book area, the reference area, and the gift and sportswear selection, and food service included hot food. A Student Lounge was also made available to students during inclement weather.

FUTURE PLANS

The building housing the Bookstore and Student Lounge is adequate for the present. As enrollment increases, the Bookstore may expand into the existing Student Lounge area, and at that time, the Food Service and Student Lounge will have to be relocated.

VETERANS' AFFAIRS OFFICE

DESCRIPTION

The Veterans' Affairs Office at Cuyamaca College is under the direction of the Director of Admissions and Records and is supervised by the Evaluations Technician.

The primary function of the VA Office at Cuyamaca is to assist veterans in their application for benefits to the VA Regional Office, by assisting with filling out appropriate forms and ensuring that required paperwork is sufficient and attached.

Additionally, it is the responsibility of the VA Office to monitor the program of each veteran claiming benefits, including evaluation of previous credit and application toward the veteran's stated degree objective, with all discrepancies to be reported in a timely manner to the VA Regional Offices. Due to the complexity of VA regulations and authorization of appropriate courses, veterans must consult the Evaluations Technician regarding matters normally dealt with by a counselor or advisor, and a substantial part of the veterans' counseling is undertaken by the VA Office on campus.

APPRAISAL

There are currently 251 active students at Cuyamaca claiming VA benefits for their attendance.

Since the Veterans' Program Coordinator also serves as Evaluations Technician and Foreign Student Admissions Officer, outreach and recruiting services are limited. Additionally, the VA Office at Cuyamaca is currently not receiving support funding under the Veterans' Cost of Instruction Amendment

(VCOI), which limits the ability of the office to hire support personnel and accomplish outreach programs. A booklet was developed last Spring to aid new veterans in understanding the various aspects of their involvement with the VA Regional Offices, and is intended only as an unofficial source of practical information for the student who has already applied for benefits.

FUTURE PLANS

The number of veterans eligible for benefits will be declining due to the termination of benefits on December 31, 1989 and non-allocation of educational benefits for those persons enlisting after January 1, 1977. It is anticipated that an equal or greater number of veterans will apply for benefits because of an expected increase in Cuyamaca's enrollment which will offset the declining number of eligible veterans. Future services for veterans and their dependents, including recruitment and informative publications, will be determined by the existing funding situation.

TUTORIAL CENTER

DESCRIPTION

The Tutorial Center at Cuyamaca College is sponsored by the Community College Consortium (CCC), a program of Comprehensive Educational Services, Inc. (CESI) and by funds and staff support from EOPS and VEA funds.

The target population is those students who have academic potential and have demonstrated a need for special services as a result of a deprived educational, cultural, or economic background, or a physical handicap, or a

limited English-speaking ability. Federal regulations define the target group and the primary goal of the project.

The primary goal of the Tutorial Center is to academically assist disadvantaged students at the community college level in San Diego County. The specific objectives of the CCC project are that disadvantaged students will either complete one year of community college education, graduate with an Associate of Arts Degree or Associate of Science Degree, or transfer to a four-year institution of higher education.

The Consortium Project and EOPS effort at Cuyamaca College offers services that consist of tutoring, study skills information and assistance, referrals to other campus student services and to community services and agencies (such as employment, housing, medical care, counseling, legal aid, etc.), assistance in filling out forms, and time and money management. Other services include orientation for new and re-entry students, calculator loans, and a text and reference book lending library. Test proctoring is available to faculty.

The Consortium's hours of operation are from 9:30 a.m. to 3:30 p.m., Monday through Friday. Tutoring sessions take place at tables in one large room divided by bookcases. The facility is shared by the evening tutorial component which is under the supervision of the Extended Opportunity Program and Services (EOPS).

APPRAISAL

Peripheral support services, other than tutoring, need and will receive further attention and implementation. Study skills services have been developed and will be expanded during the Spring semester.

The following CCC objectives at Cuyamaca College were achieved during the initial year on campus. A total of 63 disadvantaged students, during 225 documented sessions, received tutorial services or study skills information and assistance. A total of 59 of these students completed one year of education successfully, graduated from Cuyamaca, or transferred to a four-year institution. Twenty-nine students were provided with referrals to other campus and community services. Three students obtained textbooks on semester loan from the lending library. To date, during the Fall semester 1979-80, we have provided tutorial services for 38 disadvantaged students in 175 documented sessions, textbook loans to 10 students, study skills information and assistance to 5 students, and referral services for 15 students.

The appraisal of the CCC Project at Cuyamaca College is accomplished by comparing projected goals of services to be provided to students with documented achievements at the close of each semester. CCC's goals last academic year were accomplished and surpassed. The effectiveness of the tutors and the coordinator is determined by performance evaluations which are completed at the end of each semester. In addition, tutors are evaluated informally throughout the semester. Students' progress is evaluated by progress reports from the students' instructors twice a semester, and these have been positive and supportive. Additionally, a narrative progress report is written by the tutor documenting student progress.

Finally, a self-evaluation report is completed by the student. A suggestion box in the Consortium office is available for written narrative feedback and has indicated student satisfaction with CCC. All of the above is reviewed by the Executive Director and CESI Board of Directors.

FUTURE PLANS

June 30, 1980 is the end of the current three year funding program. July 1, 1980 is the beginning of the new multi-funding year (four years until June 30, 1984). An increase in staffing is planned and a full-time "Learning Skills Counselor" will be hired to travel from campus to campus setting up workshops and training seminars for the staff. In addition, we expect a 20% increase in the number of students served. A Parent/Student Education Day is being planned to acquaint and orient parents with the campus and the Consortium program. Random sampling of faculty opinions on CCC will be implemented during the Spring semester.

CAMPUS SECURITY

DESCRIPTION

The Cuyamaca Campus Police organization is comprised of a Captain, Lieutenant, three supervisors, and six patrol officers. The Captain is a full-time, classified employee, while the rest of the force is made up of student officers. They are all sworn as special police officers while on duty (see California Penal Code, Section 830.6). The Captain of the Cuyamaca force reports to a District Director of Campus Police and Security Services.

APPRAISAL

The Campus Police force provides an in-service training opportunity for criminology students. This training often helps them secure law enforcement positions.

The value of this experience for these students, plus the positive student-officer relations possible in such a staffing policy are worthwhile. Since Cuyamaca is a two-year college, continuity of officer service is a problem. This fact, coupled with the age and the inexperience of most officers, lead to an ongoing problem of supervision. To alleviate this, a full-time, classified employee was hired in November 1979, to hold the position of Captain, to provide more permanent supervision.

This changeover from a student officer running the Campus Police to having a full-time, classified employee available on a regular basis will, hopefully, improve service to the campus community and provide better communication with the Grossmont Campus Police as well as with the San Diego Sheriff's Department in Lemon Grove which provides emergency back-up support for the campus.

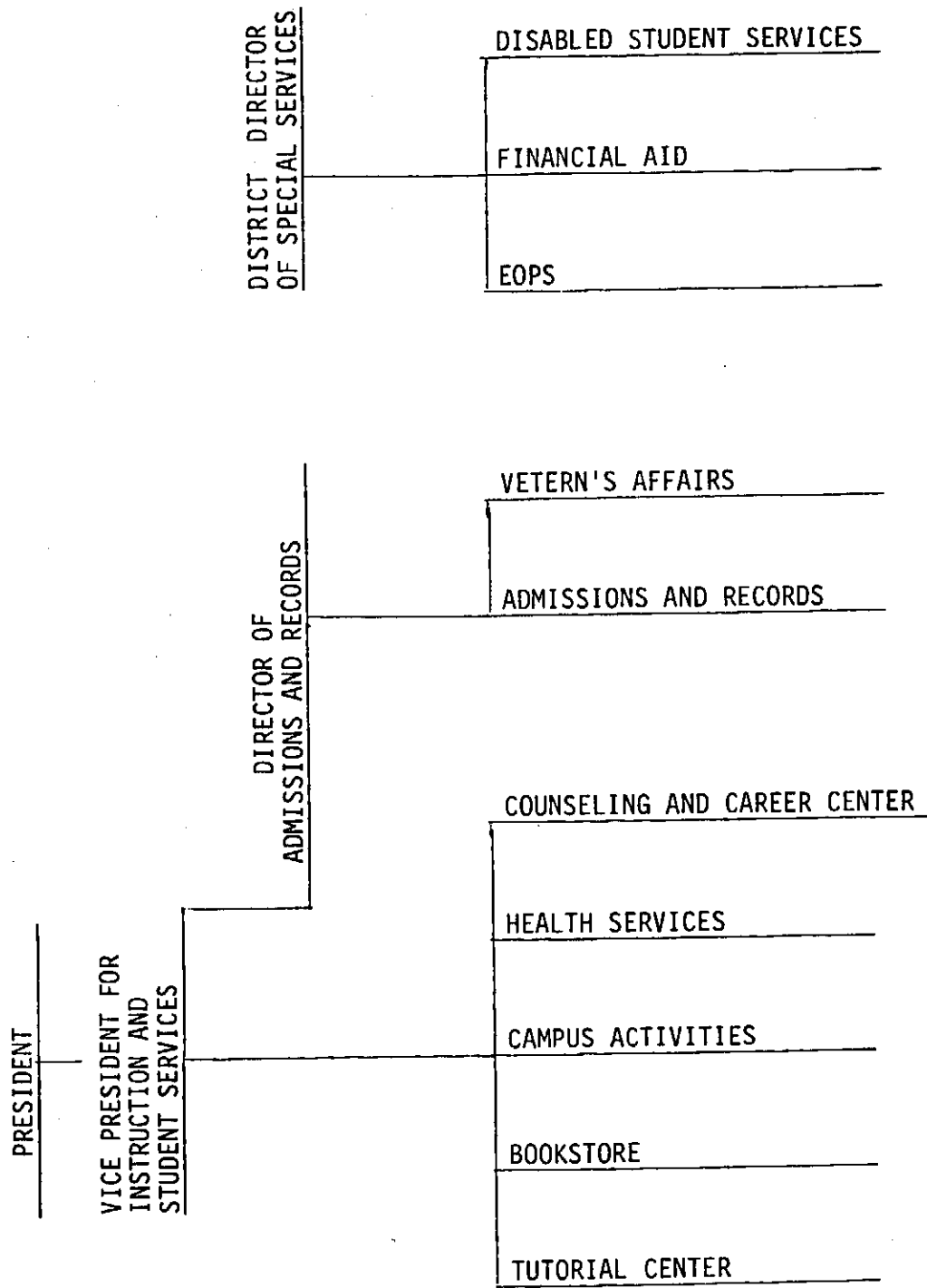
Due to the short time students are eligible to work, recruiting freshmen criminology students and training them thoroughly and quickly would be beneficial.

The parking situation at Cuyamaca will grow with the expansion of the college. More parking lot patrols are scheduled to ticket unauthorized vehicles.

FUTURE PLANS

The year ahead will be the first with a full-time supervisor heading the staff of part-time student officers. Hopefully, this will result in improved communications and service.

ORGANIZATION CHART OF STUDENT SERVICES



COMMUNITY SERVICES

COMMUNITY SERVICES

DESCRIPTION

Community education is recognized as that part of our college district offerings which endeavor to meet noncredit educational, cultural and recreational needs of our community; it focuses on courses and programs covering civic, vocational, and health subjects as well as courses in the areas of business management, community and professional services, consumer and senior citizen services, music, art, personal growth and physical fitness.

Community education includes community services and continuing education. Continuing education includes courses, workshops and programs for which state financial support is received, while community services offerings are not the recipients of state financial assistance. This report deals primarily with the community services aspect of community education.

In the Grossmont Community College District, community services is generally considered to be a district, rather than a college function.

Dr. E. A. Farrar, as Dean of Community Education for the Grossmont Community College District, has overall responsibility for arranging and coordinating community services activities. There is no separate staff position for this function at the college level. An integral function of the Office of the Dean of Community Education is the responsibility for disseminating information on community services to the public.

Public information is obtained through newspaper releases, bulletins, and a quarterly publication entitled Preview which utilizes a substantial mailing list to the community and is mailed free to those requesting it.

APPRAISAL

A questionnaire was distributed to faculty and staff to determine their perception of the community services function and their comments on how this function could be utilized in the future to meet the needs of the college and the community.

Responses indicate that the college is participating in community services programs in areas such as:

Health services offered to students, with referrals to and from public and community health agencies and assistance to students who may have mental or physical disabilities;

Financial assistance programs offered to students and information about the programs which is disseminated to members of the community to encourage attendance at the college by persons otherwise unable to attend because of financial hardship;

Publicity through community services activities which can be helpful in promoting not only special offerings but also regular catalog courses;

Counseling offered to students, and prospective students from the community, who may be in need of assistance in the selection of courses and programs which may benefit them.

RECOMMENDATIONS

There have not been extensive community services offerings to date for two primary reasons:

Community services is a district function, in which the college has not become directly involved;

The college, in its second year of operation, has had other, higher, priority concerns.

To encourage increased participation by the college in community services activities in the future, the committee makes the following recommendations:

The definition of community services should be established and circulated as part of the "language" of the college. Each member of the faculty and staff should be, or become, aware of those functions which properly fall within the definition in order for those functions to be identified and recognized as having meaning beyond the physical site of the campus;

A procedure should be established for the origination, presentation, review and recommendation of future community services programs so that those persons desiring to initiate such programs would have an organized method of doing so;

A staff member of the college should be designated, permanently or by rotation, to have the responsibility of receiving and processing requests, and to forward them to the district for consideration;

New faculty and staff at the time of hiring, and periodically thereafter, should be acquainted with the district's and college's interest in the promotion of community services programs, and should be encouraged to initiate and/or participate in them as the need arises;

The college should explore the possibility of providing some on-campus community services activities such as a Friday night film series or speaker series.

LEARNING RESOURCES

LEARNING RESOURCES

DESCRIPTION

The learning resources program at Cuyamaca College is designed to implement the unified media concept, and is carried out under a single administrative unit within the campus administrative structure. The official name of the unit is Library and Media Services. It is administered by the College Librarian, who is responsible to the Vice-President for Instruction and Student Services.

Building and Facilities

The Library and Media Services is presently located in Building A at the north end of the campus, with a total of 4,279 square feet. It is a relatively small area, but the physical layout is attractive and functional for technical operations, services and accessibility of materials.

There are 96 reader stations, of which 34 are wet carrels and can be used for general reading and audio-visual materials. The Library and Media Services maintains an open stack for both book and periodical collections. It provides a coin-operated copy machine and six portable calculators for student use. A mechanical book detection system has been installed at the exit to reduce the incidence of removal of uncharged library materials, thus increasing the rate of availability of materials for users.

The Media Center has available all basic instructional equipment: 16mm, filmstrip, slide, opaque, and overhead projectors; phonographs; tape recorders and players; filmstrip-sound equipment; videotape recorders; etc., which may be used in any classroom. All classrooms are provided with screens.

There are four listening stations in the library for student use.

Hours of public service are:

Monday - Thursday	8:00 a.m. to 8:00 p.m.
Friday	8:00 a.m. to 4:30 p.m.
Saturday and Sunday	Closed
Holidays	Closed
Academic Recess	8:00 a.m. to 4:30 p.m.

Collections

Book Collections: The goal of collection development is to develop a book collection which can support the needs of faculty, students and instructional programs offered on campus. The initial selection of 9,000 volumes for the opening day collection has been based on Books for College Libraries (1975 edition) and other tools such as Choice, etc., to update the BCL. In addition to the initial selection, a collection of 900 volumes of engineering and technology books were transferred from Grossmont College along with the programs.

Periodical Collections: A guideline and policy for subscribing to periodicals has been issued. The selection of periodical titles for the second year has been done based on the needs of each program and the general interests of the campus community. Approximately 330 titles were selected for the periodical collection.

Audiovisual Collection: As a member of San Diego County Community College Consortium, the college has access to the consortium's collection of over 1,100 films. This has been sufficient for most of our faculty film

requests. In addition, our joint-powers agreement with Los Angeles County Schools has entitled us to rent films from L. A. County Education Department at a rate of \$5.00 per film. Films are also rented from other institutions both inside and outside of California. A collection of Spanish tapes has been acquired and is used heavily by Spanish class students. Filmstrips are selected for those programs which present needs for these materials.

Selection Process: Faculty members have been playing an important role in collection development. On-going selection is done by continuous consultation and communication between librarians and instructors. A book request suggestion box is placed on the counter for students and the general public.

Interlibrary Loan: To supplement our basic collection, a reciprocal borrowing privilege with Grossmont College has been established. Interlibrary loan agreements with San Diego State University and U. C. San Diego have also been established.

Services

Reference and Instructional Services: Instruction and service to students are our ultimate goals. While only a small portion of the student body uses our reference services, we have taken different approaches to promote the service to the students and faculty members: 1) a library handbook has been compiled; 2) library orientation programs were organized for all classes in the Spring semester 1979; an on-going program which instructors can request; 3) our continuous communication with the faculty members has indicated our willingness to assist their students in the use of the library; 4) a library skills and strategy course was proposed by the College Librarian and

an English instructor, and was offered in the Fall semester 1979. It has been very successful. We have seen positive results from these efforts.

Circulation Service: Initially the library has been using a manual circulation system. It is the plan of the district that by next summer an automated circulation system will be installed based on a program developed over several years at Grossmont College.

Audiovisual Services: At the present time the services mainly are designed for the enrichment of class instruction by providing access to the latest equipment and materials available through many means as indicated in the earlier description of audiovisual collection.

Staff

The following chart indicates staff allocation for the Library and Media Services for the years of 1978-79 and 1979-80.

Category Year	Certificated Full-time	Certificated Part-time	Classified Full-time
1978-79	1	1 (2 Half-timers)	2
1979-80	2	0	2
Change	+1	-1	0

The enrollment on campus shows an increase of 18 percent for the Fall semester 1979. There were also more courses added to the programs offered on campus. The staffing for the Library and Media Services does not reflect that growth. However, the fact that a permanent certificated position is

filled to replace two half-timers is very helpful to the continuity and quality of the library service. Both the certificated and classified staff are very committed to a quality service for the campus community.

APPRAISAL

Questionnaires were distributed to the faculty and students in order to measure the quality of the learning resources program from the user's point of view. The results of these questionnaires were tabulated and have been included in the Appendix.

In general, the results indicate that the students and faculty are quite satisfied with the Library and Media Services. Specific comments are as follows:

Facilities and physical arrangement: The majority of the faculty and students who answered the questionnaires felt that the Library and Media Services are adequate and provide a comfortable environment.

Collection: Most of the students and faculty felt that the library book collection is currently sufficient for supporting the present level of enrollment. However, the faculty members felt it would be desirable to purchase more media equipment. They agreed that renting films is a better way of utilizing media funds rather than purchasing them.

Short term and long term improvements: To improve the services, the Library and Media Services would require more financial help in staffing and other budgetary items. With respect to long term improvements, the college should have a permanent LRC building, more materials, longer service hours and appropriate staff to provide services.

We believe that, at the present time, the coverage of subject matters is adequate to support the programs offered on campus and to satisfy other general interests.

FUTURE PLANS

It is our anticipation that the campus will grow in terms of enrollment and programs. In order to facilitate the additional growth, the learning resources programs will have to expand in space, organization and staff.

While present space is adequate, the library cannot continue to grow in its present facilities. A Project Planning Guide has been filed with the state for construction of a new LRC.

It is the policy of the college that the unified media concept will continue to be the guideline for the development of its learning resources programs. Under this guideline, all learning resource programs are organized and administered in a single administrative unit within the college administrative structure. The Library and Media Services is the core organization from which all learning resources programs will be evolved.

Programs identified as possible future additions include:

Learning assistance

Graphic arts

Computer assisted instruction

Coordination of library skills instruction and learning resources
research courses

APPENDIX A

LIBRARY AND MEDIA SERVICES

Budget Summary for 1979-80

Staff (certificated and classified hourly) -----	\$ 82,220
Supplies -----	14,015
Film Rental -----	5,000
Travel -----	300
Mileage -----	300
Lease -----	3,431
Postage -----	350
Books -----	2,750*
Equipment -----	10,175
Equipment Repair/Maintenance -----	750
	<hr/>
TOTAL	\$ 119,291

*The Library has been using \$80,000 left from the initial opening day book fund of \$196,950 as part of their 1979-80 book budget.

APPENDIX B
FACULTY QUESTIONNAIRE

Library Survey

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
1. Do you assign library research to the students?	46%	46%	8%
2. Do you know where most of the resource material in your subject is located in the library?	70%	17%	13%
3. Do you direct your students to these particular information areas?	37%	50%	13%
4. Do you assist the librarians in the selection of materials in your subject area?	55%	33%	12%
5. In your opinion, has the library improved, stayed the same, or deteriorated in the past year?	60%	12%	28%
6. Has the library continued to make improvements regarding the availability of resources in your particular subject areas?	71%	8%	21%

Summary

Many instructors are aware of the services and resources available in the library. More than half of the instructors that were surveyed do, however, assist the librarians with the selection of reading materials for their subject areas. And also, more than half of the instructors felt that the library has improved over the past year. A large percentage (70%) felt that the library improved significantly in the area of available resources for their particular subject area.

Survey Comments - Short Term Improvements

Some felt that the present selection of resources is adequate for the enrollment of the school. Others felt that expansion of the library would

improve the other services. It was indicated that certain instructors would try to make more of an effort to assist the librarians in the selection of resource materials.

Survey Comments - Long Term Improvements

To continue to improve the services, the library would need added financial resources. Many faculty indicated that a larger facility is definitely needed and more audiovisual equipment. Media materials, longer library hours and larger facilities were mentioned quite frequently.

FACULTY QUESTIONNAIRE

Media Services

	<u>Yes</u>	<u>No</u>	<u>How Often</u>
1. Have you tried to find out what media services are available on our campus?	80%	20%	
2. Have you ever used the following equipment at Cuyamaca:			
Opaque projector	17%		1-4 times; very often
Overhead projector	36%		very often
Dukane projector	17%		often
Video tape player and TV recorder	27%		1-6 times
Cassette player	29%		1-6 times
16mm projector	35%		1-6 times
3. Have you found it convenient to use the media center?	73%		
4. Overall, how would you rate the media services:			
Excellent:	32%	Very good: 34%	Good: 27%
Average:	5%	Poor: 0%	No opinion: 2%

Summary

The majority of the Cuyamaca faculty felt that the media services were adequate. Specifically, 32 percent rated the Media Center excellent, 34 percent very good, 27 percent good, and five percent average. No respondents rated the center poor. Twenty-seven percent of the students interviewed felt that media services were adequate for their use (mainly tapes).

The faculty felt that it would be desirable to purchase media equipment, for example: record players (which have been ordered), portable tape recorders (five of which are now available for use). It was also recommended that Cuyamaca acquire some films solely for campus use.

APPENDIX C

STUDENT QUESTIONNAIRE

Library and Media Services

OUT OF 41 STUDENTS INTERVIEWED:

- 1) 26 were satisfied with the hours of the library
15 would like to see hours expanded to late evenings and weekends
- 2) 38 students felt that the library is adequately staffed
3 students felt that more help was necessary
- 3) 23 students felt that the selection of books and periodicals was sufficient
18 students felt that more books, and especially more periodicals are needed
- 4) 32 students received library orientation and felt comfortable using the library
6 students received library orientation, but felt unknowledgeable on all aspects of library usage
3 students did not receive library orientation
- 5) 21 students were not aware of the media center
8 students did not answer
11 students felt that the service (for their use) was sufficient
- 6) 34 students were very happy with the seating arrangement and atmosphere of the library
2 students felt that it was too noisy
5 students felt that the seating arrangement is too small
- 7) 20 students said any special requests or problems have been promptly handled, and that the staff has been extremely helpful
11 students said they have not encountered any special needs or problems
10 students did not answer this question

PHYSICAL PLANT AND EQUIPMENT

PHYSICAL PLANT AND EQUIPMENT

DESCRIPTION

In April 1977 ground was broken for the first phase of construction at Cuyamaca College, and in August 1978 the district assumed beneficial occupancy of the buildings and the college began operation. Hope and Associates of San Diego are the architects for the college. During most of the construction period the administrative offices of the college were located in rented facilities in the community of Casa de Oro, an area about four miles west of the present site.

The Phase I construction project encompassed approximately 45,830 square feet of assignable space (Buildings A-H and Warehouse) and included facilities for Physical Education, Library and Media Services, Natural Sciences, Computer Technology, Electronics, Drafting, Architectural Graphics, Technical and Scientific Illustration, Industrial Technology, administrative services, and general purpose classrooms for humanities and social and behavioral sciences.

Construction on Phase II began in the Fall 1978 and was completed in January 1980. This project consisted of approximately 27,400 square feet and included facilities designed for Industrial Technology, Welding, Ornamental Horticulture and Landscape Maintenance, Automotive Technology and Major Appliance Repair.

A third building project involved construction of roads and parking lots.

All of the above mentioned projects were funded on a share-basis arrangement between the college district and the State of California.

Equipment for Phases I and II is for the most part new, and was also funded on a share-basis with the state.

Project costs to date are:

Site acquisition	\$ 1.3 million
Site development	1.7 million
Buildings	8.0 million
Equipment	<u>1.0 million</u>
Total	\$12.0 million

In March 1979 the bookstore building was opened. This project was funded through a loan from the Associated Students of Grossmont College, Inc., in the amount of \$180,000, and repayment will be made from local bookstore receipts.

A Program Planning Guide was filed with the Chancellor's Office on February 1, 1980 calling for a multi-purpose library/classroom/laboratory building of approximately 29,000 square feet. The long-run use of this building would be as a Learning Resource Center.

APPRAISAL

Advanced planning was reasonably accurate in anticipation of the enrollments experienced during the first two years of the college.

Existing classrooms are safe, convenient and accessible to handicapped students and staff and are considered satisfactory in facilitating quality instruction. Classroom size is a limiting factor in some instances.

Acquisition of additional instructional equipment is still in process in several subject areas, especially those which are being offered for the first

time in Spring 1980 semester.

The college has used off-campus facilities for overflow classes and will do so again as needed. This practice is appropriate in light of the availability of construction funding, the growth rate of the area and technological development.

An on-campus maintenance person performs maintenance functions within his capability and refers all others to the district's maintenance force. Our experience in this area is not extensive but to date the procedure appears to be working satisfactorily. The improvements necessary to a wider scope of local maintenance functions, i.e., the acquisition of suitable tools, equipment and supplies, is currently underway. To date, no maintenance has been deferred.

The college needs to continue to work with state and county authorities to acquire adequate lighting at the entrance to the roads leading off Jamacha Road to the college.

FUTURE PLANS

The college faculty and staff is now conducting a long-range study of the future building needs of the institution and will be providing a report to the Board of Trustees outlining their findings in this area. In the interim, plans are going forward for a combination multi-purpose library/classroom/laboratory building.

FINANCIAL RESOURCES

FINANCIAL RESOURCES

DESCRIPTION

Income

Cuyamaca College, as one of two colleges in the Grossmont Community College District, receives its income from various sources as part of the total district budget.

Income from the state has traditionally been generated on the basis of the average daily attendance of students within the district. This source generally provided from 30 to 45 percent of the income with the remainder being provided through local property taxes and a small portion through specially designated federal funds.

With the passage of Proposition 13, more of the burden has been switched to the state level. Income from the state is now provided in a block grant which is based upon a base-year budget figure adjusted for inflation and changes in enrollment.

Currently the state provides nearly 75 percent of the income; the local property taxes provide approximately 22 percent, and the remainder is provided by the federal government.

Budget

The budget process begins with the development of the budget calendar in early December. Key dates are listed on the administrative calendar.

The district's budget is prepared using the programmed budgeting and accounting system (PBAS). This system classifies budget items by object, program, and instructional areas (using CID codes).

Requests by object code and area are prepared by each department and submitted to the appropriate administrator. After review, they are forwarded to the budget committee.

The budget committee recommendations are submitted to the district office for review and adjustment prior to being forwarded to the district Board of Trustees for approval. From this point the procedures follow the calendar as outlined in the education code. After formal approval of the adopted budget is reached in August, the budget is forwarded to the Chancellors' Office.

APPRAISAL

Income

The district's financial base has been sound in spite of drastic changes in sources of income. Moves to further cut state income taxes may influence the future of this college. Capital outlay is the area most influenced by changes in the funding procedure. As tax dollars become tighter, additional building will become more difficult.

The college has developed a pattern of sound financial practices. The expenditures have consistently been less than the budgeted amounts.

Some difficulty is experienced in preparing the budget due to a time lag in obtaining income projections from the Chancellor's Office. This sometimes results in the necessity of making adjustments late in the budgeting process.

Budget

Generally the budgeting procedure has been excellent. It has been performed under the handicaps of an uncertain tax base and a time lag in knowing

what money will be available, and it was set up with little history upon which to base decisions.

The faculty has been involved mainly in the input stages of the budgeting process and not as much in setting priorities for cuts. This has resulted in elimination of some items which instructors felt had a higher priority than items which were not eliminated.

A district-wide audit is performed annually at the expense of the district. This audit is performed on the basis of computer printouts and does not deal in great detail with source documents. In addition, the district is subject to state audit at any time. This audit mandates that these documents be maintained in good order.

FUTURE PLANS

The stabilization of the state funding system, through the adoption of a long-range finance plan, should better enable the district to predict income at an earlier time in the budgeting process.

The college budgeting process should, in addition, be enhanced through time as a result of the historical data base growing and the placing of a computer terminal on site with immediate access to the current budget information.

Substantial strides have been made in recent months to develop better communication between the college administration, faculty, and staff. This increased communication should enhance participation by the faculty and staff in the budgeting process.

APPENDIX A

ADMINISTRATIVE CALENDAR

Academic Year 1979-80

BUDGET

December 3	Budget staff meeting and begin midyear budget review
February 14	Budget program narrative to Business Office (description of program and time to be held)
March 10	Budget program resources to Business Office (personnel requirements, room requirements, equipment requirements, instructional material requirements)
April 1	Budget program cost to Business Office (Cost of personnel/facility/equipment/instructional material requirements)
April 21	Line item budget (draft) to Business Office
May 1	Line item budget review to Business Office
May 9	Preliminary budget to District Office Membership requirements memo to District Office
May 15	Current year requisition cut-off date
June 10	Requisition continuing service contracts to Business Office (utilities, support contracts)

CUYAMACA COLLEGE
BUDGET AND EXPENDITURE DATA

Obj. Group	1977-78 Budgeted	1977-78 Expenditures	1978-79 Budgeted	1978-79 Expenditures	1979-80 Budgeted
1000 Certificated Salaries	\$ 95,627	\$ 68,547	\$ 983,018	\$1,025,460	\$1,194,103
2000 Classified Salaries	25,813	13,629	394,143	316,604	571,460
*3000 Staff Benefits	-	-	-	-	-
4000 Books/Supplies/Equip- ment Replacement	8,983	4,244	101,425	127,116	176,393
5000 Travel, Rental, Utilities, etc.	15,064	14,795	364,560	143,331	241,873
6000 Capital Outlay	7,770	768	18,743	12,874	110,828
7000 Other Out Go	-	-	-	4,768	37,992
TOTAL	\$153,257	\$101,983	\$1,861,889	\$1,612,511	\$2,332,649

*Employee benefits are budgeted in a district account.

INSTITUTIONAL GOVERNANCE AND ADMINISTRATION

INSTITUTIONAL GOVERNANCE AND ADMINISTRATION

DESCRIPTION

Cuyamaca College is the second college established in the Grossmont Community College District. The college President assumed his duties on July 1, 1977 and the college began its instructional program with the Fall semester 1978.

The Grossmont Community College District was organized in 1961, and is governed by a five-person Board of Trustees (plus a student member). Four members of the Board have served more than one term of office while the newest member was elected in November 1979. The Board holds two regular meetings a month plus special meetings as needed.

The Grossmont Community College District serves the Grossmont High School District and Mountain Empire Unified School District, and includes the communities of La Mesa, El Cajon, Spring Valley, Lakeside, Santee, Alpine, Lemon Grove, and Jamul - an area often referred to as "East County" by local residents.

Governing Board policies are developed in cooperation with the administration and staff and a comprehensive set of Board policies is kept on file and available to anyone interested in reviewing it.

Meetings are held by the District Superintendent on a regular basis to develop agendas for Board of Trustees meetings. Participants at these meetings include the college Presidents, Assistant Superintendent for Business, Academic Council Presidents, and student and classified staff representatives.

At Cuyamaca College, administrative staff meetings are held each Tuesday morning to deal with on-going problems and concerns, and to provide an

opportunity for face-to-face communication among members of the administrative, certificated and classified staff. Attendees include the President, Vice-President, Admissions Officer, Faculty Council President, College Librarian, Campus Business Officer, Community Education Specialist, and the President's Secretary. Minutes of these meetings are distributed to participants and are kept on file in the President's Office.

Once each year the President and Vice-President meet with all members of the faculty in departmental or subject matter related groups to review problems, needs and concerns and where appropriate to discuss goals and priorities for the coming year. Additionally, the size of the college allows for considerable informal communication between faculty and staff and administration on an ad hoc basis.

During the 1978-79 academic year the EOPS, Financial Aid, and Handicapped Specialist functions were a direct responsibility of the individual colleges in the district. As a result of a reorganization in this area, these functions were identified as a district responsibility and staff members employed in those areas now report to a District Director for Special Services while maintaining their offices and providing services to students on campus.

The Campus Business Officer is also a district employee reporting to the Assistant Superintendent for Business at the district level while maintaining an office on campus and providing business services to the college community.

The Grossmont Community College District has collective bargaining agreements with the California School Employees Association, representing

classified staff, and with the Grossmont College District Teachers Association (CTA) representing certificated staff. A contract for 1979-80 is in effect with CSEA, and negotiations with certificated staff are at the mediation stage at this writing.

APPRAISAL

The accreditation committee on Institutional Governance and Administration held a number of meetings and devised and administered a questionnaire for the appraisal portion of their report. A summary of the results of that survey forms the basis for the appraisal section of this report.

The questionnaire was prepared and distributed to approximately 135 persons including full-time classified staff and full and part-time certificated staff. Thirty-two completed returns were received. Unfortunately, the questionnaires were not coded to identify the respondents in any manner, and consequently, we do not know the proportion of classified and certificated, full or part-time that responded.

Results of the questionnaire responses are as follows:

	<u>Most of the time</u>	<u>Some of the time</u>	<u>Rarely or not at all</u>	<u>No Comment</u>
1. Is the Board generally reflective of the desires of the community in regard to the community college educational program?	7	12	8	4
2. Does the Board generally support the comprehensive educational program of Cuyamaca College?	11	13	2	5
3. Are the actions of the administration at Cuyamaca College supportive of the instructional program at the college?	22	4	2	2
4. Is the budget preparation and fiscal responsibility at Cuyamaca College generally efficient in your dealings with that area?	10	11	4	5
5. Is the allocation of resources for the following areas adequate to do the job?				
a) administration	19	6	1	5
b) instruction	14	13	2	2
c) other support services	12	13	1	3
6. Has the college done an adequate job of presenting itself and its programs to the community?	10	17	3	1

	<u>Most of the time</u>	<u>Some of the time</u>	<u>Rarely or not at all</u>	<u>No Comment</u>
7. Is the classified staff at Cuyamaca adequate in numbers and appropriately trained, including background and preparation to perform satisfactorily?	18	6	2	2
8. Do you perceive the district office being generally supportive of the instructional program at Cuyamaca?	11	12	5	4
9. Do you perceive the district office being generally supportive and contributing to a more effective use of district or system-wide resources?	4	16	7	3
10. Do you think collective bargaining has had any impact on the educational program at Cuyamaca?	7	11	7	4

Questionnaire comments were also recorded and are included in the appendix of this report.

FUTURE PLANS

As Cuyamaca College grows, there will be a need for additional administrative staff, particularly in the area of technical-vocational education, to support and develop that phase of the instructional program, and in the area of student services, where a full-time position in student activities plus increased counseling services will be needed.

The college will continue to work on plans for more effective communication among all segments of the staff and with the District Office and Board of Trustees.

The relationship between district and college activities conducted on campus need to be continually reviewed and modified as necessary, particularly as the college grows larger.

APPENDIX A

INSTITUTIONAL GOVERNANCE AND ADMINISTRATION

COMMENTS FROM QUESTIONNAIRE

Analyze the quality of communication between the following groups:

Board and Faculty

Limited - not being helped by the daily propaganda sheet
In my year and one-half here, there's been none that I can recall other than the day Yuhl took office.
Not adequate
The people that represent the majority of the faculty do not go to the Board meetings.
Nonexistent
Very poor or nonexistent - this is as much faculty's fault as it is the Board's fault.
No communication
In collective bargaining it's unsatisfactory - in other areas fair to good.
Not good
Good
No comment
Fair on part of faculty, good on part of Board
Nonexistent
Apparently not too good when the Board feels free to increase work load and offers a pittance to offset the cost of living.
Poor
Poor
Board seems closed to the faculty - not concerned and elitist.
Poor
Inadequate
Very poor
Needs improvement
Poor communication - frequent misunderstandings
Don't know
Generally good, but could improve
Very poor
Poor
Not known
Very poor
I think poor

Administration and Faculty and Staff

Good

Written communication is good

Fair - could be a lot better

Poor between administration and faculty, good between faculty and staff.

At Cuyamaca appears to be excellent

Fairly good when they are available (administration), should come out and be more visible and involved with staff.

Excellent/very supportive of our programs

Good

Excellent

Very good

Good

Reasonably open to each other, although administration is somewhat "above the crowd" in attitude and fails to understand some of the current problems.

Poor

Fair

Overall the quality of communications is good to very good.

Accessible

Fair

Limited

Good

At Cuyamaca, I think it is positive.

Good

Fair

Good

Fair (somewhat one-way at times!)

I don't feel that what I say has any influence on decisions.

Good

Locally - excellent)

Reasonably good - always room for improvement. Phyllis (Wiedman) is good in this area.

Faculty and Staff and Students

Have heard no complaints

Good

Not adequate

The students seem quite content but depth of their analytical ability is questionable.

Good

Good

Good

Don't know for sure

Good communication

Very good

Faculty and Staff and Students (continued)

Limited
Good
Very good
Good to very good
Fair
Good
Seems to be very satisfactory
Very good
Excellent
Excellent
Good
Excellent
More involvement needed
Appears to be excellent
Good
Fair
Seems good
Good

Administration and Students

Not adequate
Few opportunities - we try to include students on committees where appropriate.
Quite good
Students do not try to communicate with administration. They would have more influence than myself if they did.
Nonexistent
Good
Poor
Fair
Fair
Good communication
Very good
No comment
Good
No comment
Good to very good
Poor
Poor on part of administration, good on part of students
Very little contact time between them, but also few problems
Don't know
No comment - lack of information
Excellent
Good
No comment - don't know

Administration and Students (continued)

Communication needs to be opened up more here - not much contact between these two groups. Administration needs to listen more to students' opinion.

Needs some improvement

Poor

Fair to good

Not known

Good

Aspects of Administration that Seem Especially Effective or that Present Unique Problems:

In all offices, I feel the personnel are excellent. Often, however, it is difficult to get things done through the Business Office.

They keep greasing the squeaky wheel. Often, I feel, at my expense.

The district personnel office seems to be unresponsive to classified staff. Our president and vice president seem to be doing an excellent job at administering this campus. District policy (?) does not allow any merit system of compensation, promotion, or recognition, this is very discouraging to employees.

Office of Instruction is run very effectively. Business office does not get things done. It is so unbusinesslike. Incredibly inefficient. Present system of part-time evaluation is very inadequate. We don't really know most of the time what is happening in their classes - I hear a lot of negative comments about many part-time instructors. Office of Instruction is aware of the problem but there is no way that they can evaluate all these instructors effectively and still continue with their other responsibilities - administrators do spend unproportionate part of their time on business or technical operations of the college and considerably less time on improvement of instruction. This is sad because our administrators are highly qualified educators who are capable of contributing a lot to the improvement of the instructional program. Another aspect of administration that I feel is overlooked is recognition and rewarding outstanding faculty. We have many outstanding faculty. I would like to see a system set up where excellence and dedication are acknowledged officially by the college. I believe that the faculty has been more effective in recognizing the quality of our administrators and not the other way around.

The administration stays out of the way and never interferes with classroom activities. I like that.

Faculty Council/administration meetings on instructional matters.

Aspects of Administration that Seem Especially Effective or that Present Unique Problems (continued):

I think all of education has leaned too heavily on administration and services, to the detriment of teachers and learning. I hope Cuyamaca can resist this trend and reverse it.

As a part-time instructor with a class that meets on Saturdays I feel isolated from the college. My contacts with administrators, other personnel, faculty and college resources is very limited. My main contacts are with other instructors related to my teaching area.

Administrative support of evening classes is very poor. I spent several weeks trying to get a counselor to help an evening student. I have seen no administrative effort or joint faculty effort to provide faculty meetings, seminars, etc., for evening instructors.

The "Big Stick" image!

Effective: Student Services/Counselor meetings. Problems: Allow expansion and liberalize course offerings. More contact with student reality.

Good communication between faculty and administration. President and vice president very efficient in their jobs. Administration of business services, in my experience, has been poor. I've requested various services and these have not been taken care of. All I receive are promises and more promises - not enough action.

Problem: Job descriptions, classifications, and responsibilities were evolved for the district by Grossmont College, a large institution with needs very different from Cuyamaca. This has caused problems for Cuyamaca in trying to match personnel responsibilities with the needs of a smaller college.

Dr. Cohen should be District Superintendent.

Decisive leadership.

Most areas effective. Budgeting is a problem - cuts have been made without regard to their effect on individual programs and without consultation with the people who submitted the original budget proposals.

Workshops seem to be effective. Problems seem to arise as a result of the lack of actual hours on campus put in by administrators.

The fact that we are still small and hence the administration is still small allows for good communication between faculty and administration.

Aspects of Administration that Seem Especially Effective or that Present Unique Problems (continued):

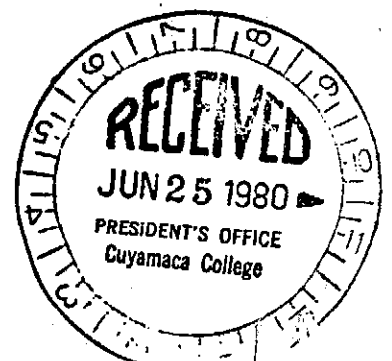
I have found it difficult to get consistent answers on policy when I have asked more than one individual (especially re student affairs). It is not easy to identify the administrator who has the "definitive answer."

Because of the size of Cuyamaca College, both in campus and student population, an informal atmosphere is presently enjoyed by students and staff. A delightful experience, most desirable in comparison with larger campuses. Let's enjoy it, capitalize on it and try to maintain the same atmosphere even as we grow.

REPORT OF THE ACCREDITATION TEAM
to the
ACCREDITING COMMISSION FOR JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
for
CUYAMACA COLLEGE
April 22-24, 1980

Team Members

Arthur Cherdack, Los Angeles Southwest College
Tyra Duncan-Hall, City College of San Francisco
Loren Irwin, Merced College
Donald Leach, Foothill College
Richard Maslow, San Joaquin Delta College
Archie McPherran, Chancellor's Office, California Community Colleges
Robert Swenson, Executive Director, Accrediting Commission for
Community and Junior Colleges
Harry Buttimer, Contra Costa Community College District, Chairman
Robert Martincich, Contra Costa College, Assistant to the Chairman



SUMMARY OF THE EVALUATION REPORT

NAME OF INSTITUTION CUYAMACA COLLEGE

CHAIRMAN OF EVALUATION TEAM Dr. Harry R. Buttimer, Jr.

The Chairman is to prepare a short summary of the Evaluation Report which may be used by the Accrediting Commission for Junior Colleges and by the visited institution. The summary should include any special problems considered by the team to be in need of early attention. The summary will go to the institution with the Evaluation Report.

Cuyamaca College is concluding its second year as a candidate for accreditation. In preparation for consideration for accreditation, an eight-member Accreditation Steering Committee was established early in 1979 with representation from administration, faculty, classified staff and students. The Committee organized the plan for the self-study report and invited all interested full-time staff to seek appointments to the various accreditation committees. There was extensive participation of the campus community in the preparation and review of the self-study report which was approved by the Board of Trustees in February, 1980.

During its visit, the accreditation team had ample opportunity to meet with individuals and groups of employees, students and Board members. There was an excellent representation of staff and the Board of Trustees at the oral report given at the conclusion of the visit.

The accreditation team recorded observations, concerns and recommendations for each of the areas covered in the self-study report. Following are the major conclusions.

The various segments of the campus community are pleased with the accomplishments of the college. Interpersonal relations are good, and there is a generally positive attitude about the college.

The Board, District office and college administration, through systematic academic planning and needs assessment analysis, should work to move Cuyamaca College toward the objective of becoming a comprehensive institution.

The college should consider the organization, methods and procedures for measuring the effectiveness of its instructional programs.

Attempts should be made to improve the performance of part-time faculty by providing for them: improved communications with full-time faculty and administration, more systematic procedures for hiring and evaluation and some type of office space.

In general, quality student services are provided by the college. Consideration should be given to decentralizing those functions assigned to the District Office and centralizing student service areas on campus to improve efficiency and coordination.

The District and the college should consider the development of a community services program for the college recognizing existing financial restraints.

The college should plan immediately for expanded learning resources facilities within existing campus capacity.

SUMMARY OF THE EVALUATION REPORT
CUYAMACA COLLEGE
(continued)

-2-

A facilities planning process should be developed which includes provision for proposed facilities and preventative maintenance and repair for existing facilities.

The District should consider developing a formal process for allocating resources to its campuses and delegate increased authority to the college for budget administration.

The accreditation team felt that planning and evaluation processes need attention. The District and its colleges should study the need for a more formalized governance structure and new planning procedures, both at the campus and District levels, in order to deal with program development, resource allocation, provision of staffing and flow of information.

5/7/80

REPORT OUTLINE

Summary of the Evaluation Report	i
Functions and Objectives	1
Instructional Programs	3
Institutional Staff	5
Student Services	7
Community Services	9
Learning Resources	10
Physical Plant and Equipment	12
Financial Resources	14
Governance and Administration	16

FUNCTIONS AND OBJECTIVES

OBSERVATIONS

The educational philosophy of Cuyamaca College is set forth in the self-study report and the college catalog. Objectives based on that philosophy developed by the president and former deans reflect the historical mission of the California Community Colleges, objectives of the District and anticipated community needs. Most of the faculty and staff participated in a review and discussion of the proposed college objectives.

There is clear evidence of a broad effort to develop Cuyamaca College as a distinctive institution with its own identity. The Board of Trustees has approved the educational philosophy statement and college objectives. There is general faculty and staff support for the continued growth of the college into a comprehensive institution.

CONCERNS AND RECOMMENDATIONS

Cuyamaca College is being developed incrementally. With the initial transfer of a number of vocational programs from Grossmont College to Cuyamaca College during the first two years of operation, there is some concern about what may appear to be an overemphasis on vocational programs. This perceived overemphasis is felt to be at the expense of general education and lower division transfer programs, particularly in humanities and social sciences. The delay of a humanities - social science complex may be a major underlying cause for this concern.

An informal process now exists for coordinating program planning with the college's mission and objectives. This process involves administrators from Grossmont College and Cuyamaca College discussing program and course proposals prior to presentation to the Board. The role of the District Office in coordinating these planning efforts appears minimal at this time. As Cuyamaca College grows and

submits requests for additional programs and resources, which may or may not duplicate existing programs, the responsibility of the District Office in coordinating these efforts may need further reexamination.

RECOMMENDATIONS

1. The Board and administration work to move Cuyamaca College in the direction of meeting the agreed-upon objective of becoming a comprehensive institution.
2. The college consider developing and implementing a systematic academic planning and needs assessment process for the purpose of planning future programs and services.
3. The District Office review its responsibility in program planning and coordination giving recognition to the mission and objectives of Cuyamaca College and Grossmont College and consideration to the need for a more formal planning process.

INSTRUCTIONAL PROGRAMS

OBSERVATIONS

At this stage of incremental growth, the nine vocational programs and the liberal arts curriculum at Cuyamaca College fit well within the framework of a comprehensive community college. The vocational programs, having been transferred from Grossmont College, are established curricula being taught by competent faculty. The liberal arts curriculum framework (while not yet fully realized) confirms the college's commitment to the comprehensive community college concept.

CONCERNS AND RECOMMENDATIONS

Evaluation of the quality and outcomes of instruction is important in measuring the effectiveness of instructional programs. The self-study report does not address this type of evaluation. Existing informal efforts in this area may need to be replaced by a more systematic process.

The accreditation team found that up-to-date outlines were not available for all courses. The team felt this matter to be of particular significance because of the large number of part-time faculty employed at the college.

RECOMMENDATIONS

1. The college should consider methods for measuring the effectiveness of its instructional programs, for example, transfer acceptance and performance, job placement and licensure of students completing vocational programs.
2. The college should develop and maintain current course outlines and assure their availability to the appropriate full- and part-time faculty.

The problem of quality control of courses taught may need to be considered in the future as the college coordinates its instructional offerings while increasing

In size. Informal procedures presently effective may not be adequate, and it may become necessary to have an individual responsible for each academic area.

RECOMMENDATION

As the college grows, consideration should be given to a departmental or divisional structure as a means of insuring academic excellence.

The accreditation team felt that students living at a distance from Cuyamaca College may not be aware of the opportunity to take some of its vocational programs because of its geographical location.

RECOMMENDATION

The college should explore the possibility of offering beginning vocational courses at off-campus locations distant from the college.

INSTITUTIONAL STAFF

OBSERVATIONS

The accreditation team found a high degree of enthusiasm and cooperation among all members of the institutional staff. There is evidence of high quality administrative and faculty leadership. While some degree of these positive aspects might be attributed to the newness of the institution and its small size, credit must be given to the commitment of individual staff members to the mission and goals of the college.

The administrative staff appeared to be accessible and responsive to staff concerns; the full-time certificated staff are enthusiastic, cooperative and well prepared for their assignments; and the classified staff is highly competent and cooperative with a strong sense of loyalty and commitment to the college. The team felt that the staff development programs and the Faculty Council's role in its implementation deserved recognition.

CONCERNS AND RECOMMENDATIONS

Because of the high percentage of part-time faculty employed at Cuyamaca College, the accreditation team is concerned about the adequacy of communications between full- and part-time faculty. Although this concern has been addressed partially through required orientation meetings for part-time faculty, it appears that more needs to be done.

RECOMMENDATIONS

1. The college consider means of improving communication with part-time faculty, especially in regard to course content and instructional strategies and outcomes.
2. In future facilities planning, consideration be given to providing some office space or an office area to part-time faculty so

they may provide better assistance to students and fulfill other instructional responsibilities.

3. Consideration be given to more systematic procedures for hiring and evaluating part-time faculty.

For classified staff, the college has established a systematic hiring and evaluation procedure with provision for lateral transfer. There is some degree of concern about the matter of a uniform definition of duties for positions within the District. The current classification review may address this concern successfully.

RECOMMENDATION

Attention should be given to the classified staff's perception that the duties of given positions are not interpreted and applied uniformly throughout the District.

STUDENT SERVICES

OBSERVATIONS

In general, quality student services are provided in all areas addressed in the self-study. Members of the staff were selected wisely, and they show a commitment to carrying out their assignments.

CONCERNS AND RECOMMENDATIONS

The team concept was a high management priority of the college administration in the initial organization of student personnel services. Recent organizational changes resulting in E.O.P.S., financial aid and enabling services reporting to the District administration could become counterproductive to the student personnel team concept and possibly affect the quality of services provided to students.

RECOMMENDATION

The current arrangement which provides that E.O.P.S., financial aid and enabling staff report to a District administrator should be reviewed, with opportunity for input from those with a professional involvement.

The accreditation team felt that lack of adequate space to provide the necessary student personnel services has become a problem that will increase as the student population grows.

RECOMMENDATION

Consideration should be given to the possibility of centralizing student service areas to provide more coordinated services and a more efficient use of space and personnel.

In the counseling and guidance area, the accreditation team found high quality staff and facilities and good curriculum and career information resources. In view of the increasing proportion of evening students enrolled in community colleges, Cuyamaca College should be sensitive to the difficulty in keeping evening students aware of the availability of evening guidance services.

The college is developing a uniquely Cuyamaca student government/activities program with an organizational constitution and student body elections in the planning stage. The team found some concern among student leaders about the college's slowness in providing equipment and supplies for instructional programs.

The college is commended for its comprehensive program of health services provided for students and the highly qualified counselor assigned to this function. The accreditation team has a concern about the adequacy of the facilities.

RECOMMENDATION

The college should consider the provision of a private rest area, running water and more convenient toilet facilities for the health services program.

Rotation of E.O.P.S. directors between Grossmont College and Cuyamaca College does provide for a high degree of staff utilization. However, it does appear to reduce the director's ability to provide a program which is closely integrated with other student personnel services on the Cuyamaca College campus.

At the present time, the staff responsible for veterans affairs is not able to meet the requirements of the office in a timely manner. As the college grows and the possibility of serving more veterans arises, provision of adequate services in this area could become a serious problem.

RECOMMENDATION

The college should review the workload in the Veteran's Affairs Office and consider adjustments if necessary.

Tutorial services are provided currently to a limited number of students and funded from two sources. The accreditation team felt that, as the college grows, it will become increasingly important to plan comprehensively for tutoring services.

RECOMMENDATION

Future planning for tutorial needs should be reviewed and consideration given to cross-funding possibilities of E.O.P.S., V.E.A., CETA and handicapped programs.

COMMUNITY SERVICES

OBSERVATIONS

Community services is organized as a District function at the present time. In spite of the cutbacks resulting from Proposition 13, a wide variety of services is provided, and information concerning these services is widely disseminated.

CONCERNS AND RECOMMENDATIONS

The accreditation team is concerned that the great majority of community service offerings appear to be associated with Grossmont College or provided in its geographical area. There does not appear to be either Cuyamaca College or community involvement in planning the types of services to be provided.

RECOMMENDATIONS

1. The District and the college should consider developing a planning and procedures process, utilizing a community advisory committee and college personnel.
2. The college should consider ways to increase its visibility in the community through the resources of the community services program.

LEARNING RESOURCES

OBSERVATIONS

At its present stage of development, the learning resources center is a small library with a collection adequate for the size of the student body. Audio-visual equipment is readily available for classroom use. Faculty requests for new books have been honored without difficulty and students have access to the Grossmont College and San Diego State University library books through interlibrary agreements.

A nine-member library committee has been active in making recommendations on future plans.

CONCERNS AND RECOMMENDATIONS

The existing library facility is likely to be inadequate for even the immediate future. The accreditation team feels that the problems of adequate space and consideration of providing expanded media center services are of immediate concern.

RECOMMENDATIONS

1. The college should consider planning for an expanded library facility immediately as a transitional measure until a permanent location is available.
2. The college should explore upgrading the media possibilities for the present library rather than waiting for a permanent site to become available. This exploration could extend to closed circuit TV and other electric devices for use in the learning carrels in the library.

At present, faculty and students are not adequately informed about new acquisitions in the library.

RECOMMENDATION

The college should consider ways to inform faculty, students and staff of new library acquisitions.

Arrangements for some learning resource material are made through the District or Grossmont College, for example, film purchasing and rental and overhead transparency and slide preparation. This system appears to afford easier access to service and the possibility of higher priority for the Grossmont faculty.

RECOMMENDATION

The District review the provision of learning resource materials for its colleges to assure equity in processing faculty requests.

PHYSICAL PLANT AND EQUIPMENT

OBSERVATIONS

Initial planning for Cuyamaca College in the early 1970's involved the construction of a complete, comprehensive college. This plan was dropped and the decision made to build the campus incrementally. In the present uncertain funding climate, the college will rely heavily on State support. The State Chancellor's Office presently is supporting working drawings for outdoor physical education facilities in 1980-81 and the library portion of the requested library-classroom facility in 1981-82. Withdrawal of support for the classroom portion of the requested facility is due to what is expected to be a temporary downturn in student enrollments in the Grossmont District.

The accreditation team's examination revealed classrooms and laboratories to be clean, attractive, well lighted and acoustically satisfactory for classes scheduled in them.

CONCERNS AND RECOMMENDATIONS

The team found no evidence of a planning process to serve as a basis for determining the type and amount of facilities required in future years. A similar concern exists over the lack of a plan for systematic preventative maintenance on a long-range basis which would include such projects as painting, roofing repairs and parking lot maintenance.

RECOMMENDATIONS

1. The college should consider developing a facilities planning process that coordinates with the academic planning process recommended in the "Objectives and Functions" section of this report.
2. Action should be considered to develop and implement a systematic long-range preventative maintenance and repair schedule.

The team felt that some of the campus space was underutilized. While some remodeling is underway, it appears that there will be a need for more general classrooms to accommodate additional courses within the next two years.

Some students expressed a concern over the lack of adequate food service facilities and the dissatisfaction with the limited offerings from the vending machines and food service van.

RECOMMENDATIONS

1. The college should evaluate all existing space to consider possible changes to accommodate present and future needs.
2. An examination should be conducted of the possibilities for providing improved food service facilities.

FINANCIAL RESOURCES

OBSERVATIONS

The adverse impact of Proposition 13 and the appearance of Proposition 9 on the June, 1980, ballot are factors mitigating against orderly financial forecasting and budget development. There is a close District review of proposed expenditures under present circumstances.

The District Assistant Superintendent for Business has begun building the necessary data base for financial planning which will be an important factor in the budgetary process.

CONCERNS AND RECOMMENDATIONS

The 1980-81 preliminary budget is being developed along the following lines: (1) All present personnel salaries have been carried forward, (2) an additional flat amount has been added to provide some flexibility, and (3) all requests for new personnel, equipment and special supplies and materials have been submitted to the District Business Office supported by justifications. The team felt that, within present fiscal constraints, some additional decentralization of authority might be beneficial.

RECOMMENDATION:

The District consider developing a formal process to allocate an equitable share of the District budget for all aspects of current operations at Cuyamaca College as a means of providing increased authority at the campus level.

The Cuyamaca College Business Officer reports both to the college President and the District Assistant Superintendent for Business. This arrangement appears to operate satisfactorily at present due in large part to the small size of the Cuyamaca operation and the flexibility of the persons involved. The team is concerned that this arrangement may not work as well as Cuyamaca College grows.

RECOMMENDATION

The District should review periodically the reporting relationship of the College Business Officer.

Cuyamaca College staff members and students expressed concern regarding the time lag between job requests and the repairs requested for the new building, for example, electric floor plugs, air conditioning and roof leaks.

RECOMMENDATION

Means should be explored to improve communication between the District Business Office and the staff initiating job requests so that progress reports are made and estimated completion dates are given.

GOVERNANCE AND ADMINISTRATION

OBSERVATIONS

The Grossmont Community College District is governed by a five-person Board of Trustees. The Board has had substantial continuity of service with four of its members having served two terms or more. The Board has supported the development of Cuyamaca College as a comprehensive institution.

The organization of Cuyamaca College as the second college in the District has produced a new series of problems in joint planning, allocation of resources, equivalency of staffing and services, coordination of policy development processes and flow of information.

After the passage of Proposition 13, the college reorganized administratively when the incumbent dean of instruction decided to leave the field of education. One administrator now has the responsibility for both instruction and student services. For reporting purposes and to economize on staffing, certain functions were centralized at the District level, for example, financial aid, E.O.P.S. and handicapped services. The college currently makes no provision for the administration of community education and community services, and the evening program is supervised administratively on a rotating basis.

CONCERNS AND RECOMMENDATIONS

While the Board has been committed to a comprehensive mission for Cuyamaca College, the issue involving program duplication at the Board meeting on April 22, 1980, indicates that all Board members may not fully understand the nature of a comprehensive community college.

RECOMMENDATION

The Board should reaffirm its policy position regarding Cuyamaca College's comprehensiveness in accordance with the recommendation in the "Objectives and Functions" section of this report.

Multi-college governance poses some complex problems, particularly in an era of shrinking resources and new relationships resulting from collective bargaining. Informal and ad hoc processes may easily lead to reactive decisions which may solve an immediate problem but not represent good policy direction for the future.

RECOMMENDATION

The District and its two colleges should study the need for a more formalized governance structure and new planning procedures, both at the campus and District levels, in order to deal effectively with program development, resource allocation, provision of staffing and services and flow of information.

Internal and external communication needs have been accentuated with the advent of collective bargaining, the creation of a second college, the necessity of fiscal cutbacks and the decline in enrollment at Grossmont College. Responsibility for information services has been widely dispersed since the decision was reached two years ago not to fill the District Public Information staff position. As a new institution, Cuyamaca College needs to establish its own identity with the constituency in its service area.

RECOMMENDATION

The college and District should review the need for an organized public information service with appropriate staffing.

At present the college administrative structure does not provide for leadership in vocational education; a divisional or departmental organization to carry out planning, operational and evaluative functions in the instructional disciplines; continuity in the supervision of the evening program; or development of community education.

RECOMMENDATION

The newly organized college long-range planning committee should consider recommending changes in administrative organization as part of its study of program development and facilities planning.